



Moir Primary School

Pupil Premium Strategy

2021-2024

Moira Pupil premium strategy statement

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	Moira Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	K.Ellis – Executive Headteacher
Pupil premium lead	V. Santy – Head of School
Governor / Trustee lead	L. Wyatt – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,315
Recovery premium funding allocation this academic year	£8,120
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	£89,435

Part A: Pupil premium strategy plan

Moira Statement of intent

Our intent supports our whole school vision of, 'The *adventure* begins as all are welcomed through the doors of Moira Primary School. We celebrate and nurture *creativity, kindness, curiosity* and a *healthy* attitude to learning, across our whole school community.'

Moira Primary School is committed to enabling all of our children, irrespective of their background or the challenges they face, to fulfil their academic potential to make good progress across all areas of the curriculum, and to ensure their readiness to face future learning with confidence. As a school, our focus is to support and nurture our disadvantaged pupils, including those who are already high attainers, both academically and emotionally.

We will recognise the challenges faced by vulnerable pupils and that they may have significant barriers to overcome in order to achieve and succeed, including those who have a social worker and young carers.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our key principles when setting and reviewing our strategy are:

- We ensure that teaching and learning opportunities meet the needs of all of pupils, both in terms of challenge and identifying need where appropriate.
- We work closely with our children and their families to ensure that we target the most important areas of need.
- We use research to provide evidence, such as the EEF Framework, to ensure that our intentions are effective in closing the gap.
- Academic and social targets are incorporated to develop the whole child.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We ensure their wider curriculum and experiences are effective in supporting them to strive for success in the areas that they enjoy.
- Children are challenged to achieve their potential across the curriculum and intervention is identified at the earliest point.
- We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate higher levels of underperformance among many disadvantaged pupils compared to non-disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, which negatively impacts their reading development An increase in parental engagement in reading is required to support pupils learning to read.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
4	Observations and discussions with families and children indicate that children from the disadvantage group have far fewer opportunities for cultural enrichment than their peers.
5	Attendance data over the last two years indicates that attendance among disadvantaged pupils has been significantly lower for disadvantaged pupils than for non-pupil premium groups.

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 progress in reading, writing and maths for pupil premium children	Children within the Pupil Premium group to make more than expected progress in reading, closing the gap between attainment in this group and their peers.
2. Improved progress in phonics and early reading for Pupil Premium children	Children within the pupil premium group to make more than expected progress in phonics and early reading. Improved attitudes towards reading at home and an increase in uptake demonstrated through pupil and parent voice.
3. To improve pupil positivity towards school and enable them to access learning	Improved attitudes towards learning demonstrated through pupil voice. Improved outcomes for this group. Behavioural incidents reduced. More children accessing social and emotional support.

<p>4. To improve the uptake of enrichment activities.</p>	<p>More disadvantaged pupils are accessing a wide range of enrichment and this is evidenced through pupil voice and registers.</p>
<p>5. To improve and sustain improved attendance for all pupils, with a strong focus on our pupil premium group</p>	<p>The whole school absence rate is no more than the national average.</p> <p>The attendance rate of pupil premium children to increase and be equitable with non-pupil premium children.</p> <p>Persistently absent pupils have significantly reduced their percentage of absence.</p>

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: £19,120.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching across school to improve engagement, standards and progress in reading</p> <p>Leadership in KS2 reading – LA training x3 teachers</p> <p>Leadership of PP (VS)</p>	<p>EEF guide to pupil premium is the tiered approach – teaching is the top priority and includes CPD.</p> <p>Research tells us that quality first teaching can narrow the disadvantage gap. The mechanisms of this training builds on systems already in place, builds knowledge, develops teaching practice and embeds practice. It meets the needs of our school in terms of staff development and ensuring agreed processes in reading and writing are strengthened through the training.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 3, 4</p>
<p>High quality CPD in key areas:</p> <ul style="list-style-type: none"> - Team Teach training: 2x staff 2-day training 2x staff 1-day training - Whole School Good Autism Practice 	<p>EEF guide to pupil premium is the tiered approach – teaching is the top priority and includes CPD.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>The DfE Non-statutory guidance draws on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	<p>1, 3, 4</p>
<p>In house training to develop:</p> <ul style="list-style-type: none"> - Mastery maths 	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Mastery learning: high impact for very low cost (+5 months). 	<p>1, 3, 4</p>

