Here are some of the ways in which some of the settings in Leicestershire have chosen to spend their EYPP funding:

<table>
<thead>
<tr>
<th>How the funding has been spent</th>
<th>Why this was chosen</th>
<th>How impact is being documented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to attend a summer play scheme</td>
<td>Need identified by setting and parent that the children would benefit from the opportunity to make new friends, mix with children already at school to support transition and also enjoy holiday experiences otherwise unavailable to them.</td>
<td>Observations Discussions with parent and staff members</td>
</tr>
<tr>
<td>Social communication games, small group work, purchase of a small tent to provide a communication friendly space, purchase of a circular outdoor bench to encourage small group communication</td>
<td>Early Communication and Language Child Monitoring Tool indicated that the child was at risk of delay in social communication, the key person noted that the child spent a lot of time playing outdoors</td>
<td>Observations Tracking progress using the Individual Progress Tracker Tracking using the Early Communication and Language Child Monitoring Tool Supervision conversations</td>
</tr>
</tbody>
</table>
| Extra graduate member of staff appointed to work with EYPP children with a specific focus on communication and language development and physical development | Need identified that children would benefit from more small group opportunities and intensive 1:1 adult input | Observations
Individual Progress tracker
Learning Journey
Discussions with parents
Discussions with key person |
| --- | --- | --- |
| Forest school sessions | The Individual Progress Tracker identified physical development as an area below age related expectations, confidence was also low. | Individual Progress Tracker
Learning Journey |
| Purchase of a wider selection of musical instruments | Need identified to improve child’s self-confidence | Observations
Individual Progress Tracker
Learning Journey
Conversations with parents |
| Additional ECAT sessions | Communication and language need identified | Tracking using the Early Communication and Language Child Monitoring Tool
Learning Journey |
| Having an EYPP champion who engages with parents, who has an overview of the needs of the EYPP children, plans specific experiences for the children and monitors the impact of the EYPP | Large number of EYPP children whose needs could be best met by the employment of a specialist member of staff | Observations  
Individual progress tracker |
| --- | --- | --- |
| **Purchase of an incubator to hatch chicks**  
**Involvement of parents in the experience by posting photos and videos of children with the chicks on Tapestry so parents could use these as an opportunity to talk to their children and also comment on children’s developing language skills** | Observations identified that a group of EYPP children would benefit from an experience to promote language skills | Observations  
Individual Progress Tracker  
Electronic Learning Journeys  
Parents comments on Tapestry |
| **Employment of a specialist dance teacher for a term (x5 EYPP children)** | Needs and next steps from key persons  
Observations showed that children would benefit from experiences to develop moving in different ways, listening and attention and following instructions | Observations  
Individual Progress Trackers |
| **Visit to the Zoo – child, key person and parent** | Need identified for the child to have an experience to share with the other children at the setting to support language development, self- | Observations  
Conversations with parent |
| Key person, child, mum and little sister visit to the Sea Life Centre in Birmingham. | The child had told her key person that some of her friends had been to the sea life centre but she couldn’t go because her parents don’t have a car. Also to further develop the parent/key person relationship. We wanted to help the child’s self-esteem by giving her an opportunity to talk about her day out. | The impact on the child is being documented in her learning journey. She made a book about the visit with her key person which she took home and shared with her family. Conversations with parent. Her mum emailed to say how much they had enjoyed the day out. | Individual progress tracker Learning Journey |