

APPENDIX 1 - Impact Report for Pupil Premium Strategy 2024-25 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 2024 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.	Evaluation of Year 6 PP Pupils Actions: T.A. support used to ensure quality first teaching, Targeted T.A. use for specific interventions, School Led Tutoring. Impact: Both PP pupils made good progress in Reading, Writing and Maths from the end of Key Stage 1 to the end of Key Stage 2. Pupil I made accelerated progress and closed the gap on their Non-PP peers in reading, maths & writing. Pupil L made accelerated progress in maths and also made good progress in reading and writing. *Pupil L joined the school in Y4 so KS1 Levels are estimated. N.B. - KS1 Levels are based on Teacher Assessments done at St Peter's during COVID. <table><tr><th></th><th colspan="2">MATHS</th><th colspan="2">READING</th><th colspan="2">WRITING</th></tr><tr><th>PUPILS</th><th>Key Stage 1 Teacher Assessment</th><th>May 25 SATS</th><th>Key Stage 1 Teacher Assessment</th><th>May 25 SATS</th><th>Key Stage 1 Teacher Assessment</th><th>May 25 SATS</th></tr><tr><td>Pupil L</td><td>EXS*</td><td>114</td><td>EXS*</td><td>108</td><td>EXS*</td><td>EXS</td></tr><tr><td>Pupil I</td><td>WTS</td><td>108</td><td>EXS</td><td>112</td><td>WTS</td><td>EXS</td></tr></table> This continues our pattern of St Peter's PP pupils attaining above the national average for PP pupils. See below for our last 3 years' data pattern from the current ISDR: Disadvantaged pupils - Reading, writing and mathematics expected standard <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>3-year</td><td>9</td><td>56%</td><td>46%</td><td>Above (non-sig)</td><td>68%</td><td>-12</td><td>Not applicable</td><td>Not applicable</td></tr></table> Broken down, more specifically into reading, writing, maths & EGPS, attainment looks like this compared to Nat: 3 of 5 2 of 5 0 of 5 Below Close to average Above 3ya RWM % ES 3ya Read % ES 3ya Mat % ES 3ya EGPS % ES 3ya Writ % ES		MATHS		READING		WRITING		PUPILS	Key Stage 1 Teacher Assessment	May 25 SATS	Key Stage 1 Teacher Assessment	May 25 SATS	Key Stage 1 Teacher Assessment	May 25 SATS	Pupil L	EXS*	114	EXS*	108	EXS*	EXS	Pupil I	WTS	108	EXS	112	WTS	EXS	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	9	56%	46%	Above (non-sig)	68%	-12	Not applicable	Not applicable
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Evaluation of Year 4 PP Pupils

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

Impact: All pupils have closed the gap on non-PP peers in reading. In maths pupils B needs continued support. She will continue with the weekly after school tutoring sessions in maths, supported by P.P. funding.

	MATHS - SS		READING - SS	
PUPILS NAMES	July 24 NTS Test	July 25 NTS Test	July 24 NTS Test	July 25 NTS Test
Pupil A	91	96	97	101
Pupil B	103	100	97	108
Pupil C	99	108	94	108

Performance in Y4 MT Check

Our three 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.

Pupil A scored = 23 ; Pupil B scored = 24; Pupil C scored = 24. All were above the National Average score.

National Average score for 2025 = 20.2

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: No accelerated progress in Year 3. One pupil did not make good progress in reading. We will support him with continued after school tutoring as well as engage further with his parents to enlist more support at home.

	MATHS - SS		READING - SS	
PUPILS NAME	July 24 NTS Test	July 25 NTS Test	July 24 NTS Test	July 25 NTS Test
Pupil D	103	103	101	93
Pupil W	106	106	111	114

Two of our PP Year 3 children have significant SEND and are working at a level below the NTS tests assess. For these two pupils we have devised other ways of tracking progress. Please see their I.L.P.s (Individual Learning Plans) for further details of this progress.

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 above the expected level of 100 in the optional test materials for year 2. They are therefore in line with their Non-PP peers.

	MATHS - SS		READING - SS	
PUPILS NAMES	July 24 NTS Test	July 25 NTS Test	July 24 NTS Test	July 25 NTS Test
Pupil W	107	107	111	111
Pupil R	Not at St Ps	108	Not at St Ps	104

Evaluation of Year 1 PP Pupils

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

Impact: Year 1 Phonics Test Results:

Pupil E – Pass – 38

The PP pupil in Year 1 achieved a high score in the year 1 phonics screener. They are therefore in line with their Non-PP peers. This pupils also attained Standardised Scores of 118 in treading and 115 in maths in their Year 1 NTS test papers, above the average of their non-P.P. peers.

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 YHA at Truleigh Hill in September 2024.
- Two 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.
- Likewise, three pupils were financed to attend our after school netball club.
- For the Year 3 & 4 pupils it was a trip to Brighton Museum that was funded.
- One pupil was funded to attend Spanish Club.
- Year 1 & 2 PP pupils had a funded trip to Amberley Museum.
- All PP children had free swimming lessons in the Cowfold Community Swimming Pool over the summer term of 2024.
- Two 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 Y4 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 Y2 PP pupil and two Y4 pupils had weekly Learning Mentor sessions. These children visibly benefited from the support. - In our Pupil Well-Being and Safety Questionnaire (July 2025) 100% of Pupil Premium children responded that they felt happy at school.																																																															
Ensure PP pupils are not held back by a lack of access to uniform, equipment, IT technology and a poor attendance record.	-	<u>Attendance Data from ISDR (November 2025)</u> All pupils - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr><tr><td>2024/25</td><td>83</td><td>96.0%</td><td>94.9%</td><td>Above</td><td>Relative improvement</td><td>-</td></tr><tr><td>2023/24</td><td>92</td><td>95.5%</td><td>94.5%</td><td>Above</td><td>Relative improvement</td><td>-</td></tr><tr><td>2022/23</td><td>109</td><td>95.0%</td><td>94.1%</td><td>Above</td><td>Relative improvement</td><td>-</td></tr></table> <table><tr><td>2018/19</td><td>111</td><td>95.9%</td><td>96.0%</td><td>Close to average</td><td>Not available</td><td>-</td></tr></table> ► Chart FSM6 - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr><tr><td>2024/25</td><td>15</td><td>93.6%</td><td>92.6%</td><td>Close to average</td><td>Relative improvement</td><td>-</td></tr><tr><td>2023/24</td><td>16</td><td>92.9%</td><td>92.0%</td><td>Close to average</td><td>Relative decline</td><td>-</td></tr><tr><td>2022/23</td><td>15</td><td>93.2%</td><td>91.6%</td><td>Above</td><td>Relative improvement</td><td>-</td></tr></table> - 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 2024-25. We were the 20th 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.	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	-	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	-
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		- However, there is a gap of about 2% 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. - 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 helped our two Year 6 pupils achieve their excellent SATS results because they were fluent with their times tables and had effectively learnt their N.C. Yr 5/6 Spellings on Spelling Shed. Our 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. - Our Year 2 pupil won the top effort on Numbots Certificate for all of Year 2 in July 25 for the academic year.
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