<ul style="list-style-type: none"> - SEND/PP targets - T4W 	<ul style="list-style-type: none"> • SEND training based on evidence from EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send • T4W includes early language skills: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Communication and language approaches: Very high impact for very low cost (+6 months) 	
<p>Whole school CPD to secure understanding of Anima Phonics and our approach to teaching.</p> <p>Purchase of further Anima phonic resources to secure stronger phonics teaching.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3, 4
<p>Recruitment of 1 apprentice TA to build capacity in staffing for supporting disadvantaged pupils in KS1.</p>	<p>Additional staff who can be training in-house will help boost the frequency of support available across the school to PP pupils.</p>	1, 2, 3

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

Budgeted cost: £27,864.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>More able reading group to enrich reading comprehension (reading gladiators) Years 2-6. Purchase of books to support.</p> <p>Guided reading sets across KS1 and KS2</p> <p>Lunch time reading clubs (TA to run)</p>	<p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension approaches can deliver an additional six months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 4

Maths Intervention groups – pre-teaching and tailored small group work	If well planned and monitored, small group intervention can have a significant impact in terms of progress (4+ months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4
Interventions (small group and one-to-one) Whole school: - Number stacks - Reading fluency and comprehension Year 5/6 interventions - Nessy - Stairway to spelling Year 3/4 interventions - Nessy - Phonic groups - Precision teaching Years R/1/2 - Phonics - Speech & Language - Neli - Handwriting and fine motor skills - Mastering number	EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months) • Small group tuition: moderate impact for low cost (+4 months) • Reading Comprehension strategies: very high impact for very low cost (+6 months) • Phonics: high impact for very low cost (+5 months) • Mastery learning: high impact for very low cost (+5 months) • Oral language interventions: very high impact for very low cost (+6 months) • Early number approaches: very high impact for very low cost (+6 months) 	1, 2
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic.	One to one tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4

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

Budgeted cost: £42,450.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support work: - Pastoral support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	1, 2, 3, 4, 5

<ul style="list-style-type: none"> - Attendance/EWO - Parental support (reading sessions, stay and play) T/TA to plan and deliver sessions - ELSA support/A and D inclusions - LAC support - Behaviour support - Other agency referrals 	<p>life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Pupil attendance has a direct impact upon their ability to achieve outcomes.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Parents play a crucial role in supporting their children’s learning, and level of parental engagement are consistently associated with better academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Behaviour interventions: moderate impact for low cost (+4 months). • Parental engagement: moderate impact for very low cost (+4 months). • Social and emotional learning: moderate impact for very low cost (+4 months). 	
<p>Support of key resources – uniform, milk, swimming lessons, breakfast club.</p> <p>Breakfast club to support disadvantaged pupils in attending school on time and being emotionally ready for school – being positively ready for school and able to access learning.</p>	<p>School level approaches to develop a positive school ethos, which also aim to support greater engagement in learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Although the EEF agrees that there is no robust evidence to support school uniform as improving outcomes, the context of our school means that vulnerable families find this aspect a barrier.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	1, 2, 3, 4
<p>Pupil confidence increased through Forest School sessions.</p>	<p>Studies show a positive impact but there is no evidence in terms of months added.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 2, 3, 4
<p>Pupils confidence and aspirations increased due to access to a wide range of enrichment (cultural capital) activities</p>	<p>An additional 3 months progress is the average impact of approaches that extend time spent in school.</p>	1, 2, 3, 4, 5

