

# Cleves Cross Primary and Nursery School Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Cleves Cross Primary and Nursery School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	35% 73/209 pupils
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	November 2023
Date on which it will be reviewed	Feb 2024
Statement authorised by	Christine Brentnall
Pupil premium lead	Jonathan Hornsby
Governor / Trustee lead	Anya Stephenson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,665
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,665

## Disadvantaged pupil progress scores for last academic year available (2023-2024)

Measure	Score	National average for non-disadvantaged pupils
Reading	0.27	0.43
Writing	-0.10	0.36
Maths	-0.50	0.51

## Disadvantaged pupil performance overview for last academic year available (2023-2024)

### Key Stage 2

	Pupil Premium Pupils	Other school pupils	National %	Gap
<b>RWM</b>	<b>55%</b>	<b>86%</b>	<b>66%</b>	<b>-11%</b>
<b>Reading</b>	<b>64%</b>	<b>95%</b>	<b>78%</b>	<b>-14%</b>
<b>Writing</b>	<b>73%</b>	<b>86%</b>	<b>77%</b>	<b>-4%</b>
<b>Maths</b>	<b>64%</b>	<b>90%</b>	<b>79%</b>	<b>-15%</b>

### Key Stage 1

	Pupil Premium Pupils	Other school pupils	National %	Gap
<b>Reading</b>	<b>86%</b>	<b>87%</b>	<b>73%</b>	<b>13%</b>
<b>Writing</b>	<b>57%</b>	<b>74%</b>	<b>65%</b>	<b>8%</b>
<b>Maths</b>	<b>43%</b>	<b>83%</b>	<b>75%</b>	<b>32%</b>

### Year 1 Phonics Screening

	Pupil Premium Pupils	Other school pupils	National %	Gap
<b>Phonics</b>	<b>83%</b>	<b>94%</b>	<b>83%</b>	<b>0%</b>

### EYFS – GLD

Pupil Premium Pupils	National %	Gap
71%	67%	-4%

## Part A: Pupil premium strategy plan

### Statement of intent

At Cleves Cross Primary and Nursery School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

### Challenges

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

Challenge number	Detail of challenge
1	Verbal communication and language skills are low on entry, especially for PP pupils. This low starting point puts them at a disadvantage not only for their phonics but slows their progress in all curriculum areas that demand effective reading strategies. Evidence suggests that disadvantaged children are already 19 months behind their peers with communication and language skills when they start school.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging. Children need to develop a love of learning and be able to recognise themselves as good learners.
3	Summer 23 assessment data shows that children have gaps in learning and the gap between PP children and non-disadvantaged children has widened with the lowest attainment in writing and maths. This is evident in most year groups and particularly in Key Stage 1 and lower Key Stage 2.
4	Less engagement in supporting some PP children to read at home means staff have to ensure there are opportunities in school to support and value reading.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.
6	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
7	Limited life and cultural experiences for some of our PP pupils restricts understanding of some curriculum areas.

## 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																								
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2023. 71%																								
Improve emotional resilience for all pupils through use of strategies such as 'Zones of regulation', Gem Project and Learning Detectives, TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.																								
End of year data confirms that increased proportions of disadvantaged children meet age-related expectations.	% of PP children meeting the expected standard improves from 2023. <table border="1"> <thead> <tr> <th></th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>27%</td> <td>36%</td> </tr> <tr> <td>Year 2</td> <td>56%</td> <td>44%</td> </tr> <tr> <td>Year 3</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>Year 4</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>Year 5</td> <td>13%</td> <td>26%</td> </tr> <tr> <td>Year 6</td> <td>73%</td> <td>82%</td> </tr> <tr> <td>All PP. Pupils</td> <td>44%</td> <td>52%</td> </tr> </tbody> </table>		Writing	Maths	Year 1	27%	36%	Year 2	56%	44%	Year 3	42%	50%	Year 4	50%	70%	Year 5	13%	26%	Year 6	73%	82%	All PP. Pupils	44%	52%
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Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	Attainment in reading for all pupil premium pupils improves. <u>Summer 2023</u> Year 1 55% Year 2 89% Year 3 50% Year 4 70% Year 5 25% Year 6 82% All classes 62% Pupils have an enthusiasm and love of reading. There is a whole school culture of reading.																								
Reduce the number of persistent absentees and absence rates for PP pupils	There are increased attendance rates for Pupil Premium children. FFT PP. pupils – 92.2% FFT Other pupils – 96.1% FFT Other pupils Nationally – 94.7%																								
Provide children with high quality teaching and feedback to ensure progress in lessons.	Increased proportions of pupils will reach ARE in Reading, Writing and Maths across the school.																								

