



## Learning Together About Learning

Putting sound early years principles into practice

### A DfE funded project to support the introduction of Early Years Pupil Premium

Newsletter issue 2

#### WELCOME

Thank you for signing up to the updates for the Learning Together About Learning (LTAL) project. The focus of this second newsletter will be on ideas to support physical development as this is an area where you could focus your EYPP funding. It is important to remember that you, along with the parents, will know the context best for your children and your setting.

If you have queries or feedback, you can contact our project lead, Caroline Eaton, by email at [caroline@early-education.org.uk](mailto:caroline@early-education.org.uk)

#### IDEAS FOR PROMOTING AND ENHANCING PHYSICAL ASPECTS OF DEVELOPMENT

Below are some clickable links which you might find helpful if this is a need you have identified for spending your EYPP funding on supporting your children's physical development.

[www.activematters.org](http://www.activematters.org) This website provides a wealth of information in relation to physical development

[DO and DISCOVER Fun activities to develop physical skills in the early years](#) (Bridgend County Council) - gives you lots of ideas that are listed in such a way as to show progression in skill acquisition.

[Education Endowment Foundation toolkit entry on physical development](#) - this is the page from the toolkit that explores physical development approaches and gives further reading

[EYPP Case study: Starting Out](#) (Foundation Years) - offers ideas for impacting on the home learning environment .

[Every Child a Mover](#) (Early Education) - book which has lots of wonderful pictures showing a range of ways children can climb, build and enjoy moving as well as useful theory. It would be a great contribution to a professional library to extend and consolidate the knowledge of the staff in your setting, which you could use your EYPP funding to develop. Discussions of articles or books read

could form a part of your supervision conversations especially if they are linked to meeting the needs of the practitioners' key children.

[The Great Outdoors](#) (Early Education) - short book from that would make a useful addition to a professional library as it looks at the importance of physical development as well as offering practical ideas for outdoor activity.

[Interventions to increase physical activity in the early years](#) (British Heart Foundation factsheet) - looks at implications for practice in relation to the need for young children to be active.

[Introduction to physical activity in the early years](#) (British Heart Foundation) - looks at 3 guidelines for physical activity as well as the links to learning, concentration and motivation. It provides a useful reminder of why physical activity is important.

[Learning through Physical Play](#) (Early Years) – downloadable booklet good for sharing with parents and for reminding us why we provide lots of the experiences that we do.

[Physical activity](#) (webpage from NHS Scotland Maternal and Early Years website) - looks at physical development through a health slant and gives useful information in relation to guidelines and ideas about motivating families to become more active.

### Toilet training links

The links below deal with facts and tips about toilet training. These have been included as this can sometimes be an area parents need support with. They could be shared with families or used to develop your leaflets/ packs for supporting toilet training. They could be developed into a resource base that can be called on in the future as well as being used currently. Like any resource bank it will need to be reviewed regularly.

[ERIC: the children's continence charity on potty training](#)

[NHS England potty training tips](#)

[Toilet training – Raising Children Network \(Australia\)](#)

<https://www.youtube.com/watch?v=hiMo7C8xSM> This link provides tips and reassurances for toilet training and may be useful for parents or staff who prefer to watch rather than read.

### THE LTAL PROJECT SO FAR

Our project's local networks have begun to establish a pattern of events including supporting each other to write plans of how the EYPP funding will be spent, arranging and attending joint training, sharing professional expertise and discussing and trialing how impact will be documented.

One network has been influential in enabling their local authority to alter their procedures for checking eligibility for the EYPP funding, by following practice in other local authorities who had adapted the head count form to incorporate information which meant eligibility for EYPP could be checked for all

children. As a result settings in this local authority will be receiving their notification of who is eligible much earlier in the term. Previously the details were coming through after half-term and they are now being notified before.

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

<b>How the funding has been spent</b>	<b>Why this was chosen</b>	<b>How impact is being documented</b>
Additional forest school provision	Children were showing signs that language and physical aspects needed developing. Children in EYPP cohort mainly live in flats and weren't accessing the outside much. Children talk more outside and have more opportunities for physical development.	Tracking of progress on an individual as well as cohort level Discussions with parents and staff Observations
Additional language based experiences in small groups. Groups are supported by Senco who models practice to other staff and experiences are built on through repetition as well as through adult supported play opportunities	Children's language outcomes showed they had a language need. Identification of staff needing to develop the quality of their interactions.	Tracking of progress on an individual as well as cohort level Discussion with parents and staff Supervision conversations Monitoring of practice
Speech and language workshops	Need identified to further develop staff's understanding of young children's language development. Children's language outcomes showed they had a language need.	Monitoring of interactions between staff and children. Supervision discussions  Tracking of progress on an individual as well as cohort level Discussion with parents and staff
Artist in residence	Need identified that children would benefit from opportunities to problem solve, discuss and express their feelings and ideas in meaningful experiences. To widen the life experiences of the children	Observation Discussions with parents Tracking of progress on an individual as well as cohort level

You can find a summary of what the project is about at [www.early-education.org.uk/eypp](http://www.early-education.org.uk/eypp) .

## FURTHER LINKS FOR IDEAS ON SPENDING THE EYPP FUNDING

You might also like to have a look at the wide range of [ideas that Kent practitioners have thought of for ways of spending their EYPP](#) funding.

## DATES FOR THE DIARY

We're looking forward to disseminating the findings from our local networks at a series of events in the spring. These events will enable network participants to share their learning in an informal 'Knowledge Café' style. Some events will include visits or seminars in addition.

- 9 February 2016 - Newcastle
- 23 February 2016 – Stockport
- 29 February 2016 - Plymouth
- 3 March 2016 - Cambridge,
- 8 March 2016 - Birmingham,
- 17 March 2016 - London

More details and booking routes will be shared closer to the dates. We hope that you will take advantage of this exciting opportunity.

## LTAL PROJECT WEBSITE RESOURCES

A reminder of the topics covered on our website:

- [EYPP: the basics](#)
- [How to spend your EYPP](#)
- [Framing your thinking for spending your EYPP funding](#)
- [Some possible ideas for spending the EYPP funding](#)
- [Learning from the schools Pupil Premium](#)
- [Including families in your decision making](#)
- [Working in partnership](#)
- [Early years principles into practice](#)

Please explore these resources – and spread the word about them. Remember, any colleagues who aren't yet signed up for our e-newsletters can do so via our website, and you can also now follow us on Twitter (@EYPP\_LTAL).

## NEXT NEWSLETTER

The next newsletter will focus on personal, social and emotional development.

## FINALLY

Please could you share your ideas about how you are going to spend your EYPP funding, any formats or systems you develop, ways you engage your parents in their child's learning and any partnerships you establish, so that these examples of Effective early years practice can be celebrated and shared. Thank you. Share by contacting [caroline@early-education.org.uk](mailto:caroline@early-education.org.uk)