

## Kipling Lions Pre-School

### EYPP focus: highly targeted small group work



#### Identifying needs

Kipling Lions assess all 3 and 4 year old children using the Communication Audit Tool. From this, daily small group work is planned for the children within the identified 'yellow' area, using detailed knowledge of the particular areas to enhance. For example, some children may score high in some areas but low in story telling or using sentences whereas other children are low in every area. The groups are therefore tailored for each child. This includes children eligible for the EYPP.

The small group approach was inspired by network meeting workshops by Claire Pimenta, Highly Specialist Speech and Language Therapist, and Alison Wakeford, the Manager at Early Explorers Pre-School.

#### Planning the EYPP spending

The groups are carefully planned to support specific areas, and include a structure and activities and similar to those run by colleagues from SALT and BHISS.

Groups take place daily during the session. The team identify pairs of children to work together, and plan each session to last 10 minutes. Children have 'mini me's which they are given so they understand they are joining in the group. All groups start with the hello song with the help of a visual timetable. Children are reminded of good listening etc, and then look in the box and where the resources for the main activity are ready. The session end with an activity using the breath with bubbles, straws or a toy windmill. Each stage is clearly indicated with Makaton signing and is ended with posting the picture into the finished box.

Focused learning includes activities promoting positional language and instructional language. If practitioners are working on sentences they use detailed picture cards for children to describe what they can see. If they are working on storytelling and narrative they use sequencing cards. New resources have been bought with EYPP funding.

#### Monitoring and assessing effectiveness of strategies

The approach has been highly effective for all children, including those eligible for the EYPP. In October 2016, 24 children were identified as needing help in some area of which 4 were EYPP children. When children were reassessed the following term only 13 children still needed help

In particular, at the start of the project a number of children were highlighted as not being able to story tell or use detailed sentences. After a term and a half of intense teaching when the children were reassessed they scored on average 4 points higher and did not need further intervention.

#### Further details and information:

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