

Pupil premium strategy statement. St George's Church of England Primary School.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024, 2025, 2026
Date this statement was published	3 rd December
Date on which it will be reviewed	4 November 2025
Statement authorised by	Headteacher, Chair of Govs, PP Gov
Pupil premium lead	Headteacher,
Governor / Trustee lead	Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71670
Recovery premium funding allocation this academic year	£1957
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£73627

Part A: Pupil premium strategy plan

Statement of intent

As the Headteacher of this outstanding Primary School, I am deeply committed to nurturing an environment where every pupil, irrespective of their background, is given the opportunity to thrive; thrive educationally, socially, faithfully and mindfully. My mission is to empower disadvantaged pupils to rise above any circumstances and embrace a bright future with confidence, compassion and ability. I'm minded of the Latin phrase, "*Ad astra per aspera*" – through hardships to the stars.

Our school believes in unlocking the potential within each child, giving them the tools, resources, and confidence to overcome challenges and succeed. We strive to provide an inclusive and holistic education, ensuring no child feels left behind.

Every pupil, regardless of their starting point, deserves a chance to aim for the stars. Together, as an educational community, we pledge to stand with our disadvantaged pupils, illuminating their path and ensuring they reach their highest potential. In line with our Mission Statement – the belief that underpins everything we do – we strive for everyone involved in the school to be "determined and confident, knowing that God is with them, as they learn care and share, through work play and prayer".

The school's curriculum, our promises, our safeguarding policies, our behaviour management strategy to name but four, allows for all children to flourish and prepare them for the next stages of education and beyond. When making decisions about using pupil premium funding we always consider the needs of our children and any particular challenges and barriers facing our families. **Research & development** supports decision making and the school uses the Education Endowment Foundation, and as a lead facilitator for Teach First, we have access to a wide range of current, relevant and impacting evidence. Teaching staff read current educational materials to keep abreast of innovative practice. Consideration has been given to the three key areas of high-quality teaching, targeted academic support and wider strategies. High quality teaching is at the heart of our approach, with a focus on those areas in which disadvantaged pupils require the most support. Our strategy is also integral to wider plans for interventions through the recovery premium funding. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments.

An analysis of the performance of our PP children in school for 2023 - 2024 shows us that;

- PP children continue to achieve well. In many cases their achievement is better than their peers nationally, and in all cases in KS 2, at expected standard, they perform better than disadvantaged children nationally.
- PP children make exceptional progress; progress is significantly above that of all other children in reading, writing and maths
- PP children make excellent progress in school – there is no significant difference between their progress and the progress of non-PP children
- PP children attain just as well as other children in school, at expected standard. In all year groups there is no significant difference between the attainment of PP children and other children in school
- Attendance of PP children is rising year on year and is now above the levels for non-disadvantaged children nationally
- PP children have equal access to a range of trips, sports clubs and music tuition with transport provided by school and trips and lesson subsidised.
- PP children are supported by school to pursue extracurricular interest both within school and outside of school

We choose to spend our Pupil Premium money with 3 clear objectives in mind:

1. All Pupil Premium children should achieve at least as well as the other children in school and at least as well as other pupils nationally in all subjects.

2. School should seek to widen the horizons for pupil premium children by providing a range of sporting, musical, art and cultural activities that they would not otherwise have the opportunity to take part in.
3. School will support families financially with pupil premium money to ensure that their children can take part in a wide range of extra-curricular activities and trips where the cost would be prohibitive.
4. We aim for our PP children, where possible to attain Greater Depth by the end of KS 2

Group Analysis by Vulnerability

Period: 04/09/2023 AM to 19/07/2024 PM

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	44	94.08	5.06	0.86	1.98	0.14
Not Pupil Premium	273	96.57	2.29	1.14	0.43	0.01

Challenges

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

Challenge number	Detail of challenge
1	Poor communication, language and literacy skills of children create a barrier to learning.
2	A lack of reading fluency in KS2 means that children not only require more support, but their range of vocabulary remains limited as does their writing. Evidence Nfer reading assessment scores.
3	Lower self-esteem and lower aspirations can impact negatively on attendance and academic achievement
4	Cost of pursuing extracurricular activities such as music tuition and sports outside of school is often prohibitive
5	Attendance and punctuality improves to the standard of the rest of school
6	Raising number of PP kids who achieve the Higher Standard