<ul style="list-style-type: none"> - School trips and enrichment activities across the school - Residential visits – Years 3,5 and 6 - Access to extra-curricular music lessons (individual or small group) - Access to other extra-curricular opportunities (clubs) - Commando Joe’s programme - Bee Keeper activities 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&utm_medium=search&utm_campaign=site_search&search_term=extending</p> <p>Commando Joe’s research:</p> <p>,https://commandojoes.co.uk/</p> <p><i>CJ’s support thousands of schools nationwide with our established, evidence-based, government-supported RESPECT programmes. We help to enable young people to develop life skills, character traits, attributes and behaviours which have a positive impact on their educational attainment and engagement.</i></p>	
<p>Boosting reading for pleasure</p> <ul style="list-style-type: none"> - Targeted purchasing of books for KS2 library. - Book club (TA to run) 	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>Some main points from the research. Having access to resources and having books of their own has an impact on children’s attainment.</p> <p>* Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p> <ul style="list-style-type: none"> • An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008) • Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006). • Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009). 	1, 2, 4

Total budgeted cost: £89,4355

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Aim	Outcome																																										
1. Improved progress in reading for pupil premium children	<p>KS2 SAT's progress shows -3.9 for the whole class in reading.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Disadvantaged</td> <td>83%</td> <td>0%</td> </tr> </tbody> </table> <p>Internal data (standardised scores) shows the gap is narrowed between disadvantaged and non-disadvantaged over the year.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Autumn</th> <th>Summer</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>96.3</td> <td>101.8</td> <td>+5.5</td> </tr> <tr> <td>Disadvantaged</td> <td>94.6</td> <td>101.4</td> <td>+6.8</td> </tr> </tbody> </table> <p>KS1 SAT'S:</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>66%</td> <td>14%</td> </tr> <tr> <td>Disadvantaged</td> <td>43%</td> <td>0%</td> </tr> </tbody> </table> <p>Internal data (standardised scores) shows the gap is narrowed between disadvantaged and non-disadvantaged over the year.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Autumn</th> <th>Summer</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92.2</td> <td>99.3</td> <td>+6.1</td> </tr> <tr> <td>Disadvantaged</td> <td>86.4</td> <td>94.1</td> <td>+7.1</td> </tr> </tbody> </table>	Reading	EXS+	GDS	All	67%	17%	Disadvantaged	83%	0%	Reading	Autumn	Summer	Progress	All	96.3	101.8	+5.5	Disadvantaged	94.6	101.4	+6.8	Reading	EXS+	GDS	All	66%	14%	Disadvantaged	43%	0%	Reading	Autumn	Summer	Progress	All	92.2	99.3	+6.1	Disadvantaged	86.4	94.1	+7.1
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Internal data for other year groups: Disadvantage pupils are making progress from their starting point but are working behind their peers who are non-disadvantaged.

Reading Gladiator data (Year 5): 25% of the whole class reached greater depth in the summer PIRA tests. 100% of disadvantaged pupils in the group reached GDS.

CPD in reading has increased teachers knowledge of books and book corners, ensuring there are appropriate books available in all classes.

Gaps have narrowed in some classes. This will continue to be a target in line with the SDP.

1. Improved progress in writing for pupil premium children

KS2 SAT's:

Writing	EXS+	GDS
All	67%	23%
Disadvantaged	67%	17%

Internal data shows progress:

Writing	Autumn	Summer	Progress
All	43%	67%	+27%
Disadvantaged	33%	67%	+34%

KS1 SAT's:

Writing	EXS+	GDS
All	45%	3%
Disadvantaged	21%	0%

Internal data:

Writing	Autumn	Summer	Progress
All	35%	45%	+8%
Disadvantaged	0%	21%	+6%

Internal data for other year groups: Disadvantage pupils are making progress from their starting point but are working behind their peers who are non-disadvantaged.

Gaps have narrowed in some classes. This will continue to be a target in line with the SDP.

1. Improved progress in maths for pupil premium children

KS2 SAT's progress in maths shows -5.7 for the whole class:

Maths	EXS+	GDS
All	57%	0%
Disadvantaged	67%	0%

Internal data (standardised scores) shows the gap is narrowed between disadvantaged and non-disadvantaged over the year.

Maths	Autumn	Summer	Progress
All	89.6	98.2	+8.6
Disadvantaged	93.7	97.3	+3.6

KS1 SAT'S:

Maths	EXS+	GDS
All	78%	22%
Disadvantaged	58%	0%

Internal data (standardised scores) shows the gap is narrowed between disadvantaged and non-disadvantaged over the year.