	(See data above)
Children are provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self-esteem.	The curriculum offers exciting opportunities to engage beyond a normal school day e.g. outdoor adventurous activities, cultural visits and visitors into school.

## 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: £ 68,748.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD – Improving the quality of teaching and learning	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1 2 3 4 5 6 7
<p>Improve the rate of attainment and catch pupils up quickly to reduce the gap between disadvantaged/non-disadvantaged national pupils, especially at the higher standard.</p> <p>Additional teacher in Y6 and Y5.</p> <p>Additional TA in Y6 in some sessions.</p> <p>TA in Y6 in afternoon sessions to conduct interventions to close gaps and allow children to catch up quickly.</p>	<p>Smaller class sizes mean disadvantaged pupils can access more of teacher's time.</p> <p>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.</p> <p>KS2 data has shown that this strategy has proved effective for a number of years in improving attainment for all pupils.</p> <p><b>EEF Toolkit: research shows that this strategy is high cost for low impact but our data has shown that it is beneficial and does have an impact in our school. At least an additional 2 months progress</b></p>	6
<p>Provide children with high quality teaching and feedback to ensure progress in lessons.</p> <p>Ensure Pp. pupils receive live marking and quality feedback first.</p>	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.</p> <p><b>EEF toolkit: Feedback - additional 6 months progress.</b></p>	6
<p><i>Oracy project to be implemented not only in EYFS but across school. Staff to continue</i></p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to</p>	1

<p><i>to receive training to develop oracy</i></p>	<p>benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><b>EEF toolkit: Communication and language approaches - additional 6 months progress. Impact in Early Years shows 7+months progress</b></p>	
<p><i>Staff to receive professional development from the Maths Hub to improve number sense and automaticity of key number facts.</i></p>	<p>Mastering Number implemented at KS1 (EYFS – Year 2) and KS2 (Year 4 and 5).</p> <p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics, designed specifically for the year groups involved, and include some specific individual interaction.</p> <p>EEF + 6 months</p>	<p>3</p>
<p><i>Launchpad for Literacy – all EYFS staff to be trained in using Launchpad for literacy diagnostic tool and also have access to associated webinars. Implement Launchpad for Literacy to assess pupils in EYFS Supported by lead from Rosa Street.</i></p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><b>EEF toolkit: Communication and language approaches - additional 6 months progress. Impact in Early Years shows 7+months progress</b></p>	<p>1</p>
<p><i>Systematic Synthetic Phonics Programme (Little Wandle Letters and Sounds Revised) is implemented across school. All staff to continue to be trained in the chosen validated phonics scheme.</i></p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns,</p>	<p>1</p>

	<p>or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or blending the sound-spelling patterns.</p> <p>Little Wandle – Letters and Sounds Revised is a DfE validated systematic, synthetic phonics programme.</p> <p><b>EEF toolkit:</b> The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.</p>	
Thinking skills approaches used to improve resilience and independence across the school – Zones of Regulation and Gem Project/Learning detectives to be used across school	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. These approaches have consistently high levels of impact, with pupils making an average of 7 months additional progress</p> <p><b>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</b></p>	2
<p>Story time to be ‘sacred’ across school.</p> <p>Children to receive a ‘reading for pleasure’ book alongside their reading practice book.</p> <p>Elibrary subscription to be bought so children can access books at home.</p> <p>Reading meetings for EYFS, Y1 and Y2 to be held at accessible times and ‘stay and play’ afternoons that centre around reading and phonics.</p> <p>All children to visit the local library and utilise the school library.</p>	<b>EEF toolkit: parental engagement- additional 4 months progress</b>	4

