



Singleton Church of England Primary School



Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 on pupil premium had within our school.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social, and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research-based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support, and wider strategies.

Pupil Premium Tiered Model - Priority Focus: - READING

1 Teaching (WAVE 1)

- Adaptive /Quality First Teaching of Reading Skills
- Targeted whole school focus on phonics, shared, guided reading and comprehension within lessons.
- Whole school uses Red Rose Phonics approach and phonics Tracker
- Purchase new resources – phonics / Cracking Comprehension / Complete Comprehension / CGP
- Upgrade class readers/ home readers
- Promote and develop a strong reading culture across the school.
- Continue to raise the profile of vocabulary development in all lessons
- Development of Wordariums across school/word of the day etc.
- Regular CPD
- Learning walks



2 Targeted Academic Support (WAVE 2)

- Teacher lead interventions – guided groups – linked to the carousel, e.g., guided reading
- Teaching Assistant lead interventions linked to the Provision Map
- Provide parent workshops on supporting reading at home / phonics and vocabulary development

3 Wider Strategies (WAVE 3)

- External Agencies e.g. - SALT, EP, Specialist Teacher etc
- Provide reading opportunities during before and after school provisions.

Pupil Premium Tiered Model Priority Focus: - VISUAL MATHS

1 Teaching (WAVE 1)

- Quality First Teaching of Maths
- Clear understanding of **Concrete – Pictorial – Abstract**
- Embed the written and mental calculations policy into practice
- Emphasis on high-quality modelling and explaining learning
- CPD – whole staff
- Full resourcing for all year groups (staff to be allocated own budget for practical maths resources)
- Learning walls
- Raise the profile of mathematic vocabulary
- An enthusiasm for maths
- Use of ICT / Apps – for example, 'Rock Stars for Times Tables etc.



2 Targeted Academic Support (WAVE 2)

- Teacher lead interventions – guided groups – linked to the carousel – incorporate **Concrete – Pictorial – Abstract approach**
- Teaching Assistant lead interventions linked to the Provision Map – specific needs identified
- Provide parent workshops on supporting numeracy development
- GDS – students to be challenged
- Morning Maths

3 Wider Strategies (WAVE 3)

- External Agencies e.g. - EP, Specialist Teacher etc
- Provide opportunities during before and after school provisions.

Pupil Premium Tired Model – Priority Focus: - Writing

1 Teaching

- Adaptive / Quality First Teaching of Writing skills, supported by CPD for staff
- Refocus on shared, guided and reading comprehension in lessons
- Talk for learning opportunities - An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- Effective use of teacher questioning, modelling and explaining
- High quality texts read and prompted as part of the English units / guided reading / comprehension
- Continue to raise the profile of vocabulary development in all lessons
- Spelling focuses across school



2 Targeted Academic Support

- Conferencing to support specific areas in children's learning
- Teacher lead interventions – guided groups – linked to the carousel – writing targeted to children's ability
- Teaching Assistant lead interventions linked to the Provision Map – specific needs

3 Wider Strategies

- External Agencies e.g. - SALT, EP, Specialist Teacher etc
- Provide writing opportunities across the curriculum
- Regular coaching / mentoring/ training for staff

Premium Tired Model – Priority Focus: - Wellbeing

1 Teaching

- QFT WAVE 1 strategies for – Social, Emotional, and Mental Health implemented across the school
- SCARF – PHSE / scheme of work threaded through the curriculum
- Solihull approaches used around the school.
- My Happy Mind – introduced September 2024 from FS to Y6
- Growth mindset – threaded throughout school life
- Christian Values embedded
- Systems are effectively embedded into the culture and life of the school to promote and support mental health, Social and emotional well-being, improved self-esteem, confidence, motivation, reduction of worries, etc.
- Curriculum enrichment and extra-curricular opportunities – Forest Schools, STEM, Musical Theatre, etc
- JLT – Pastoral Leaders
- CPD for staff – Solihull, ACES, etc



2 Targeted Academic Support

- Learning Mentor lead intervention via the provision map
- Parent workshops lead by the Learning Mentor – e.g. Solihull approach/ behaviour and wellbeing etc.
- Junior Leadership Team Pastoral Leaders targeted support