Maths	Autumn	Summer	Progress
All	98.9	102.5	+3.6
Disadvantaged	92.6	98.1	+5.5

Internal data for other year groups: Disadvantage pupils are making progress from their starting point but are working slightly behind their peers who are non-disadvantaged.

Gaps have narrowed.

2. Improved progress in phonics and early reading for Pupil Premium children

2021-2022 Phonics Check

2022	Disadvantaged pupils 10	Non-disadvantaged pupils	Diff
Year 1 (30)	70% (including SEN pupils)	95% (including SEN pupils)	-25%
Whole class 87%	100% (not including SEN pupils)	95% (not including SEN pupils)	+5%

2022	Disadvantaged pupils 12	Non-disadvantaged pupils	Diff
Year 2 (29)	75% (including SEN pupils)	94% (including SEN pupils)	-19%
Whole class 86%	100% (not including SEN pupils)	100% (not including SEN pupils)	--

Early reading training (whole school) and resources have ensured that all staff are knowledgeable and confident with the content and delivery of phonic lessons. There is consistency in the delivery of phonics across EYFS and KS1 with each lesson showing clear progression of Revise, Teach, Practice and Apply. High expectations with regard to coverage in each year group are evident and teacher assessments support this. Book resources

	<p>match up to the book band yellow. More books to be purchased when available.</p> <p>Early reading data: Whole class: 65% reached GLD; 79% in comprehension and 69% in word reading. Disadvantaged: 71% in comprehension and 43% in word reading. Disadvantaged without SEND: 60% in comprehension and word reading.</p> <p>Achieved in phonics. Progress has been made in early reading from their starting position.</p>
<p>3. To improve pupil positivity towards school and enable them to access learning</p>	<p>ELSA: Number of PP pupils receiving ELSA support or support with A and D Inclusion is 9. These pupils have been supported since the ELSA has been trained.</p> <p>Training of a TA as the ELSA has ensured that a total of 10 pupils are supported weekly. Lunch clubs allow these pupils to access extra support when needed. A and D Inclusion offer support to a further 5/6 pupils. Pupils accessing this support will increase over following years.</p> <p>Forest School (including training): TA trained to level 3 delivers alternative provision (accessed by 5 disadvantaged pupils out of 8 pupils). Whole class Forest School also delivered to Year 1 and 2 classes.</p> <p>Breakfast club: This has been used to provide breakfast for disadvantaged pupils who required a calm start to the day. Attendance has improved and pupils are ready to learn.</p> <p>An increase in parental involvement has ensured that parents are more informed. This is continually being built up over time.</p>
<p>4. To improve the uptake of enrichment activities.</p>	<p>Swimming: 91% of Year 6 pupils left primary school able to swim 25 metres. Catch up lessons offered to Years 5 and 6 to non-swimmers.</p> <p>Residential and trips – all disadvantaged pupils who wanted to attend residential and trips were supported financially to do this. The majority of disadvantaged pupils attended these.</p> <p>Music: All disadvantaged pupils are offered music lessons. Currently, 20 disadvantage pupils have 1-1 music lessons.</p> <p>Clubs: Disadvantaged pupils are supported to access free clubs to support healthier lifestyles and experience new activities. There has been a good uptake of a range of clubs.</p> <p>Disadvantaged pupils continue to be supported to access good nutrition (breakfast clubs and at break times), wider activities such as the bee keeper activities, extra reading opportunities and support with school uniform.</p>
<p>5. To improve and sustain improved attendance for all pupils, with a strong focus on our pupil premium group</p>	<p>EWO: There has been a reduction of children who are being monitored by the EWO and some children have seen their attendance increase this academic year and are no longer being monitored.</p> <p>Actions taken:</p>

- Phone calls made to absent children before 9:30 if no message/call has been received.
- House visits for all families who do not inform the school of absences.
- Head of School monitors attendance weekly and speaks to parents as required.

Data:

	2021-2022 (full year)	August 2022 - November 2022
Whole School	93.9	95.5
Disadvantaged	92.89	94.61
SEN Support	95.05	97.00
EHCP	77.55	75.93

Breakfast club has ensured that disadvantaged pupils who were often late, are now on time and settled ready to learn.

Attendance is improving over time; unauthorised absences are decreasing.

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.