

GREENSIDE & GRIFFIN
Pupil Premium Strategy Statement

1. Greenside overview

Information	Data
School name	Greenside
Number of students in school	225
Proportion (%) of pupil premium eligible students	77 students = 34% (Y1-Y6 = 63/170 = 37%)
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November '21
Date on which it will be reviewed	June '22
Statement authorised by	Karen Bastick-Styles
Pupil premium lead	Robin Yeats
Governor / Trustee lead	Jem Shuttleworth (Governance Lead)

Greenside	PP	EHC	SEND	EAL	PLAC	Attendance below 95%	PA
N	11/26 (42%)	0	0	14 (54%)	0	8 (31%)	6 (23%)
R	3/29 (10%)	0	0	9 (31%)	0	2 (7%)	0
Y1	7/32 (22%)	1 (3%)	0	12 (38%)	0	0	0
Y2	12/30 (40%)	1 (3%)	3 (10%)	16 (53%)	0	3 (10%)	2 (7%)
Y3	11/32 (34%)	0	3 (9%)	16 (50%)	0	3 (9%)	0
Y4	10/24 (42%)	1 (4%)	5 (21%)	12 (50%)	1 (4%)	3 (13%)	1 (4%)
Y5	10/26 (38%)	1 (4%)	2 (8%) (includes 1x EHC contingency)	13 (50%)	0	3 (12%)	2 (8%)
Y6	13/26 (50%)	3 (11%)	2 (8%)	15 (58%)	0	2 (8%)	0
Total	75/225 (33.3%)	6 (3%)	16 (7%)	107/225 (48%)	1 (0.4%)	16/199 (8%) Exc N	5/199 (2.5%) Exc N

2. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107.600
Recovery premium funding allocation this academic year (Tutoring)	£11.745 (81 student number) (£9.8660)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119.345

Part A: Pupil premium strategy plan.

1. Statement of intent

This statement details Greenside's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year & the effect that last year's spending had within Greenside.

GREENSIDE FILM FACTORY Statement of Intent Pupil Premium

Evidence & starting point at Greenside: Making a difference for Disadvantaged students

Summary of key findings

1. In 2019, average attainment at secondary school was slightly higher than in 2018, while it remained unchanged in the early years and primary school
2. The disadvantage gap has stopped closing over the last five years and there are several indications that it has begun to widen
3. Since 2011, there has been less progress in closing the gap for persistently disadvantaged students. More recently, increases in persistent poverty among disadvantaged students have contributed to the halt in progress for the wider disadvantaged group
4. The ethnicity gap for students from Black backgrounds and students arriving late in secondary school with English as an Additional Language (EAL) has widened significantly over the last decade
5. Progress in reducing gaps for Special Educational Needs and Disabilities (SEND) students has been slow, particularly for students with greater needs, and particularly since the SEND reforms in 2014
6. Students who are in the care system, have a social worker, or are on a child protection plan are significantly behind their peers by end of secondary school
7. Regional variation in the disadvantage gap is partly explained by different levels of persistent poverty between regions

We have planned to spend our pupil premium on evidence-based approaches in line with the [Education Endowment Foundation's pupil premium guide](#).

Key Documents:

Using Pupil premium funding [effectively](#), The EEF guide to supporting school planning - [A Tiered approach](#), EEF Teaching and learning [Toolkit](#), EEF Early years [Toolkit](#), EEF Guidance [reports](#), Standards for Teachers professional [development](#)

The strategic, targeted and wider use of pupil premium will support us in achieving our vision for each student to gain at least expected progress in English and Maths matched and to strive for aspirational achievement beyond these. From September 2015 Greenside introduced a new holistic experiential Breaking Boundaries – Flip the Learning – Film Factory Learning Model.

In September 2020 we introduced **Student Stories** as a strategic decision to support all students, and in particular our PP students. The concept is built on creating individual stories identifying barriers to learning and ways to overcome them; giving students ownership and strategies/ responsibility to articulate and address them. Our initial focus 2020-2021 is Reading. In 2021-2022 we will introduce a Writing strand too.

Our recent model of PP support has supported students to make good and better progress, for them to meet, at a minimum; the age related 2014 National Curriculum expectations.