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

Budgeted cost: £18,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Improve quality of teaching and learning – booster classes to be delivered to Y6 pupils outside of school time.</p>	<p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. <b>EEF toolkit: Extending school time – additional 3 months progress</b></p>	<p>3</p>
<p>Identify pupils to be supported in accessing learning. Small group TA support for PP pupils who require it.</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <b>EEF toolkit: small group tuition – 4 months additional progress</b></p>	<p>3</p>
<p>Teachers will be tasked to provide tuition for 2-3 days per week. (School Led Tutoring Grant to pay 75% of costs)</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. <b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p>	<p>3</p>
<p>Staff to be trained to deliver keep up/catch up sessions for phonics particularly in across school</p>	<p>Short daily sessions with a teacher or trained TA will allow pupils to keep up with the direct phonics teaching delivered in class. <b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p>	<p>1, 3</p>
<p>Instructional coaching to be used to develop teaching to ensure learning opportunities are consistently of high-quality.</p>	<p>Effective professional development includes both initial training as well as high-quality follow-on coaching. Reinforce initial training with expert follow-on support within school. Carefully structure and monitor peer-to-peer collaboration.</p>	<p>3</p>



	<b>EEF: Professional Development Summary</b>	
Live feedback and marking - Staff visit PP. pupils first during lessons for live immediate feedback.	Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve. <b>EEF: Teaching and Learning Toolkit: additional 6 months progress</b>	3
Peer mentoring/tutoring system. Learners work in pairs or small groups to provide each other with explicit teaching support. Cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger;	Peer tutoring, on average has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering 1 to 1 or small group tuition in school.  <b>EEF: Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.</b>	3

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

Budgeted cost: £4,583.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Admin staff and Local Authority attendance officer to support the monitoring of attendance and help implement strategies to improve attendance	Monitoring school attendance and offering rewards for good attendance supports improvement in attendance. Parental engagement has a positive impact on average of 4 months additional progress. <b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b>	5
Pupils to access a range of social/cultural/sporting experiences, visits and activities  PP. to monitor attendance and target specific children.	Pupils benefit from working with others and being introduced to a variety of experiences. Pupils' horizons will be broadened and they will learn more about culture, history and geography. Studies of curriculum enrichment consistently show positive benefits on academic learning, and wider outcomes such as self- confidence. On average, pupils who participate in this type of learning appear to make approximately three additional months progress	7

<p>Career Related Learning – Children to be exposed to employer engagement to raise aspiration and ambition.</p>	<p>The lack of studies identified that tested aspiration interventions mean that there is not enough security to communicate a month's progress figure. It is important to acknowledge that wider evidence indicates that the relationship between aspirations and attainment is complex, and there are many reasons why aspiration interventions may or may not impact upon attainment.</p>	<p>7</p>
<p>Identify and improve parent engagement</p>	<p><b>Parent engagement has a positive impact on average of 4months' additional progress.</b> It is crucial to consider how to engage with all parents to avoid widening the attainment gaps.</p>	<p>4</p>

**Total budgeted cost: £91,665**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### **PP. analysis against National Benchmark for others**

##### **GLD**

GLD has increased to 71% and there is now only a gap of 4% to the National Benchmark for others

##### **Phonics**

In Year 1, 82% disadvantaged pupils achieved the expected level in the Phonics Screening Test which is in line with the National Benchmark for others pupils.

##### **Key Stage 1**

At the end of Key Stage 1, the disadvantaged reading attainment was 86% which was 13% more than the National Benchmark for other pupils. However, we had disadvantaged gaps in writing (8%) and maths (32%).

##### **Key Stage 2**

At the end of Key Stage 2, the disadvantaged reading attainment was 64% which was 14% less than the National Benchmark for other pupils. The maths attainment was also 64% which was 15% less than the National Benchmark. The disadvantaged attainment in writing was 73% which meant a gaps of 4%.

#### **Teaching Strategies and Targeted Intervention**

Professional development and CPD using the Great Teaching Toolkit has supported teachers and school leaders to improve learning outcomes throughout the school. Staff have used high quality information and approaches to develop teaching and learning which has a positive impact on the attainment. Internal data shows that we have increased the attainment of pupil premium children in Reading (8%), Writing (20%) and Maths (16%). Despite, this improvement there are still learning gaps in between pupil premium and non-pupil premium pupils.

In upper Key Stage 2, reducing the sizes of classes means that our disadvantaged pupils can access more of teacher's time. Key Stage 2 data has shown that this strategy has proved effective for a number of years in improving attainment for all pupils. Another strategy that has had a positive impact on our disadvantaged pupil's attainment is ensuring that they receive high quality live marking and feedback first in lessons.

Staff training with in *Little Wandle Letters and Sounds Revised*, the systematic and synthetic phonics programme selected by school has ensured pupil premium children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. These phonic sessions and rapid catch-up interventions has had a positive impact of children completing the Year 1 Phonics Screening check as 82% (9/11) pupil premium children attained higher than the threshold. The impact of the programme and catch-up sessions can be also seen in Year 2 with 88% (7/8) of PP. achieving age related expectation in reading.

