

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. **Note that discrete recovery and tuition grants ended in 2025.**

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.

Statement follows [updated Department for Education guidance](#) issued for schools updated in August 2026. Note that we publish pupil premium outcomes annually in our statutory reports and attendance strategy.

School Overview

Detail					Data	
School name					St George’s Primary School	
Number of pupils in school					Total	916
					Primary Phase	837
					Nursery	79
Proportion (%) of pupil premium eligible pupils					Primary Phase	16.9% (141 pupils) Declining
Cohort	Eligible for targeted free school meals	Pupil Premium (Ever 6)	Eligible for Expanded FSM	Service PP		
Reception	9	10	8	1		
Year 1	6	11	15			
Year 2	7	15	10			
Year 3	13	23	15			
Year 4	8	27	7	1		
Year 5	11	24	12	1		
Year 6	10	26	13	1		
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)					2025- 2028 (new strategy)	
Date this statement was published					29 th September 2025 (v1) 28 th September (v2) using updated guidance	
Date on which it will be reviewed					Annually by Governing Body	
Statement authorised by					St George’s Governing Body	
Pupil Premium Lead					Bernard Cassidy (HT) Maria Chambers (Champion for Disadvantaged Children)	
Governor / Trustee lead					Peter Dunning (will be replaced in October 2026)	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,450

Part A: Pupil Premium Strategy Plan 2025-2028 (updated annually)

Statement of Intent

Governing Body and staff at St George's view our intent for our disadvantaged children as a reflection of our whole school mission. In short, we aim for a provision that ensures that no child will be left behind. We will use the resources available to us to ensure that this we implement this aim as well as we can. There are many hurdles that must be overcome to implement this aim.

Our focus in this strategy is on ensuring that the money spent has a direct impact on disadvantaged pupils academic progress, enrichment and well-being. Governors and leadership team of the school view this as strategic and moral priority.

- Following DfE guidance and evidence on supporting disadvantaged pupils, our key priority is to ensure that our teaching is of the highest quality. We have an evidenced based approach to this.
- Targeted provision will be well resourced and meaningful so the impact can be measured.
- Wider strategies will be holistic and focus on addressing the gap for our most disadvantaged pupils.

As a school we recognise that some pupils can be targeted through characteristics such as:

- Eligibility for Free School Meals (targeted and expanded)
- Ever6 funding,
- LAC status,
- Eligibility for military service grant

However, we also recognise that disadvantaged is for some pupils a circumstances issue that is not always defined by the above criteria and will include:

- Children experiencing disadvantage and requiring multi agency support.
- Families who we are aware need social and/or economic support.

We track these groups using a spotlight roll tag on our MiS

Challenges

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

Challenge number	Detail of Challenge
1	Closing the attainment gap through access to high-quality learning that allows children to thrive academically and socially. We are committed to our disadvantaged children thriving across all areas of the curriculum. Attainment at St George's is above national averages for all pupils in all areas of national benchmarking. This has been sustained. However, we have a declining trend in RWM combined KS2, especially when benchmarked against similar schools for In many areas our disadvantaged pupils out-perform their peers. We rag rate this annually using our standards report. In 2025 our PP achieve better than all pupils nationally for: • EYFS GLD and key areas of learning • Y1 Phonics Screening • End of KS1 Maths SATs (based on last national in 2023) • End of KS1 Reading SATs (based on last national in 2023) • End of KS1 Writing SATs (based on last national in 2023) • Y4 MTC (multiplication test) We need to ensure that this is harnessed and our disadvantaged pupils achieve well at the end of Key Stage Two and at the higher standard in KS1 and KS2. Disadvantaged pupils perform better than other disadvantaged pupils in all areas of assessment and national testing but not as good or better than all pupils nationally in: • End of KS1 Combined Reading, Writing and Maths (based on last national in 2023) • Higher standard at KS1 for all subjects • End of KS2 SATS Combined Reading, Writing and Maths • KS2 Writing • KS2 Maths • KS2 English GPS • Higher Standard KS2 SATS and Writing