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
<u>Challenge 1</u> To increase the number of PP premium children who are making at least "expected progress" and who are working at ARE in English and Maths	The number of PP premium children who are making at least "expected progress" and who are working at ARE in English and Maths increases
<u>Challenges 1 & 2</u> To increase the progress children make in early reading in EYFS and KS1	EYFS GLD in reading and writing is at least at the Nat Ave Phonics screening check in Yr. 1 is consistently in the 90% KS2 SATs results show that children achieve well in reading and writing
<u>Challenges 1 & 2</u> To ensure PP children are prioritised for COVID catch up in English and Maths	The number of PP premium children who are making at least "expected progress" and who are working at ARE in English and Maths increases
<u>Challenge 2</u> To increase levels of reading fluency in KS2	To increase levels of reading fluency in KS2 KS2 SATs results show that children achieve well in reading and writing
<u>Challenges 3, 4</u> To ensure that PP have a good useable knowledge of Christian and British Values, ensuring that self esteem and self belief is secure	
<u>Challenges 3, 4 & 5</u> To ensure that PP have support adapting to school routines (friendships, routine, sharing, competitiveness, resilience, resolving difficulties)	
<u>Challenge 5</u> To ensure that Pupil Premium kids meet the attendance level of our non PP kids, or exceed it	Match non PP children
<u>Challenge 6</u> To raise the number of PP kids working at the higher level	Match non PP children

Activity in this academic year

Teaching

Budgeted cost: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forensic analysis of English assessment by teachers to identify needs for targeted intervention. SLT to identify targeted groups through Pupil progress meetings.	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy	1
Phonics training for staff – Lancashire red Rose to focus on PP children's reading ability	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics CPD and reading books in EYFS/KS1 in line for Lancs Red Rose Phonics. Use of Phonics tracker assessment tool – TRAINING FOR NEW STAFF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Research has demonstrated that reading fluency and knowledge of vocabulary directly impact upon a child's comprehension ability, therefore part of the success criteria is an up tick in reading scores in KS 2, as well as an increasing in phonic pass rate in year 1	1 & 2
Phonics training for staff – including wave 2 and 3 deliverers	Research has demonstrated that reading fluency and knowledge of vocabulary directly impact upon a child's comprehension ability, therefore part of the success criteria is an up tick in reading scores in KS 2	1 & 2
To improve levels of engagement from the most isolated and vulnerable families	Attendance of the most vulnerable children improves. Where appropriate, children and families are supported well using the continuum of need and children are more engaged in school	4

and behaviour and attitudes to learning for the most vulnerable children		
KS2 intervention of Booster	Where possible focus on PP kids to make sure that they are invited to after-school booster, to enable them to get greater depth.	6

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

Budgeted cost: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition Phonics structured intervention	Small group tuition from HLTA and teachers in school for the delivery of targeted phonics in Yr 2 and arithmetic in Yr 6. Streaming of Yr 6 into two groups. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	1&2
KS2 intervention of Booster	Where possible focus on PP kids to make sure that they are invited to after-school booster, to enable them to get greater depth.	6

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

Budgeted cost: £17627

Activity	Evidence that supports this approach	Challenge number(s) addressed
"Learning Mentor" to deliver social/emotion	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3

al support and intervention to disadvantaged pupils and families and monitor attendance.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	
To introduce the Thrive Programme to those PP who would benefit from the approach.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	3, 5
To ensure that PP can attend wrap around care, clubs, school trips, musical tuition and residential	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: • The EEF has independently evaluated the Magic Breakfast programme. Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources: • The EEF Toolkit has a strand on extending school time, summer schools, and homework	3, 4, 5
Emotional literacy to improve self regulation in school	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning Employ and ELSA worker for 10 hours per week to work with vulnerable children Employ Mental health lead in school to support children and families Happy Mind PSHE programme Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	
To ensure that Pupil Premium kids meet the attendance level of our non PP kids, or exceed it	Rob Horne to track attend of PP termly and to write to PP children to give them an update on their attendance	5

