

St. Peter's CE Primary, Farnworth, Bolton Pupil Premium Strategy Statement 2024-2025 and impact statement 2023-2024



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	423 3.10.24- Oct census
Proportion (%) of pupil premium eligible pupils FSM ever 6 only. These figures do not include LAC or Post LAC children.	133-Oct census
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027, specifically 2024-2025
Date this statement was published	8th October 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Governor pupil inclusion sub committee
Pupil premium lead	Jenny Scott
Governor / Trustee lead	Pupil inclusion sub committee

Funding overview 24-25 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.	133- £205,720
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	£205,720

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

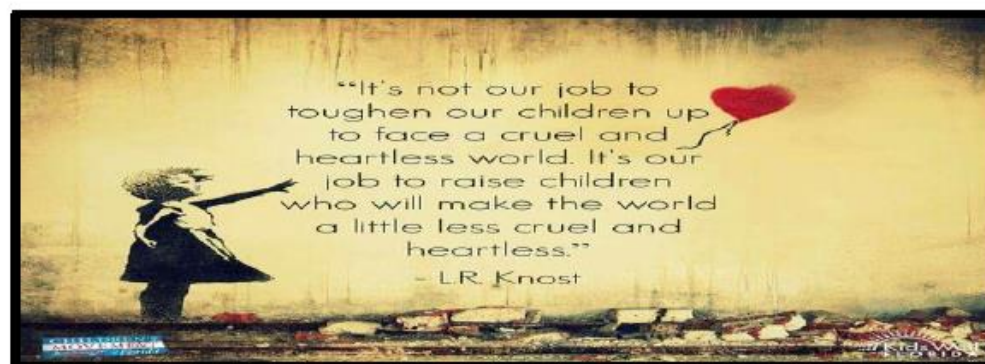


Statement of intent

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.

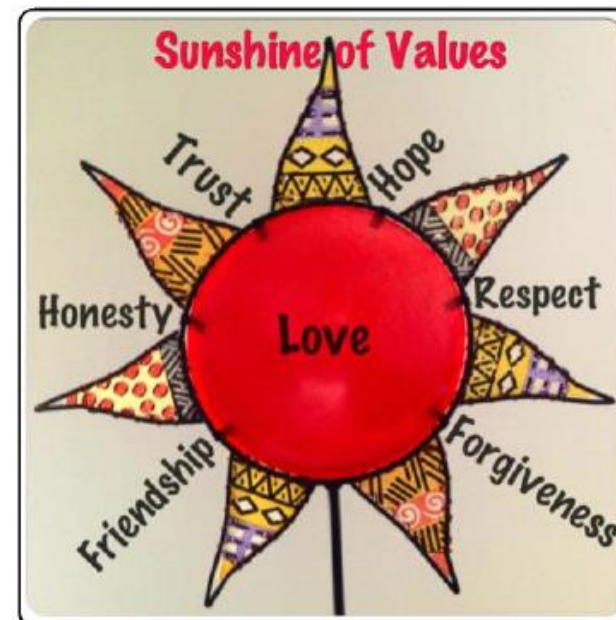
St. Peter's C.E. Farnworth

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 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 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 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 2024-25

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

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: **£39562.50**

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	2x 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- £39562.50	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 : £39562.50		

Targeted academic support Pupil Premium

Budgeted cost: **£192,884.85**

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	£9,700	See above linked documents from EEF	1
	Additional TA in EYFS *TA3 to deliver ECAT	£24257.50		
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	£ 57057 + £27611.60 + £24753.35= £109,421.95 Minus EHCP contribution Total = £79,714.95	EEF pupil premium guidance	All
	SLA educational psychologist	£5,400		
	SENCO time to lead and manage SEN provision , ensuring high quality teaching for identified pupils	FP x 0.2 KS x 0.2 £13692.50		
Children make accelerated progress in reading, due to increased opportunities for 1;1 reading with an adult	Year 1- L4 TA	£30 971.25		3,10
Children make accelerated progress in Y6	HLTA in Y6 full time	£41,760		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	£18359.90		
Total		£192,884.85		

Wider strategies

Budgeted cost: **£112,381.25**

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	£16621.25	EEF pupil premium guidance	2, 5, 6, 7
	Global policing - project chameleon (crime awareness programme)	£5000		
	Sunflower club	£1500		
	Commando Joe	£12400		
	Aspire behaviour support programmes,	£20,000		
	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	£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	£35410		7
Total		£112,381.25		

