

Ditton Nursery School

Review of the previous academic year (2023-24)

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 75% of EYPP children were on track for Communication, Language and Literacy and 50% for a GLD when leaving nursery; 69% of non-EYPP children were on-track for a GLD and 75% 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 mental health awareness both in children and adults; 2 staff members were trained in Mental Health First Aid; and 1 staff member was trained in Parents as Early Education Partners (PEEP). This has resulted in staff having a better understanding of mental health and how this may impact families and their children; and also in staff feeling more confident in the support they provide.

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