

St. Peter's CE Primary, Farnworth, Bolton Pupil Premium Strategy Statement 2023-2024 and impact statement 2022-2023 V3 9.12.23



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	422 31.10.23
Proportion (%) of pupil premium eligible pupils FSM ever 6 only. These figures do not include LAC or Post LAC children.	Oct 22 census (figures from Bolton Finance Department) 147 (reduced by 4 in Revised spending plan Oct 23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024, specifically 2023-2024
Date this statement was published	31 st October 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Governor pupil inclusion sub committee
Pupil premium lead	Lynn Williams
Governor / Trustee lead	Pupil inclusion sub committee

Funding overview 23-24 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.	143 (see revised spending plan Oct 2023) x £1455 = £208,065
Recovery premium funding allocation this academic year	164 x £145 = £23,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total of all PP funding	£231,845

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

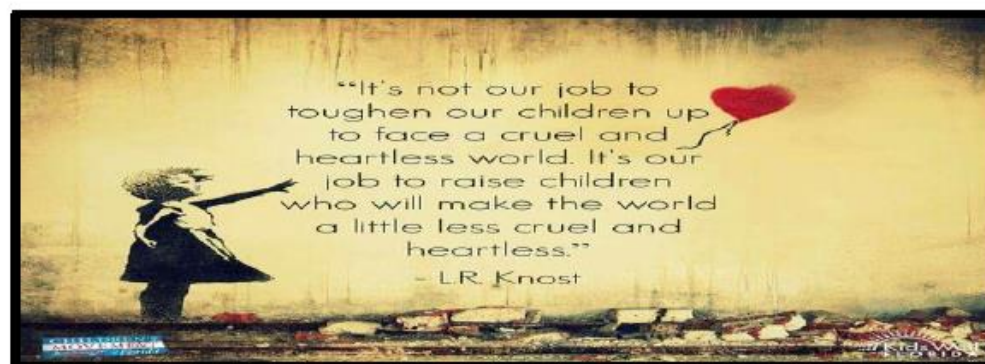


Statement of intent

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.

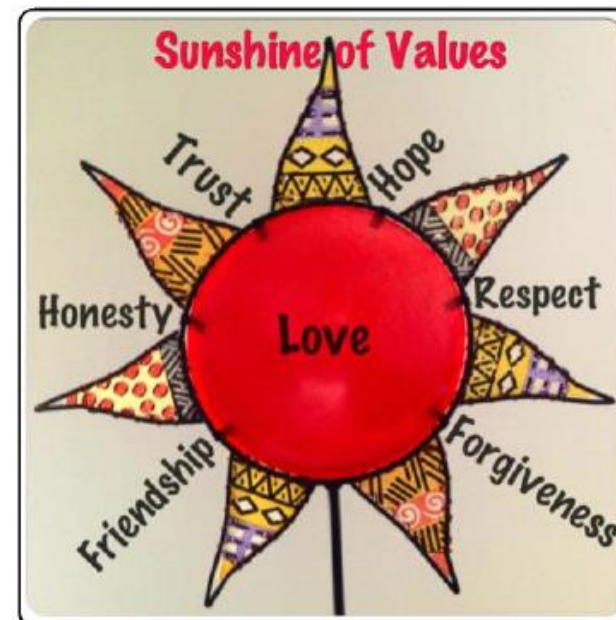
St. Peter's C.E. Farnworth

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.