3 Wider Strategies

- Collaborative working with other agencies CAMHS, SALT, School Nurse, School Doctor, Primary Mental Health Service, Children and Family Health and Wellbeing Service, Post Adoption Support Team, Child Action North West, Learning Disability Team, Eating Disorder Service, ACE, NCOMPASS - Counselling
Phoenix and butterfly project, Young Addaction, Barnardos
Lancashire young Carers, Lancashire mind, Change Talks, Aspired Futures, Linden Centre/Trinity Hospice, CASHIER, New Start
- SENCO release Time
- Learning Mentor Release Time

School overview

Detail	Data
Singleton C of E School	
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	6% PP (x6) 2% Post LAC (x2) 1% CLA
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 2 of 3 2024/25 – 2026/27
Date this statement was 1 st published	September 2024
Date this statement was annually updated	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Amanda Clayton
Pupil premium lead	Leonie Millward
Governor / Trustee lead	Alec Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25/26	£14, 950
Recovery premium funding allocation this academic year 25/26	£0
School-led tutoring grant allocation (including school contribution) 24/25	£0
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	£ 14, 950

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is funding in addition to the school's allocated budget.

At Singleton C of E School, we have high aspirations for all our pupils and believe that all children should be allowed the opportunity to reach their full potential. We aim to provide personalised learning opportunities and targeted support to allow every child in our care to flourish.

We intend that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We use this funding to raise the attainment of disadvantaged pupils of all abilities and to close the gap between them and their peers.

The money is allocated based on the number of pupils in our school who are or have been eligible for free school meals (FSM) within the last six years or who have left local authority care (LAC). In all cases, we strive to ensure all our pupils make excellent progress from their starting points.

The class teachers, SENCO, and senior leadership team analyse and determine the different ways in which Pupil Premium money is used to support the needs of all eligible children. This enables us to build on our ethos of quality teaching for all. The progress and attainment of these children are reviewed regularly, using an evidence-based approach, to assess the impact and effectiveness of any intervention programmes and support that is in place. The support provided is analysed to ensure value for money and how it might be improved to make an even greater impact with the funding.

Children not eligible for pupil premium funding may, at any point during their school career, require additional support and intervention, and the activity outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality adaptive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our priorities are as follows:

- Remove barriers to learning created by poverty, family circumstances and background
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- Outcomes for pupils in receipt of pupil premium are at least in line with those of their peers across the curriculum; to ensure they are on track to make or exceed expected progress and attainment;
- The gap is narrowed for those pupils not on track to achieve age-related expectations at the end of their stage of learning;
- Early identification of additional needs and use of early intervention programmes;
- Extra adult support to support and facilitate emotional and social development;
- Evaluate and monitor intervention programmes and work closely with cluster schools to ensure pedagogy is up-to-date and shared;
- Attendance of pupils in receipt of pupil premium is at least in line with those of their peers;

- Well-being needs of all pupils in receipt of pupil premium funding are met.

Children learn best when they attend school regularly. The attendance of the pupil premium group is in line with the attendance of those not in receipt of pupil premium. In our strategy, we focus on encouraging attendance by providing exciting learning opportunities and actively engaging with families to encourage and support good attendance in school.

We know children must be ready to learn by ensuring their personal, social, emotional, and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction process which is now embedded in school. This early intervention helps to remove these barriers sooner in the child's education.

Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes new in-house initiatives such as My Happy Mind as well as access to and close partnership with outside support services via, e.g. Early Help or school nursing, etc.

We target the use of Pupil Premium Grant / Recovery Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers that may impact their learning.

Our provision includes:

- Facilitating pupils' access to education
- Access to extra-curricular clubs'
- Facilitating pupils' access to the curriculum
- Additional TA support to deliver interventions
- Additional teaching and learning opportunities
- Educational visits support
- Residential visits – support
- Music lessons
- Alternative support and intervention from outside agencies and access to accelerated learning programmes
- My Happy Mind
- Educational Psychology Services
- Inclusion Hub support
- Specialist teacher
- IDL
- Provision for more able pupils: links with cluster schools, links with high schools, accelerated

Learning support

We only have a very small amount of PP children in our school which means that for some year groups one pupil can equate to 100%.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, and mental health
2	Gaps in reading, writing, maths, and phonics
3	Access to wider opportunities
4	More frequent behaviour difficulties.
5	The chaotic family lives and Social Service involvement