Grand Total of Pupil Premium Expenditure

Teaching	£39562.50
Targeted- Pupil Premium	£192,884.85
Wider	£112,381.25
Grand total	£344,828.60
Total allocated	£205,720
Deficit from budget	£139,108.60

Part B: Review of outcomes in the previous academic year (2023-2024)

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	23-24
Grammar entry	59%	28%	37%	37%	53%	56%	62%	53%	15%
Grammar exit	81%	42%	68%	66%		82%	84%	58%	64%
Increase	+22%	+14%	+31%	+29%		+26%	+22%	+5%	+49%
Vocab/Information entry	84%	34%	65%	31%	41%	76%	68%	65%	51%
Vocab/Information exit	95%	59%	76%	62%		98%	90%	60%	89%
Increase	+11%	+25%	+11%	+31%		+22%	+22%	-5%	38%

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	2024
Non disadvantaged school	92%	93%	88%	85%	92%
Non disadvantaged national	79%*	83%*	79%	82%	83%
Gap	+13	+10	+9	+3%	+9%
Disadvantaged school	81%	71%	81%	62%	81%
Disadvantaged national	68%*	70%*	63%	67%	68%
Gap	+13	+1	+18	-5%	+13%
30% most deprived households school			88%	77%	88%
30% most deprived households Bolton*			76%	76%	78%
Gap			+12	+1	+10%
No SEN school			92%	85%	98%
No SEN National			82%	86%	88%
Gap			+10	-1	+10%

Impact of expenditure on Ks2 outcomes

Impact; The percentage of children achieving the expected levels is higher than national in all areas. The percentage of children reaching the higher than expected standard is above national in writing; slightly below national average in reading and below in maths. The age related expectation gap between the disadvantaged and non-disadvantaged groups is -25% compared to -21% nationally for reading, writing and maths combined.

Disadvantaged & Non disadvantaged pupils 2024

Key Stage 2

St Peter's CofE Primary School

Page

Summary

62 pupils in KS2 cohort;
1 pupil is equal to 1.6%

School
68%

Bolton
62%

National
61%

of pupils achieving the expected standard (EXS)
in Reading, Writing and Maths combined

2024 KS2 Attainment Data

↑ Increase from 2023 → Same as 2023 ↓ Decrease from 2023

Percentage achieving the expected standard or higher (EXS)

	School		Bolton		National
Reading	76%	↑	73%	↓	74%
Writing	73%	↓	71%	↓	72%
Maths	76%	↓	75%	↓	73%
Reading, Writing and Maths (RWM)	68%	↑	62%	↓	61%
Grammar, punctuation and spelling	73%	↓	75%	↓	72%

Percentage achieving the higher standard/greater depth

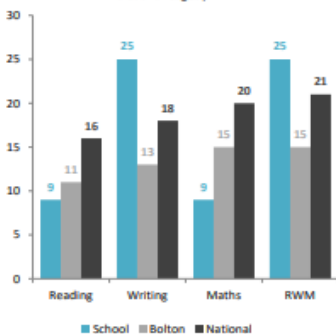
Reading	27%	↑	26%	→	29%
Writing	19%	↓	15%	↓	13%
Maths	16%	↓	24%	↓	24%
Reading, Writing and Maths (RWM)	6%	↓	9%	↓	8%
Grammar, punctuation and spelling	23%	↓	35%	↑	32%

Average scaled score

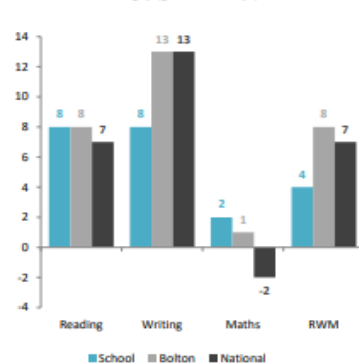
Reading	105.0	↑	104.8	↓	105.3
Maths	103.3	↓	104.7	↓	104.3
Grammar, punctuation and spelling	103.5	↓	105.9	↑	105.2

Gap in 2024 Attainment (EXS)

