Ideas About How to Use Early Years Pupil Premium (EYPP)

The following ideas are not an exhaustive list and have been gathered by early years providers. Whatever ideas you choose, they will need to be in response to the individual learning needs of the eligible children that are currently with you.

Family Involvement

* Introduce home visits to support home to setting transition.
* Home visits can build stronger relationships and provide opportunities to ensure a good understanding of the child’s needs, leading to adjustments to provision at the setting.
* Regular home visits can give families space to talk about establishing routines/behaviour or developing play skills.
* Emporium subscription for families.
* Family library e.g., toy library, story sacks; information library, leaflets.
* Home learning/activity packs e.g., on communication.
* Book vouchers to promote bedtime stories.
* Breakfast club-include families.
* Using information communication technology (ICT) to share learning opportunities with families.
* Families’ workshop/days to socialise, share skills, become involved in setting life to support families feeling more comfortable with setting staff and other families.
* Chargeable family courses.
* Communication and language workshop in family’s first language.
* Key person attends workshops/training with family’s activity sessions for families and children with materials provided.
* Family training/workshops e.g., maths, reading/phonics, schemas, helping boys, craft, cooking-sharing healthy recipes/lunch boxes, managing behaviour, sleep routines, storytelling, establishing routines, PSED, speech and language, working together, mark-making, numeracy, ICT skills, play.
* Joint speech and language workshops to develop staff and family skills.
* Saturday morning family fun club for, family play sessions.
* ‘Stay and play’ sessions e.g., phonics, reading with child, messy play.
* One stop shop/family support coffee mornings or evenings for advice, ICT support etc.

Collaborative Working

* Pooling money.
* Sharing cost of training.
* Focussed visits to other settings e.g., sharing ideas, peer observations.

Continuous Professional Development

* Training targeted to children’s needs.
* Special Educational Needs and Disability/Inclusion training e.g., supporting children with English as an Additional Language (EAL), Autism Awareness, Makaton, Behaviour as a Communication training.
* Visit Pen Green nursery/research centre to find out more about schemas.
* Training or workshops on child development; observation, assessment, and planning; speech and language (e.g., Early Talk Boost) sustained shared thinking and interactions, problem-solving approach to conflict, managing anxiety/stress.
* CHIRP Toolkit.
* Write Dance training.
* Solihull training.
* Forest school training.

External Professional Support

These could be accessed as part of a collaboration.

* Educational Psychologist.
* Family Liaison Officer.
* Speech and Language Therapy.
* Health Visitor to support families once a term – sleeping, potty training, eating.
* Counselling e.g., bereavement.
* Music therapy.
* Play or Lego therapy.
* Language specialist for EAL – to train staff/interpreter.

Learning Environment

* Visual resources.
* Emporium subscription.
* Specific resources e.g., bags/sacks to take home (bereavement, social stories, hospital stays, fine motor skills), treasure boxes.
* ICT equipment/computer/software e.g., Dictaphones/talking tins to support home learning, iPad for children and staff.
* Internet access at setting.
* Duplicating aids/resources that child has at home.
* Develop outside area-low level equipment-climbing frame, ride-on, canopy.
* Prepared space for small group work/adaptations to the environment.
* Play sacks to take home to encourage quality interactions.
* Dual language resources e.g., books.
* Resources for literacy e.g., story sacks, song boxes, lending library or ‘share bear’.
* Resources for numeracy.
* Providing transport where child would not be able to attend.
* Cooking equipment.

Setting Organisation

* Additional staff to free up key persons e.g., work with external professionals, small group work, especially for behaviour, support gifted and talented children, spend time with families; support more confident/able children to interact with others.
* Non-contact time for SENCo for targeted planning.
* Fund attending meetings e.g., Team around the Child.
* Improve pay e.g., to attract early years graduate.
* Fund additional hours/extended sessions.
* Staff cover for training.
* Paying for translation, interpreter.
* Role-modelling teaching/listening skills.
* Free cooked meals.

Liaison with Schools

* Summer holiday transition sessions in liaison with school/Year R.
* Transition packs to take home.
* Employ a Family Liaison Officer (FLO) e.g., support with attendance/access to school FLO.
* Extend school family support worker time with pre-school age children.
* School SENCo for nursery and Year R only (maintained nursery).
* Play dates out of school.

Additional Services for Children

* Supplement cost of new experiences for children e.g., use of mini-bus, outings, visits-seaside, woods.
* Zoo Lab.
* Physical Development programmes outside-fitness/coaching/boot camp sessions.
* Visits from community groups.
* Visiting musician/artist/carpenter.
* Yoga/meditation.