	Attainment is not yet systemic by end of KS2 and fluctuates depending on the cohort. There is a lot of work being undertaken to accelerate progress and close gaps. Leaders must ensure this impacts on outcomes.
2	Challenging circumstance for families that reduce access to learning outside the classroom (school day) support. As well as guidance provided nationally in Good Childhood report 2024-25, we are also experiencing an increase in parents struggling to afford and access what were once essential services. This can also result in some families not being able to support their child's learning outside the classroom. in their child's education. Includes: • Parental access to learning engagement and capacity/scope to support outside the classroom. • Pupils accessing home learning and support with learning outside the classroom. • Pupils utilising blended learning;
3	School readiness and ensuring that children's early years do not leave them with a significant disadvantage. Includes gaps in expressive and receptive language when starting school in F1. Going to use ARK readiness for school resources to ensure this is measurable.
4	Well -being and accessing wider opportunities and cultural capital. This is a broader issue than academic study. This is about children having wider opportunities and good well-being outcomes. Acknowledges that health and poverty can restrict a family's opportunities. Includes: • Access to high-quality support for well-being • Cultural enrichment with opportunities to experience additional visits, music concerts, theatre and trips. • Pupils accessing specialist provision for drama, sports, music and other tuition. • At St George's that also means that pupils should be supported to access grammar school education, (if that is their preference) when they leave primary education
5	Is an attendance gap. Although St George's figures compare well against national benchmarking there is an attendance gap. IDSR shows that PP children are twice as likely to be persistently absent and their attendance gap is 28% to their peers.

Applying DfE recommended 4 Key Approaches (updated June 2025)

Attendance Strategies	• Have an effective attendance strategy at St George's. Key actions detailed in our Annual Attendance Report and Strategy. • Key aim is to reduce gap between disadvantaged and no disadvantaged pupils further. • Participating in Inclusive Education CPD and Charter mark evaluation.
High-Quality Teaching of English and Maths	We have good outcome consistently in all key stages. To achieve excellence, we aim to ensure these improve further with a direct and sustained improvement in outcomes for disadvantaged pupils by the end of KS2. We are working with: • Maths Hub to deliver CPD and school improvement. • EEF and Adaptive Teaching. • EEF and Maths Whizz on a blended learning tuition offer in mathematics. • Voice 21 for language development.
Tutoring	We have allocated £11,000 for targeted tuition. Priority is disadvantaged pupils at expected and higher standard. Delivered in small groups using blended learning model.
Supporting Reception Year Pupils	We have a comprehensive range of programmes to support families from Foundation 1 to Foundation 2, so their children thrive and achieve school readiness. Have discrete programmes for physical and language development to close any gaps. From 2025, developed an action plan to support children and families using DfE approved Ark readiness for school indicators.

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	Rag Rating Sept 2026
Disadvantaged achieving well across the curriculum. Key improvement priority for the school is to ensure this is effective for end of KS2 SAT outcomes.	1. Good attainment for disadvantaged pupils using national benchmarks. Challenge number 1 establishes our intent for disadvantaged pupils to achieve as well as or better in all national tests than all pupils nationally. 2. Good progress from starting points. Evidence across all 13 subjects.	
Evidence of tuition and focused teaching enabling disadvantaged children to make good progress in Upper key Stage Two.	1. Evidence of continued good uptake in funded opportunities. Include: • English and Maths tuition in year 6 using blended learning support. • Easter Camp for Year 6 pupils • Grammar School Tuition in Year 5 However, this is still declined by a minority of children (about 20% of disadvantaged pupils over time) • Evidence of accelerated progress as a consequence of tuition. • Good attainment using national benchmarks. • Addressing barriers/SEND concerns so that children can achieve well.	
Continued good outcomes for behaviour, attendance and well-being for disadvantaged pupils. Aiming to enhance these and also close gap against their peers (non-PP pupils)	• Zone records and RESPECT indicators are positive for disadvantaged children when benchmarked against their peers. • Attendance data is good for disadvantaged pupils using national benchmarks. Continue to close attendance gap • Persistence Absence rates are low for disadvantaged pupils against national benchmarks. In both attendance areas we are above national benchmarks but still see this as a major issue and barrier due to increase in absenteeism from schools nationally and the huge disparity between disadvantaged and non-disadvantaged pupils. • Punctuality levels are good for disadvantaged pupils/. Benchmark against non-disadvantaged.	
Evidence of wider engagement for disadvantaged children to: • Remove barriers to learning/attendance that may exist. • Enrich their cultural experiences, • Develop their knowledge and enthusiasm.	Evidence good uptakes for additional provision to improve equality of opportunity. Includes: • Accessing home learning support. • Accessing laptop loans. • Accessing musical tuition. • Accessing additional PP clubs and activities. • Accessing additional enrichment opportunities. Will be 2 additional enrichment trips and other opportunities for gardening, forest schools, writer workshops throughout year. • Also provide funding to ensure equitable access for all activities in school. Includes trips, residential visits, author visits etc.	