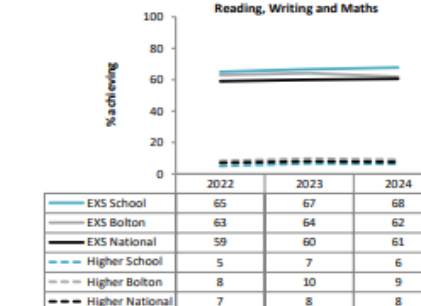
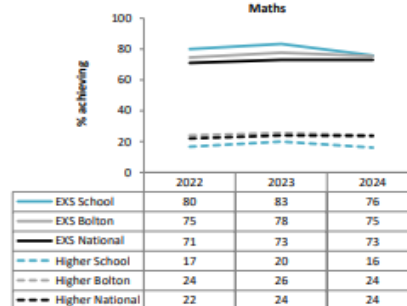
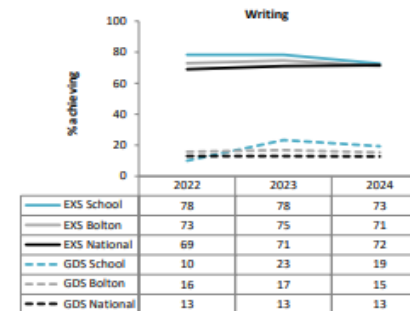
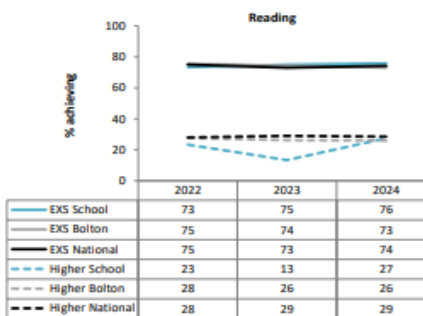
Disadvantaged gap (not disadvantaged minus disadvantaged)



Gender gap (girls minus boys)



3 Year Trend - Attainment Data



Disadvantaged and non disadvantaged combined data

Disadvantaged			School, Bolton						National							
			2022		2023		2024		2022		2023		2024			
Not disadvantaged	EXS Higher	27	78% 11%	34	68% 12%	39	77% 5%	2,768	69% 10%	2,810	70% 12%	2,809	67% 11%	66% 9%	66% 10%	67% 10%
Disadvantaged (FSM Ever 6 and	EXS Higher	33	55% 0%	26	65% 0%	23	52% 9%	1,374	51% 5%	1,463	54% 5%	1,500	52% 5%	43% 3%	44% 3%	46% 3%
FSM Eligible	EXS Higher	27	59% 0%	24	67% 0%	24	50% 8%	1,144	50% 4%	1,316	53% 5%	1,414	52% 5%	42% 3%	43% 3%	45% 3%
30% most deprived (home post)	EXS Higher	58	66% 5%	36	67% 8%	55	71% 7%	2,634	59% 7%	2,667	63% 9%	2,777	60% 8%	Not published		
LAC	EXS Higher	0		0		0		19	26% 0%	39	41% 0%	32	28% 0%	Not published		

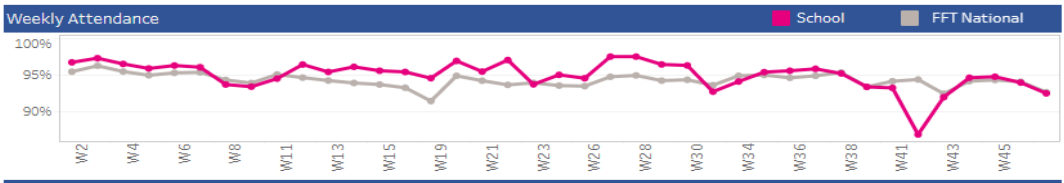
Attainment of pupil in reading, writing, maths and RWM combined dis v non dis groups school against national data

	Attainment % achieving age related expectations														
	All Pupils NOR 62			Disadvantaged pupils NOR 23			Non-disadvantaged pupils NOR 39			Attainment gap dis v non dis			attainment gap <u>Sch</u> Dis V all nationally		
	<u>Sch</u>	Nat	+Diff	<u>Sch</u>	Nat	+Diff	<u>Sch</u>	Nat	+Diff	<u>Sch</u>	Nat	+Diff	<u>Sch</u>	Nat	+Diff
RWM combined	68%	61%	+7%	52%	46%	+6%	77%	67%	+10%	-25%	-21%	-4%	-9%	-15%	+6%
Reading	76%	74%	+2%	70%	63%	+7%	79%	79%	=	-9%	-16%	+7%	-4%	-11%	+7%
Writing	73%	72%	+1%	57%	59%	-2%	82%	77%	+5%	-25%	-18%	-7%	-15%	-13%	-2%
Maths	76%	73%	+3%	70%	59%	+11%	79%	79%	=	-9%	-20%	+11%	-6%	-14%	+8%

