

St. Peter's CE Primary, Farnworth, Bolton Pupil Premium Strategy Statement 2025-2026 and impact statement 2024-2025



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It also includes recovery premium funding and National tuition funding.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Peter's CE Primary, Farnworth
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils FSM ever 6 only. These figures do not include LAC or Post LAC children.	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027, specifically 2025-2026
Date this statement was published	31 st October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governor pupil inclusion sub committee
Pupil premium lead	Jenny Scott
Governor / Trustee lead	Pupil inclusion sub committee

Funding overview 25-26 figures from Bolton LA

Detail	Amount
Pupil premium funding allocation this academic year. This does not include LAC/Post LAC funding, which is directed through the virtual head.	£214230
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total of all PP funding	£214230

Part A: Pupil premium strategy plan

Statement of intent

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. At St. Peter's we are committed to 'Closing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process.

The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being disadvantaged.



St. Peter's CE Primary, Farnworth

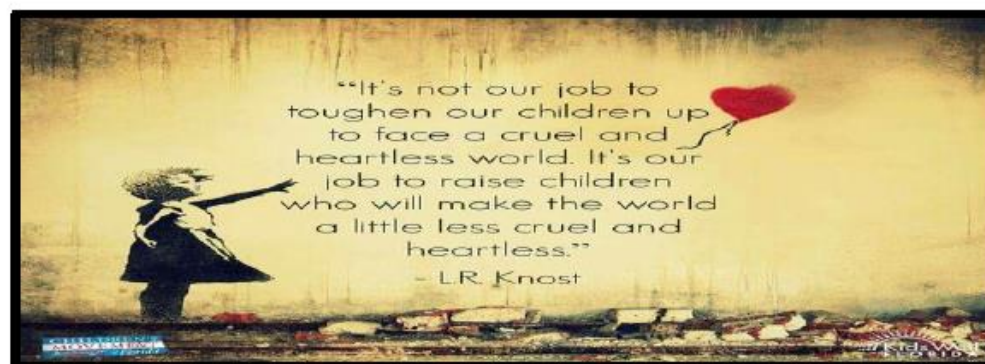


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

"For I know the plans I have for you", declares the Lord "plans to prosper you and not to harm you, plans to give you a hope and a future." Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is **knowing who I am, what I love** and **being proud to be me.**

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

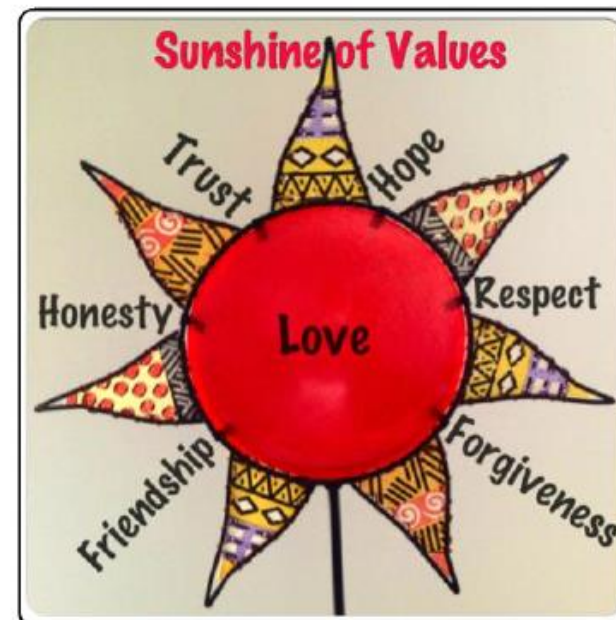
St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Challenges: What specific barriers and challenges does our demographic bring to the pupils of St. Peter's?