Total budgeted cost: £72500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA
		Expected+ (100-120)	Higher standard (110-120)	Expected+	Greater depth	Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	Expected standard
FSM6 2022/23	2	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0	100.0
Not FSM6 2022/23	32	87.5	28.1	96.9	37.5	100.0	31.3	90.6	40.6	100.0
GAP	30	-12.5	28.1	-3.1	37.5	0.0	31.3	-9.4	40.6	0.0
FSM6 2021/22	2	100.0	50.0	50.0	0.0	50.0	0.0	50.0	0.0	100.0
Not FSM6 2021/22	38	84.2	57.9	86.8	39.5	89.5	28.9	86.8	39.5	92.1
GAP	36	-15.8	7.9	36.8	39.5	39.5	28.9	36.8	39.5	-7.9
FSM6 2018/19	4	75.0	0.0	50.0	0.0	75.0	25.0	75.0	0.0	75.0
Not FSM6 2018/19	31	100.0	38.7	87.1	38.7	93.5	19.4	93.5	41.9	100.0
GAP	27	25.0	38.7	37.1	38.7	18.5	-5.6	18.5	41.9	25.0
FSM6 2017/18	1	100.0	0.0	100.0	100.0	100.0	0.0	100.0	100.0	100.0
Not FSM6 2017/18	34	85.3	35.3	85.3	29.4	94.1	29.4	94.1	29.4	94.1
GAP	33	-14.7	35.3	-14.7	-70.6	-9.9	29.4	-9.9	-70.6	-9.9
Lancs FSM6 % 2022/23	56.3	15.4	55.8	5.9	57.8	11.0	56.7	14.7	67.2	
Lancs Not FSM6 % 2022/23	77.6	31.2	76.8	16.6	79.2	25.5	78.1	32.3	85.0	
GAP	21.3	15.8	20.9	10.6	21.4	14.5	21.5	17.6	17.8	
England FSM6 % 2022/23	60.3	17.4	58.2	6.6	59.2	13.0	59.2	18.7	68.4	
England Not FSM6 % 2022/23	77.7	33.7	76.7	0.0	78.7	28.5	77.8	34.9	85.5	
GAP	17.4	16.3	18.5	-6.6	19.5	15.5	18.6	16.2	17.1	

	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA
		Expected+ (100-120)	Higher standard (110-120)	Expected+	Greater depth	Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	Expected standard
Disad 2022/23	3	100.0	33.3	100.0	0.0	100.0	0.0	100.0	0.0	100.0
Not Disad 2022/23	31	87.1	25.8	96.8	38.7	100.0	32.3	90.3	41.9	100.0
GAP	28	-12.9	-7.5	-3.2	38.7	0.0	32.3	-9.7	41.9	0.0
Disad 2021/22	3	100.0	66.7	66.7	0.0	66.7	0.0	66.7	0.0	100.0
Not Disad 2021/22	37	83.8	56.8	86.5	40.5	89.2	29.7	86.5	40.5	91.9
GAP	34	-16.2	-9.9	19.8	40.5	22.5	29.7	19.8	40.5	-8.1
Disad 2018/19	5	80.0	0.0	60.0	0.0	80.0	20.0	80.0	0.0	80.0
Not Disad 2018/19	30	100.0	40.0	86.7	40.0	93.3	20.0	93.3	43.3	100.0
GAP	25	20.0	40.0	26.7	40.0	13.3	0.0	13.3	43.3	20.0
Disad 2017/18	1	100.0	0.0	100.0	100.0	100.0	0.0	100.0	100.0	100.0
Not Disad 2017/18	34	85.3	35.3	85.3	29.4	94.1	29.4	94.1	29.4	94.1
GAP	33	-14.7	35.3	-14.7	-70.6	-9.9	29.4	-9.9	-70.6	-9.9
Lancs Disad % 2022/23	57.2	15.6	56.6	6.1	58.1	10.9	57.8	14.7	67.8	
Lancs Not Disad % 2022/23	76.6	30.7	75.8	16.2	78.4	25.1	77.1	31.8	84.3	
GAP	19.4	15.0	19.3	10.1	20.2	14.3	19.3	17.1	16.4	
England Disad % 2022/23	60.0	17.0	58.0	7.0	59.0	13.0	59.0	18.0	68.0	
England Not Disad % 2022/23	78.0	34.0	77.0	16.0	79.0	29.0	78.0	35.0	86.0	
GAP	18.0	17.0	19.0	9.0	20.0	16.0	19.0	17.0	18.0	