Contextual and demographic data for the pupils at St. Peter's

St Peter's C.E.Primary School Pupils January 2023									
St Peter's C.E.Primary School	IMD Total	Income	Employment	Health Deprivation and Disability	Education Skills and Training	Barriers to Housing and Services	Crime	Living Environment	IDACI
Most 0-<10% Deprived	29.6%	30.0%	27.0%	39.2%	22.9%	0.0%	84.4%	3.5%	30.7%
Most 10-<20% Deprived	53.4%	42.1%	33.3%	50.8%	11.6%	0.0%	1.7%	12.3%	31.0%
Most 20-<30% Deprived	11.6%	19.4%	34.5%	5.0%	56.3%	0.0%	5.2%	15.1%	29.1%
Most 30-<50% Deprived	1.2%	4.3%	0.7%	1.4%	2.4%	7.6%	5.4%	54.6%	4.5%
Least 30-<50% Deprived	1.2%	0.7%	1.4%	0.7%	3.8%	13.7%	0.5%	11.3%	0.9%
Least 20-<30% Deprived	0.2%	0.5%	0.2%	0.0%	0.0%	15.1%	0.0%	0.2%	0.2%
Least 10-<20% Deprived	0.0%	0.2%	0.0%	0.0%	0.2%	16.8%	0.0%	0.0%	0.2%
Least 0-<10% Deprived	0.0%	0.0%	0.0%	0.0%	0.0%	44.0%	0.0%	0.0%	0.5%
No Data	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- Approximately one third of children (29.6%) live in the most deprived 10% postcode in the country.
- Over 90% (94.6%) live in the bottom most deprived 30% postcode in the country. Note also the % living in the bottom 20% most deprived has increased from 55.7% in 2019 to 83.% in 2023.
- The 'crime' domain measures the risk of personal and material victimisation at local level. Indicators include violent crime, burglary, theft and criminal damage. 84.4% of pupils live in areas that are amongst the 10% most deprived for 'Crime'
- The 'health' domain measures the risk of premature death and the impairment of quality of life through poor physical or mental health. The indicators include morbidity, disability, premature mortality, and mood and anxiety disorders. 90% of pupils live in areas that are amongst the 20% most deprived for 'Health'

Consequently, many pupils have parents and family members who struggle to find employment and/or have low incomes. Many pupils will be witnesses to crime, victims of crime or involved in crime, particularly domestic violence. Health deprivation is also a major issue. Some parents and pupils may be struggling with poor health (including mental health). Some pupils are young carers. This has implications for the curriculum intent, whereby raising employment aspirations, and educating against crime and mental health related issues need to be addressed.

Child Poverty Data

	St Peter's C.E.Primary School	Bolton	
% of Children living in those areas that have :			
40-<50% Children Living in Poverty	0.7%	3.6%	High
30-<40% Children Living in Poverty	26.5%	21.8%	
20-<30% Children Living in Poverty	50.4%	29.6%	
10-<20% Children Living in Poverty	21.0%	21.2%	Low
0-<10% Children Living in Poverty	1.4%	23.4%	
No Data	0.0%	0.4%	
Total	100.0%	100.0%	

Free School Meal Data

	St Peter's C.E.Primary School	Bolton
Children Eligible for Free School Meals	34.8%	26.0%
Children Not Eligible for Free School Meals	65.2%	74.0%

Challenges; What specific barriers and challenges does this 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 maths

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 disadvantaged 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 targeted 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 exceed that of national others 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	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 exceed that of national others 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 exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation

Activity in this academic year 2023-24

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.

[EEF guide to pupil premium](#) 27.9.23

[Tiered model and menu of approaches](#) poster 27.9.23

[Menu of approaches – detail and hyperlinks to resources](#) 27.9.23

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- 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

The guidance documents below have been used to provide the evidence to support the approaches identified;

[EEF metacognition and self regulated learning](#) Oct 21

[EEF Parental engagement guidance](#) Oct 21

[EEF Effective professional development](#) Oct 21

[EEF preparing for literacy](#) Oct 21

[EEF Literacy Ks1](#) Oct 21

[EEF Literacy Ks2](#) Nov 21

[EEF Making best use of teaching assistants](#) Nov 21

[EEF Teacher feedback](#) Nov 21

Teaching

Budgeted cost: **£5000**

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is prioritized, so that children are able to make accelerated progress from below average starting points on entry, particularly in classes with RQT	RQT released from class to undertake training for an additional 5% of the week , on top of PPA	£5,000	See above linked documents from EEF EEF pupil premium guidance	All
	Staff trained in cognitive science principles through CPD programme			
	All EYFS staff (including TA's) are enabled to meet regularly to discuss and embed the new EYFS curriculum, to increase standards in EYFS			
	Embed the phonics scheme already invested (Little Wandle) through extended training for Ks2 staff and TA's			
	Implement the '5 a day' approach as effective strategies for high quality teaching			
	Implement the 5 P approach for pupil feedback and coaching and mentoring an ECT/RQT Praise, probe, precise action, plan, practise			
	Enrol staff on NPOQ programmes through CofE (Free)			
Total		£5000		