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

Postcode has been proven to be closely related to overall attainment in Ks2 nationally. The higher the deprivation factor of a child's postcode, the lower the chance of reaching ARE at the end of KS2 and the lower the average scaled score in both reading and mathematics

Challenge number	Detail of the challenge
1	Oral language skills on entry to school are low. This potentially hinders reading, writing and phonics attainment in reception and Ks1.
2	Behaviour for learning is less well established on entry to school for disadvantaged pupils compared to non-disadvantaged.
3	Parental engagement in home reading routines is sporadic for disadvantaged pupils, thus decoding skills may be below age related expectation.
4	Pupil and community levels of aspiration are low, therefore personal expectations of achievement are low. Many pupils live in households where adults are not working. Career expectations are low and the perception of potential appears capped.
5	Many pupils will be witnesses to crime, victims of crime or involved in crime impacting on their engagement in learning.
6	Health deprivation is also a major issue. Some parents and pupils may be struggling with poor health (including mental health), impacting on their engagement in learning.
7	Attendance of dis-advantaged pupils is lower than that of non-disadvantaged pupils (although higher than the rates found nationally). Low attendance would impact on academic achievement.
8	Disadvantaged pupil's opportunities to engage with enrichment and arts based activities is limited – therefore cultural knowledge is less.
9	Children suffer from food poverty and are not ready to learn due to hunger.
10	All of the above lead to a gap between the academic attainment of disadvantaged v non disadvantaged pupils, resulting in additional intervention and support being required across all curriculum areas.

Intended outcomes of our pupil premium strategy

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.

Desired outcomes to overcome these barriers.	
Intended outcome	Success criteria
Increased oral literacy skills in reception class	ECAT/NELI scores will show an improvement in the number of children working at average levels by end of Reception
Children with social and emotional or mental health barriers to learning are identified and provided with targetted support (including support for parents e.g. triple P) to increase their capacity to engage with learning, leading to increased progress at ks2.	Ks2 outcomes will be in line with national average and progress of disadvantaged pupils will be at least in line with that of national, as a consequence of effective pupil engagement and high aspiration and expectation
Children in Ks1 make accelerated progress in reading, due to increased opportunities for 1;1 reading with an adult and a rigorous approach to the teaching of phonics through Little Wandle lessons and intervention.	Ks1 reading outcomes will be in line with national average of all pupils. Year 1 and 2 Phonics screening test scores will be at least in line with national average.
Raise levels of pupil aspiration; develop a growth mindset, inform about the impact of crime of future opportunities, engage with arts based enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital.	Ks2 outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation
Improved attendance rates and fewer persistent absentees in disadvantaged pupil group.	Attendance rates will be better than the national average for the comparative group
Children are provided with food to enable them to focus and engage in lessons – impacting on raised attainment.	Ks2 outcomes will be in line with national average and progress of disadvantaged pupils will be at least in line with that of national, as a consequence of effective pupil engagement and high aspiration and expectation
Progress and attainment data at end of KS2 will show that PP children are in line with national (all) and enter secondary school with their attainment gap having been narrowed towards the national average; thus setting them up for future success.	Ks2 outcomes will be in line with national average and progress of disadvantaged pupils will be at least in line with that of national, as a consequence of effective pupil engagement and high aspiration and expectation

Activity in this academic year 2025-26

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

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching. Read the [Education Endowment Foundation's \(EEF\) pupil premium guide](#) for information about the tiered approach to spending.

1. Teaching

Investing in high-quality teaching, for example:

- Training and professional development for teachers through carefully planned CPD and coaching. Time given to ensure strong leadership of the core and non-core subjects through well supported and well trained subject leaders ensuring a rich and thorough curriculum enables all pupils to reach for expected standard in reading, maths and writing.
- Consistent and well-crafted sequences for English enabling teachers to deliver high quality reading and writing opportunities daily.
- Consistent approaches to the teaching of maths enabled through strong subject leadership and staff CPD.
- Well supported teachers who are given dedicated time to ensure high quality marking and planning across the curriculum.
- Support for teachers early in their careers.