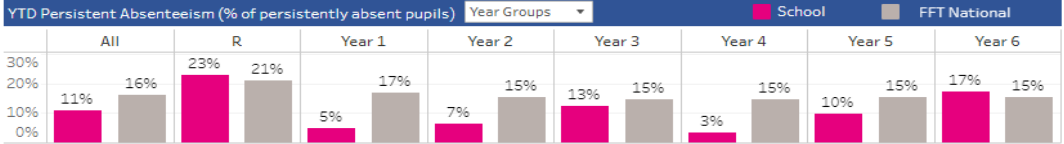
- In all areas, for all pupils, % of children achieving age related expectations is above national average.
- In RWM combined, reading and maths % of disadvantaged pupils achieving age related expectations is above national average.
- In all areas attainment at age related expectations for non-disadvantaged pupils is equal to or above national average.
- The attainment gap between dis and non dis in reading and maths is narrower compared to the difference nationally.
- Nationally, disadvantaged groups were out performed by all pupil group. This is the case for St Peter's also, however the negative gap is narrower across disadvantaged v all pupil in reading, RWM combined and the difference is equal to national in maths.

Impact of expenditure on attendance rates

Attendance Headlines					YEAR TO DATE		4 Sept 23 - 19 Jul 24	
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees			
95.1%	95.2%	95.0%	93.4%	96.1%	11.1%			



			FFT National Difference	94.3% +0.9%	93.3% +0.2%	94.1% +2.0%	94.5% +0.5%	94.6% +0.1%	94.6% +1.9%	94.4% +1.0%	94.3% +0.5%
Gender			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Female	207	School	95.2%	93.8%	95.5%	96.0%	93.5%	96.5%	95.2%	96.2%	
		FFT National	94.4%	93.6%	94.3%	94.6%	94.8%	94.7%	94.6%	94.5%	
		Difference	+0.8%	+0.3%	+1.2%	+1.3%	-1.2%	+1.8%	+0.6%	+1.7%	
			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Male	222	School	95.0%	93.1%	96.5%	94.1%	95.9%	96.4%	95.4%	93.5%	
		FFT National	94.1%	93.0%	93.9%	94.3%	94.5%	94.4%	94.2%	94.1%	
		Difference	+1.0%	+0.1%	+2.6%	-0.2%	+1.5%	+2.0%	+1.3%	-0.6%	
FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
FSM6	148	School	93.4%	90.8%	94.6%	94.8%	92.3%	95.5%	93.2%	92.5%	
		FFT National	91.8%	90.1%	91.3%	91.9%	92.2%	92.2%	92.0%	91.9%	
		Difference	+1.6%	+0.6%	+3.3%	+2.8%	+0.1%	+3.3%	+1.3%	+0.6%	
			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Not FSM6	281	School	96.1%	94.7%	96.8%	95.0%	95.8%	96.9%	97.0%	96.2%	
		FFT National	95.2%	94.1%	95.0%	95.4%	95.6%	95.6%	95.5%	95.4%	
		Difference	+0.8%	+0.6%	+1.9%	-0.3%	+0.2%	+1.3%	+1.6%	+0.9%	
SEND			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Support	45	School	95.4%	94.9%	95.6%	95.2%	96.6%	96.9%	94.2%	96.2%	
		FFT National	92.4%	90.7%	92.3%	92.7%	92.9%	92.9%	92.5%	92.3%	
		Difference	+3.0%	+4.2%	+3.3%	+2.5%	+3.7%	+4.0%	+1.8%	+3.9%	
			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
EHCP	15	School	88.7%	80.7%	96.3%	94.6%	85.2%	97.0%	94.0%	76.9%	
		FFT National	89.1%	86.2%	88.1%	89.5%	90.1%	90.1%	89.9%	89.1%	
		Difference	-0.5%	-5.5%	+8.2%	+5.1%	-4.9%	+6.8%	+4.2%	-12.2%	
			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Not SEND	369	School	95.3%	93.6%	96.2%	94.9%	95.1%	96.4%	95.7%	95.7%	
		FFT National	94.8%	93.9%	94.6%	95.0%	95.1%	95.1%	95.0%	95.0%	
		Difference	+0.5%	-0.2%	+1.6%	-0.1%	-0.1%	+1.3%	+0.7%	+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
Healthy Minds Mental health and well being programme	Healthy Minds UK
Bright Leaders	Chris Reddy
TT Rock stars	TT rock stars
Commando Jo- Resilience programme	Commando Jo