Targeted academic support Pupil Premium

Budgeted cost: **£165,818**

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	£7,000	See above linked documents from EEF	1
	Additional TA in EYFS *TA3 to deliver ECAT on other days of week	£17,671.47 + on costs (NI and pension 25%) £4417 = £18,112		
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, TA3 and TA2	£ 36,463 + £20943 + £14,000 = £71,406 + 25% on costs £17,851 = £89,257 Minus EHCP contribution Total = £59,257	EEF pupil premium guidance	All
	SLA educational psychologist	£6,000		
	SENCO time to lead and manage SEN provision , ensuring high quality teaching for identified pupils	FP x 0.1 £3,500 KMc x 0.1 £3,500 KS x 0.1 £3,500 £10,500 + 25% on costs = £13,125		
Children make accelerated progress in reading, due to increased opportunities for 1;1 reading with an adult	Additional TA in all classes for approximately 5 hours per week to read daily with children not reading at home (3,2,1 reading programme) Approx 60 hours of TA2	£ 35,000 + 25% on costs = £43,750		3,10
Children make accelerated progress in Y6	HLTA in Y6 0.5	£14,979 +25% on costs = £18,574		10
Total		£165,818		

Targeted academic support National Tutoring Programme

Budgeted cost: £43,785 NTP grant £16,245 **Pupil Premium top up £27,540**

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Children make accelerated progress in reading, due to increased opportunities for 1;1 reading with an adult	Academic mentor Y1/2 and Year 3/4 to deliver keep up and catch up sessions in conjunction with the Little Wandle Phonics scheme	Paid for through NTP funding plus pupil premium top up £21,000 + 25% on costs = £26,250	See above linked documents from EEF	3,10
	Additional TA in Ks2 to deliver specific spelling and decoding interventions (Toe by Toe, Word Wasp, Hornet etc. and phonics catch up (school led tutor)	Paid for through NTP funding plus pupil premium top up £14,000 +25% on costs = £17,535	EEF pupil premium guidance	10
Total cost	Total tuition to be provided Min 2280 hours @ £18 per hour = £41,040	Grand total = £43,785 NTP grant = £16,245 Pupil Premium subsidy = £27,540		

Wider strategies

Budgeted cost: **£77,550**

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 undertake Boxall profiling and deliver appropriate intervention according to Boxall profile	£13,523 +25% on costs £16,903	EEF pupil premium guidance	2, 5, 6, 7
	Global policing - project chameleon (crime awareness programme)	£4,500		
	Sunflower club	£2000		
	Aspire behaviour support programmes,	£5,000		
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	£5,000 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	£25,371 +25% on costs = £31,713		7
Total		£72,116		

Grand Total of Pupil Premium Expenditure

Teaching	£5000
Targetted- Pupil Premium	£165818
Targetted top up	£27,540
Wider	£72,116
Grand total	£270474
Total allocated	£231845
Deficit from budget	£38,629

Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

Impact of expenditure on EYFS oral communication 2023 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' and furthermore some children did not maintain age standardised progress across time.

Trend over time ECAT

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

Impact of expenditure on Phonics 2023 & 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 national 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. The group containing no SEN pupils are in line with the national average. Furthermore, whilst some children are not classified as disadvantaged using the official criteria, the vast majority of pupils live in the bottom 30% most deprived postcodes. This brings its own disadvantages, as described above in the context section. This group of pupils at St. Peter's perform as well as, if not better than this group across Bolton.

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

	2020	2021	2022	2023
Non disadvantaged school	92%	93%	88%	85%
Non disadvantaged national	79%*	83%*	79%	82%
Gap	+13	+10	+9	+3%
Disadvantaged school	81%	71%	81%	62%
Disadvantaged national	68%*	70%*	63%	67%
Gap	+13	+1	+18	-5%
30% most deprived households school			88%	77%
30% most deprived households Bolton*			76%	76%
Gap			+12	+1
No SEN school			92%	85%
No SEN National			82%	86%
Gap			+10	-1

End of Ks1 phonics data 2023

	Cohort	Proportion of Pupils Meeting the Expected Standard		Difference
		School	National **Bolton	
All Pupils	60	90	89	+1
Disadvantaged	18	89	81	+8
Other	42	90	91	-1
No SEN	55	95	95	=
**30% most deprived households	57	89	87	+2

Impact of expenditure on reading at Ks1

Impact; Disadvantaged pupils at St. Peter's generally exceed the national data for the same comparative group. In 2023 the % of children achieving ARE at St. Peter's, exceeded the % of non disadvantaged children nationally. The % achieving the higher standard is significantly above the national average for all pupils combined and disadvantaged pupils and those without SEN.