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits
- development of pupil leadership and self esteem

Teaching

Budgeted cost: **£36800**

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is prioritised, so that children are able to make accelerated progress from below average starting points on entry, particularly in classes with ECTs	4x ECT released from class to undertake training for an additional 10% of the week , on top of PPA, with a mentor to support them	Additional staff member- £36800 (4 days)	See above linked documents from EEF EEF pupil premium guidance	All
	All EYFS staff (including TA's) are enabled to meet regularly to discuss and embed the new EYFS curriculum, to increase standards in EYFS			
	An additional teacher in school to provide cover for staff attending CPD and to cover dedicated leadership time, which will enhance teaching and learning provision across school			
	Daily maths and English across the whole school ensuring all time is maximised. Well sequenced English across the whole school			
	Continue to Implement the 5 P approach for pupil feedback and coaching and mentoring an ECT/RQT Praise, probe, precise action, plan, practise			
	Enrol staff on NPQ programmes (Free)			
		Total : £36800		

Targeted academic support Pupil Premium

Budgeted cost: **£173772**

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Increased oral literacy skills in reception class	Speech therapist through NHS Bolton to deliver in school clinic targeted sessions and ECAT programme in EYFS	£4000	See above linked documents from EEF	1
	Additional TA in EYFS *TA3 to deliver ECAT	£26585		
Pupils with SEN are provided with specific, appropriate provision to meet their needs, based on a thorough and accurate assessment of strengths and delivery of proven intervention strategies, by teachers who are trained and informed in these specified needs	Provision of a specific nurture class. Teacher 0.5, TA3 and TA2	£ 30710 + £32055 + £23687= £86452 Minus EHCP contribution £42000 Total = £44452	EEF pupil premium guidance	All
	SLA educational psychologist	£5,588		
	SENCO time to lead and manage SEN provision , ensuring high quality teaching for identified pupils	FP x 0.4 KS x 0.4 £24221		
Children make accelerated progress in reading, due to increased opportunities for 1;1 reading with an adult	Year 1- L4 TA 0.5	£17086		3,10
Children make accelerated progress in Y6	L3 in Y6 full time, in addition to 3 other support staff	£28800		10
Children in KS2 make accelerated progress in reading, due to increased opportunities for 1;1 intervention with an adult	Additional TA in Ks2 to deliver specific spelling and decoding interventions (Toe by Toe, Word Wasp, Hornet etc. and phonics catch up	£23040		10
Total		£173772		

Wider strategies

Budgeted cost: **£101162**

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Children with social and emotional or mental health barriers to learning are identified and provided with targetted support (including support for parents e.g. triple P) to increase their capacity to engage with learning, leading to increased progress.	Provision of a learning mentor to deliver appropriate intervention according to Boxall profile	£17722	EEF pupil premium guidance	2, 5, 6, 7
	Global policing - project chameleon (crime awareness programme)	£2000		
	Sunflower club	£2000		
	Aspire behaviour support programmes,	£16995		
	Bright Young leaders	£9450		
Children are provided with food to enable them to focus and engage in lessons – impacting on raised attainment.	Subscription to Magic Breakfast	£2000		9
	Staffing for breakfast club	£10,000 inc on costs		
Raise levels of pupil aspiration; develop a growth mindset, engage with arts based enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital.	Enrichment activity and subsidy on school trips, inc Y6 residential & M& M theatre	£5,000		4,8
Raise attendance levels for all pupils, in particular disadvantaged	Parent liaison officer	£35990		7
Total		£101162		

Grand Total of Pupil Premium Expenditure

Teaching	£36880
Targeted- Pupil Premium	£173772
Wider	£101162
Grand total	£311814
Total allocated	£214230
Deficit from budget	£97584

[illegible]

Impact of expenditure on EYFS oral communication 2024/25 and trends over time.

Impact:. Pupil Progress data for speech, language and communication indicates that this pupil premium intervention represents very good value for money. The % of children working at average levels generally increases across the foundation stage as a consequence of this intervention. The exception to this was in 2023 in the vocab/information strand. We consider this to be due to the high % of children working at well below age related expectations on entry - these children were not able to 'catch up'. The same pattern has occurred in 24/25 where a large percentage of children were well below the expected standard in grammar. They made good progress but did not reach normal range. As a result, we have deployed an additional adult to continue working on SALT programmes in Year 1, in order to narrow the gap further.

