

## EYPP spending and links to supporting evidence

The following guide provides you with some suggestions on how to use the EYPP funding effectively. The 'What?' section provides a list of possibilities for spending which you should link directly with the identified learning needs of your EYPP child/children. The 'Why?' section makes links to evidence about why this is an appropriate and effective use of money.

Managers and Key Persons should monitor the impact of expenditure on the cohort and individual children to track the effectiveness of your spending.

### **Staff development: CPD; partnership working with other settings/agencies; in-house training**

#### What?

- CPD to upskill practitioners
  - ✓ Specific CPD
  - ✓ Networking
  - ✓ Visits to other settings
  - ✓ Peer observations
- Buy research/curriculum reading materials for staff (directly linked to identified areas of need/learning)
- Develop peer-to-peer observations to develop high quality provision (purchase video cameras to support this reflective practice)
- Support practitioner confidence in developing children's communication and story-telling skills through targeted interventions (e.g. Talk Boost / Helicopter Stories/World of Stuff and Story/Poetry Basket – contact the Early Years Team for details)
- Support practitioner confidence in teaching children the language of feelings and help them to develop their emotional literacy (e.g. Emotion Coaching CPD- contact the Early Years Team for details)

#### Why?

[Ofsted inspection handbook](#) (2019)

Outstanding provision: 'Leaders ensure that they and practitioners receive focused and highly effective professional development.'

Ofsted will consider: 'how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.'

[The Effective Provision of Pre-school Education \(EPPE\) Study](#) (2004)

'....settings that have staff with higher qualifications, have higher quality scores and their children make more progress'

[The study of early education and development \(SEED\) report](#) (2018)

'...found that high quality settings prioritised on-going CPD to develop professional practice; to keep up-to-date with new research on effective practice; to build networks and share good practice and to support staff retention.'

[Early Years Workforce Strategy](#) (2018)

'...committed to supporting the development of a well-qualified workforce with the appropriate knowledge, skills and experience to deliver high quality early education and childcare for children from birth to age five. An effective workforce drives high quality provision, which is critical to children's outcomes and is important to parents making childcare choices'

## Parent partnerships: supporting the Home Learning Environment; transition work

### What?

- Release staff to make home visits.
- Access, and develop resources from [Hungry Little Minds](#) and promote to families.
- Release time for staff to develop materials/resources e.g. Letters and Sounds packs, home learning packs to share with parents, etc mark making materials, numbers/ letters for games, rhymes and songs being learnt etc
- Provide parent/carer workshops to promote learning through play at home.
- Plan in release time for key people with EYPP children to meet regularly with parents to discuss child's progress and to support with practical ideas for extending the learning via the Home Learning Environment.
- Plan in release time for key people with EYPP children to attend Team Around the Family meetings and Children Social Care meetings to share information and contribute to the child's plan

### Why?

[Improving the Home Learning Environment](#) National Literacy Trust and Public Health England (2018)

'The Home Learning Environment is related to child social and emotional development in the early years and the benefits continue until age 16.'

'Studies consistently show that the following home learning activities support children's early language development:

- Going to the library
- Painting and drawing
- Playing with/being taught letters
- Playing with/being taught numbers
- Songs, poems, rhymes'

[Ofsted inspection handbook](#) (2019)

To be at least good...

'Practitioners help parents to support and extend their child's learning at home, including how to encourage a love of reading.'

[Putting Quality at the Heart of the Early Years](#), Family and Childcare Trust (2016)

'One of the key differences between children from disadvantaged families who do well in school and those who do less well is a positive parental attitude to home learning and education. The early years is an important opportunity to support home learning. We do know ... that early years settings can effectively engage parents in their child's development and learning'

[The Effective Provision of Pre-school Education \(EPPE\) Study](#) (2004)

'For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. What parents do is more important than who parents are.'

'Poor mothers with few qualifications can improve their children's progress and give them a better start at school by engaging in activities at home that engage and stretch the child's mind.'

