



## 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 3

### WELCOME

Thank you for signing up to the updates for the Learning Together About Learning (LTAL) project. The focus of this newsletter will be on personal, social and emotional development.

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)

### USEFUL LINKS RELATING TO PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

These links may help you to deepen or confirm your knowledge of the personal, social and emotional development of the children in your settings and can help you identify how you might support children who are inexperienced in this area of learning. This area of learning underpins and impacts on others. The links below focus on general aspects, attachment, resilience and supporting children who are looked after as well as some that are written for parents.

*General links for PSED:*

- [Interventions for Promoting Early Child Development for Health](#) looks at different types of interventions and those that are most likely to be more successful. It also has a diagram which shows the periods where the brain is most sensitive to different elements of development eg binocular vision, habitual ways of responding etc. It reminds us of why we have the EYPP.
- [Newham Outdoors](#) charts the journey some settings have taken which have developed the opportunities and use of outside and its impact on the personal, social and emotional development of the children. It would be a good addition to a professional library for staff and parents to be able to access.
- [Dorset for you](#) contains a selection of articles on promoting independence, keyperson working, conflict resolution and elements of a can-do environment,
- [California Infant/Toddler Learning & Development Foundations](#) focusses on interactions, relationship formation and emotional regulation
- [Gracepoint](#) looks at developing self-esteem

- Jennie Lindon has written a series of leaflets focusing on [behaviour](#) management and supporting children during a time of [change](#)
- The [Education Endowment Fund](#) has a section on self-regulation

#### *Attachment theory:*

It is important to understand attachment theory. The following links will enable you to consolidate and deepen your understanding of attachment theory'

- [Kendras Cherry's](#) article in About Education looks at the importance of developing those emotional bonds. It provide in formation both in a written format and video.
- [Saul McLeod](#) in Simply Psychology details some of the the different theorists in relation to attachment theory.
- [Shalamar Children's training video](#) looks at the importance of attachments. (It is quite long.)

#### *Developing resilience:*

Resilience helps children to persevere and is linked to self esteem.

- [The centre for the developing child at Harvard](#) explain in this video about the effects and influence resilience can have on different individuals.
- [Gcphonline's clip](#) looks at the different types of resilience there is, what needs to be in place and reminds of how individual young children are.

#### *Parents information:*

These links are written for parents to help them support their child's personal, social and emotional development.

- Surrey County Council pages on [bereavement](#) and [domestic abuse](#)
- About Health article on managing challenging [behaviour](#)
- Best Start booklet on developing [resilience](#)

#### *Meeting the needs of children who are looked after by the LA.*

- [Bath and North East Somerset](#) have developed an information sheet to ensure settings have as much information as possible when children first start.
- [Hertfordshire](#) have developed a document that encourages thought and reflection.

See below for an opportunity to sign up for an elearning programme relating to wellbeing from another DFE-funded project.

**New eLearning programme to improve inclusive practice and wellbeing support for children and families from Institute of Wellbeing**

*Increasing inclusion and wellbeing in early years settings* is an exciting online learning programme for everyone who works with children under five, whether state-run or independent settings, also recommended for childminders and those in the voluntary and faith sectors.

Created by the Institute of Wellbeing, experts in the field of family wellbeing, the programme teaches the essentials of inclusive practice (including SEND) and wellbeing and why improving the wellbeing of children and their families is key to ensuring that children make progress in their lives, whatever their family background or personal circumstances.

The eight-module programme and refresher course gives early years professionals an understanding of inclusive practice and wellbeing, and how to help parents build a positive home learning environment for themselves and their children. It is designed to support early years' professionals' continuing professional development and is pending City & Guilds accreditation.

Registration is free before the end of November, To register, go to: <http://theinstituteofwellbeing.com/sign-me-up>

### The project so far

Our local networks within the project are beginning to get confirmation about who their new cohort of EYPP children are. Initial plans for the existing EYPP children from last term are taking shape so that implementation can begin as soon as the money arrives. Here are some of the ideas the networks and settings have chosen to spend their EYPP funding on. Some of them have been seen to show impact already.