Key Stage 2 Charts: Gender - 2022/23
St George's Church of England Primary School, Chorley (09007)

The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
 Information Sources: School results are LA calculated dated 01/09/2023 based on provisional data that does not reflect changes made via the Primary School Performance Tables Checking Exercise.



Key Stage 2 Charts: Summer Born (May to August date of birth) - 2022/23
St George's Church of England Primary School, Chorley (09007)

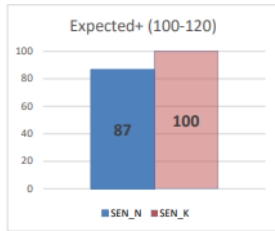
The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
 Information Sources: School results are LA calculated dated 01/09/2023 based on provisional data that does not reflect changes made via the Primary School Performance Tables Checking Exercise.



Key Stage 2 Charts: SEN Support (SEN_K) - 2022/23
St George's Church of England Primary School, Chorley (09007)

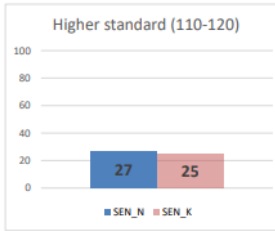
The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
 Information Sources: School results are LA calculated dated 01/09/2023 based on provisional data that does not reflect changes made via the Primary School Performance Tables Checking Exercise.

Reading Test



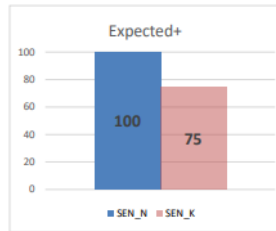
SEN_K children: 4. Achieved this indicator: 4
 SEN_N children: 30. Achieved this indicator: 26

Reading Test



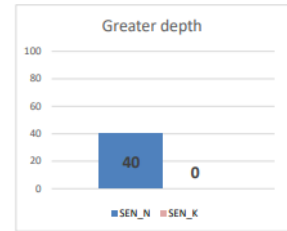
SEN_K children: 4. Achieved this indicator: 1
 SEN_N children: 30. Achieved this indicator: 8

Writing TA



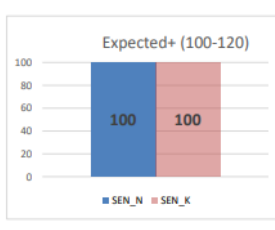
SEN_K children: 4. Achieved this indicator: 3
 SEN_N children: 30. Achieved this indicator: 30

Writing TA



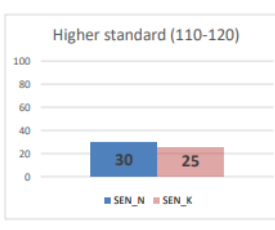
SEN_K children: 4. Achieved this indicator: 0
 SEN_N children: 30. Achieved this indicator: 12

Maths Test



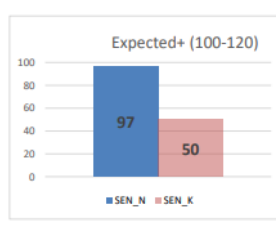
SEN_K children: 4. Achieved this indicator: 4
 SEN_N children: 30. Achieved this indicator: 30

Maths Test



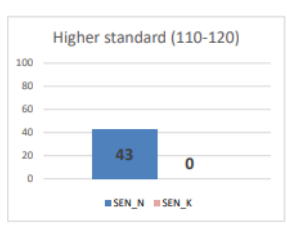
SEN_K children: 4. Achieved this indicator: 1
 SEN_N children: 30. Achieved this indicator: 9

GPS Test



SEN_K children: 4. Achieved this indicator: 2
 SEN_N children: 30. Achieved this indicator: 29