Activity in this Academic Year (Part of long term 3 Year Plan)

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

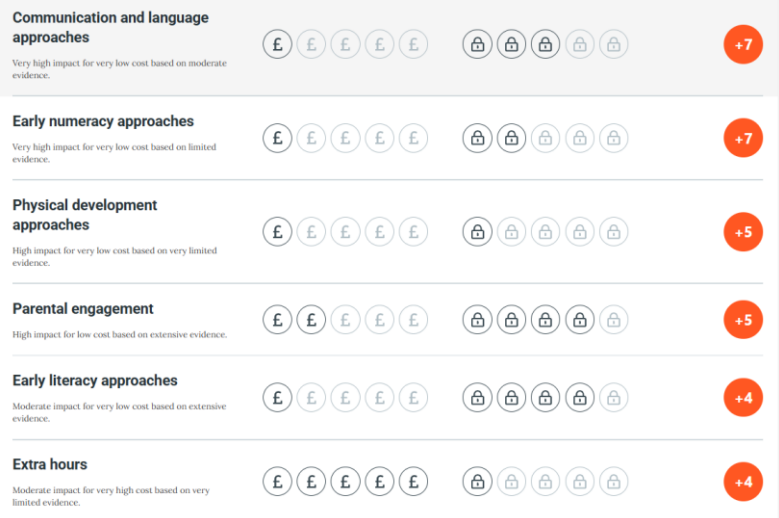
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140,000

All initiatives have been planned in line with our SDP approach using the [EEF school improvement planning framework](#).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of whole school Professional Learning Community approach to evidence-based pedagogy and practice with Great Teaching Toolkit.	Anchored our approach to excellent teaching and learning using Evidence Based Educations' Great Teaching Toolkit. The impact and success of our work in this are across the curriculum, led to us being accredited as one of 3 national Great Teaching Centres from September 2025. Leaders are refining this work using: • EEF Implementation Toolkit • Evidence Based Education's School Environment and Leadership: Evidence Review Implementation of this initiative is also underpinned by the Teacher Development Trust and aligns to the Standards for Teacher's Professional Development • Develop further organisational capacity as one of the 'Great Teaching Centres for evidence-based education's Great Teaching Toolkit CPD programme. • Be a lead school in role with Wirral LA and Kingsbridge SCITT as evidence-based lead school working with EEF and Blackpool Research School. • Involve release time for CPD, access to resources, enquiry-based learning, professional journaling and reflection tasks. • Directly linked to application of new learning and teaching policies (updated 2026) and School Self Evaluation (SSE) feedback that evaluates the impact of that work. • Also ensured a comprehensive whole school coaching offer to embed this shift in practice. Working with Leadership Edge on 3 tier coaching model. Ensured strong partnerships to promote excellence in learning. Lead partner school in role as: • Great Teaching Centre with Evidence Based Education • Centre of Excellence for Oracy with Voice 21. • CPD partner for NCTEM and Maths Hub. • Kingsbridge Wirral SCITT lead school. • Lead school for Wirral STEM partnerships with STEM UK and OGDEN Trust • Research Champion with CCTS. Curriculum teams have prioritised partnerships. Aims for 2025-2027 are to embed assessment and inclusive practice as drivers for learning. Ensure that all curriculum teams diligently review OFSTED curriculum reviews and EEF guidance reports work. Also refer to other credible research and evidence publications from Chartered College of Teaching, Teacher Development Trust, NFER, Sutton Trust and other bodies.	1

