

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	St Stephen's Kearsley Moor
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	55 (29%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	Dec 23
Date on which it will be reviewed	Sept 24
Statement authorised by	Chair of Governors
Pupil premium lead	P Puckey
Governor / Trustee lead	D King

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	59 (Oct Census 2022 FSM Ever 6) x £1455 = £85,845 Post LAC children = £2530 <b>Total = £88,375</b>
Recovery premium funding allocation this academic year	60 x £145 = <b>£8,700</b> LAC Recovery Premium = <b>£2735</b> <b>Total = £11,435</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	<b>£99,810</b>

## Part A: Pupil premium strategy plan

### Statement of Intent

As a school, we pride ourselves on our family feel and strive for all the children in our care to reach their potential. Our Vision of 'Our Faith can move Mountains' underpins our approach to education, where everyone can move their own mountains through our 4 key Values of:

**Love, Hope, Faith and Trust.**

The high expectations of staff and dedication to the children ensure our pupils feel secure, loved and cared for.

#### **Our Aims:**

- To educate the children intellectually, socially, morally, aesthetically, physically and spiritually based on Christian principles
- To promote the highest academic standards in all aspects of the curriculum by ensuring that all children develop to their best potential in acquiring and understanding the skills upon which they can build in the secondary stage of education
- To encourage learning by providing a welcoming, friendly and supportive environment in which Christian values are central to the ethos of the school and its teaching
- To stimulate in children a sense of curiosity and excitement about the world and to encourage them to search for truth, meaning and purpose in life and to provide an opportunity to search for a faith by which to live
- To show concern and care through a strong sense of Christian values for all members of the school community and to show respect for the code of conduct and discipline of the school
- To encourage children to think as individuals and to explore, discriminate and discover things for themselves
- To ensure that children have a good moral and spiritual awareness to fit them for the world in which we live, preparing them for the opportunities, experiences and responsibilities of the outside world
- To nurture links and to establish good secure relationships between children, staff, parents, governors and members of the church, parish and local community
- To use the financial resources at our disposal to provide good accommodation and surroundings and the highest possible levels of staffing and equipment
- Based on Indices of Multiple Deprivation 2023- 72.8% of children live in a Lower Super Output Area (LSOA) in Bolton which is one of the most deprived 20 to 30% (or worse) in England with a third living in the most deprived 10-20% (or worse). This is 10.3% higher than Bolton average.

- Indices also show that 71.7% of pupils come from households in the bottom 30% for Education, Skills and Training (over a quarter - 33.8% - are in the lowest 10%).

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged children (91.84%) is less than non-disadvantaged children (94.99%). Poor attendance can negatively impact academic achievement
2	Language skills less developed especially on entry to school, which hinders reading, writing and phonics attainment in Reception and KS1
3	Limited support at home with reading or home learning and access to technology
4	Mental Health and well-being after Covid due to stressful home environment and chaotic lifestyles
5	Limited cultural experiences due to less opportunity to engage in enrichment activities
6	Children suffer from lack of active lifestyles leading to increased health issues
7	Behaviour for learning is less established on entry to school for disadvantaged pupils compared to non-disadvantaged pupils

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increased self-esteem, confidence and resilience	Having a positive mind set and showing resilience in learning
Equipped to face challenges with a positive mind-set and to understand how to manage their emotions	KS2 outcomes in line with National and progress of disadvantaged children will improve
Reduce the gap between disadvantaged children and non-disadvantaged children	Gap between the two diminishes especially in KS2 outcomes.
Greater levels of oracy through communication and language	Being able to talk with greater confidence regarding learning and home life. Greater ability to communicate using appropriate and age-related vocabulary
Enriched experiences away from school	Cultural Capital enrichment
Improved attendance and punctuality	Improvement in attendance and lateness
Improved physical and mental health	Children accessing extra-curricular and sporting opportunities
Improved progress and attainment across the curriculum, particularly those attaining greater depth	Improvement in data
Greater parental support/community support	Parents supporting children in and out of school
Children in KS1 make accelerated progress in reading due to increased opportunities to read, focusing on phonics	KS1 phonics data to be at least in line with national

