

Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Pawlett Primary School Academy
Number of pupils in school	2021-22 65 2022-23 70 2023-24 64
Proportion (%) of pupil premium eligible pupils	2021-22 26% 2022-23 34% 2023-24 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date this statement was reviewed	April 2022 Reviewed October 2022 <i>Reviewed October 2023</i>
Date on which it will be reviewed	October 2024
Statement authorised by	Emma Barker
Pupil premium lead	Emma Barker
Governor / Trustee lead	Denise Hurr

Funding overview

Detail	Amount
<i>Pupil premium funding allocation last academic year (2022-23)</i>	£27,970
Pupil premium funding allocation this academic year (2023-24)	£39,220
<i>Recovery premium funding allocation last academic year (2022-23)</i>	£2,025
Recovery premium funding allocation this academic year (2023-24)	£3,480

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,196
Total budget for this (2023-24) 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	£43,896

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the challenges all our children face, but with a particular focus on our most disadvantaged. When deciding on the most impactful course of action to support our children, we utilised the wealth of research conducted by the Education Endowment Fund (EEF) to help us make the right choices.

Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties; attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

We will ensure that teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas of improvement across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils;
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive pupil premium funding will be socially disadvantaged;
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for pupil premium funding. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged.

School Context

Pawlett Primary School Academy is a small rural primary school located in the village of Pawlett, which is nestled between Highbridge and Bridgwater in Somerset. We have 70 (64 2023-24) children on role from EYFS through to Year 6. We have three mixed aged classes – Reception/Year 1, Year 2 and 3, and Year 4, 5 and 6.

Ultimate Objectives

To narrow the gap between advantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach at least age related expectations at the end of KS2 and thus helping them to achieve GCSEs in English and Maths.

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	<p>Behaviour for learning</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to: lack of resilience, increase in mental health issues such as anxiety, speech and language difficulties, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Following the post-pandemic period, when teacher referrals for support markedly increased. 5 pupils (4 of whom are disadvantaged) required additional support with social and emotional needs, with 16 (14 of whom are disadvantaged) received small group interventions. In this last academic year, there has been a reduction in need however due to the practice in place at our school interventions/small group work has been planned for rather than a reactive measure. There is a mixture of practice in place including Forest School; speech and language; social and emotional support (including anger management; self-regulation work). Our continued investment (time and money) into the Thrive Approach has supported our preventative measures work most effectively.</p>
2	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 and 7% lower than for non-disadvantaged pupils. The number of PA children has increased and remains a significant issue in our school.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils and their families have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. (https://post.parliament.uk/covid-19-and-the-disadvantage-gap/)</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Discussions with families particularly during the pandemic have highlighted evidence of low aspirations, lack of cultural capital particularly in relation to enrichment activities and some evidence of a lack of family support. These challenges particularly affect our disadvantaged pupils and negatively impact upon their attainment.</p>

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
Progress in mathematics	By 2024-25 KS2 maths outcomes show that 100% of all including disadvantaged pupils meet at least the expected standard.
Progress in reading	KS2 reading outcomes show that 100% of all including disadvantaged pupils meet at least the expected standard.
Progress in writing	KS2 writing outcomes show that 100% of all including disadvantaged pupils meet at least the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
EYFS/Phonics and early reading	EYFS outcomes show that all including disadvantaged pupils meet at least a good level of development. Year 1 phonics outcomes show that 100% of all including disadvantaged meet expected standard. All pupils make good progress in their early reading development and those identified in the lowest 20% make accelerated progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure attendance of all children including disadvantaged children is above 96% The percentage of all pupils who are persistently absent being less than 5%(2021 data) and the figure among disadvantaged pupils being in line with their peers.
Improve the resilience, mental health and well being of the pupils and be able to support families where required.	Children and parents are more resilient and a robust attitude to learning and are more confident to experience new adventures.