	IN 2026-27 school have restructured so that: • Mrs Chambers can work in this role targeting highly effective practice in UPKS2. This lead role will be funded for 2 days a week. • Miss Mulheirn when she returns from maternity leave in Feb 2027 can support staff with instructional coaching support for 2 days a week across KS1 and Ks2.	
Embedding meta cognition and self-regulation as a driver for learning.	Leading a meta cognition and maths group as part of our development of the Wallasey Alliance with secondary schools. Introduced whole school principles and practice from January 2025. Embedded this practice working with evidenced based practice and research materials provide din Great Teaching Toolkit and looking to apply EEF fundamentals for metacognition (+8 months)	
Ensuring that feedback is effective and maximises use of assessment.	Develop whole school principles for assessment with trialled work in 2025-26 to develop staff knowledge and effective systems. Led to us: • Developing whole school assessment toolkit for deliberate practice and effectiveness. • Developing whole school CPD and policy using evidenced based practice and research materials provided in Great Teaching Toolkit and looking to apply EEF feedback and assessment fundamentals (+6 months).	
Targeted use of additional teaching and support staff in EYFS and KS1	Expanded teaching base in EYFS with additional classrooms and teaching space. Now have 1 FTE additional teachers. Teaching Assistants have had roles reviewed for direct impact and specialisms. Includes an emphasis on evidence-based interventions: • Early reading. • Closing gaps in receptive and expressive language. • Mathematical support and intervention. Includes • Ensuring inclusion across the classroom with effective support. OFSTED's research on curriculum for the current education inspection framework highlighted the Effective Pedagogy in Early Years study highlighted the importance of qualified staff in the early years. This study found that, while the most highly qualified staff provided the most direct teaching, they were also the most effective in their interactions with the children. Furthermore, less qualified staff were significantly better pedagogues when they were supervised by qualified teachers. Teaching Assistants have been deployed and trained using the EEF recommendations for effectiveness and 2024 DfE recommendations for teaching assistants. OFSTED's Bold Beginnings report highlights the emphasis on high-quality early years' provision and avoiding looking at 'catch up' as a KS1/KS2 priority. We have rigorously implemented the findings and recommendations in the report. Supplemented this with review informed by OFSTED's Strong foundations in the first years of school (October 2024) report.	1, 2, 4 and 5

	Early Year's practice is focused on closing the gap support. Includes key recommendations from EEF EYFS toolkit. For 2025-2028 we have embraced the ambition to promote Ark readiness for school indicators. 	
Embed Oracy as a driver for reducing the disadvantaged gap.	Voice 21 research and EEF teaching toolkit both highlight key evidence regarding the impact of oracy as a driver for learning. We are one of Voice 21 Centre of Excellence. Voice 21 project had an independent review by EEF. Early data evidence the impact of oracy strategies in EYFS. Precise language, teaching of essential vocabulary and oral practice are all having an impact on children's attainment. Impact on disadvantaged pupils is championed in <i>Oracy Commission's October 2024 Report</i>; 'We need to Talk'. Oracy champions role and participation in Voice 21 project. • Whole school CPD to develop pedagogy and practice. • Teaching and learning policies with explicit essentials for oracy. • Revised subject aims with explicit essentials for oracy. • Introduction of oracy assessment using 4 aspects of oracy. • Accessing best practice and supporting other schools in role of CoE. • SSE feedback that evaluates the impact of that work. Note this project also underpins our work on meta cognition, vocabulary and recovery.	1, 2 and 4
Expanded our teaching provision with an emphasis on supporting working memory and applying high-quality feedback across the school. Involved recruitment of 3 FTE teaching posts. Working on evidence-based approach to assessment using SSAT assessment models.	Teaching model is being applied to explicitly improve outcomes using EEF teaching toolkit. Been developed with PLC work, inclusion charter and revised teaching and learning policies. Underpinned by social and emotional aspects of learning (+5 months) and following pedagogy.	1, 2 and 3