Principles

- To ensure that the teaching and learning opportunities and Experiential Learning Experiences meet the needs of all of the students.
- To ensure that appropriate provision is made for students who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- In making provision for socially disadvantaged students, we recognize that not all students who receive free school meals will be socially disadvantaged
- We also recognize that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students Greenside has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all students receiving free school meals will be in receipt of pupil premium interventions at one time

Provision

The range of provision Leadership Group consider making for this group could include:

- Quality 1st teaching - we know this is the single most effective way to improve the progress & attainment of PP students
- Team Teaching with LG and/ or Middle Leaders to improve the quality of T&L in each class.
- Student Stories
- Reducing class sizes at key points during the week thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher focused on overcoming gaps in learning
- 1-2-1 support
- Giving PP students access to GDS Programmes and Learning Experiences
- Additional teaching and learning opportunities provided through learning mentors, TAs or external agencies
- 15-a-day Programme
- KS2 STAR Day Programme
- Greenside Growing Generation Programme
- Providing a rich Home Learning Programme
- At Greenside our experience and research shows that CPD for staff and developing provision/ developing leaders and use of Teachers to provide support has been the most effective use of PP funding.
- All our work through the pupil premium will be aimed at accelerating progress-moving to at least age related expectations. Initially this will be in communication, English and STEM (Maths), primarily through our STAR days and then through Specialisms. Our programmes are linked to our SEND work and are aimed at students from Nursery through to Y6.
- Pupil premium resources will also be used to target our GDS students on Free School Meals to achieve beyond age related expectations.
- Provision will not be aimed at EHC students as funding for need is already in place

Checking, Monitoring and Reporting:

- It will be the responsibility of the Executive Head and Head of School, to produce regular reports for the MAT.

Information will include:

- The progress made towards closing the gap, by year group, for socially disadvantaged students
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support
- Students are monitored at each Data Capture (DC) period. Class Teachers have a responsibility to plan for focused interventions at a personalized, group and class level to ensure progress is made by the next DC period.
- Our SENCo will lead programmes aimed at narrowing and closing the gap between PP and non-PP students against National Curriculum criteria in English and STEM (Maths). Our Inclusion Leader and all Support Staff will support her.
- The Trust will ensure that there is an annual statement to parents/ carers published on the Greenside web-site on how the Pupil Premium funding has been used to address the issue of 'narrowing and closing the gap', for socially disadvantaged students.
- Appeal - Any appeals against this policy will be through Greenside's complaints procedure.

2. Challenges

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

Challenge number	Detail of challenge
1	Reading - Disadvantaged students are less likely to access high quality texts at home and read with family members and for these reasons may not acquire the necessary skills to support their reading fluency, comprehension & reading for pleasure.
2	Language Acquisition - Upon entry a number of our students have low levels of language acquisition and are increasingly EAL based. Our Pupil Premium GDS gap has also identified higher level language acquisition as a key factor to matching their non-pupil premium peers. Vocabulary acquisition is a barrier to Maths problem solving and reasoning success.
3	Specific cohorts - our Y6 class has had a significant number of student changes and 50% of the students are disadvantaged. Many of the students are new to the country and did not receive a strong provision during Covid school closures and consequently have significant gaps in knowledge. Our Y3 cohort has a number of new students too with many being early language acquisition EAL students and with a number of gaps in curriculum knowledge. The cohort has 53% EAL students and 37% are disadvantaged students. Our evidence shows that these students are less likely to use metacognition to reflect on and improve their learning.
4	Wellbeing - Assessments completed by our SENDCo & Deputy Head show the impact of Covid 19 school closures on student wellbeing has been significant with the number of 'vulnerable' students and families increasing from pre-covid levels. The variety and complexity of needs is such that a range of programmes are required to provide students with the support they need.

3. 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
1.	Improved reading attainment among disadvantaged students	<p>KS2 reading outcomes in 2022 - target of 62% disadvantaged students to meet the expected standard. Targets of 38% to meet GDS standard.</p> <p>KS2 reading outcomes in 2023 - target of 70% disadvantaged students to meet the expected standard. Target of 40% to meet GDS standard.</p> <p>KS2 reading outcomes in 2024 - target 75% of disadvantaged students to meet the expected standard. Target of 50% to meet GDS standard.</p>
2.	Improved spoken language skills & vocabulary acquisition among disadvantaged students.	Assessments and observations indicate improved spoken language among disadvantaged students, reducing the gap between them and their non-pupil premium peers. This is triangulated with other evidence, including engagement in lessons, learning evidence scrutiny and ongoing formative assessment. In 2023 +, the level of Pupil Premium GDS students will have increased with higher level academic language a key factor in these assessments. Pupil Premium students' ability to acquire higher level language will also have an impact on their ability to access reasoning and word problems to a higher level in maths.
3.	<p>Y6 - Reducing the gaps in knowledge following Covid closures for those new to the school.</p> <p>Y3 - Improved learning behaviours to support independent learning and access to NC. Focus on improving students' ability, particularly EAL students, to access learning independently through the use of metacognition skills.</p>	<p>Y6 students reaching matched EXP standards: Class of 2022 = 72% Disadvantaged = 69%</p> <p>Y3 students reaching matched EXP standards: Class of 2025 = 69% Disadvantaged = 64%</p> <p>Learning evidence checks, Vivas and interviews show that students are using a range of strategies in lessons to support positive learning behaviours and reflection on their learning.</p>

