

## Early Years Pupil Premium (EYPP) If all is going well....

Sometimes it is a challenge to decide how a child might benefit most from EYPP funding. There may be no obvious developmental delay or gap in learning. The child may be making good progress within developmental norms, or achieving more than expected for their particular age and stage of learning.

### How could the EYPP funding help an “achieving child?”

Some children, who appear to be doing well, may not have had the same life enriching experiences as their peers. Others may have experienced disruption, discontinuity in relationships and struggle quietly with low self – esteem, expectation and confidence.

### Consider how...

- Enriching experiences, shared with parents and/or practitioners, both within and outside pre-school, can have a lasting, transforming effect. They promote well- being, positive energy and provide children with essential friendship-making skills, news to tell and knowledge to share.
- Research is beginning to show that, for younger children, **physical mastery of a new skill** in, for example, gymnastics or ball skills can build overall confidence, which spills over into areas such as emerging writing and solving number problems.
- **Holistic learning**, such as that provided by **Forest School**, strengthens the areas that vulnerable children can lack, cultivating, an “I can do this” attitude, self- motivation and regulation, competence in handling risks and emotions, co –operation and team spirit, perseverance and other qualities that lead to success in later life.

### Things to think about...

- Could the EYPP enable a family to buy a child regular swimming lessons, gymnastic sessions, football coaching for half a term?
- Could you host a regular musical/drama/puppetry/dance opportunity and use EYPP for eligible children?
- Initiate /develop Forest School, using money to buy in a Forest School leader or enable a practitioner to access level 3 FS training? Or provide Attachment Training for a key person?
- Buy time for a child’s key person and parent to play with children, modelling interactive resources such as story sacks, chatterboxes, parachute or outdoor games /activities (obstacle course, building dens/animal homes or a fairy glen)?

- Arrange a trip to a zoo, animal sanctuary, farm or sea-life centre (Either as a setting visit, funding eligible children or a parent/child outing with child funded by EYPP).

### **Other important considerations.....**

EYPP funding is primarily to improve outcomes. Progress and developments need to be measurable as settings are accountable.

**Do...** use the child's voice, parents' voice and recorded observations to demonstrate the positive impact of enrichment opportunities on the child as a person and as a learner in the setting and at home.

**Do...** keep a funding log with receipts and use an action plan to record follow up activities and evaluations. What did the setting do after the child enjoyed the trip? (Photo memory book/related play?)

**Don't...** underestimate how small steps can help to transform a child's experience and increase their capacity for learning throughout life!