Working with Quest assessments to ensure effective diagnostic impact.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +8 Reading comprehension strategies Very high impact for very low cost based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6 Peer tutoring Very high impact for very low cost based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6 Feedback Very high impact for very low cost based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6 Collaborative learning approaches High impact for very low cost based on limited evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5 Oral language interventions Very high impact for very low cost based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6 ● Expansion to 5th class teaching (full time in Y4-6) with smaller group models. ● Investing in learning and teaching coaching for staff with SENDCO (0.2) and Educational Psychologist to ensure that class-based support is high quality and facilitates working memory, pre teaching etc. Overall aim is aligned to OFSTED’s research on ambitious adaptations for all pupils in the 2025 education inspection framework that shows that we need to support all pupils to develop knowledge and passion for learning across the curriculum. We will not rely on intervention, and a narrow curriculum offer to raise attainment for our most disadvantaged pupils.	
Targeted IT support for accessing and organising learning. Most vulnerable learners in KS2 have an additional 64 devices commissioned for their personal use in school (on top of existing IT infrastructure).	Ed Tech survey and Ed Tech Hub track the challenges and trends in the use of IT to support pupils learning. Our aims are: ● Barriers to recording learning are removed with use of IT. From September 2025 we will also roll out of use anywhere Read-Write-Software across school to achieve this. ● Children can access learning beyond their classroom. ● Children can easily revisit learning with well targeted support. ● Children can maximise use of pre teaching with good IT access. ● Children can collaborate using simple tools Training staff on application of this strategy is key to success. 1, 2, 3 and 5	

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted out of class tutoring using blended learning and high-quality tutors and well-chosen research projects. 3 levels of targeted tuition: 1. Catch Up (behind their peers) 2. Restoration (small gaps at Age Related expectations) 3. Acceleration (promoting challenge above age related expectations)	Applying EEF guidance on effective tutoring to plan this. Overall, our aim is for high-quality tuition that is: • linked to their curriculum, • Offers additionality • Approaches tuition differently from their class teaching. Emphasis on activating hard thinking and feedback. Working with national tuition partners and trained internal tutors to deliver tuition. All of tuition will be provided as additional support. Provided from Year 1 to Year 6. Note that whilst there is evidence that tuition can make a difference including EEF tuition (+5 months) and summer schools (+3 months) it can also be high spend and low impact if not implemented successfully. For 2025-26 we have identified that the impact of mathematics tuition can improve for our current year 6 cohort.	1, 2 and 3
Provision of Easter Camp for Y6 tuition and well-being. Will be free for pupils with disadvantaged pupils.	Ensure small group teaching (1:6) with targeted teaching to close gaps using diagnostic assessment (Quest and Maths Whizz). Impact was clear on quality of work and engagement for most vulnerable pupils.	1, 2 and 3
Early speech and language interventions (beyond our SEND commissioned speech and language services). Includes NELI, talk boost and other programmes.	EYFS toolkit shows that early support for speech and language is one of the most important strands for child support. Estimate impact is up to +6 months. Joseph Rowntree Trust report on Special Educational Needs demonstrated that children in receipt of FSM are 2.3 times more likely to have a speech and language need. As well as whole school strand, we have ensured that children with specific needs have high-quality specialist support. Access to NHS services is at crisis point. Evaluations of NELI intervention have been positive from Nuffield Institute evaluation and EEF evaluation. DfE have supported access to training as part of the national recovery plan.	2 and 4
11+ tuition for vocabulary, verbal and non-verbal reasoning to close disadvantaged access gap and promote access for higher ability learners.	As well as the previously mentioned successful evaluations of tuition show the impact there it can have. Cited EEF evidence that tuition (+5 months) and summer schools (+3 months) if well applied and evaluated can be high impact (or conversely low impact if not implemented successfully). Research demonstrated that there is no equality of opportunity for children. Research by Durham	2 and 3