4.	To achieve and sustain improved wellbeing for all Greenside students particularly our disadvantaged group. This relates to social, emotional & health.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● student voice, student and parent/ carer surveys and teacher observations ● improved student learning behaviours - World Ready & Test Ready learners ● a significant reduction in the number of students requiring access to wellbeing provisions ● students accessing support show an increased level of self regulation and engage positively in all learning experiences.
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4. 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: £60.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Introduce and imbed new Phonics programme across EYFS and KS1 - Little Wandell scheme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged students: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
CPD for all teaching & support staff - Little Wandell Phonics programme.	As above - our evidence shows that a completely consistent approach to the teaching and assessment of Phonics by Teachers & Support Staff supports our students. We are investing heavily in budget and time to ensure all staff are fully trained in this programme in 2021-2022.	1,2
Develop a programme to improve spoken language listening, narrative and vocabulary skills for disadvantaged students who have relatively low spoken language skills.	Spoken language interventions will have a positive impact on students' language skills and written work. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2

<p>Professional development for all staff on the importance of reading for pleasure and strategies to encourage this as well as improving comprehension skills.</p> <p>Investment in the school library and class reading corners.</p> <p>Parent and community workshops.</p>	<p>Fluency and enjoyment of reading is vital for curriculum success. Developing reading comprehension strategies is embedded in well established research and further development of this understanding will positively impact disadvantaged students.</p> <p>Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'?</p> <p>EEF Teaching & Learning Tool Kit: Reading Comprehension Strategies</p>	<p>1,2,3</p>
<p>Design, deliver, implement and reflect on a sustained professional development programme to support metacognition and self-regulation.</p>	<p>Metacognition and self-regulation supports students reflecting on and taking more ownership over their learning and learning behaviours. Research suggests that the impact of such approaches is very high.</p> <p>EEF Teaching & Learning Tool Kit: Metacognition and Self-regulation.</p>	<p>3</p>
<p>Release time for lead practitioners to ensure staff are delivering the highest quality teaching and have in-depth knowledge across the curriculum to effectively meet individual needs within our model and thus secure significant progress for disadvantaged students.</p>	<p>All evidence shows that high quality teaching and learning is the most important factor for improving outcomes for students.</p> <p>EEF School Improvement Planning: High Quality Teaching for all</p>	<p>1,2,3</p>

5. Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: £ 85.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of our 'Student Stories' intervention programme to support those students identified as having significant gaps in knowledge and thus find it difficult to access the curriculum at the age appropriate level. Students will work 1:1 or in small groups for a number of sessions across the week, every week.</p>	<p>Our sustained CPD and monitoring of key TAs and HLTAs means that we know the quality of 1:1 and small group sessions with these specific staff is of a high standard and thus has a significant impact. This is also reinforced by EEF research on the same.</p> <p>EEF Teaching and Learning Toolkit: Teaching Assistant Intervention.</p>	<p>1,2,3</p>
<p>SENDCo and Head of School allocated time to provide targeted academic support and to lead the strategies involving other Teachers.</p>	<p>Research shows that targeted academic support by good quality teachers has a significant impact on all students, including those who are not making good progress.</p> <p>EEF School Improvement Planning: Targeted Academic Support</p>	<p>1,2,3</p>
<p>At Greenside we have set up a strong Tutoring programme with experienced Teachers to provide a mix of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic.</p> <p>A significant number of the students who receive tutoring at Greenside will be disadvantaged, including those who are identified as GDS.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>

6. Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £ 55.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop the school environment to support student wellbeing and behaviour. E.g. increased outdoor learning spaces, playground provision to increase physical activity.	<p>A high quality learning environment is important to support engagement and inspirational learning as well as supporting students with their social and emotional skills through creating designated spaces, displays and access to resources to facilitate self regulation. Outdoor learning is also a key factor in improving wellbeing and targeting a range of learning styles.</p> <p>EEF Teaching and Learning Toolkit: Improving Social and Emotional Learning</p> <p>EEF Guidance Report: Improving Social and Emotional Learning in Schools</p>	4
Further development of our wellbeing programme including the Nature Programme, extending our provision of outdoor learning spaces and experiences, as well as our Greenside Growth General programme of wellbeing support.	<p>Student wellbeing and social and emotional development is vital to a healthy lifestyle but can also be significant for reducing the attainment gap for disadvantaged students.</p> <p>Education Policy Institute: Children and Young People's Mental Health</p>	4
Contingency Section	The precariousness of the last 2 years & advice from TEFAT has led us to set aside a small amount of funding to focus on unknown changes - we will be able to make a swift response to any unknown areas during the year(s) ahead.	1,2,3,4

Total budgeted cost: £200.000

Part B: Review of outcomes in the previous academic year

1. Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

Due to the significant link between our PP students and EAL status, it was logical that the focus on further improving the EAL provision would in turn have a positive impact on the 56% of EAL students who were also PP students. This year we have adapted the EAL provision map in order to provide even greater preparation for new EAL students and provision for those in school. We now collect even more information about new students and have more formal meetings with families before they join alongside early language assessments. The impact has been that we are able to provide the class teachers with an even more specific starting point for students, thus increasing the pitch and minimising the transition time required to settle in as well as developing a closer relationship with the families during this process. We have had externally provided CPD from EAL specialists focusing on developing language at the very earliest stages and provided staff with a vast range of strategies and resources to utilise in class with their EAL students. These have then been a focus of the quality first teaching tracking and monitoring programme to ensure the pedagogy surrounding EAL provision is of the highest quality and is actually being implemented in class to support and drive progress. Our staff now utilize a much wider range of strategies and it is clear to see the independence with which our EAL learners can access them. Our SENCo has been delivering weekly 1:1 or small group interventions to those students at the earliest point of the EAL journey, linking their provision to the content from the classroom to ensure the approach supports progress in class. We have also strategically identified key EAL students for our Student Stories intervention programme run by two class teachers and our most experienced TAs. This has meant that all of those students identified have been receiving high quality additional 1:1 or small group sessions focusing on language development every week, on top of the quality first EAL teaching in class. Next year, we are implementing an even more formal recording system for the Student Stories initiative to raise the accountability and expectation for these students and the impact of the initiative as a whole.

The impact of this has been significant and has contributed to our EAL students overall performing in line with their non-EAL peers in writing and maths, of which 56% are PP. Before lockdown during our end of Autumn term assessments, there was a -20% difference in Reading across the whole school compared with non EAL students, -2% difference in Writing and -6% difference in maths. By the time of our end of year assessments, this moved to a -1% difference in Reading, a +2% difference in writing and a +5% difference in maths.

During the same assessment period, there was a -24% difference in PP students compared to their non-PP peers in Reading in the Autumn, a -10% difference in writing and a -19% difference in maths at the Expected level. Our final assessments showed that this has reduced significantly to a -10% difference in Reading, a -7% difference in Writing and -2% difference in maths. We are very proud of these results during a year with significant disruption due to Covid and numerous weeks of home learning taking place.

The Student Stories intervention programme mentioned above has also been used to target key PP students, including those working at or challenging for Greater Depth grades. In Y6, 10 PP students were targeted for a Greater Depth writing group, 6 of whom achieved the grade, confirmed through moderation. There still remains a gap at the Greater Depth level for our PP students: -37% for Reading, -30% for Writing and -29% for maths. We are still keen to further reduce the gap at the Greater Depth level and this is part of our School Improvement Plan for the next academic year. We have also already planned sessions focusing on Greater Depth writing during our September CPD days.

Many of our students who are PP are multi/ complex-need students, falling into a number of categories identified for additional focus. This year we have also improved our SEND provision overall. A large part of this has been through the Student Stories work already mentioned to support SEND students in identifying their key learning barrier and working hard to overcome this in order that they can take that success and confidence into class and engage more independently rather than simply picking up ad hoc

gaps in knowledge that will always be behind the curve of the class. Our new SENCo has also implemented an improved programme of CPD for our support staff, developing their ability to challenge students and increase independence and in turn, their confidence. The impact of this has been seen through specific observation of support staff with critically constructive feedback, as we do for teaching staff. Our support staff have reported a much greater sense of professional development and accountability for their role this year and have enjoyed the challenge of being more formally observed to improve their performance. Increasing the quality of our support staff performance is intrinsically linked to the progress of the students they support and continuing to develop this is part of our SENCo's performance management next year.