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Children in KS1 make accelerated progress in reading due to increased opportunities to read, focusing on phonics	Phonics Spend Subscription including books	£1000	<a href="#">EEF Pupil Premium Guidance</a>	2 and 3
Improved progress and attainment across the curriculum, particularly those attaining greater depth	CPD: Staff trained in Therapeutic teaching and self-regulation for children	Schoot £118 x 12 = £1,416 Total CPD = £2,000	<a href="#">EEF Pupil Premium Guidance</a>	All

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £82,483

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased self-esteem, confidence and resilience</p> <p>Equipped to face challenges with a positive mind-set and to understand how to manage their emotions</p> <p>Greater parental support/community support</p> <p>Improved attendance and punctuality</p>	<p>Learning Mentor and TA's to support with targeted interventions</p>	<p>£24635 + 20% on costs = <b>£29,562</b></p>	<p>The role of Learning Mentor is a key position in school and helps to overcome a range of barriers to learning experienced by disadvantaged children (and others)</p> <p>Data analysis shows that in some subjects and in some cohorts there is a significant gap between the achievement of disadvantaged children and their peers.</p> <p>Analysis of the impact of well targeted interventions shows that misunderstandings can be effectively addressed through the use of 1:1 and small group sessions.</p>	<p>All</p>

<p>Reduce the gap between disadvantaged children and non-disadvantaged children</p> <p>Greater levels of oracy through communication and language</p>	<p>Increase TA support to facilitate additional 1:1 and small group support through a range of targeted intervention programmes.</p>	<p>13 hours additional support per week <b>£10,611</b> Additional TA <b>£15,824</b></p>	<p>Due to a variety of factors including home circumstances, many of our children experience barriers to learning including lack of confidence and low self-esteem</p>	<p>1, 2, 3, 4 and 7</p>
<p>Children in KS1 make accelerated progress in reading due to increased opportunities to read, focusing on phonics</p> <p>Greater levels of oracy through communication and language</p>	<p>Reading Ambassador for lower KS2 children to continue to support children with gaps in knowledge from KS1</p>	<p><b>£15,066</b></p>	<p>Language skills less developed especially on entry to school, which hinders reading, writing and phonics attainment in Reception and KS1.</p> <p>Increased opportunities to read and speak in front of an audience.</p>	<p>2 and 3</p>
<p>Reduce the gap between disadvantaged children and non-disadvantaged children</p>	<p>SENCo Release time</p>	<p>TLR2b £5,350 + 20% on costs = <b>£6,420</b></p>	<p>EEF Pupil Premium Guidance</p>	<p>All</p>
<p>Improved progress and attainment across the curriculum, particularly those attaining greater depth</p>	<p>Online subscriptions</p>	<p>Time Table Rockstar's Spelling Frame Spag.com SATS Companion Purple Mash White Rose</p>	<p>EEF Pupil Premium Guidance</p>	<p>2, 3, 4 and 7</p>



		Nessy		
		£5,000		

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

Budgeted cost: £20,113

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Enriched experiences away from school	Experiences trips and visits	Residentials = £2,100 Total <b>£3,500</b>	EEF Pupil Premium Guidance	4, 5 and 7
Improved physical and mental health	Forest Schools	3 hours per week for 38 weeks = £4833 + 20% on costs = <b>£5,800</b>	EEF Pupil Premium Guidance	4, 5, 6 and 7
Enriched experiences away from school	Access to music	5 children given one-hour music lesson (£6 each) including instrument hire = <b>£1,140</b>	EEF Pupil Premium Guidance	4 and 5
Improved physical and mental health	Extra-Curricular clubs Swimming Boosters	£30 x 39 weeks = <b>£1,170</b> <b>£2,403</b>	EEF Pupil Premium Guidance	4, 5, 6 and 7
Increased self-esteem, confidence and resilience	Education Psychology SLA	2 x days at £550 = <b>£1,100</b>	EEF Pupil Premium Guidance	4 and 6