Ks1 data 2023

Cohort numbers		Attainment					
		% expected standard	% expected standard national	% above expected standard	% above expected standard national	Average Scaled score FFT	Compare to FFT average
61	All pupils	75	68	31	19	105.7	+4.1
18	Disadvantaged	83	54	33	9	105.7	+6.7
43	Other	72	73	30	22	105.7	+3.2
5	SEN	0	28	0	4		
56	No SEN	82	77	34	22	106.9	+4.3
58	Bottom 30%*	76	65	31	15		

Impact of expenditure on Ks2 outcomes

Impact; The attainment of PP pupils and non-disadvantaged pupils always compares favourably the same comparative group. The gap between the disadvantaged and non-disadvantaged groups is much narrower than the national gap.

Disadvantaged & Non disadvantaged pupils 2023

Table 1; % achieving age related expectation

	Attainment												
	% achieving age related expectation												
	All Pupils NOR 60			Disadvantaged pupils NOR 25 = 42%			Non disadvantaged pupils NOR 35 = 58%			Attainment gap Dis v non dis			Attainment gap Sch Dis v all nationally
	Sch	Nat	*Diff	Sch	Nat	*Diff	Sch	Nat	*Diff	Sch	Nat	***Diff	**Diff
RWM combined	68%	59%	+9%	64%	44%	+20%	66%	66%	=	-2%	-22%	+20%	+5%
Reading	75%	73%	+2%	76%	60%	+16%	74%	78%	-4%	+2%	-18%	+20%	+3%
Writing	78%	71%	+7%	84%	58%	+26%	74%	77%	-3%	+10%	-19%	+29%	+13%
Maths	82%	73%	+9%	80%	59%	+21%	85%	79%	+6%	-5%	-20%	+15%	+7%
GAPS	83%	72%	+9%	84%	59%	+25%	83%	78%	+5%	+1%	-19%	+20%	+12%

*In the vast majority of measures, the % of pupils at St. Peter's achieving age related expectation is higher than the national equivalent like for like group. For the disadvantaged pupils at St. Peter's, their attainment is significantly higher than the same group nationally in R,W, M combined, writing and maths.

**Disadvantaged pupils at St. Peter's outperform the group containing all pupils nationally.

*** The gap between the attainment of disadvantaged pupils v non disadvantaged pupils at St. Peter's is much narrower than the gap found nationally. In reading, writing and GAPS disadvantaged pupils perform better than non disadvantaged pupils.

Table 2; Average scaled score achieved

	Attainment Average scaled score achieved														
	All Pupils NOR 60			Disadvantaged pupils NOR 25 = 42%			Non disadvantaged pupils NOR 35 = 58%			Attainment gap Dis v non dis			Attainment gap Dis v all pupils		
	School	Nat	Diff	School	Nat	* Diff	School	Nat	Diff	School	Nat	**Diff	School	Nat	***Diff
Reading	103.8	105.1	-1.3	102.9	102.4	+0.5	104.4	106.2	-1.8	-1.5	-3.8	+2.3	-0.9	-2.7	+1.8
Writing	102.7	99.8	+2.9	101.9	96.8	+5.1	103.3	101.2	+2.1	-1.4	-4.4	+3.0	-0.8	-3.0	+2.2
Maths	104.8	104.2	+0.6	103.5	101.3	+2.2	105.7	105.4	+0.3	-2.2	-4.1	+1.9	-1.3	-2.9	+1.6
R,GAPS,M combined	104.4	104.5	-0.1	103.4	101.7	+1.7	105.1	105.7	-0.6	-1.7	-4.0	+2.3	-1.0	-2.8	+1.8

*The cohort of disadvantaged pupils performed better than the national like for like cohort, and in writing this was significantly better.

**The gap between disadvantaged and non disadvantaged is much narrower that the national gap.

***The gap between disadvantaged pupils and all pupils is much narrower that the national gap.

Table 3; Progress compared to similar pupils nationally (CVA)

	Progress compared to similar pupils nationally		
	CVA All	CVA Dis	CVA Non Dis
R, GAPS, M combined	+1.4	+1.5	+1.3
Reading	+0.1	+0.0	+0.2
Writing	+2.9	+3.1	+3.0
Maths	+2.2	+2.2	+2.1

In all areas the progress of children at St. Peter's is greater than that made by similar pupils nationally (CVA) and in some areas is significantly better.