Our Y2 and Y6 PP students have had a personalised provision of additional support this year to help reduce the gap in performance. The head of school held small group maths support sessions every morning with 10 Y6 PP students. Following data analysis from the previous year, this focused on increasing their mathematical abilities in key concepts but also on developing their 'Test Ready' skills so they were able to perform in the tests in the same way they were able to in class. Those identified were all considered 'borderline' students, all of whom achieved the Expected level in the end of year assessments and could articulate their own areas for development and how they had progressed in these areas since the start of the year. A similar programme was in place for Y2 with the Head of School part of a weekly maths group delivered as part of a streaming of 'Age not Stage' programme with the whole of KS1. 60% of the group were PP students. Again, all Y2 students achieved ARE in the end of year assessments.

Our curriculum has also been designed specifically to engage and inspire our PP students with a focus

on experiential learning that takes into account a wide range of learning styles. It also provides students with extensive exposure to situations and experiences they would not normally access thus making them more well informed individuals, as well as enhancing their academic abilities. Our SMSC programme specifically targets the Spiritual, Moral, Social and Cultural 'Big Questions' in the world, engaging students in debates and reflection to help them form and refine opinions and listen to those of others. Alongside this is our World Ready skills programme which focuses students to reflect on their personal skills that will make them successful such as developing their independence, organisation, teamwork and ability to think critically. The arts is at the heart of our curriculum, providing students with numerous ways to express themselves and to immerse themselves in a world they do not often see themselves as a part of. All our students have their own iPads, removing any economic inequalities in accessing such devices which are such an integrated part of all aspects of society today. Our students, including our PP students, thrive in this environment and the feedback received from secondary schools is that our students are well prepared and well informed citizens of the world. The quality of the curriculum and creative nature of it also positively impacts student attendance. Students want to come to school because they enjoy the immersive and varied experiences we provide them and thus attendance is good, the best of our whole academy trust in fact.

29 PP students also attended the bubbles for key works and vulnerable students during lockdown during which they were able to receive more focused learning due to the smaller groups thus enhancing their progress. Of those who did not attend, many were given additional support through a personalised programme of support including 1:1 tutoring via 'Google Hangouts'. All students were given access to an iPad at home along with devices to provide internet connection where this was an issue, ensuring access to the whole range of online learning experiences was available. The impact of this provision can be seen in that the gap from before lockdown to our first formal set of assessments afterwards had not widened during this period.

End of Year National Assessments Y2

PP = Girls 6, Boys 3. Total = 9 / 29 (31%)

Pupil Premium				Non-PP			
No Students	Reading	Writing	Maths	No Students	Reading	Writing	Maths
	9	31%			20	69%	
No of 1's	2	1	1	No of 1's	5	4	5
No of 2's	7	8	8	No of 2's	4	10	6
No of 3's	0	0	0	No of 3's	11	6	9
No of 2+	7	8	8	No of 2+	15	16	15
% of 1's	22%	11%	11%	% of 1's	25%	20%	25%
% of 2's	78%	89%	89%	% of 2's	20%	50%	30%
% of 3's	0%	0%	0%	% of 3's	55%	30%	45%
% of 2+	78%	89%	89%	% of 2+	75%	80%	75%

End of Year National Assessments Y6

PP = Girls 9, Boys 13. Total = 22 / 33 (67%)

Pupil Premium				Non-PP			
No Students	Reading	Writing	Maths	No Students	Reading	Writing	Maths
	22	67%			11	33%	
No of 1's	3	3	2	No of 1's	1	1	1
No of 2's	12	12	14	No of 2's	2	3	5
No of 3's	7	7	6	No of 3's	8	7	5
No of 2+	19	19	20	No of 2+	10	10	10
% of 1's	14%	14%	9%	% of 1's	9%	9%	9%
% of 2's	55%	55%	64%	% of 2's	18%	27%	45%
% of 3's	32%	32%	27%	% of 3's	73%	64%	45%
% of 2+	86%	86%	91%	% of 2+	91%	91%	91%

2. 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
N/A	

3. Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
What was the impact of that spending on service pupil premium eligible students?	N/A

4. Further information (optional) N/A

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 students, that is not dependent on pupil premium or recovery premium funding.