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
Social, emotional, and mental health To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils, to ensure they are ready for learning.	Sustained high levels of well-being demonstrated by: - qualitative data from pupil voice, pupil and parent surveys, and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - attendance of disadvantaged pupils is at least 96%
Reading, Writing, and Maths - To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high-quality adaptive teaching is effectively in place, alongside targeted interventions. - To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	- Achieve outcomes in line with, or above, national average by the end of KS2 - For children identified as SEN to meet their targets by the end of KS2
Phonics to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school	Achieve at least 86% of pupils in Y1 pass the PSC

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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive /Quality First Teach Approach	Improved rates of progress across the school curriculum, especially in maths, reading, and writing. Improved engagement and excitement linked to writing activities and breadth of coverage across the curriculum. Pupil attainment in Writing (Literacy and across the curriculum) accelerates above national expectations for pupils eligible for PP https://educationendowmentfoundation.org.uk See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,3
Early reading – embed Red Rose Phonics and Phonics tracker – to secure stronger teaching for all pupils	In-house, ongoing CPD – Led by Early Reading Lead • Red Rose Letters and Sounds • Phonics Tracker • Red Rose Spelling • Early Reading 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 pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
Curriculum enrichment opportunities Long-term planning with broad, balanced, curriculum; passport of experiences including theatre, STEM, Forest	• Increased life experiences will enhance pupil's lives and will directly impact their learning. Equality of opportunity • Disadvantaged pupils attend events/visit places they would not usually be exposed to (where possible). • A broad and balanced curriculum for all ensures pupils have enhanced social and life experiences (progressive throughout the school).	1,2,3,4,5

Schools, Houses of Parliament Visit		
Development of working memory in EYFS and KS1	• Pupils with increased ability to retain information/learning • Increased ability to process without losing track of what they are doing / learning • Children can make connections between new learning and prior learning • Children processing the information/learning and storing for the long term	2
Talk for Writing training	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally Pupils' confidence to articulate the written word and perform with confidence has improved	2,3
Develop Number Fluency across KS1 Numicon use / Mental and written Calculation's policy – training for staff	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally • Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. • John Dunford Consulting Ten-point plan for spending the pupil premium successfully (2014) • https://johndunfordconsulting.wordpress.com/2014/10/11/ten-point-plan See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1,2,3,4
Concrete / Pictorial / Abstract approach to teaching maths across the school	All classes have their own age-appropriate practical resources Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 2 4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1,2,3,4
Improve the quality of social and emotional (SEL) learning	Implement – My Happy Mind programme from September 2024 https://myhappymind.org/ Follow the Solihull approach https://solihullapproachparenting.com/about-the-solihull-approach/	1, 5
Reading – focus on pupil progress. Embed a new literacy scheme, and evaluate the effectiveness of guided reading / shared reading/ reading comprehension	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Increased reading at home • Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. • John Dunford Consulting Ten point plan for spending the pupil premium successfully (2014) • https://johndunfordconsulting.wordpress.com/2014/10/11/ten-point-plan	1,2,3,4
IDL	IDL Lancaster University (2018)	

	Egidio Zindato from Lancaster University, conducted a large study and analysed 96,978 performance records on the IDL programme from 2011 to 2018. This study looked at factors including learner demographics, lesson frequency and improvements gained from the programme. The results show that on average 1 session of IDL improves reading ability by 1.9 days and spelling ability by 1.8 days. Another key finding is that 1 new lesson should be implemented every 6 days to maximise spelling improvements and every 8 days to maximise reading improvements. This confirms our recommendation of each pupil spending 1 hour a week on the programme. It is important to distribute new lessons over a period that allows learners to repeat, elaborate and stabilise the effects provided by their new training. The research also showed that Key Stage 2 learners showed the greatest improvement in spelling and Key Stage 3 learners showed the greatest improvement in reading on the programme. Conclusion The results of the 2018 Lancaster University study are similar to the previous findings and show the flexibility and robustness of the IDL Intervention. This research confirms that recent changes and updates made to programmes 2, 4 6 have been positive and IDL Literacy continues to be a proven solution for improving learners' reading and spelling ability	
Vocabulary	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally Pupils' confidence to articulate the written word and perform with confidence has improved	2
Social / Emotional and Behavioural Wellbeing Provision – small group focused support with Learning Mentor	Provision Map – short-term interventions – based on early identification of need Developing Growth mindsets will ensure, resilience, and high self-esteem, and will support pupils' well-being and enhance their life skill Dweck, C.S. & Leggett, E.L. (1988). A Social Cognitive Approach to Motivation and Personality Mental health and behaviour in schools, GOV.UK-(2018) https://www.gov.uk/government/publications/mental-health-and-wellbeing-provision-in-schools	1,4,5
Family Learning Mentor CPD	• DSL training • Attendance CPD • PREVENT awareness CPD • Inclusion Hub CPD • Early Help – Lead professional Training – TAF • Sticky Knowledge and New Learning • ACE's Training • Behaviour CPD • PEP training	1,4,5