IDACI comparison % achieving ARE in Reading, Writing & Maths in each IDACI decile

	1 Most deprived	2	3	4	5	6	7	8	9	10 Least deprived	Total	National
Bolton total in cohort	1350	870	501	227	256	225	300	181	252	146	4308	
Bolton total achieving ARE in RWM	770	505	306	148	182	155	222	141	189	110	2728	
%	57%	58%	61%	65%	71%	69%	74%	78%	75%	75%	63%	59%
%	57%											
%	58%											
School total in cohort	24	24	10	0	2	0	0	0	0	0	60	
School total achieving ARE in RWM	13	17	8		2						40	
%	54%	71%	80%		100%						67%	67%
%	63%											
%	66%											
Difference each decile	-3%	+13%	+19%		+29%						+4%	+8%
Difference bottom 20%	+6%											
Difference bottom 30%	+8%											

NB 80% of this cohort lived in the bottom 20% most deprived IDACI areas.

Children at St. Peter's outperformed the comparative bottom 20% cohort in Bolton and also outperformed the comparative bottom 30% in Bolton.

Impact of expenditure on attendance rates

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

Data is updated every 2 weeks
Last updated 21/07/2023

St Peter's CofE Primary School

Compare your attendance with other schools in the same education phase (primary or secondary) in your local authority. The results show attendance data for the academic year to date.

[Read about how your ranking is calculated.](#)

Filters ⓘ

Special educational needs (SEN)

- ☒ Includes pupils with SEN and no SEN
- ☐ Pupils with SEN
- ☐ Pupils with no SEN

Free school meals (FSM)

- ☐ Includes pupils with FSM and no FSM
- ☒ Pupils with FSM
- ☐ Pupils with no FSM

Attendance measure	Percentage	Ranking ⓘ
Overall attendance	94.3%	You are ranked 15 out of 91 schools
Overall absence	5.7%	You are ranked 15 out of 91 schools
Persistently absent	13.7%	You are ranked 11 out of 91 schools
Severely absent	2.9%	You are ranked 76 out of 91 schools
Authorised absence	4.2%	You are ranked 21 out of 91 schools
Unauthorised absence	1.5%	You are ranked 21 out of 91 schools

St Peter's CofE Primary School

Compare your attendance with other schools in the same education phase (primary or secondary) in your local authority. The results show attendance data for the academic year to date.

[Read about how your ranking is calculated.](#)

Filters ⓘ

Special educational needs (SEN)

- ☒ Includes pupils with SEN and no SEN
- ☐ Pupils with SEN
- ☐ Pupils with no SEN

Free school meals (FSM)

- ☐ Includes pupils with FSM and no FSM
- ☐ Pupils with FSM
- ☒ Pupils with no FSM

Attendance measure	Percentage	Ranking ⓘ
Overall attendance	96.0%	You are ranked 12 out of 91 schools
Overall absence	4.0%	You are ranked 12 out of 91 schools
Persistently absent	7.3%	You are ranked 23 out of 91 schools
Severely absent	0.8%	You are ranked 57 out of 91 schools
Authorised absence	2.5%	You are ranked 4 out of 91 schools
Unauthorised absence	1.5%	You are ranked 55 out of 91 schools

360 Attendance view

Download PDF

Time period: Year To Date

Comparator: FFT National



St Peter's CoE Pri (3503352)

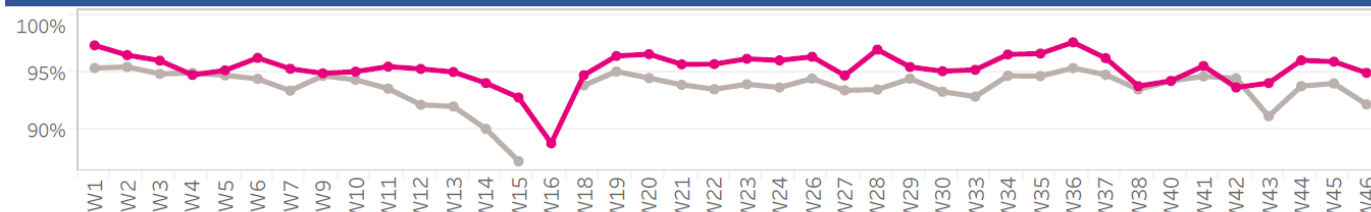
Attendance Headlines

YEAR TO DATE

05/09/2022 - 21/07/2023

All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
95.4% ●	95.4% ●	95.5% ●	94.5% ●	96.0% ●	9.4% ●

