

Use of EYPP early implementer providers

Seven local authorities implemented the early years pupil premium three months earlier than the rest of the country from January –March 2015. Their purpose was to test application , funding and eligibility checking systems prior to full roll out. They also collected case studies from providers about how they used the EYPP. A summary of some of their findings is below.

Type of Setting	Number of eligible EYPP children	How the funding was utilised
Private pre-school with 69 children	7	Staff training on ELKAN level 1 and the setting up of small group work within the universal environment with interventions as identified from the training. Impact to date notes that using the ECAT monitoring sheets there is improvement in the ECAT scores for this group of children.
Term time sessional preschool with 48 children	4	To employ an additional member of staff for 1 hour per session to support the identified children in communication, language and mathematics through small group intervention
Voluntary, 147 on roll with 50 children in any one session.	1	To support the child to participate in more outdoor activities to foster and extend his independence.
Rural village preschool with 18 on roll	2	To support mathematical development. Impact will be measured through monitoring and tracking progress.
Voluntary setting with 64 children on roll.	11	To create a distinct physical space to support the identified children's emotional well being in order for the identified children to be better placed to identify their own feelings and behaviours.
Maintained primary school nursery	4	The EYPP group is made up of boys. Analysis of data identified that the 4 boys were working below expectation in reading and communication and language. The funding was used for additional teacher led learning focused on phonics and support for parents to work with their children at home. Progress is good and the group are catching up with their peers.
52 place maintained nursery class	4	The EYPP group were identified as achieving below their age related averages on entry in mathematics communication and language skills. The funding is being used for number story sacks, and staff training to help the children with the communication skills.
26 place PVI preschool	1	The funding was used to produce resources to support parental engagement including a Home Learning Achievement Album.
EYFS unit in a maintained school. 26	3	Supporting the language skills of the identified children through staff training – ECAT. Focus was on 'sharing' story books and working with parents on using these

nursery children and 30 reception aged children.		books with soft toys. To date there is improved parental engagement. The purchase of more non-fiction books is allowing the children to have more 'real world' experiences which is supporting the boys' learning.
Full day nursery with 51 children on roll	7, 2 girls and 5 boys	Staff training on Mathematics, Literacy and peer visits to an early years unit. Staff now feel more confident to support the identified children in their learning and monitor progress.
Term time preschool with 27 children on roll.	7	Purchasing of resources to support the identified children's moving and handling skills and to work with parents to support this area at home by providing busy bags'. Parents report that feel more confident in supporting their children's physical development.
Rural private day nursery	3	Staff identified that the targeted children enjoyed learning outside therefore decided that the children would benefit from more outdoor experience and so decided to train a member of staff to become a Forest School Ranger. Impact to date has recorded that the children have benefitted from the more forest school structured activities in that they have become more confident, engaged and motivated.
69 placed preschool	1	Individual play therapy for the identified child in partnership with the local children's centre.
Maintained nursery class of 78 children within a 550 place primary school	30	Improving the speaking and listening skills of the target children by using the funding to invest in a dedicated early years special educational coordinator and language specialist. The 2 members of staff provide additional speaking and listening skills sessions, developing attention skills, turn taking and speaking in sentences. Staff deliver the Black Sheep Language programme. Parents are supported through the weekly '@chatterbox Club'. Tracking to date shows that the identified children have made progress and are matching or above their cohort in performance in the area of communication skills.
Maintained nursery class	27	Additional targeted small group interventions and the employment of a speech and language therapist who has trained the staff to lead the small group interventions centred on the Nuffield Programme. The staff have targeted the children to make 4 steps of progress over the year. The identified children are on target to do so.
52place nursery	12	Implementing the Raising Early Achievement in Maths programme which focuses on parental engagement and the home learning environment.
Nursery class	24	An early years interventions teacher was assigned to work in the nursery alongside the staff with a focus on literacy, listening, attention and mathematics.
54 place day nursery	All children	Staff training to improve literacy, numeracy and physical activity through participation in the NDNA's

		Maths Champion programme, Early Movers activity programme and REAL/REAM training .
Nursery school and Children's Centre	72	To support funding for an early years play therapist and Jake the Therapy Dog, in order to strengthen the emotional wellbeing of the children. Early impact shows children are calmer and more able to engage in their learning experiences
Nursery school and Children's Centre	32	Focus on EAL as the 32 children all had English as an additional language. The recruitment of specialist EAL staff to communicate with families as well as support the learning needs of the identified children. Early impact is showing greater participation of families in the life of the school and Children's Centre and children accessing the full curriculum