

Pupil Premium Strategy Statement

2024-2025

2025-2026



This statement details our school's use of pupil premiums for the 2024 to 2027 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

Our previous 3 year plan includes the impact of spending 2021- 2024.

School overview 2024-2025. 2025-2026

Detail	Data
School name	Torpoint Nursery and Infant School
Number of pupils in school - September 2024	180 Reception - Year 2 32 in Nursery
Number of pupils in school - September 2025	165- Reception - Year 2 32 in Nursery
Proportion (%) of pupil premium eligible pupils 2024	21% DPP Reception - Year 2 17% Forces
Proportion (%) of pupil premium eligible pupils 2025	15% DPP Reception- Year 2 17% Forces
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2025 2025- 2026 2026- 2027
Date this statement was published	July 2024 Updated July 2025
Date on which it will be reviewed	June 2025 June 2026
Statement authorised by	Danielle Kellond - Head Teacher
Pupil premium lead	Stephanie Lock - Assistant Head Teacher
Governor	Milly Southworth

Funding overview 2024-2025

Detail	Amount
FSM Pupil Premium Funding allocation 2024- 2025	£39,960
Looked After Children Funding 2024- 2025	£10,280
Forces Premium Funding allocation 2024- 2025	£11,560
Total Pupil Premiums 2024- 2025	£61,800

Funding overview 2025-2026

Detail	Amount
FSM Pupil Premium Funding allocation 2025- 2026	£54,540
Looked After Children Funding 2025- 2026	£5,260
Forces Premium Funding allocation 2025- 2026	£9,450
Total Pupil Premiums 2025- 2026	£69,250

Pupil Premium Strategy Plan

Statement of intent

Addressing the needs of each and every child, especially the most vulnerable, is fundamental to how we work as a school; Pupil Premium funding is a valuable resource that enhances our ability to do this.

We have very carefully considered how we should best use the Pupil Premium funding so that we can ensure the maximum impact for the children's academic attainment and progress through a range of evidence based approaches; this includes use of the EEF toolkit.

As part of our tiered approach, we recognise the importance of high quality teaching, every day, in every classroom. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits our non-disadvantaged children. It is always our intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers. This is evident in our results overtime.

We are open in our decision processes and actions and, while we are aware of common challenges and needs, we do not make generalised assumptions about the impact of disadvantage on individual children.

Teacher's take responsibility for ensuring that each child receives a curriculum that is adapted to meeting their specific needs, this enables each child to be socially and emotionally confident and make the best possible academic progress. Having a higher pupil to adult ratio in classes across the school ensures teachers can use their expertise to assess and identify children's needs and be responsive to them. Teachers are supported to achieve this through our commitment to ongoing professional development which is focussed upon developing their ability and confidence to identify and meet the needs of each child not just academically but also personally, socially and emotionally.

We recognise that some children need additional support outside the classroom and the approaches we have adopted complement each other to help children excel.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our data suggests that children eligible for Pupil Premium are more likely to experience challenges in becoming confident and fluent readers.
2	Children eligible for Pupil Premium often have lower starting points on entry to school; resulting in gaps in learning.
3	Our attendance data overtime indicates that attendance among children eligible for Pupil Premium is lower than the attendance of 'other' groups of pupils.
4	The poor emotional resilience of some our children entitled to Pupil Premium can have a negative impact on their readiness to learn within the classroom.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved reading attainment among disadvantaged pupils.</p> <p>Challenge 1</p>	<p>-EYFS Profile data overtime for Word Reading and Comprehension shows no gap, a positive gap, or a narrowing gap between disadvantaged pupils and other pupils.</p> <p>-Phonics Screening Check results overtime show no gap, a positive gap, or a narrowing gap between disadvantaged pupils and other pupils.</p> <p>-End of KS1 reading outcomes overtime show no gap, a positive gap, or a narrowing gap between disadvantaged pupils and other pupils.</p>
<p>The lower starting points on entry to school are narrowed or removed by the time of summative assessment points.</p> <p>Challenge 2</p>	<p>-EYFS Profile data overtime shows that disadvantaged children who entered school with lower starting points (evidenced from baseline data) have no gap, a positive gap, or a narrowing gap between their attainment and that of other pupils.</p> <p>-End of Key Stage One data shows that disadvantaged children who entered school with lower starting points (evidenced from baseline data) have no gap, a positive gap, or a narrowing gap between their attainment and that of other pupils.</p>
<p>To sustain high levels of attendance for all pupils, particularly our disadvantaged pupils and ensure non attendance does not impact on learning.</p> <p>Challenge 3</p>	<p>-Attendance rates remain high and year on year show no gap, or a narrowing gap, between disadvantaged pupils and other pupils.</p>
<p>The poor emotional resilience of some of our children entitled to Pupil Premium can have a negative impact on their readiness to learn within the classroom.</p> <p>Challenge 4</p>	<p>- Children show increased emotional resilience within the classroom and this is evident in their improved outcomes e.g. confidence, readiness to learn within lessons, outcomes in books (evidence will be dependent on needs of individuals).</p>