Equipped to face challenges with a positive mind-set and to understand how to manage their emotions				
Increased self-esteem, confidence and resilience Equipped to face challenges with a positive mind-set and to understand how to manage their emotions	Behaviour Support SLA	40 hours = <b>£3,500</b>	Children with social and emotional or mental health barriers to learning are identified and provided with targeted to increase their capacity to engage with learning.	1, 3 and 7
Improved progress and attainment across the curriculum, particularly those attaining greater depth	Additional resources to enhance provision e.g. LBQ	LBQ Licenses = <b>£1,500</b>	EEF Pupil Premium Guidance	1, 2 and 3

**Total budgeted cost: £ 105,596**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact our pupil premium activity had on pupils in the 2022 - 2023 academic year.

#### Early Years Foundation Stage Profile

St Stephen's CofE Primary School

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#### Key Measures by Pupil Characteristic - Data Tables (corresponding charts on following page)

Number and % of children who achieved the expected level

		School				Bolton				National					
		2019		2022		2019		2022		2019		2022		2023	
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
All	GLD	29	72%	26	73%	3971	67%	3879	64%	3806	64%		72%		67%
	All goals		72%		73%		66%		61%		62%		71%		66%
Gender	Boys	14	71%	15	60%	2053	59%	1970	57%	1904	58%		66%		61%
	All goals		71%		60%		57%		54%		55%		64%		59%
Girls	GLD	15	73%	11	91%	1918	76%	1909	71%	1902	71%		78%		74%
	All goals		73%		91%		74%		69%		70%		78%		73%
Disadvantaged	Not disadvantaged	26	69%	21	86%	3308	70%	3327	66%	3286	67%		74%		70%
	All goals		69%		86%		69%		64%		65%		73%		68%
	Disadvantaged (FSM Ever 6 and LAC)	3	100%	5	20%	663	52%	551	50%	520	48%		57%		52%
	All goals		100%		20%		50%		49%		46%		55%		50%
	FSM Eligible	3	100%	6	33%	643	53%	661	51%	640	48%		56%		52%
	All goals		100%		33%		50%		48%		46%		55%		50%
	30% most deprived (home postcode)	19	68%	22	68%	2417	62%	2487	59%	2419	59%		68%		58%
All goals		68%		68%		60%		56%		58%		68%		58%	
LAC	0		0		8	38%	16	44%	22	50%					50%
All goals						25%		44%		50%					50%
													Not published		

Impact:

30% most deprived continue to outperform Bolton + 14% and National

Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

		School				Bolton				National				
		2019		2022		2023		2019		2022		2023		
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	%		
Gender	All	Year 1	30	70%	30	87%	21	86%	3,972	82%	4,051	77%	3,952	79%
		End of KS1	29	97%	30	93%	29	90%	4,179	91%	4,001	88%	4,085	89%
	Boys	Year 1	15	60%	17	88%	10	80%	2,014	77%	2,024	74%	2,019	75%
		End of KS1	18	94%	20	90%	17	94%	2,142	88%	2,067	85%	2,033	86%
	Girls	Year 1	15	80%	13	85%	11	91%	1,958	86%	2,027	80%	1,933	82%
		End of KS1	11	100%	10	100%	12	83%	2,037	93%	1,934	90%	2,052	91%
Disadvantaged	Not disadvantaged	Year 1	21	76%	25	92%	14	93%	3,039	84%	3,103	80%	3,108	81%
		End of KS1	27	96%	22	91%	24	96%	3,090	92%	2,901	90%	3,021	90%
	Disadvantaged (FSM Ever 6 and LAC)	Year 1	9	56%	5	60%	7	71%	933	73%	948	68%	844	70%
		End of KS1	2	100%	8	100%	5	60%	1,089	86%	1,100	82%	1,064	84%
	FSM Eligible	Year 1	7	43%	4	50%	6	67%	795	71%	936	68%	869	68%
		End of KS1	2	100%	8	100%	4	50%	815	86%	1,088	82%	1,040	83%
	30% most deprived (home postcode)	Year 1	19	63%	23	87%	18	89%	2,413	79%	2,616	74%	2,504	76%
		End of KS1	20	95%	20	100%	17	94%	2,441	89%	2,594	86%	2,627	87%
LAC	Year 1	0		0		0		17	76%	20	70%	18	78%	
	End of KS1	0		0		0		25	88%	22	59%	19	89%	
											Not published			