	University , demonstrates that only 2% of FSM children get places at Grammar Schools. In Wirral figure is 5%. Biggest disadvantage gap for Wirral entrance examinations can be linked to the vocabulary gap highlighted by OFSTED's inspection framework research . We need to do more to redress this imbalance.	
Targeted tuition and additional learning opportunities in creative arts and cultural capital through: • Funded musical tuition • Drama tuition • Specialist art provision projects	Numerous sources including Sutton Trust highlights the impact of a narrow curriculum on outcomes for children. Often called cultural capital deficit but it is also impactful on knowledge, vocabulary and aspiration. Cambridge Assessment's report has shown a direct link between deprivation and children studying creative arts. We will use funding to enhance children's opportunities and reduce gaps in knowledge and high-quality trips and enrichment opportunities. We will also fund opportunities for specialist provision with music, drama and other creative arts.	1 and 5
Funding for additional access to nursery provision beyond 15 hours DfE funding. Targeted at families known as eligible for pupil premium. Also offering reduced rates for families who are not eligible for 30 hours. £12 per session and £1.75 for lunch.	EEF Early Year's toolkit shows that an earlier start for children can add up to +6 months to EYFS outcomes. Additional hours can also add +4 months. Evidence shows that significant gaps are already evident for children before they start school based on their socio/economic backgrounds. Research from the Nuffield Institute highlights the impact that access to early years education can have to close that gap. 2021 Changing Patterns report illustrates that child poverty rates for families where the youngest child is under five are now 36% of families. This is higher than for those with older children, reflecting the fact that they tend to be larger families with higher needs and lower levels of employment. Impact of poverty is well reported by CPAG, Children's Commissioner's Office and other national bodies. 2018 Education Select Committee report for life chances highlighted importance of Early year's support. OFSTED's Bold Beginnings report highlights the emphasis on high-quality early years' provision and avoiding looking at 'catch up' as a KS1/KS2 priority. We have rigorously implemented the findings and recommendations in the report.	1, 3, 4 and 5
Support access to learning outside classroom through provision of: 32 laptops for home learning in KS2 for home learning, learning beyond the classroom and blended learning initiatives.	Ed Tech survey and Ed Tech Hub track the challenges and trends in the use of IT to support pupils learning. Our aims are: • Barriers to recording learning are removed. From September 2025 we will also roll out of use anywhere Read-Write-Software across school to achieve this. • Children can access learning beyond their classroom.	2 and 3

Access to weekly home learning clubs for all pupils in KS1 and KS2 so children can complete home learning and benefit from additional support.	• Children can easily revisit learning with well targeted support. • Children can maximise use of pre teaching with good IT access.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure wider enrichment opportunities and access to activities that promote cultural capital. Include access to literature, funding of trips and provision and additional disadvantaged opportunities. Planning opportunities using mini-bus for concerts, theatre, trips etc.	OFSTED's inspection framework research highlights the impact of a narrow curriculum on outcomes for children. They cite Biesta's studies and what children can be denied if this focus is applied. Cambridge Assessment's report has shown a direct link between deprivation and children studying creative arts. We will use funding to enhance children's opportunities and reduce gaps in knowledge and high-quality trips and enrichment opportunities. We will also fund opportunities for specialist provision with music, drama and other creative arts. Launching book ownership and swap groups with children owning their books (as opposed to loaning them). Pupil survey in 2021 showed that over 50% of disadvantaged pupils in Years 5-6 had no books at home that they liked to read.	2 and 5
Promote attendance through time and rewards from pastoral team. Support families with specific interventions: • Employed an inclusion officer to communicate with families and co-ordinate family support internally and with external agencies. • Expanded pastoral support across all teams with additional TA hours. Over 20 hours a week. • Targeted free wraparound care for families if required. • Transport funding if required. • Access to uniform Also established a long-term uniform hub with Wirral FUSS.	Evidence compiled by Department for Education in August 2025, highlights the importance of good attendance on wellbeing and educational outcomes for children. There is a direct link between absenteeism, attainment and deprivation. Pre-pandemic attendance analysis by department for education showed: • The overall absence rate for pupils 10.6% for pupils who are eligible for free school meals and 5.4% for pupils who were not eligible for free school meals • The percentage of FSM eligible pupils hitting persistence absence rates is at crisis point. Indicative figures suggest that it could still be as high as 33%. By school type, the persistent absence rate across the academic year 2024/25 were: 1. 13.5% in state-funded primary schools 2. 24.3% in state-funded secondary schools • Have an effective attendance and pastoral team in place. • Offer funded at Dragon Club for all year groups. • Using NSBP to offer subsidised food.	2 and 3
Support parental engagement with whole school and targeted EYFS support. Fund our pastoral worker to support families who are	We know that parental engagement can make a huge difference to children's successes in life. Key research highlights that this is most successful in Early Years. EEF toolkits highlight an impact for EYFS of up to +4 months. The importance is also highlighted in 2018 Education Select Committee report for life chances.	3 and 4