<b>Idea for EYPP funding</b>	<b>Reason for choice</b>	<b>Format</b>	<b>Monitoring of impact</b>
Working alongside a consultant to develop practice in relation to engaging parents	Network identified that there were some parents who were less well engaged with their child's learning. The premise staff have begun from is that they are hard to reach rather than the parents being hard to reach.	The consultant will provide a series of inputs and there will be action research type activities between the sessions.	Staff have monitored who they interact with at transition times over a period of time. This is providing a baseline and gives a clear indication of which parents might need more encouragement or different strategies to enable them to engage. The monitoring will be repeated again after the intervention and the impact can then be assessed. Discussion between parent and key person.
Development of a loan library	EYPP children had been identified as being less experienced in speech. It was felt these children would benefit from opportunities to revisit	6 home learning packs were developed which could be borrowed. The thinking behind the packs was shared with the	The individual tracking of the EYPP children has shown progress has been accelerated in this group of children. Children have made between 3 – 6 steps of

	experiences offered in the setting at home.	parents. A more secluded and intimate area was provided, where the packs were stored and utilised in the session.	progress over a period of time following these interventions. 1 step of progress being measured moving from entering to within and within to secure etc. This intervention was further supported by some speech and language and nurturing training.
Having an EYPP champion	This enables the setting to have a dedicated member of staff who has an overview of the needs, impact, monitoring and analysis of a range of data.	Champion has release time to develop plans, monitor and analyse impact. Time to liaise with outside professionals to organise support or training etc.	Increased Staff confidence levels. Tracking of this group of children. Performance management cycle.
Speech and language sessions for parents	If parents have a deeper understanding of how young children learn to talk they will be able to support their child and any subsequent children more.	Formats vary from one off sessions to a range of sessions.	Increase in parents confidence levels. Tracking of CL in child. Informal observations of parent/child interactions at transition times. Discussions between parent and key person.
Enrichment activities such as a visit to a wildlife park	This outing provides a shared opportunity for child, parent and key person to talk about. Provides an opportunity which some children might never get for economic, transport or other reasons. Shared experience of a whole group.	Setting organised the trip. Parents accompanied child. Records of the visit was made. Sliding scale of contribution towards costs.	Discussions between families and key person. Use of records eg books made in setting. Reports of use of support materials at home. Progress tracking.
Learning from a local school. How they make decisions and measure impact for the Pupil Premium.	To learn from people who have more experience of spending money on specific group of children or child, which benefit practice as well.	Allocated member of school staff invited to a network meeting to share their expertise.	Staff confidence levels for allocating funding pre and post meeting. Comparing EYPP plans from pre and post meeting – what are the differences?

There is a format for monitoring interactions with parents on [the measuring impact page](#) of the project website.

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)

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*Have you encouraged your colleagues/friends to sign up for the newsletter at [www.early-education.org.uk/eypp](http://www.early-education.org.uk/eypp) ?*

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## **EYPP AND OFSTED**

There is a new page on our project website which highlights [references to EYPP in the Ofsted handbooks](#) and looks at the implications for your practice in relation to these.

Here are two extracts taken from Inspection reports since September 2015 which give an indication of what inspectors are looking for:

“The pre-school staff effectively identify children who are making less progress than their peers. Staff work in partnership with parents and external agencies to put in place focused interventions that ensure gaps in achievements are closing.”

“Children for whom the setting receives additional funding make the same good progress as their peers. Staff identify any area where children may be falling behind and put support in place to ensure that gaps are closing.”

## **REMEMBER THE DATES FOR THE DISSEMINATION EVENTS**

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

These will give you an opportunity to hear how other settings are spending their funding, assessing impact and collaborations they have trialled as well as training opportunities they have experienced. We are looking to seeing at these events and hearing your EYPP stories as well.

## **FINALLY:**

Please could you continue sharing 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)