GPS Test

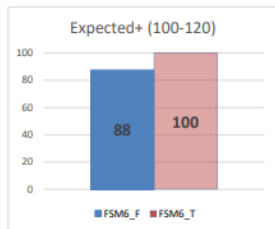


SEN_K children: 4. Achieved this indicator: 0
 SEN_N children: 30. Achieved this indicator: 13

Key Stage 2 Charts: Free School Meals Ever 6 (FSM at any point in the last 6 years) - 2022/23
St George's Church of England Primary School, Chorley (09007)

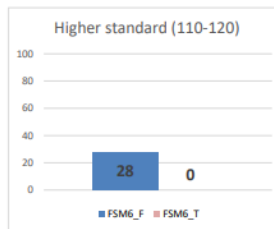
The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
 Information Sources: School results are LA calculated dated 01/09/2023 based on provisional data that does not reflect changes made via the Primary School Performance Tables Checking Exercise.

Reading Test



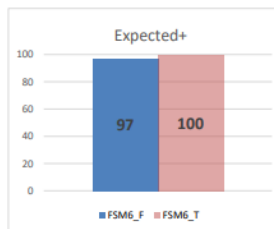
FSM6_T children: 2. Achieved this indicator: 2
 FSM6_F children: 32. Achieved this indicator: 28

Reading Test



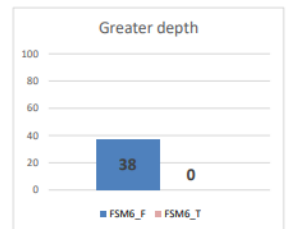
FSM6_T children: 2. Achieved this indicator: 0
 FSM6_F children: 32. Achieved this indicator: 9

Writing TA



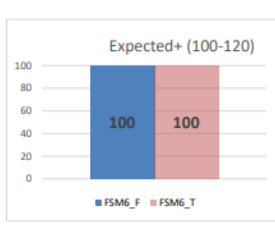
FSM6_T children: 2. Achieved this indicator: 2
 FSM6_F children: 32. Achieved this indicator: 31

Writing TA



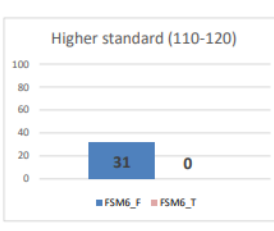
FSM6_T children: 2. Achieved this indicator: 0
 FSM6_F children: 32. Achieved this indicator: 12

Maths Test



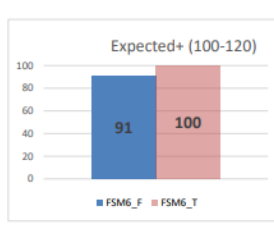
FSM6_T children: 2. Achieved this indicator: 2
 FSM6_F children: 32. Achieved this indicator: 32

Maths Test



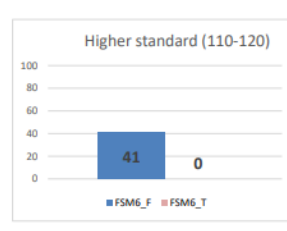
FSM6_T children: 2. Achieved this indicator: 0
 FSM6_F children: 32. Achieved this indicator: 10

GPS Test



FSM6_T children: 2. Achieved this indicator: 2
 FSM6_F children: 32. Achieved this indicator: 29