vulnerable and need access to early help services.	Stressed the importance in formative development and breaking inter=generational attitudes towards learning. Ensure high-quality parental engagement and school-based support to family learning through: • Family sessions • Programme of how to support your child • Welcome events and coffee mornings. • Family celebration events • Inclusion drop-in sessions with SENDCO, DHT, Inclusion Lead. • Use of digital platforms. • Family groups for gardening, forest school, healthy eating etc. Also commissioned It's Your Life EYFS parental support programme. Specifically targeted at breaking the disadvantaged gap.	
Access to high-quality pastoral care and well - being services. Includes: • Provision of TA3 roles with focused additional time for family support and early intervention. • Provided over 20 hours additional support per week. • Facilitated support to access early help. • Pastoral lead • MHST support • ELSA support • Mentoring • Lego Therapy • Art Therapy • Free sports clubs. • Funded places at local sports initiatives.	Evidence compiled by Department for Education highlights the importance of good attendance on wellbeing and educational outcomes for children. It also argues that they are good routines that can be established (despite ack of empirical research) to link achievement to physical well-being and mental health. Department for Education's State of the Nation report 2024 highlights the more challenging outcomes for disadvantaged families in respect of mental health and physical well-being. Disadvantaged children also report lower life satisfaction than their peers. Research published in British Medical Journal in 2020 reinforces link between obesity an income, with adolescents with the lowest family income being 4.1 times more likely to be affected than those in the highest income quantile.2 This disparity can already be seen in year 6 pupils (aged 10–11 years), with groups experiencing the highest deprivation having more than twice the proportion of obesity compared with those from the wealthiest background: 26.9% vs 11.4%, respectively. Same problem exists with mental health. Millennium Cohort Study in 2012 found children in the lowest income quintile to be 4.5 times more likely to experience severe mental health problems than those in the highest,371 suggesting that the income gradient in young people's mental health has worsened considerably over the past decade. Chances for children 2019 survey highlighted that: • 65% report that poverty has a high negative impact on children's mental health. • 60% report that poverty has a high negative impact on children's self-esteem. These findings were reinforced by UNICEF UK survey 2024.	3, 4 and 5

Total budgeted cost: £228,000

Outcomes for Disadvantaged Pupils
EYFS GLD Outcomes

	No of Pupils	2025 Data	2026 Data	National Data (2025)
All Pupils	120	83.1%	93.9%	80%
Pupil Premium	10	81.2%	86.7%	67%
Non-Pupil Premium	110	83.8%	95%	84%

Year 1 Phonics Outcomes

	No of Pupils	2025 Data	2026 Data	National Data (2025)
All Pupils	115	94.2%	93.9%	80%
Pupil Premium	15	80%	86.7%	67%
Non-Pupil Premium	100	98%	95%	84%

Year 2 (End of Key Stage One) Optional SATS Outcomes by Pupil Group

Combined KS1 Teacher Assessment Outcomes:

Group	No Of Pupils	Has Not Met	Working Towards	Expected Standard Including GD	Greater Depth
All	121	3.3%	18.2%	78.5%	4.1%
PP	25	12.0%	20.0%	68.0%	0.0%
Non PP	96	1.0%	17.7%	81.3%	5.2%

Mathematics KS1 Teacher Assessment Outcomes:

Group	No Of Pupils	Has Not Met	Working Towards	Expected Standard Including GD	Greater Depth
All	121	1.7%	13.2%	85.1%	18.2%
PP	25	8.0%	20.0%	72.0%	16.0%
Non PP	96	0.0%	11.5%	88.5%	18.8%

Reading KS1 Teacher Assessment Outcomes:

Group	No Of Pupils	Has Not Met	Working Towards	Expected Standard Including GD	Greater Depth
All	121	1.7%	7.4%	90.9%	19.0%
PP	25	8.0%	16.0%	76.0%	16.0%
Non PP	96	0.0%	5.2%	94.8%	19.8%

Writing KS1 Teacher Assessment Outcomes:

Group	No Of Pupils	Has Not Met	Working Towards	Expected Standard Including GD	Greater Depth
All	121	3.3%	15.7%	81.0%	6.6%
PP	25	12.0%	20.0%	68.0%	0.0%
Non PP	96	1.0%	14.6%	84.4%	8.3%

Year 4 MTC (Multiplication Test Outcomes by Pupil Group)