Most children demonstrate increased levels independence and resilience when working which has been regularly observed by our learning detectives. Well-being has continued to improve

throughout last year but this will continue to be prioritised in school next year. Children can access learning effectively in class because their physiological, safety, belongingness and esteem needs are met. Although wellbeing, meta cognition strategies and self-regulation have had a positive impact in school and research suggests high impact (EEF based on extensive research) it is difficult to impact on reducing learning gaps between different pupils groups.

The introduction of a learning buddies (Peer Tutoring) approaching in lower Key Stage 2 had a positive impact on both the tutees and tutor. The approach was effectively used to review and consolidate learning.

### **Wider Strategies**

Children are provided with experiences outside of their normal range which promote understanding of the wider world, build aspirations, and promote confidence and self-esteem. Staff plan as a minimum one experience per term which all classes have managed which has enhanced the curriculum and widen experiences. Throughout last year, the school offered a wide range of afterschool provision with 32 different clubs. We carefully track the participants at these clubs and target potential participants with an introductory assembly at the beginning of each half-term. Despite, broadening pupils' experiences with a variety of enrichment and evidence (EEF) suggesting experiences approximately add three additional months progress it is challenging to measure the impact of these on reducing the learning gaps between pupil premium and non-pupil premium pupils.

More-able PP children are provided with opportunities to work collaboratively across the Learning Trust and with other local primary schools to access challenging and competitive work. Again, as above, we were unable to measure the specific impact of this on reducing the learning gaps between pupil premium and non-pupil premium pupils.

We closely monitoring school attendance and offer rewards for good attendance as well as supporting specific children and groups to improvement their attendance. In the last academic year Pupil Premium attendance increased from 91.5% to 92.2% (+0.7%). Despite improving the attendance of our pupils we still have a gap of 2.5% to the other pupils nationally (FFT).

### **GLD**

<b>2022</b>	<b>2023</b>
40%	71%

### **Whole School – internal data**

	<b>2022</b>	<b>2023</b>
	<b>Reading</b>	<b>Reading</b>
<b>Year 1</b>	67%	55%
<b>Year 2</b>	36%	89%
<b>Year 3</b>	56%	50%
<b>Year 4</b>	29%	70%
<b>Year 5</b>	64%	25%
<b>Year 6</b>	92%	82%
<b>All PP. Pupils</b>	54%	62%

PP. attainment movements from 22-23

Year 1 to Year 2 – 12%  
 Year 2 to Year 3 – 14%  
 Year 3 to Year 4 – 14%  
 Year 4 to Year 5 – 4%  
 Year 5 to Year 6 – 17%  
 Whole School – 8%

	2022	2023
	Writing	Writing
Year 1	0%	27%
Year 2	27%	56%
Year 3	22%	42%
Year 4	0%	50%
Year 5	36%	13%
Year 6	85%	73%
All PP. Pupils	24%	44%

PP. attainment movements from 22-23

Year 1 to Year 2 – 56%  
 Year 2 to Year 3 – 15%  
 Year 3 to Year 4 – 28%  
 Year 4 to Year 5 – 13%  
 Year 5 to Year 6 – 37%  
 Whole School – 20%

	2022	2023
	Maths	Maths
Year 1	17%	36%
Year 2	27%	44%
Year 3	22%	50%
Year 4	0%	70%
Year 5	64%	26%
Year 6	77%	82%
All PP. Pupils	36%	52%

PP. attainment movements from 22-23

Year 1 to Year 2 – 27%  
 Year 2 to Year 3 – 23%  
 Year 3 to Year 4 – 48%  
 Year 4 to Year 5 – 26%  
 Year 5 to Year 6 – 18%  
 Whole School – 16%

### **Attendance**

2022	2023	GAPs
FFT PP. pupils – 91.5%	FFT PP. pupils – 92.2%	+0.7%

FFT Other pupils – 95.4%	FFT Other pupils – 96.1%	-3.9%
FFT Other pupils Nationally – 93.7%	FFT Other pupils Nationally – 94.7%	-2.5%

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Wandle Letters and Sounds Revised
Launchpad for Literacy	Launchpad for Literacy

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2023 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2023 Evaluation	Committee Date
Teaching Priorities		

Targeted Academic Support		
Wider Strategies		

## **Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*