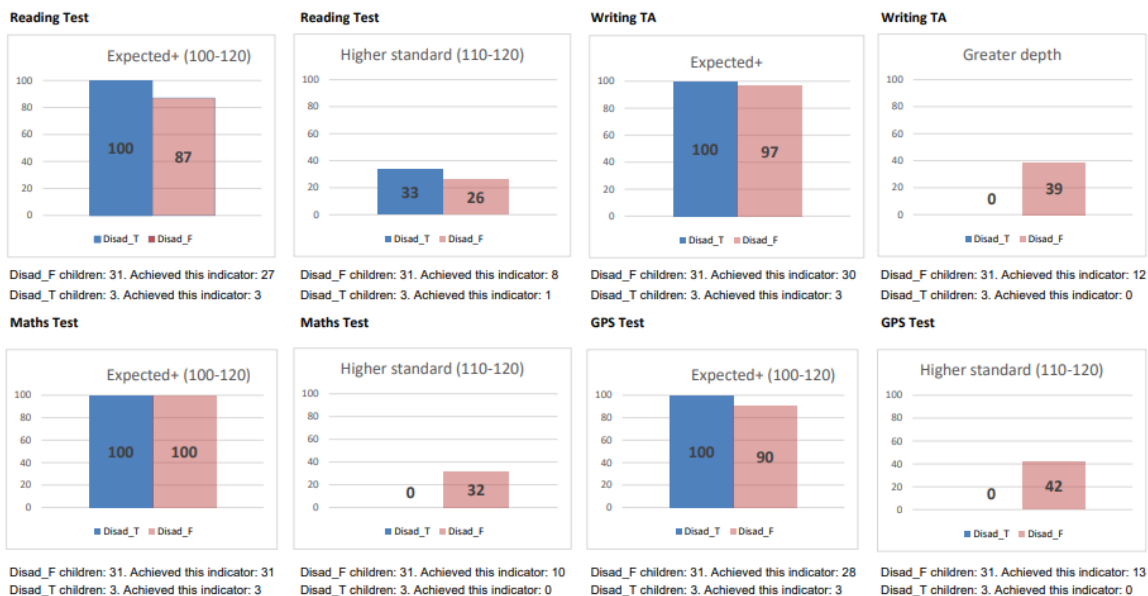
GPS Test



FSM6_T children: 2. Achieved this indicator: 0
 FSM6_F children: 32. Achieved this indicator: 13

Key Stage 2 Charts: Disadvantaged - 2022/23
St George's Church of England Primary School, Chorley (09007)

The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
 Information Sources: School results are LA calculated dated 01/09/2023 based on provisional data that does not reflect changes made via the Primary School Performance Tables Checking Exercise.



Key Stage 2 Tables: Free School Meals - 2023/24
St George's Church of England Primary School, Chorley (09007)

	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA Expected standard
		Expected+ (100-120)	Higher standard (110-120)	Expected+	Greater depth	Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	
FSM 2023/24	3	66.7	33.3	66.7	0.0	100.0	0.0	33.3	0.0	100.0
Not FSM 2023/24	44	95.5	45.5	97.7	34.1	97.7	31.8	97.7	50.0	100.0
GAP	41	28.8	12.1	31.1	34.1	-2.3	31.8	64.4	50.0	0.0
FSM 2022/23	2	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0	100.0
Not FSM 2022/23	32	87.5	28.1	96.9	37.5	100.0	31.3	90.6	40.6	100.0
GAP	30	-12.5	28.1	-3.1	37.5	0.0	31.3	-9.4	40.6	0.0
FSM 2021/22	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Not FSM 2021/22	39	84.6	59.0	87.2	38.5	89.7	28.2	87.2	38.5	92.3
GAP	38	-15.4	59.0	87.2	38.5	89.7	28.2	87.2	38.5	-7.7
FSM 2018/19	1	100.0	0.0	100.0	0.0	100.0	100.0	100.0	0.0	100.0
Not FSM 2018/19	34	97.1	35.3	82.4	35.3	91.2	17.6	91.2	38.2	97.1
GAP	33	-2.9	35.3	-17.6	35.3	-8.8	-82.4	-8.8	38.2	-2.9
Lancs FSM % 2023/24		60.3	16.6	55.5	6.2	56.5	10.3	56.9	16.7	65.9
Lancs Not FSM % 2023/24		78.7	29.7	77.0	16.1	78.2	26.3	77.8	33.5	85.6
GAP		18.3	13.1	21.5	9.8	21.7	16.0	20.9	16.9	19.7
England FSM % 2023/24		62.0	18.0	58.0	6.0	59.0	13.0	59.0	20.0	69.0
England Not FSM % 2023/24		79.0	33.0	77.0	16.0	79.0	28.0	78.0	37.0	86.0
GAP		17.0	15.0	19.0	10.0	20.0	15.0	19.0	17.0	17.0

Key Stage 2 Tables: Disadvantaged - 2023/24
St George's Church of England Primary School, Chorley (09007)

