

Pupil premium strategy statement – St Peter's CE (Aided) Primary School, Cowfold



This statement details our school's use of pupil premium funding for the 2026 to 2027 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year. In Appendix 1 we report on the impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter's CE (Aided) Primary School, Cowfold
Number of pupils in school (October Census 2026)	84
Proportion (%) of pupil premium eligible pupils (Oct. Census 26)	20.2%
Targeted	7 pupils – 8.3%
Expanded	10 pupils – 11.9%
2026-27 Allocation is based on 13 pupils and data from October Census 2025	
Funding Allocation – 1 st April 2026 to 31 st March 2027	£18,600
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	5 th October 2026
Date on which it will be reviewed	March 2027
2026-27 Allocation will be based on data from October Census 2026	
Statement authorised by	
Pupil premium lead	Giles Kolter
Governor / Trustee lead	Tom Huson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year* <i>*Current figure is for financial year 2026-27 as allocation for Summer Term 2027 is not yet known.</i>	£18,600
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

St Peter's Cowfold is located in an area that is more affluent in comparison to National Terms and we tend to have a lower level of Pupil Premium children in comparison to the National average. We believe that this makes it even more vital that we dispel the gap between disadvantaged pupils and their non-disadvantaged peers. We are well aware, as a community, that the U.K. has a large, and growing, disparity in wealth between families. Pupil Premium children in this area have a particular challenge to keep up in an area where their peers may be more privileged than the National norm. We are committed to supporting them so that they are not held back academically and can reach their full potential, closing the gap on their Non-PP peers. We are aware that the South East Region has the biggest disparity between the attainment of PP children and Non-PP children and we are fiercely committed to reducing that gap.

St Peter's is committed to the U.N.I.T.E. principles outlined by Stella Jones (Director of Town End Research School) and Marc Rowland (Adviser for improving outcomes for disadvantaged learners for the Unity Schools Partnership). These are outlined by the EEF on the link below:

[Why uniting the whole school community around disadvantage... | EEF](#)

We particularly believe in the strength of these key messages:

- A shared belief that every pupil can succeed, regardless of background.
- Engaging parents and carers through workshops, regular communication and practical guidance to support implementation and learning at home
- Foster a culture of continuous improvement. Involve staff, families and community partners in reviewing what's working, what's not and what could be refined. Sustained progress relies on regular reflection, shared ownership of outcomes and a willingness to adapt.
- Everyone in the school community—teachers, support staff, leaders, parents, carers, governors and community partners—has a role in tackling disadvantage. When we 'UNITE' around this goal, we create the conditions where all pupils—not just some—can achieve and thrive.

Giles Kolter (Headteacher)

Challenges

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

Challenge number	Detail of challenges - It is stressed that these are general patterns observed over a number of years and do not necessarily apply to all Pupil Premium pupils currently attending the school.
1	It can sometimes be the case that Pupil (PP) children, at St Peter's, receive less support at home than other non-PP pupils. This may be because academic work has a low priority in the home environment or because parents themselves don't have the subject knowledge to assist their children.
2	It may also be the case that, due to a lower than average family income, our PP pupils have a low level of access to the resources needed for home learning e.g. the internet, reading books, laptops/tablets, stationery etc.
3	Lower than average attendance can also be a barrier as school may not be viewed as important as it should be. Or the family may have logistical issues in getting pupils to school on time / at all / due to inhibited capacity for transport/ child care brought on by lower income.
4	A lack of access to curriculum enrichment activities (due to cost implications) may limit PP pupils' life experience / personal independence / cultural capital and self-confidence.

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
Ensure PP pupils' progress levels are better than their non-PP peers. If a PP child's attainment level is below that of their Non-PP peers, we aim that they close the gap.	<u>Evidence Sources</u> • NTS Std. test scores and teacher assessment levels. • Accelerated Reader, Times tables Rockstars, Spelling Shed/ Phonics tracking data will demonstrate good progress. • National tests at Yr 1 (Phonics), Yr 2, Yr 4 (multiplication tables) and Yr 6.
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.	• PP pupils will have joined after school clubs and been on trips, the same as anyone else. • 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

Ensure PP pupils' mental health and well-being is looked after so that they are in an emotionally strong position to learn, enjoy school and attend well.	- PP pupils and their parents to give positive responses in our Pupil Well-Being and Safety Questionnaire in June 2027, and our Ofsted Parentview questionnaire for 2026 – 27. - PP pupils to attend in line with/better than their non-PP peers.
Ensure PP pupils are not held back by a lack of access to uniform, equipment, IT technology.	- PP pupils and their parents tell us they have all they need for effective home learning. Teachers know pupils are properly equipped and are completing homework, Spelling Shed, Accelerated Reader Quizzes and younger pupils are reading at home. - PP pupils to attend school at a level in line with/better than their Non-PP peers. - Accelerated Reader, Times tables Rockstars, Spelling Shed/ Phonics tracking data will demonstrate good progress.