Year 4 Outcomes by Pupil Group

	2022	2023	2024	2025	2026	National Average (2025 Data)
Full Marks (25/25) All Pupils	33%	58.5%	55.7%	57.4%	54.1%	37%
Full Marks (25/25) PP Pupils	22%	40%	51.7%	50%	48%	27%
Achieved Standard (20-25)	75%	86.4%	86.9%	89.4%	86.9%	70%
Achieved Standard (20-25) PP Pupils	60%	63.3%	69%	83.3%	76%	56%
Means Score All Pupils	21%	22.5	23.1	23.4	23	21
Mean Score PP Pupils	20.4	20.4	21.5	22.5	22.2	19.3

Year 6 (End of Key Stage Two) Optional SATS Outcomes by Pupil Group

Combined RWM

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	122	0%	37.2%	64.1%	2%
PP	33	0%	48.5%	51.5%	0%
Non PP	89	0%	67.8%	72.2%	2.3%
Spotlight Pupils	13	0%	42.9%	57.1%	0%

Mathematics KS2 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	122	0%	23.8%	77.8%	23%
PP	33	0%	39.4%	56%	9.1%
Non PP	89	0%	18.0%	83.6%	27.0%
Spotlight Pupils	13	0%	30.8%	70%	7.7%

Reading KS2 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	122	0.8%	19.7%	80.5%	30.6%
PP	33	3%	24.2%	72%	30.3%
Non PP	89	0%	20.2%	80.6%	30.3%
Spotlight Pupils	13	0%	30.8%	69.2%	23.1%

Writing KS2 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	122	0.8%	19.7%	79.5%	1.6%
PP	33	2.9%	25.7%	71.4%	0.0%
Non PP	89	0.0%	17.2%	82.8%	2.3%
Spotlight Pupils	13	0%	28.6%	71.4%	0%

English Grammar Punctuation and Spelling Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	122	0%	23.8%	76.2%	18.0%
Boys	66	0%	19.7%	80.3%	21.2%
Girls	56	0%	28.6%	71.4%	14.3%
PP	33	0%	36.4%	63.6%	15.2%
Non PP	89	0%	19.1%	80.9%	19.1%
SEN	21	0%	66.7%	33.3%	9.5%
Spotlight Pupils	13	0%	30.8%	69.2%	15.4%

St George’s 2025-26 Attendance Strategy and Report

Overall Attendance Data:

	2021 - 22 Data	2022-23 Data	2023-24 Data	2024-25 Data	2026-26 Data	National Figures	2026-27 Targets
All Children	94.8%	95.2%	95.3%	95.8%	95.9%	94.7% (primary)	96.2%
Pupil Premium Children	94.3%	93.1%	93.3%	94%	94%	89.4% (sector)	95%
Non-Pupil Premium Children	95%	95.6%	95.7%	96%	96.1%	94.6% (sector)	96%
PP GAP	1.7%	2.5%	2.4%	2%	2.1%	5.2% (sector)	1%
Boys	94.9%	95.2%	95.2%	95.6%	95.8%	93.% (sector)	96%
Girls	94.7%	95.1%	94.9%	95.8%	95.9%	93.1% (sector)	96%
SEND	91.9%	92.3%	92.8%	93.4%	94%	88.9% (sector)	95%

Persistence Absence

	2022-23	2023-24	2024-25	2025-26	National Averages	2026-26 Target
All Children	10.8%%	8.7%	7.2%	7.4%	All pupils 18.7% Primary 13.9	6.5%
Pupil Premium Children	18.3%	17.8%	15.3%	14.1%	33.8% (sector)	8%
Non-Pupil Premium Children	60 pupils	7.9%	6.1%	6%	12% (sector)	5%
GAP	14%	9.9%	5.9%	8.1%	21.8% (sector)	3%

Punctuality

	2022-23	2023-24	2024-25	2025-26	2024-25 Targets
All Children	2.4% 3708 lates across the school year	1.6% 2423 lates across the year	1.5% 2211 lates across the year.	1252 lates across the year 0.85%	1%
Pupil Premium Children	1.7%	1.7%	1.6%	1.6%	1%

Exclusions and Behaviour

	2021-22	2022-23	2023-24	2024-25	2026-26
All Children	0%	0%	0%	0.2% (4 incidents)	0.1% (2 incidents)
Pupil Premium Children	0%	0%	0%	0%	0%