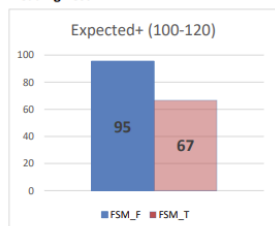
	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA Expected standard
		Expected+ (100-120)	Higher standard (110-120)	Expected+	Greater depth	Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	
All 2023/24	47	93.6	44.7	95.7	31.9	97.9	29.8	93.6	46.8	100.0
All 2022/23	34	88.2	26.5	97.1	35.3	100.0	29.4	91.2	38.2	100.0
All 2021/22	40	85.0	57.5	85.0	37.5	87.5	27.5	85.0	37.5	92.5
All 2018/19	35	97.1	34.3	82.9	34.3	91.4	20.0	91.4	37.1	97.1
Lancs 2023/24		73.5	26.1	70.9	13.3	72.2	21.8	72.0	28.8	80.1
England 2023/24		74.0	28.0	72.0	13.0	73.0	24.0	72.0	32.0	81.0

	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA Expected standard
		Expected+ (100-120)	Higher standard (110-120)	Expected+	Greater depth	Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	
Disad 2023/24	5	80.0	20.0	80.0	20.0	100.0	20.0	60.0	40.0	100.0
Not Disad 2023/24	42	95.2	47.6	97.6	33.3	97.6	31.0	97.6	47.6	100.0
GAP	37	15.2	27.6	17.6	13.3	-2.4	11.0	37.6	7.6	0.0
Disad 2022/23	3	100.0	33.3	100.0	0.0	100.0	0.0	100.0	0.0	100.0
Not Disad 2022/23	31	87.1	25.8	96.8	38.7	100.0	32.3	90.3	41.9	100.0
GAP	28	-12.9	-7.5	-3.2	38.7	0.0	32.3	-9.7	41.9	0.0
Disad 2021/22	3	100.0	66.7	66.7	0.0	66.7	0.0	66.7	0.0	100.0
Not Disad 2021/22	37	83.8	56.8	86.5	40.5	89.2	29.7	86.5	40.5	91.9
GAP	34	-16.2	-9.9	19.8	40.5	22.5	29.7	19.8	40.5	-8.1
Disad 2018/19	5	80.0	0.0	60.0	0.0	80.0	20.0	80.0	0.0	80.0
Not Disad 2018/19	30	100.0	40.0	86.7	40.0	93.3	20.0	93.3	43.3	100.0
GAP	25	20.0	40.0	26.7	40.0	13.3	0.0	13.3	43.3	20.0
Lancs Disad % 2023/24		60.5	16.5	55.7	6.2	56.5	10.3	57.1	16.8	66.4
Lancs Not Disad % 2023/24		78.7	29.9	77.1	16.2	78.5	26.4	78.0	33.7	85.6
GAP	18.2	13.4	21.4	10.0	22.0	16.1	21.0	16.9	19.2	19.2
England Disad % 2023/24		62.0	18.0	58.0	6.0	59.0	13.0	59.0	20.0	69.0
England Not Disad % 2023/24		79.0	33.0	78.0	16.0	79.0	29.0	78.0	37.0	86.0
GAP	17.0	15.0	20.0	10.0	20.0	16.0	19.0	17.0	17.0	17.0

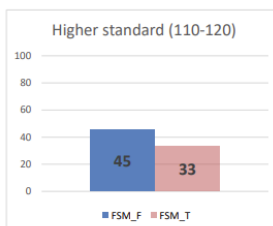
Key Stage 2 Charts: Free School Meals - 2023/24
St George's Church of England Primary School, Chorley (09007)

The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
 Information Sources: School results are LA calculated dated 18/09/2024 based on provisional data that does not reflect changes made via the Primary School Performance Tables Checking Exercise.