[Education Endowment Foundation \(EEF\) Early Years Toolkit](#)

‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. Schools and early years settings can support parents to engage with their children’s learning in a wide range of ways, for example, by:

- providing regular feedback on children’s progress,
- offering advice on improving the home learning environment
- running more intensive programmes for children struggling with reading or behaviour.’

## **Resources and environment: materials and resources; improvements to the environment; staffing**

### **What?**

- Complete audit of existing provision to enhance children’s learning opportunities and improve provision (e.g. [My Space](#); use Sustained Shared Thinking and Emotional Wellbeing (SSTEW) Scale; the [Early Childhood Environment Rating Scale](#) (ECERS).
- Purchase/borrow high quality, ‘intelligent’ and open-ended resources and objects/loose parts (e.g. World of Stuff and Story, NS Community Scrapstore).
- Release time for staff to develop materials/resources e.g. Letters and Sounds packs; home learning packs, mark making materials, numbers/ letters for games, rhymes and songs being learnt etc.
- Release time for staff to deliver targeted support and attend meetings.
- Set up lending library with high quality books (see [Book Trust](#) website for suggested books)
- Purchase tools that challenge skill progression in children e.g. single hand hole punches, staplers, hammers, nails, screws and screwdrivers, small paintbrushes, drawing pens, sharpeners, needles, thread and material, pliers etc).

### **Why?**

[Ofsted inspection handbook](#) (2019)

For provision that is at least good: ‘Practitioners and leaders create an environment that supports the intent of an ambitious ... curriculum. The available resources meet the children’s needs and promote their focus on learning.’

[Key competencies in early cognitive development: Things, People and Words](#)

Early Intervention Foundation (EIF) (2018)

‘Children’s knowledge of objects and object relationships is identified as a core component of children’s intelligence ... Studies show that the manipulation of objects in infancy and knowledge of object relationships in preschool play a critical role in the development of problem-solving skills as children grow older. Studies show that children’s object knowledge in preschool is predictive of their intelligence test scores in primary school and academic performance in secondary school.

During the third, fourth and fifth years, children come to understand increasingly complex object relationships and systems (and use of tools). This knowledge, in turn, supports the development of children’s higher cognitive reasoning skills which are associated with their academic success during primary and secondary school.’

## Widening the child's experiences

### What?

- Provide trips/visits within and beyond local community e.g. library, post office, farm, beach, woods, museum etc.
- Develop enriched opportunities within your curriculum e.g. Forest School, woodworking, regular cooking, dance, music, yoga, sewing, clay.
- Develop targeted 'specialism' in your staff team for one of the above areas of enrichment. Pay for release time for this team member to develop this area in your setting e.g. Cooking (team member to read 'Inspiring Learning Through Cooking' by Suzie Strutt and develop experiences for EYPP children [and others] to cook)
- Extend opportunities for pretend and symbolic play (see The Importance of Play document)
- Purchase a setting 'pet' or animal
- Develop a 'growing area/allotment/ pots' for children to tend.

### Why?

[Ofsted inspection handbook](#) (2019)

Outstanding provision:

'The provider is highly successful at giving children a rich set of experiences'

Cultural capital:

'what a setting does through its EYFS curriculum and interactions with practitioners, potentially makes all the difference for children. It is the role of the setting to help children experience the awe and wonder of the world in which they live through the seven areas of learning.'

[The Importance of Play](#)

Dr David Whitebread (2012)

'We also now have extensive evidence of the inter-relationships between the complexity and sophistication of children's play, particularly their symbolic and pretend play, and their emotional well-being.' (p.15)

'Observing, Assessing and Planning for How Young Children are Learning', Judith Stevens, in Characteristics of Effective Early Learning edited by Helen Moylett. Open University Press (2013)

'Practitioners need to ensure coverage of the seven areas of learning and development over time. But what is absolutely essential is planning to create a rich, vibrant learning environment which supports children's own interests and supports the Characteristics of Effective learning; an indoor and outdoor environment which motivates and engages children and supports the ways in which they think.'