

APPENDIX 1 - Impact Report for Pupil Premium Strategy 2025-26 Academic Year

Intended outcomes	Success criteria	Evidence of Impact																																			
Ensure PP pupils’ progress levels are better than their non-PP peers and that they close the gap between their attainment levels and those of their non-PP peers (if this is the case and they are lower).	- PP pupils to attain in line with/better than their July 2025 NTS Std. test scores and teacher assessment levels. - PP pupils to be closing the gap on their Non-PP peers. *In the case of Y6 SATS results will be compared to End of Key Stage 1 Attainment. KEY = Light Green Highlight means good progress over the academic year. Bold Green Highlight means accelerated progress closing the gap on Non-PP Peers or performing at a high level.	No Year 6 Pupil Premium Pupils in 2026																																			
		Evaluation of Year 5 Pupil Premium Pupils’ Progress Actions: T.A. support used to ensure quality first teaching, Targeted T.A. use for specific interventions, School Led Tutoring – after school booster classes in Spring and Summer Terms. Impact: All pupils have closed the gap on non-PP peers in reading. In maths pupil A needs continued support. She will continue with the weekly after school tutoring sessions in maths, supported by P.P. funding.																																			
		<table><tr><td></td><td colspan="3">MATHS - SS</td><td colspan="3">READING - SS</td></tr><tr><td>PUPILS NAMES</td><td>July 24 NTS Test</td><td>July 25 NTS Test</td><td>July 26 NTS Test</td><td>July 24 NTS Test</td><td>July 25 NTS Test</td><td>July 26 NTS Test</td></tr><tr><td>Pupil A</td><td>91</td><td>96</td><td>101</td><td>97</td><td>101</td><td>106</td></tr><tr><td>Pupil B</td><td>103</td><td>100</td><td>108</td><td>97</td><td>108</td><td>103</td></tr><tr><td>Pupil C</td><td>99</td><td>108</td><td>107</td><td>94</td><td>108</td><td>104</td></tr></table>		MATHS - SS			READING - SS			PUPILS NAMES	July 24 NTS Test	July 25 NTS Test	July 26 NTS Test	July 24 NTS Test	July 25 NTS Test	July 26 NTS Test	Pupil A	91	96	101	97	101	106	Pupil B	103	100	108	97	108	103	Pupil C	99	108	107	94	108	104
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Pupil C has now been diagnosed with dyslexia so this will be built into his support plan.																																					
Evaluation of Year 4 Pupil Premium Pupils’ Progress Actions: T.A. support used to ensure quality first teaching, Targeted T.A. use for specific interventions, School Led Tutoring – after school booster classes in Spring and Summer Terms. Impact: In maths pupil E has dipped and he needs continued support. He will continue with the weekly after school tutoring sessions in maths, supported by P.P. funding. Pupils F & H are also SEN pupils – they have made good progress at their level but it is proving hard to close the gap on non-PP peers. Pupil H has an application for an EHCP, which will help gain more support.																																					
<table><tr><td></td><td colspan="2">MATHS - SS</td><td colspan="2">READING - SS</td></tr><tr><td>PUPILS NAME</td><td>July 25 NTS Test</td><td>July 26 NTS Test</td><td>July 25 NTS Test</td><td>July 26 NTS Test</td></tr><tr><td>Pupil D</td><td>106</td><td>111</td><td>114</td><td>117</td></tr><tr><td>Pupil E</td><td>104</td><td>94</td><td>93</td><td>110</td></tr><tr><td>Pupil F</td><td>93 – Yr 2 Paper</td><td>94 – Yr 3 Paper</td><td>90 – Yr 2 Paper</td><td>88 – Yr 3 Paper</td></tr></table>		MATHS - SS		READING - SS		PUPILS NAME	July 25 NTS Test	July 26 NTS Test	July 25 NTS Test	July 26 NTS Test	Pupil D	106	111	114	117	Pupil E	104	94	93	110	Pupil F	93 – Yr 2 Paper	94 – Yr 3 Paper	90 – Yr 2 Paper	88 – Yr 3 Paper												
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KEY = **Light Green Highlight** means good progress over the academic year.

Bold Green Highlight means accelerated progress closing the gap on Non-PP Peers.

Pupil G	Not in our school	115	Not in our school	104
Pupil H	78 – Yr 2 Paper	88 – Yr 3 Paper	94 – Yr 2 Paper	97 – Yr 3 Paper

Performance in Y4 MT Check

Three of Year 4 PP Children attained well in the Y4 MTC, showing the impact of school providing a tablet for them to practice Times Tables Rock Stars at home. The test is out of 25.

Pupil A scored = 24; Pupil B scored = 25; Pupil G scored = 25. All were above the National Average score of 21/25.

One of our SEND pupils did amazingly, scoring 20/25. One finds maths very hard and scored 11/25, which was a great achievement for them.

Evaluation of Year 3 PP Pupils

Actions: T.A. support used to ensure quality first teaching, Targeted T.A. use for specific interventions, School Tutoring Group – maths after school.

Impact: Pupil I has maintained and expected level with a small decrease in St. scores. We will support her with continued after school tutoring as well as engage further with her carers to enlist more support at home, to ensure that the scores go up in the Autumn and don't continue in a downward trend.