Impact:

30% most deprived continue outperform Bolton +13% and National in Year 1

30% most deprived continue to outperform Bolton +7% and National at end of KS1

Reading, Writing, Maths Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

			School						Bolton						National					
			2019		2022		2023		2019		2022		2023		2019		2022		2023	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
Gender	All	EXS GDS	29	66% 14%	30	60% 17%	29	66% 17%	4,191	64% 11%	4,020	54% 7%	4,118	56% 7%		65% 11%		53% 6%		56% 6%
	Boys	EXS GDS	18	61% 11%	20	50% 15%	17	59% 6%	2,146	59% 9%	2,077	51% 6%	2,052	52% 5%		60% 10%		49% 5%		52% 6%
	Girls	EXS GDS	11	73% 18%	10	80% 20%	12	75% 33%	2,045	70% 14%	1,943	57% 7%	2,066	61% 8%		70% 13%		58% 7%		61% 7%
Disadvantaged	Not disadvantaged	EXS GDS	27	67% 15%	22	68% 23%	24	75% 21%	3,099	69% 13%	2,916	59% 8%	3,053	60% 8%		69% 13%		58% 7%		61% 7%
	Disadvantaged (FSM Ever 6 and LAC)	EXS GDS	2	50% 0%	8	38% 0%	5	20% 0%	1,092	51% 5%	1,104	41% 3%	1,065	45% 3%		50% 5%		37% 2%		40% 2%
	FSM Eligible	EXS GDS	2	50% 0%	8	38% 0%	4	25% 0%	818	51% 5%	1,089	40% 3%	1,042	46% 3%		49% 5%		37% 2%		40% 2%
	30% most deprived (home postcode)	EXS GDS	20	65% 15%	20	65% 15%	17	71% 12%	2,447	59% 8%	2,595	49% 5%	2,644	53% 5%				Not published		
	LAC	EXS GDS	0		0		0		25	32% 0%	23	30% 0%	19	21% 0%				Not published		

Impact:

30% most deprived continue to outperform Bolton +18% and National at KS1

Reading, Writing, Maths Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

			School						Bolton						National					
			2019		2022		2023		2019		2022		2023		2019		2022		2023	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	%	%	%	%	%	
Gender	All	EXS Higher	31	61% 10%	31	52% 3%	29	72% 7%	3,947	65% 11%	4,142	63% 8%	4,345	63% 10%	65% 11%	59% 7%	59% 8%	59% 8%		
	Boys	EXS Higher	17	59% 0%	10	60% 0%	17	71% 6%	2,045	62% 9%	2,115	59% 6%	2,192	60% 8%	60% 9%	55% 6%	56% 7%	56% 7%		
	Girls	EXS Higher	14	64% 21%	21	48% 5%	12	75% 8%	1,902	67% 13%	2,027	67% 10%	2,153	66% 11%	70% 13%	63% 9%	63% 9%	63% 9%		
Disadvantaged	Not disadvantaged	EXS Higher	24	71% 13%	21	67% 5%	21	71% 10%	2,526	72% 14%	2,768	69% 10%	2,871	68% 12%	71% 5%	66% 9%	66% 10%	66% 10%		
	Disadvantaged (FSM Ever 6 and LAC)	EXS Higher	7	29% 0%	10	20% 0%	8	75% 0%	1,421	52% 6%	1,374	51% 5%	1,474	53% 5%	51% 5%	43% 3%	44% 3%	44% 3%		
	FSM Eligible	EXS Higher	2	0% 0%	10	20% 0%	8	75% 0%	758	49% 5%	1,144	50% 4%	1,330	52% 5%	47% 4%	42% 3%	43% 3%	43% 3%		
	30% most deprived (home postcode)	EXS Higher	22	59% 9%	28	50% 4%	23	65% 9%	2,443	60% 9%	2,634	59% 7%	2,721	58% 7%	Not published					
	LAC	EXS Higher	1	0% 0%	0		0		38	26% 0%	19	26% 0%	41	39% 0%	Not published					
															Not published					