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.

Additional Teaching Assistant Hours - Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The bulk of our expenditure will be on Teaching Assistant (TA) hours. These TAs support PP pupils in a 'Quality First' whole class learning experience.	The emphasis is upon support for PP pupils in the whole class setting because this has been found to have the most impact on pupil progress by The Education Endowment Foundation (see 2019 The EEF Guide To The Pupil Premium). 'Bolt-on' interventions, while they can be very effective as a short-term boost for targeted groups, generally: have effects that are small on average (Lortie-Forgues and Inglis 2019) especially when scaled up (Cheung and Slavin 2016) are unpredictably variable across contexts (Bryan et al 2021) depend on how they are implemented (Sharples et al. 2019) fade fairly quickly if not supported by routine high-quality teaching (Jacob et al. 2010). Therefore, our Teaching Assistants are briefed to give feedback and engage PP pupils in mastery and in metacognition about the whole class learning taking place. Research has shown that these three strategies have the most impact, for the best value, of any – EEF Teaching & Learning Toolkit. ACTIONS – Teachers teach quality first lessons that meet the needs of PP learners and enable them to catch up. Teachers to be particularly vigilant that these pupils are engaging with Accelerated Reader, Times tables Rockstars, Reading Eggs, Spelling Shed and other homework. RESOURCES – Deploy Teaching Assistants accordingly. Subscriptions to Accelerated Reader, TT Rockstars, Reading Eggs and Spelling Shed. TIMESCALES – Termly Review in Pupil Progress Meetings.	1

	LEADER – Giles Kolter EXPECTED IMPACT – PP pupils to progress quicker than their non-PP peers to close the gap* – use evidence from NTS Std. test scores. Accelerated Reader, Times tables Rockstars, Spelling Shed tracking data, Phonics phases/ Bug Club progress.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions in a one to one (or small group) out of class scenario with a Teaching Assistant, HLTA or Teacher. Targeted School Based Tutoring groups, after school.	The EEF Teaching & Learning Toolkit identifies that interventions (1 to 1 and small groups) are effective but are more costly than feedback, mastery engagement & metacognition engagement. Many of our PP pupils have specific weaknesses that, if targeted and addressed, can unlock barriers to learning for them. Therefore, we have decided that this is a good use of our money, in addition to facilitating a quality first experience in lessons. The interventions take place at additional times that mean they are not withdrawn from core lessons. We are mindful of the research into how interventions work best so we ensure these are a short-term boost for targeted groups. ACTIONS – Specific interventions: See all the interventions from the excel PP tracker doc. Approx. = £5,000 Plus – Summer Tutoring Boosters Built into strategy – a further round of PP Booster Tutoring Sessions Approx. = £2,000 RESOURCES – Deploy Teachers & Teaching Assistants accordingly. TIMESCALES – Half Termly Tracking and Evaluation. LEADERS – Giles Kolter and Katie Finch (SENCO) EXPECTED IMPACT – Interventions have their own baseline data so progress can be monitored and evaluated.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Ensure PP children have the same access to opportunities that develop their 'cultural capital' as Non-PP children do. (e.g. enable Yr 5/6 PP pupils to attend the trip to YHA Truleigh Hill in Sept. 2026. - Fund After-School Clubs for PP pupils to help them develop their self-confidence and to give them a rich experience that broadens their Cultural Capital.	<u>Breinholt & Meier Jæger (2020) – British Journal of Sociology:</u> Research suggests that cultural capital fosters skills in children that enhance educational performance. <u>Wildhagen (2009) - The Sociological Quarterly:</u> Theory points to ... Cultural Capital has a positive effect on enhancing pupils' future expectations for educational performance. EVALUATION - Pupil and parental questionnaire. PP children access netball club, BHAFC football, Young Voices Choir to go to O2, Spanish Club Access trip to Brighton Museum & Arundel Castle All PP children access swimming lessons. Contribution for Residential Trip to YHA Truleigh Hill in September 2026 for PP children.	2
Miscellaneous costs to ensure pupils can access homework and school activities e.g. IT hardware, uniform, stationery, sports clothing.	PP pupils will not be held back by a low level of access to the resources needed for home learning e.g. the internet, reading books, laptops/tablets, stationery etc. Tablets, uniform, sports / outdoor kit provided for PP children.	2

Total budgeted cost: £18,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Please see attached APPENDIX 1 – Pupil Premium Impact Statement 2025-2026 – Website & Governors' Version