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost 24-25: £36,800

Budgeted Cost 25-26: £41,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small class sizes and a high level of teaching assistant support results in increased teacher to pupil ratios in all classes across the school.</p> <p>This includes:</p> <p>The average class size is 23.6.</p> <p>Every class has at least one full time, highly experienced, Teaching Assistant. In some classes, there is more than one Teaching Assistant. There are three HLTAs who are also class based.</p> <p>Having increased pupil to teacher ratios will ensure teachers can use their expertise to assess and identify children's needs and be responsive to them. This includes the level of pastoral care and support that can be put in place for individual children and help ensure good relationships.</p> <p>Class teachers and support staff will also have time to deliver the support and interventions that the EEF toolkit have shown to be most effective:</p> <ul style="list-style-type: none">• Effective Feedback• Developing metacognition and self-regulation skills (learning about learning)• Focusing on embedding basic literacy and numeracy skills including reading comprehension• Developing positive behaviour and personal responsibility	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>There is some evidence for additional benefits of smaller class sizes with younger children so having an increased pupil to teacher ratio in classes across the school will be an effective approach to meeting the specific needs of all children; thus enabling them to make best possible progress.</p> <p>Evidence shows that smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently - for example, having higher quality interactions with pupils or minimising disruption; this can be seen in all classes across the school.</p>	1,2,3,3 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Phonic teaching appropriate to children in class setting • Early intervention including a focus on developing early communication • Good parental relationships 		
<p>Ongoing professional development which is focussed upon developing teacher's ability and confidence to meet the needs of each child not just academically but also personally, socially, emotionally.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>"High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom."</p>	<p>1,2,3 ,4</p>

Targeted academic support

Budgeted cost 24-25: £15,000

Budgeted Cost 25-26:£15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The SLT monitor progress and liaise with class teachers to help identify needs for targeted intervention.</p> <p>As part of this monitoring, at least termly interviews with all teaching staff about the provision and progress for pupils who are eligible for pupil premium funding or otherwise vulnerable, take place with members of the SLT. These interviews include:</p> <ul style="list-style-type: none"> - Looking at assessments, data and provision. - Ensuring individual strategies and interventions are put in place for children where progress or attainment is less than expected. - Challenges for teachers to ensure they achieve the best for each child. 	<p>Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>"Evidence consistently shows the positive impact that targeted academic support can have."</p>	<p>1,2,4</p>
<p>Individual and small group tuition delivered by high quality staff linked to individual needs of children but generally focussing on:</p> <ul style="list-style-type: none"> - Fundamental maths knowledge - Language development - Time to Talk - Speech, Language and Communication Interventions - Phonics Keep Up Sessions - Little Wandle - Fun Fit - Reading fluency interventions 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>"Individualised instruction can be an effective approach to increasing pupil attainment."</p> <p>"Small group learning might be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive."</p>	<p>1,2,4</p>

