

## Part B: Review of the previous academic year

### 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 62.5% of EYPP children were on track for both Communication, Language and Literacy and a GLD when leaving nursery; 24.1% of non-EYPP children were on-track for a GLD and 41.4% for Communication, Language and Literacy.

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

#### Wider impact

All staff received training in positive handling, de-escalation, and nurture approaches. This has resulted in staff feeling better able to understand children's behaviour and more confident in being able to effectively support children across the setting.

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

All children received sports skills sessions throughout the year to support both physical development and self-regulation.