

Ditton Nursery School

Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

Impact

School used EYPP funding to support children with speech and language, self-regulation and nurture. There was also a significant focus throughout the year supporting children with SEND. All children identified for early intervention benefited from support from a dedicated teaching assistant and/or teacher throughout the year. Interventions were delivered according to need and took the form of 1:1 support and small group work.

Ready for Reception data shows 67% of EYPP children were on track for Communication, Language and Literacy and 50% for a GLD when leaving nursery; 38.5% of non-EYPP children were on-track for a GLD and 46% for Communication, Language and Literacy.

Parental involvement was mixed throughout the year with parents attending parents' meetings, Stay and Play sessions and participating and supporting with their children's learning. Parental support was high for social events such as the Christmas and summer fayres.

Wider impact

All staff received training in a 'Thrive approach' to support children in managing their own feelings and behaviours. This has resulted in staff having a better understanding of how to identify children's individual needs and to provide appropriate support around self-regulation.

All children received a school bag for library books and some children benefitted from support with school trips.