Trend over time ECAT

	15-16	16-17 (lowest 29 children)	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Grammar entry	59%	28%	37%	37%	53%	56%	62%	53%	15%	47%
Grammar exit	81%	42%	68%	66%		82%	84%	58%	64%	62%
Increase	+22%	+14%	+31%	+29%		+26%	+22%	+5%	+49%	+15%
Vocab/Information entry	84%	34%	65%	31%	41%	76%	68%	65%	51%	67%
Vocab/Information exit	95%	59%	76%	62%		98%	90%	60%	89%	89%
Increase	+11%	+25%	+11%	+31%		+22%	+22%	-5%	38%	22%

Impact of expenditure on Phonics 2025 & trends over time

Impact; Disadvantaged pupils at St. Peter's generally exceed the national data for the same comparative group at the end of Year 1 and are in line with Bolton data at the end of Ks1. The exception is 2023 Y1, where the data is adversely affected by disadvantaged pupils who were also categorised as SEN.

Gender			School						Bolton						National			
			2023		2024		2025		2023		2024		2025		2023	2024	2025	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	%	%	%	
	All	Year 1	61	77%	59	88%	58	85%	3,952	79%	3,821	80%	3,886	79%	79%	80%	80%	
		End of KS1	60	90%	58	88%	60	87%	4,085	89%	4,110	89%	3,926	86%	89%	89%	0%	
	Boys	Year 1	33	76%	35	89%	25	84%	2,019	75%	1,911	76%	1,912	76%	76%	77%	76%	
		End of KS1	30	90%	31	84%	36	86%	2,033	86%	2,112	86%	1,965	83%	86%	87%	0%	
	Girls	Year 1	28	79%	24	88%	33	85%	1,933	82%	1,910	83%	1,974	83%	82%	84%	83%	
End of KS1		30	90%	27	93%	24	88%	2,052	91%	1,998	91%	1,961	89%	91%	92%	0%		
Disadvantaged																		
	Not disadvantaged	Year 1	40	85%	38	92%	36	89%	3,108	81%	3,017	82%	2,922	83%	82%	84%	83%	
		End of KS1	42	90%	58	88%	39	90%	3,021	90%	4,010	89%	2,905	88%	91%	92%	0%	
	Disadvantaged (FSM Ever 6 and LAC)	Year 1	21	62%	21	81%	22	77%	844	70%	804	71%	964	69%	67%	68%	67%	
		End of KS1	18	89%	0		21	81%	1,064	84%	100	83%	1,015	81%	81%	82%	0%	
	FSM Eligible	Year 1	21	62%	20	80%	22	77%	869	68%	822	71%	932	69%	67%	68%	67%	
		End of KS1	17	88%	21	86%	19	79%	1,040	83%	1,104	83%	1,088	80%	81%	82%	0%	
	30% most deprived (home postcode)	Year 1	61	77%	58	88%	57	86%	2,504	76%	2,405	78%	2,469	77%				
		End of KS1	57	89%	56	88%	58	86%	2,627	87%	2,710	86%	2,561	85%				
	LAC	Year 1	0		2	100%	0		18	78%	17	82%	21	52%	Not published			
End of KS1		0		0		0		19	89%	9	78%	24	75%					

End of Year 1 Phonics data * no national data (Bolton data used as the comparative measure)

	2020	2021	2022	2023	2024	2025
Non disadvantaged school	92%	93%	88%	85%	92%	89%
Non disadvantaged national	79%*	83%*	79%	82%	83%	83%
Gap	+13	+10	+9	+3%	+9%	+6%
Disadvantaged school	81%	71%	81%	62%	81%	77%
Disadvantaged national	68%*	70%*	63%	67%	68%	67%
Gap	+13	+1	+18	-5%	+13%	+10%
30% most deprived households school			88%	77%	88%	86%
30% most deprived households Bolton*			76%	76%	78%	77%
Gap			+12	+1	+10%	+9%

No SEN school			92%	85%	98%	90%
No SEN National			82%	86%	88%	88%
Gap			+10	-1	+10%	+2%

Impact of expenditure on Ks2 outcomes

St. Peter's Farnworth End of Ks2 data Pupil Groups St. Peter's v National 3 year data (2023-2025)