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

Budgeted cost: £5000

Additional funding pot for tutoring and 1:1 support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small groups of Maths and English intervention for disadvantaged pupils falling behind age-related expectations	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally Gaps are filled EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support Some pupils may require additional support alongside high-quality teaching to make good progress. The evidence indicates that small group and one-to-one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	1,2,3,4,5
Before and after-school booster groups / 1:1 Tutoring	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally Gaps are filled EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	1,2,3,4,5
1:1 tutoring	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally Gaps are filled	1, 2, 3 & 5
To analyse summative assessment data and identify the children who require catch-up and more targeted intervention. Termly pupil progress meetings. Regular monitoring of targeted interventions	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	2,4

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £5450

- £250 per pupil x 6 = £1500
- £3950 – CPD / Links to inclusion HUB/ specialist CPD for staff or support for child/family

Activity	Evidence that supports this approach	Challenge number(s) addressed
One free extra-curricular club each week (Music / Sport) £25 subsidy towards Trips Support with purchase of uniform schools to provide resources for learning	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1,2, 3
Family Learning Mentor to: • Offer parenting group sessions working on specific needs developed through a needs analysis. • CAF/ TAF process with vulnerable families- allowing them to access key services • Bespoke and intensive support for the most vulnerable pupils in school • Parent workshops	Strengthened partnership with parents/carers. EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies	1, 5
Enrichment opportunities to be available for all both to facilitate access across all curriculum areas and to promote identification and development of any talented pupils	Purchase of resources/opportunities/ tutors for PP-eligible pupils as required	
Use Outdoor and Adventurous /Forest schools approaches to enrich learning • In addition, use EYFS Outdoor learning environment/area	Key findings of O&A and Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills	1,2,3,4,5

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| | <ul style="list-style-type: none">• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment | |
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Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

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

Please note that last year we only had 6 PP children, 1 CLA children and 2 Post LAC children (2 PP / 1 CLA in Year 5, 1 PP in Y1 and 1 Post LAC in Y1, in Y2 – 1 PP and 1 POST-LAC)

Key areas of impact

- June 2025 Phonics screening test results 93% met expected. There were no PP or POST LAC in the cohort
- PP / POST LAC attendance figures for the end of 2024-2025:
 - Attendance: 98.6%
- Learning Mentor – CPD / training – developing the expertise/confidence and competence to meet the needs of our children
 - DSL training
 - Attendance CPD
 - PREVENT awareness CPD
 - Inclusion Hub CPD
 - Early Help – Lead professional Training – TAF
 - Sticky Knowledge and New Learning
 - ACE's Training
 - Behaviour CPD
 - PEP training
- We had no PP or Post LAC in FS, Y3, 4 or year 6.

The following information is an overview of the relevant data for our PP and Post Lac pupils for the academic year 2024 – 2025

- Y1 – Phonics screening data
 - There were no POST LAC – pupils in the cohort in 2024 /25
- Y2 end of year SATs data (non-statutory) 1 Post LAC / PP
 - 50% (1/2) Post LAC – working towards the standard in reading writing and maths
 - 50% (1/2) PP – working at Greater depth in reading writing and maths
- Y6 end of year SATs data (statutory)
 - 66% (2/3) 2 PP/ 1CLA– reached at least the expected standard in Reading and writing- 1 child greater depth
 - 33% (1/3) – working towards expected in reading and writing
 - 33% (1/3) – working at greater depth SPAG
 - 66% (2/3) – working at least at the expected standard in Maths
 - 33% (1/3) - working at greater depth in all areas

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
National Tutoring Programme	In house provider
MS TEAMS	
Oak Academy video lessons	Oak Academy
Purple Mash – ○ Times tables ○ Spelling	Purple Mash
X Tables Rockstars	TT Rockstars
Twinkl Phonics	Twinkl
Phonics Play	
IDL- Reading comprehension and spelling programme	IDLS Ltd
Test Base – Lit / Num / Science	Test Base
My Maths	My Maths
My Happy Mind	MyHappyMind Ltd

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.