Wider strategies

Budgeted cost 24-25: £10,000

Budgeted Cost 25-26: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual interventions and approaches to meet the emotional health and well-being needs of our children across the school. Including:</p> <ul style="list-style-type: none"> - Trauma Informed Schools Practitioner working with children across the school. - Mental Health Support Worker from the NHS working with children across the school on a weekly basis (24-25). - Whole school focus and regular staff updates on wellbeing, and pupils social, emotional and mental health. - Emotional Health and Well-being training for all staff. 	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>"Pupils with better health and well-being are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement."</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf</p> <p>Whole school approaches follow the research based approaches and guidance in DfE Mental Health and Behaviour in schools.</p>	4
<p>Attendance and timekeeping approaches to ensure children have a high attendance rates include:</p> <ul style="list-style-type: none"> - Working with parents and the Local Authority Attendance Improvement Officer to ensure families understand the importance of their children's attendance in school. - Barriers to school attendance explored with families who are then supported accordingly, including 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>"Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they</p>	3

<p>through Early Help Referrals and Attendance Support Plans.</p> <ul style="list-style-type: none"> - Personalised letters shared with parents informing them of their child's attendance and the importance of high attendance. - Class teachers ensuring that any gaps in learning, as a result of absence, are addressed. - Support for children, dependent on need, with coming into school in the mornings, including the use of calming boxes on entry to school. -Support for children and their families through our Trauma Informed Practitioner. 	<p>can acquire and connect new learning."</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1720619071</p>	
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Total budgeted cost 24-25: £61,800

Total budgeted cost 25-26: £69,250

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The published strategy statements are, as recommended, for three years. At the end of academic year 2024- 2025/ 2025-2026/ 2026-2027 the progress towards the published statements is:

Intended outcome	Success criteria	Impact																												
Improved reading attainment among disadvantaged pupils. Challenge 1	-EYFS Profile data overtime for Word Reading and Comprehension shows no gap, a positive gap, or a narrowing gap between disadvantaged pupils and other pupils.	2024-2025 Profile Data: <table><tr><th></th><th>LIT: Comprehension School Assessment - EYFS</th><th>LIT: Word Reading School Assessment - EYFS</th><th>LIT: Writing School Assessment - EYFS</th></tr><tr><td>School 2024</td><td>85%</td><td>83%</td><td>82%</td></tr><tr><td>school 2025</td><td>94%</td><td>92%</td><td>86%</td></tr><tr><td>National 2024</td><td>80%</td><td>76%</td><td>71%</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>FSM 2025</td><td>100%</td><td>86%</td><td>71%</td></tr><tr><td>non FSM</td><td>93%</td><td>93%</td><td>88%</td></tr></table>		LIT: Comprehension School Assessment - EYFS	LIT: Word Reading School Assessment - EYFS	LIT: Writing School Assessment - EYFS	School 2024	85%	83%	82%	school 2025	94%	92%	86%	National 2024	80%	76%	71%					FSM 2025	100%	86%	71%	non FSM	93%	93%	88%
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	-Phonics Screening Check results overtime show no gap, a positive gap, or a narrowing gap between disadvantaged pupils and other pupils.	<ul style="list-style-type: none">5 out of the 7 children (71%) in the cohort in receipt of FSM achieved a good level of development (last year 75%). Each child equates to approx. 14%.																												
	-End of KS1 reading outcomes overtime show no gap, a positive gap, or a narrowing gap between disadvantaged pupils and other pupils.	<ul style="list-style-type: none">33 out of the 43 children (76%) in the cohort not in receipt of FSM, achieved a good level of development (last year 78%). Each child equates to approx. 2.5%.																												
	Phonics Screening Check Data: <ul style="list-style-type: none">There is a narrowing disadvantage gap. This year it is just 8% which is significantly smaller than last year's gap which was 29%. There are 14 disadvantaged children within the year group. 3 of these children did not pass but 11 children did pass.All the children made very good personal progress and received appropriate 'Keep Up' phonics interventions.																													