Weekly Attendance

■ School
 ■ FFT National


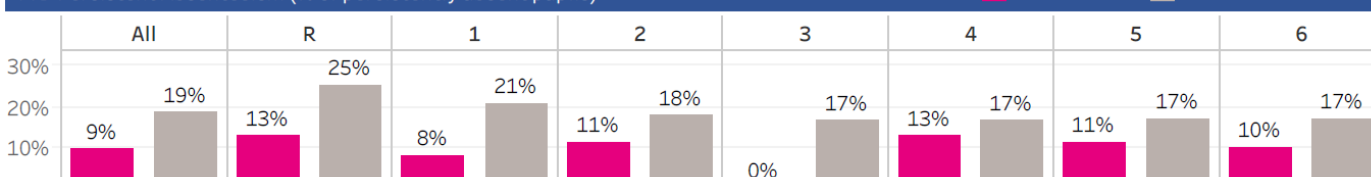
Attendance breakdown

YEAR TO DATE

05/09/2022 - 21/07/2023

All Pupils	Pupils		All	R	1	2	3	4	5	6
All Pupils	422	School	95.4%	95.3%	94.4%	94.9%	96.6%	95.6%	95.6%	95.7%
		FFT National	93.8%	92.5%	93.3%	93.9%	94.2%	94.2%	94.1%	94.0%
		Difference	+1.7%	+2.8%	+1.1%	+0.9%	+2.4%	+1.5%	+1.5%	+1.7%
Gender			All	R	1	2	3	4	5	6
Female	197	School	95.4%	96.2%	94.5%	94.2%	96.2%	95.2%	96.0%	95.3%
		FFT National	93.9%	92.7%	93.5%	94.1%	94.3%	94.3%	94.2%	94.2%
		Difference	+1.5%	+3.5%	+1.0%	+0.2%	+1.9%	+0.9%	+1.8%	+1.1%
Male	225	School	95.5%	94.6%	94.3%	95.5%	97.1%	95.9%	95.2%	96.0%
		FFT National	93.6%	92.3%	93.2%	93.8%	94.1%	94.0%	93.9%	93.8%
		Difference	+1.9%	+2.3%	+1.1%	+1.7%	+3.0%	+1.9%	+1.3%	+2.2%
FSM6			All	R	1	2	3	4	5	6
FSM6	148	School	94.5%	95.6%	93.6%	93.9%	95.6%	93.6%	95.2%	94.5%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	+3.2%	+6.2%	+3.0%	+2.5%	+3.9%	+1.9%	+3.6%	+2.9%
Not FSM6	274	School	96.0%	95.2%	94.8%	95.3%	97.0%	97.2%	95.8%	96.5%
		FFT National	94.7%	93.3%	94.2%	94.9%	95.2%	95.2%	95.1%	95.0%
		Difference	+1.2%	+1.9%	+0.6%	+0.4%	+1.8%	+2.0%	+0.7%	+1.5%
SEND			All	R	1	2	3	4	5	6
Support	52	School	95.2%	96.5%	94.5%	96.9%	97.2%	92.7%	95.2%	94.7%
		FFT National	91.9%	90.1%	91.5%	92.1%	92.4%	92.3%	92.2%	92.1%
		Difference	+3.3%	+6.3%	+3.1%	+4.8%	+4.8%	+0.4%	+3.0%	+2.7%
EHCP	13	School	88.1%	97.8%	76.2%	80.6%	93.8%	95.7%	94.3%	98.0%
		FFT National	89.1%	85.7%	87.8%	89.4%	90.0%	90.0%	90.0%	89.5%
		Difference	-1.0%	+12.1%	-11.7%	-8.8%	+3.9%	+5.7%	+4.4%	+8.5%
Not SEND	357	School	95.7%	95.0%	95.4%	95.5%	96.6%	96.1%	95.7%	95.8%
		FFT National	94.3%	93.0%	93.8%	94.4%	94.7%	94.7%	94.6%	94.6%
		Difference	+1.5%	+2.1%	+1.7%	+1.1%	+1.9%	+1.4%	+1.1%	+1.2%

YTD Persistent Absenteeism (% of persistently absent pupils)

■ School
 ■ FFT National PA


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
Healthy Minds Mental health and well being programme	Healthy Minds UK
Bright Leaders	Chris Reddy
TT Rock stars	TT rock stars