% achieving expected standard

Pupil Group **All Pupils**

Academic Year	24-25 2025			23-24 2024			22-23 2023			21-22 2022		
Cohort Size	60			62			60			60		
	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff
RWM Comb	58	62	-4	68	61	+7	68	60	+8	65	59	+6
Reading	72	75	-3	76	74	+2	75	73	+2	73	74	-1
Writing	72	72	=	73	72	+1	78	71	+7	78	69	+9
Maths	67	74	-7	76	73	+3	82	73	+9	80	71	+9

Commentary **All Pupils**

In the vast majority of cases the % of pupils achieving the expected standard is close to national average, and in most cases the data at St. Peter's is on the positive side of the national average. The exceptions are in 2023 when pupils at St. Peters performed above national (not sig) and in 2025 when pupils at St Peter's performed below national (not sig) in maths. 2025 specific commentary is at the end of the report.

Pupil Group **Disadvantaged Pupils**

Academic Year	24-25 2025			23-24 2024			22-23 2023			21-22 2022		
Cohort Size	30			23			25			33		
	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff
RWM Comb	43	47	-4	52	46	+6	64	44	+20	55	43	+12
Reading	60	63	-3	70	63	+7	76	60	+16	67	62	+5
Writing	60	59	+1	57	59	-2	84	58	+16	73	55	+18
Maths	50	60	-10	70	59	+11	80	59	+21	73	56	+17

Commentary **Disadvantaged Pupils**

In the vast majority of cases the % of pupils achieving the expected standard is close to national average, and in most cases the data at St. Peter's is on the positive side of the national average. The exceptions are in 2023 when pupils at St. Peters performed significantly above national in RWM combined and reading, writing and maths individually and in 2022 when pupils at St Peter's performed significantly above national in writing. Furthermore pupils performed below national average in maths in 2025, although not significantly. 2025 specific commentary is at the end of the report.

Pupil Group Non Disadvantaged Pupils

Academic Year	24-25 2025			23-24 2024			22-23 2023			21-22 2022		
Cohort Size	30			39			35			27		
	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff
RWM Comb	73	69	+4	77	67	+10	66	66	=	78	65	+13
Reading	83	80	+3	79	79	=	74	78	-4	81	80	+1
Writing	83	78	+5	82	77	+5	74	77	-3	85	75	+10
Maths	83	80	+3	79	79	=	85	79	+6	89	78	+11

Commentary Non Disadvantaged Pupils

In the vast majority of cases the % of pupils achieving the expected standard is close to national average, and in most cases the data at St. Peter's is on the positive side of the national average.

Pupil Group Boys

Academic Year	24-25 2025			23-24 2024			22-23 2023			21-22 2022		
Cohort Size	34/60			31/61			34/60					
	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff
RWM Comb	47	59	-12	68	57	+11	65	56	+9			
Reading	65	72	-7	74	71	+3	79	70	+9			
Writing	59	66	-7	71	65	+6	71	65	+6			
Maths	62	75	-13	74	74	=	82	74	+8			

Commentary Boys

In 23 and 24 boys at St Peter's performed better than or equal to the national 'like for like' national cohort. This trend was not repeated in 2025; however, this cohort of boys had unique characteristics which impacted adversely on the overall attainment when compared to the national average for this group.

As shown below the average scaled score achieved for each indicator specified was low, however FFT data shows that this score was in fact higher than would have been predicted based on their prior attainment. The exception to this is SEN boys in maths. Their attainment was adversely impacted by the nature of their specific difficulties in this area in particular. It is this group of pupils that impacted the maths data overall for this cohort.

Overall commentary

Over the last 3 years data indicates pupils at St Peters perform at least in line with national averages and in many cases perform on the positive side of national average, sometimes significantly better than the national average.

In **2025** the specific groups of; girls and non disadvantaged pupils performed better than the national average 'like for like' group.

Overall data for all pupils was negatively impacted by the boys and disadvantaged group.

Contextually the cohort were heavily weighted towards FSM ever 6 boys, who also had SEN.