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To sustain high levels of attendance for all pupils, particularly our disadvantaged pupils and ensure non attendance does not impact on learning. Challenge 3	-Attendance rates remain high and year on year show no gap, or a narrowing gap, between disadvantaged pupils and other pupils.	2024-2025 Attendance Data <table><tr><td>The overall attendance figure June 2025</td><td>95.51%.</td></tr><tr><td>The overall attendance figure nationally June 2025</td><td>94.80%</td></tr><tr><td>Persistent absence figure</td><td>6%</td></tr><tr><td>Persistent absence figure nationally</td><td>18.2%</td></tr><tr><td colspan="2">Attendance of other groups of children</td></tr><tr><td>Attendance of children entitled to Pupil Premium</td><td>93.12%</td></tr></table> Attendance data shows that there is a small gap of 2% between our disadvantaged children and our overall attendance figure. This small percentage gap is better than in previous years and is a result of the support in place, including supporting children on entry to school, and promoting high attendance with families. Strategies have evidenced clear successes for individual children. An example of this is an increase in attendance of 63% in the academic year of 23-24 to 82% in the academic year of 24-25.	The overall attendance figure June 2025	95.51%.	The overall attendance figure nationally June 2025	94.80%	Persistent absence figure	6%	Persistent absence figure nationally	18.2%	Attendance of other groups of children		Attendance of children entitled to Pupil Premium	93.12%
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The poor emotional resilience of some of our children entitled to Pupil Premium can have a negative impact on their readiness to learn within	Children show increased emotional resilience within the classroom and this is evident in their improved outcomes e.g. confidence, readiness to learn within lessons, outcomes in books (evidence will be	2024-2025 Nicola Monan, our Trauma Informed Practitioner, has provided pastoral support for 10 Pupil Premium children. The support she has provided has been individualised to meet their differing needs and this has ensured an emotional readiness to learn in the classroom. Extract from the Ofsted report 2025, evidences the effectiveness of the pastoral support and our calm and purposeful learning environments. <i>Pupils' behaviour is impeccable. They learn in a wonderfully calm and purposeful environment.</i>												

Intended outcome	Success criteria	Impact
the class-room. Challenge 4	dependent on needs of individuals).	<i>This is because staff expect pupils to behave in a kind and respectful way. The schools' excellent pastoral support addresses any concerns pupils have. 'Worry monsters' encourage pupils to talk about their feelings. 'Forces Friends' meet regularly to support pupils whose family members are in the armed forces. This helps pupils to feel confident and flourish in their learning.'</i> <i>'This is an infectiously happy school. Staff have warm and positive relationships with pupils. This promotes an environment where pupils feel safe and secure.'</i>

Service Pupil Premium funding

We receive Service Pupil Premium (SPP) from the government to support our Service families and children. This is not connected to disadvantage, rather it is used for pastoral support for children with family members serving in the Armed Forces.

On average 20% of our children come from service families and this means that we understand and respond to the needs of these families and in particular the needs of the children.

- The well-being and attainment of service family children is seen as of paramount importance to the Senior Leadership Team and this focus then percolates down to the teaching staff; we have high aspirations and high expectations.
- All staff know who their service family children are and are able to provide individual targeted pastoral support at times of needs, including those linked to deployment.

Measure	Details
How did you spend your service pupil premium allocation last	<p>Primarily it was used by us in the following ways:</p> <ul style="list-style-type: none"> • Increased adult pupil ratios which increased the level of pastoral care and support that was in place for individual children and their specific needs. • Forces Friends group run by Mrs Stephanie Lock on a weekly basis where the children had the opportunity to talk to their peers from forces families, play games and share stories.

<p>academic year?</p>	<ul style="list-style-type: none"> • We had a named member of the senior leadership team, Mrs Stephanie Lock , who worked with children, parents and staff to promote the well-being of children from our Service Families. She acted as a point of contact for staff and parents alike and worked closely with the Head Teacher to ensure that the needs of children from Service families were met across the school. • When parents were on deployment children had the opportunity to have their own special book, including our Forces Friends logo. This was used to enable children to put down their thoughts or to record special events or special things to them so that when their parents returned home they could share with their child what they had been doing. • We held a Remembrance Service in School attended by Forces Families. • We held a picnic for Forces families which was attended by all children and 80% of families. • Our whole school focus on emotional health and wellbeing included universal provision and also individual support at times of need. • We maintain a support section on our website where we shared resources and ideas from support organisations for families.
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> • Individual children and parents were supported • Parents were asked what further support we could offer and identified none were identified from their responses.