Impact:

30% most deprived continue to outperform Bolton +7% and National at combined KS2 expected +2% Higher level.

Reading Progress and Scaled Score Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

		School						Bolton						National			
		2019		2022		2023		2019		2022		2023		2019	2022	2023	
		Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Average	Average	Average	
Gender	All																
Disadvantaged	Boys																
	Girls																
	Disadvantaged	Not disadvantaged															
Disadvantaged (FSM Ever 6 and LAC)																	
FSM Eligible																	
30% most deprived (home postcode)																	
LAC																	

Impact:

30% most deprived outperform Bolton in reading scaled scores and progress is+1.3

Writing Attainment Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

		School						Bolton						National		
		2019		2022		2023		2019		2022		2023		2019	2022	2023
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	%	%	%
All	EXS	31	84%	31	71%	29	83%	3,947	80%	4,144	73%	4,345	73%	78%	69%	71%
	GDS		26%		13%		17%		22%		16%		20%		13%	Not published
Gender	Boys	17	88%	10	90%	17	76%	2,045	76%	2,116	67%	2,192	68%	72%	63%	65%
	GDS		0%		10%		12%		18%		12%		13%	0%	10%	10%
Girls	EXS	14	79%	21	62%	12	92%	1,902	84%	2,028	79%	2,153	79%	85%	76%	78%
	GDS		57%		14%		25%		26%		20%		21%	0%	16%	17%
Disadvantaged	Not disadvantaged	24	92%	21	86%	21	76%	2,526	85%	2,770	78%	2,871	78%	83%	75%	77%
	GDS		33%		14%		19%		26%		19%		20%	0%	16%	16%
	Disadvantaged (FSM Ever 6 and LAC)	7	57%	10	40%	8	100%	1,421	70%	1,374	63%	1,474	65%	68%	55%	58%
	GDS		0%		10%		13%		14%		10%		10%	0%	6%	7%
	FSM Eligible	2	0%	10	40%	8	100%	758	67%	1,144	62%	1,330	65%	64%	54%	58%
	GDS		0%		10%		13%		11%		10%		10%	0%	6%	6%
30% most deprived (home postcode)	EXS	22	86%	28	68%	23	78%	2,443	76%	2,634	70%	2,721	69%	Not published		
GDS		18%		11%		17%		18%		14%		13%				
LAC	EXS	1	0%	0		0		38	45%	19	37%	41	56%	Not published		
GDS		0%						0%		5%		7%				

Impact:

Writing :30% most deprived outperform Bolton +9% Expected and +4%at Higher Level



Maths Attainment Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

			School						Bolton						National					
			2019		2022		2023		2019		2022		2023		2019		2022		2023	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
Gender	All	EXS Higher	31	61% 16%	31	61% 13%	29	79% 34%	3,947	79% 28%	4,144	75% 24%	4,345	77% 25%		79% 27%		71% 22%		73% 24%
	Boys	EXS Higher	17	59% 12%	10	70% 20%	17	76% 41%	2,045	79% 30%	2,115	74% 27%	2,192	77% 28%		78% 29%		72% 25%		73% 27%
	Girls	EXS Higher	14	64% 21%	21	57% 10%	12	83% 25%	1,902	79% 25%	2,029	75% 21%	2,153	76% 22%		79% 24%		71% 20%		72% 21%
Disadvantaged	Not disadvantaged	EXS Higher	24	71% 21%	21	76% 19%	21	76% 29%	2,526	84% 33%	2,770	79% 28%	2,871	81% 30%		84% 31%		78% 27%		79% 28%
	Disadvantaged (FSM Ever 6 and LAC)	EXS Higher	7	29% 0%	10	30% 0%	8	88% 50%	1,421	70% 19%	1,374	65% 15%	1,474	67% 15%		67% 31%		56% 12%		59% 13%
	FSM Eligible	EXS Higher	2	0% 0%	10	30% 0%	8	88% 50%	758	67% 17%	1,144	63% 15%	1,330	67% 15%		63% 14%		55% 11%		58% 13%
	30% most deprived (home postcode)	EXS Higher	22	59% 18%	28	61% 11%	23	74% 39%	2,443	76% 24%	2,635	71% 21%	2,721	73% 22%				Not published		
	LAC	EXS Higher	1	0% 0%	0		0		38	47% 5%	19	47% 5%	41	56% 15%				Not published		

Impact:

Maths: 30% most deprived above Bolton +1%Expected and +17% at Higher level.

Maths Progress and Scaled Score Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

		School				Bolton				National			
		2019		2022		2023		2019		2022		2023	
		Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Average	
	All	30	-3.1	31	-3.4	29	2.8	3697	1.0	3860	1.1	3957	1.1
	Scaled score	31	102.5	31	99.3	29	105.9	3947	105.2	4144	104.3	4345	104.7
Gender	Boys	16	-3.0	10	-2.9	17	3.8	1919	1.6	1960	2.0	2012	2.0
	Scaled score	17	101.9	10	100.2	17	105.9	2045	105.5	2115	104.7	2192	105.2
	Girls	14	-3.1	21	-3.6	12	1.4	1778	0.3	1900	0.2	1945	0.3
	Scaled score	14	103.4	21	98.9	12	105.8	1902	104.8	2029	103.8	2153	104.2
Disadvantaged	Not disadvantaged	23	-2.1	21	-2.0	21	2.1	2376	1.1	2571	1.3	2579	1.4
	Scaled score	24	104.3	21	102.0	21	104.9	2526	106.3	2770	105.2	2871	105.7
	Disadvantaged (FSM Ever 6 and LAC)	7	-6.0	10	-6.3	8	4.7	1321	0.8	1289	0.7	1378	0.7
	Scaled score	7	96.6	10	93.8	8	108.5	1421	103.1	1374	102.3	1474	102.7
	FSM Eligible	2	-3.1	10	-6.3	8	4.7	681	0.7	1058	0.6	1231	0.7
	Scaled score	2	95.0	10	93.8	8	108.5	758	102.4	1144	102.1	1330	102.7
	30% most deprived (home postcode)	21	-3.0	28	-3.3	23	3.2	2239	1.1	2413	1.1	2431	1.4
	Scaled score	22	102.8	28	99.1	23	105.6	2443	104.4	2635	103.6	2721	104.0
LAC	1	-16.7	0	0	0	0	37	-0.1	17	-0.7	35	0.1	
Scaled score	1	82.0	0	0	0	0	38	99.1	19	99.9	41	101.6	
		Average		Average		Average		Average		Average		Average	
		0.0		0.0		0.0		105.1		104.0		104.2	
		0.7		0.8		105.3		105.3		104.0		104.8	
		-0.7		-0.8		104.8		104.8		103.0		103.7	
		0.4		0.5		106.1		106.1		105.0		105.4	
		-0.7		-1.1		102.5		102.5		101.0		101.3	
		0.0		-1.2		101.9		101.9		101.0		101.2	
		Not published		Not published		Not published		Not published		Not published		Not published	
		Not published		Not published		Not published		Not published		Not published		Not published	

Impact:

Maths progress has rapidly increased for 30% most deprived. +1.8 above Bolton. Scaled score +1.6.

Summary

The above data shows the pupil premium strategy is very effective and school target priorities are achieved.