The table below indicates that the average scaled score achieved for each indicator specified was low, however FFT data shows that this scaled score was in fact higher than would have been predicted based on their prior attainment, thus indicating good progress was made by these pupils, despite their below average attainment.

	Male	Male and FSM ever 6	Male and SEN	Male and FSM ever 6 and SEN
Number of pupils in 2025 cohort	34/60	15	11	8
Scaled score Reading and Maths combined	102.5	100.2	96.5	96.8
VA	+0.4	+2.1	+0.4	+1.6
Scaled Score Reading	102.5	100.7	97.5	98.3
VA	+0.7	+3.1	+1.8	+3.5
Scaled Score Writing	98.2	97.3	91.9	95.3
VA	+1.7	+4.1	+0.4	+4.6
Scaled Score Maths	102.4	99.7	95.5	95.3
VA	+0.1	+1.2	-1.1	-0.3

Impact of expenditure on attendance rates

Impact; Attendance data was above the national average for the FSM group and the non FSM group. FFT data suggests this was above the national average for both groups.

360 Termly Attendance Summary		Download PDF	Comparator	fft
St Peter's CoE Pri (3503352)			FFT National 2024/25	
All	Female	Male	FSM6	Not FSM6
95.3%	95.3%	95.4% ●	93.3% ●	96.4%
Weekly Attendance		■ School 2024/25 ■ FFT National 2024/25		

Pupil Groups		Comparator: FFT National 2024/25								
		Autumn			Spring			Summer		
		School	FFT Nat. 24/25	Diff.	School	FFT Nat. 24/25	Diff.	School	FFT Nat. 24/25	Diff.
All	All	95.9%	94.6%	● +1.3%	95.8%	94.5%	● +1.4%	94.2%	94.5%	-0.4%
Year Group	Reception	95.6%	93.1%	● +2.4%	95.3%	93.2%	● +2.0%	93.9%	93.9%	0.0%
	Year 1	94.8%	94.1%	+0.7%	93.8%	94.2%	-0.4%	92.8%	94.5%	● -1.7%
	Year 2	96.7%	94.8%	● +1.9%	96.0%	94.7%	● +1.3%	94.9%	94.8%	+0.2%
	Year 3	95.5%	95.1%	+0.4%	95.6%	94.8%	+0.8%	94.2%	94.8%	-0.6%
	Year 4	96.3%	95.1%	● +1.2%	97.0%	94.9%	● +2.1%	94.9%	94.8%	+0.1%
	Year 5	97.1%	95.1%	● +2.1%	97.0%	94.7%	● +2.3%	94.0%	94.6%	-0.5%
	Year 6	95.2%	94.8%	+0.4%	96.1%	94.5%	● +1.6%	94.3%	94.3%	0.0%
Gender	Female	95.7%	94.9%	+0.9%	96.1%	94.7%	● +1.4%	94.1%	94.8%	-0.7%
	Male	96.0%	94.4%	● +1.6%	95.7%	94.3%	● +1.4%	94.3%	94.3%	-0.1%
FSM6	FSM6	93.6%	92.4%	● +1.2%	93.8%	91.9%	● +1.9%	92.4%	91.8%	+0.6%
	Not FSM6	97.1%	95.5%	● +1.5%	96.9%	95.5%	● +1.4%	95.1%	95.6%	-0.5%
SEN	Support	93.2%	93.0%	+0.3%	94.3%	92.6%	● +1.7%	93.8%	92.6%	● +1.2%
	EHCP	91.9%	89.0%	● +2.8%	93.6%	88.9%	● +4.7%	87.7%	89.1%	● -1.4%
	Not SEN	96.5%	95.3%	● +1.2%	96.2%	95.1%	● +1.1%	94.6%	95.2%	-0.7%

Part C; Further information (optional) St. Peter's CE Primary, Farnworth, Bolton

Externally provided programmes

Programme	Provider
Project Chameleon	Global Policing
PSHE Rock Kidz	Rock Kidz
Bright Leaders	Chris Reddy
ECAT	Speech and language therapy