	MATHS - SS		READING - SS	
PUPILS NAME	July 25 NTS Test	July 26 NTS Test	July 25 NTS Test	July 26 NTS Test
Pupil I	107	102	111	109

Evaluation of Year 2 PP Pupils

Actions: T.A. support used to ensure quality first teaching, Targeted T.A. use for specific interventions

Impact: Both PP pupils in Year 2 achieved Scaled Scores around the expected level of 100 in the optional test materials for year 2. Their scores dip from Y1 Summer's but hard to compare as Y1 score can be a bit unreliable (we are axing using NTS in Y1 now). Pupil J showing signs of dyslexia so will be assessed this Autumn (PP Funding could be used for this). Pupil P. funding used to buy a bespoke literacy online program for dyslexics for Pupil J. Impact of this will be monitored.

	MATHS - SS		READING - SS	
PUPILS NAMES	July 25 NTS Test	July 26 NTS Test	July 25 NTS Test	July 26 NTS Test
Pupil J	115	100	99	99
Pupil K	115	102	118	102

		Evaluation of Year 1 PP Pupil Actions: T.A. support used to ensure quality first teaching, Targeted T.A. use for specific interventions focussed on phonics Impact: Our single PP Year 1 child has significant SEND and is working at a level well below the NTS test assessments. She did not sit the Y1 Phonics screener as she can't blend. For this pupil we have devised other ways of tracking progress. Please see her I.L.P. (Individual Learning Plans) for further details of this progress.
PP pupils will have equal access to curriculum enrichment activities so that their resilience, personal independence and self-confidence develops. PP pupils will have experienced additional enrichment activities to help close the gaps on their Non-PP peers when it comes to the area of life experience and developing cultural capital.	• Evaluation of activity impact monitoring, and feedback from PP children / families, demonstrates that PP pupils have developed in the areas of: - personal independence - self-confidence - level of cultural capital built up - personal resilience	- All Year 6 and all Year 5 PP pupils were subsidised so that they could go on the Residential Trip to PGL at Windmill Hill in September 2025. - Three KS2 PP pupils attended an after school football club for free throughout the year. All pupils reported greater personal confidence after getting involved in the club. - For the Year 3 & 4 pupils it was a trip to Bignor Roman Villa that was funded. - One pupil was funded to attend Spanish Club. - Year 1 & 2 PP pupils had a funded trip to Arundel Castle - All PP children had free swimming lessons in the Cowfold Community Swimming Pool over the summer term of 2026. - Three PP pupils were subsidised to attend the Young Voices choir event at the O2 Area in London. - Feedback from PP children / families, about the events listed above, demonstrated that the PP pupils developed in the areas of: ▪ personal independence ▪ self-confidence ▪ level of cultural capital ▪ personal resilience
Ensure PP pupils' mental health and well-being is looked after so that they are in an emotionally strong position to learn and enjoy school.	- PP pupils and their parents to give positive responses in our Pupil Well-Being and Safety Questionnaire. - PP pupils to attend school at a level in line with/better than their Non-PP peers.	- One Y5 PP pupil had weekly counselling with a qualified counsellor. This had a real impact on her well-being / mental health and an improvement in her behaviour, and readiness for learning, has been observed. Evidence of this improvement can be seen in the vast reduction in the number of concerns recorded on CPOMS. - One Y3 PP pupil, one Y5 and one Y2 pupil had weekly Learning Mentor sessions. These children visibly benefited from the support. - Two Y4 pupils had earlier 'soft starts' funded by P.P. to help them manage their anxiety at the start of the school day and avoid EBA developing. - In our Pupil Well-Being and Safety Questionnaire (July 2026) 100% of Pupil Premium children responded that they felt safe at school. - In our Pupil Well-Being and Safety Questionnaire (July 2026) 91% of Pupil Premium children responded that they felt happy at school. A conversation was held with the single pupil who hadn't agreed to ascertain why.

Ensure PP pupils are not held back by a lack of access to uniform, equipment, IT technology and a poor attendance record.

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Attendance Data from ISDR (November 2025)

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	83	96.0%	94.9%	Above	Relative improvement	-
2023/24	92	95.5%	94.5%	Above	Relative improvement	-
2022/23	109	95.0%	94.1%	Above	Relative improvement	-

2018/19	111	95.9%	96.0%	Close to average	Not available	-
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► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	15	93.6%	92.6%	Close to average	Relative improvement	-
2023/24	16	92.9%	92.0%	Close to average	Relative decline	-
2022/23	15	93.2%	91.6%	Above	Relative improvement	-

- Attendance wise, P.P. Pupil Attendance at St Peter's compares favourably to other schools both nationally and in our LEA. According to the VYED site Attendance of P.P. Pupils at Cowfold sat in the top 10 to 20% of schools nationally, in the academic year 2025-26. PP Pupils attendance = 94.1%. We were the 15th best school in West Sussex (out of 227). From our current ISDR we can see that, over the past three years, we have been just above the national average for PP pupils' attendance.
- However, there is a gap of about 1.4% between our PP children's attendance and our non-PP children. This is a gap we continue to work to close, liaising with and supporting parents / pupils, as we strive for there to be no gap at all. Last year the gap was 2% so we are making progress. Also, whole school attendance was in the top 30-40% of schools compared to PP attendance in top 10-20%. So PP Pupils are doing relatively better than non PP Peers, when we compare nationally.
- Android Tablets or iPads were provided for 5 P.P. children who did not have access to homework apps at home. This had an massive impact for these children. It helps them become fluent with their times tables and effectively learn their spellings on Spelling Shed.
Three Year 4 children all attained above the national average /25 in the Yr 4 MTC, demonstrating the power of Times Tables Rock Stars for children with regular access to it.