Reading Test

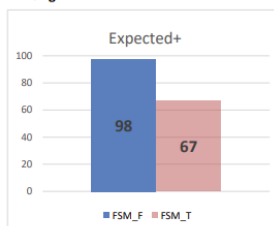


FSM_F children: 44. Achieved this indicator: 42
 FSM_T children: 3. Achieved this indicator: 2

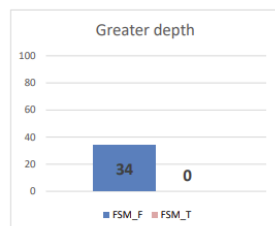


FSM_F children: 44. Achieved this indicator: 20
 FSM_T children: 3. Achieved this indicator: 1

Writing TA

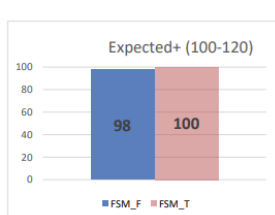


FSM_F children: 44. Achieved this indicator: 43
 FSM_T children: 3. Achieved this indicator: 2

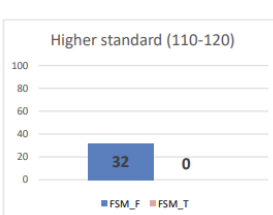


FSM_F children: 44. Achieved this indicator: 15
 FSM_T children: 3. Achieved this indicator: 0

Maths Test

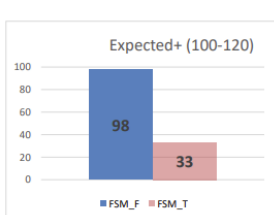


FSM_F children: 44. Achieved this indicator: 43
 FSM_T children: 3. Achieved this indicator: 3

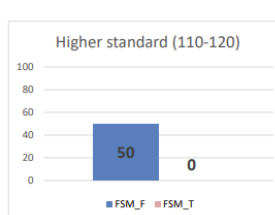


FSM_F children: 44. Achieved this indicator: 14
 FSM_T children: 3. Achieved this indicator: 0

GPS Test



FSM_F children: 44. Achieved this indicator: 43
 FSM_T children: 3. Achieved this indicator: 1



FSM_F children: 44. Achieved this indicator: 22
 FSM_T children: 3. Achieved this indicator: 0

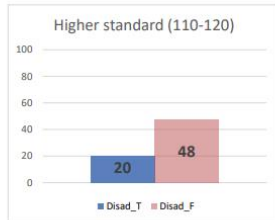
Key Stage 2 Charts: Disadvantaged - 2023/24
St George's Church of England Primary School, Chorley (09007)

The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
 Information Sources: School results are LA calculated dated 18/09/2024 based on provisional data that does not reflect changes made via the Primary School Performance Tables Checking Exercise.

Reading Test



Disad_T children: 5. Achieved this indicator: 4
 Disad_F children: 42. Achieved this indicator: 40

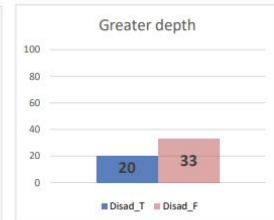


Disad_T children: 5. Achieved this indicator: 1
 Disad_F children: 42. Achieved this indicator: 20

Writing TA

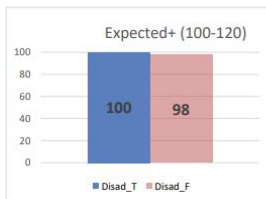


Disad_T children: 5. Achieved this indicator: 4
 Disad_F children: 42. Achieved this indicator: 41

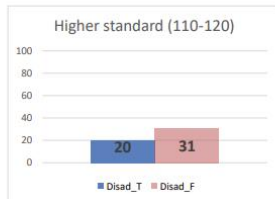


Disad_T children: 5. Achieved this indicator: 1
 Disad_F children: 42. Achieved this indicator: 14

Maths Test



Disad_T children: 5. Achieved this indicator: 5
 Disad_F children: 42. Achieved this indicator: 41

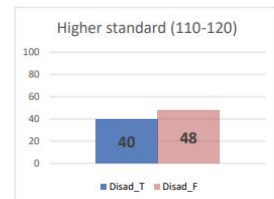


Disad_T children: 5. Achieved this indicator: 1
 Disad_F children: 42. Achieved this indicator: 13

GPS Test



Disad_T children: 5. Achieved this indicator: 3
 Disad_F children: 42. Achieved this indicator: 41



Disad_T children: 5. Achieved this indicator: 2
 Disad_F children: 42. Achieved this indicator: 20

Further information (optional)