Activity in this academic year 2022-23

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: £21,948

Activity	Evidence that supports this approach	Challenge number(s) addressed	IMPACT (April 2022) (July 2022) (July 2023)
Maintained staffing levels of teachers and support staff and high quality staff CPD is essential, including whole school staff meetings and INSET days. We are part of the Boolean Maths Hub and Unlocking Excellence English Hub, as well as the continuation of the use of NELI. To enable staff to professionally develop in the most efficient way possible, they are released once a term to allow for subject development and subsequent training for others. An introduction to an instructional coaching cycle also forms the bedrock of improvement in our QFT. Moderation and QA across other primaries will be essential in maintaining high levels of expectations for all, in particular our most vulnerable children. Trust-wide School Improvement Team focus this year on Attendance, Developing Staff and Tackling Disadvantages of which the Principal of PPSA is a team member of the third. Our school improvement plan main aim is developing all people at all levels to improve outcomes to all and we are dedicating 50% of staff meetings to how we achieve this and monitor the impact.	EEF principles. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2, 4, 5,	Separate Year 2 class for maths, others split 3&4, 5&6. More aligned to national curriculum progression and we can take advantage of mixed-age planning. KS1 PP are above national average in reading and maths KS2 PP are just below national average in R/W/M. 67% Y2 PP children have passed their phonics screen, with the remaining 33% to take again 2022. Area to work on writing/vocabulary. 50% PP children passed phonics screen in Year 1 (remaining 50% will take again in 2023) 100% PP children passed phonics screen in Year 2; KS1 PP 100% in reading, writing and maths Our PP children in Year 4 out performed our non-PP children in the MTC with a higher average score (21/25 compared to 19.5 for non-PP) KS2 PP 33% reading, 66% writing, 66% maths PP GLD 50%

			<p>100% PP children passed phonics screen in Year 1</p> <p>0% PP children passed phonics screen in Year 2;</p> <p>KS1 PP 25% in reading, writing and maths, 75% on track in science</p> <p>KS2 PP 50% reading, 0% writing, 0% maths</p>
<p>Additionally, this budget allows us to have our mixed-aged classes as three classes to allow for smaller class sizes, which in turn benefit the children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,2,4,5	<p><i>"The best thing I ever did was to move my children here; you listen and understand their needs and circumstances – thank you."</i> (parent KS2 children)</p> <p><i>"I believe I can achieve now; I am so secondary ready – thank you!"</i> (year 6 student)</p> <p><i>"I feel ready for my next stage of learning, I now love learning."</i> (year 6 student)</p>
<p>To support teaching and learning we are investing in a whole school approach to supporting social and emotional well-being (Thrive Approach). The budget affords us to put the right staffing in the right place for effective support to take place on a daily basis. Additional staff this year (2022-23) has increased the number of staff that need training. Our Learning Mentor also works as part of a team across three other primaries in the area to help support and share best practice.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.thriveapproach.com/impact-and-research/impact-of-thrive</p>	1,2,4,5	<p>Learning Mentor now able to work more effectively with children:</p> <p><i>'These sessions are really good fun. I like the activities that we do.'</i></p> <p><i>'I like getting to know people more and learning how to be a better friend.'</i></p> <p><i>"I feel I understand myself more, and that helps me understand others."</i></p> <p><i>"I am learning to regulate myself, so I can learn better."</i></p> <p><i>"I know more now - simples!"</i></p> <p><i>"School is good, I feel safe here."</i></p>

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

Budgeted cost: £10,974

Activity	Evidence that supports this approach	Challenge number(s) addressed	IMPACT (April 2022) (July 2022) (July 2023)
After school small group tutoring – targeted to fill gaps where required following on-going assessments	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 4, 5	<p><i>F said “doing Wednesdays has shown me I am smart and I know that if I want to pass Y6 then I need to try and I am.”</i></p> <p><i>“I have seen a big growth in confidence of how X approaches maths now.” (Parent)</i></p> <p><i>“I have noticed how much more resilient x is when facing anything to do with maths.” (class teacher)</i></p> <p><i>“I believe I can achieve now; I am so secondary ready – thank you!”</i></p> <p><i>“I am better at maths now, I can do it.”</i></p>
In-School Small Group Tutoring - targeted to fill gaps where required following on-going assessments	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 4, 5	<p>33% of Y2 PP had just 4 sounds a year ago (March 2021), by Sept 2021 this had risen to 27 sounds, now regularly 30.</p> <p>Reading stage – now on penultimate stage before being a ‘free reader’ from being on pink (start) just 12 months ago. Now can read 120mwords in 1 min (increase from 56 in Jan 2022).</p> <p><i>“I am better at reading now, because I practise every day, in school and at home.” (pupil voice)</i></p> <p><i>Phonics screen pass in June 2022.</i></p> <p><i>“Having 1:1 and small-group tutoring and time has been essential for the children who need it the most. I have seen confidence, knowledge and skills increasing on a daily basis.” (class teacher)</i></p>

			<p><i>"When I am not sure about things in class, I know I have another chance to learn in a small group. I am much happier that way."</i></p> <p><i>"I get to be heard in my small group, I feel more comfortable that way."</i> (Pupil voice)</p>
Copies of texts for all PP children and curriculum support /after school club materials	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 4, 5	<p><i>"I really like having a copy of the class book; it means I can spend time rereading parts from the day, and I get to know what is coming sooner than anyone!"</i> (pupil voice)</p> <p><i>"It makes me feel special."</i> (pupil voice)</p> <p><i>"I can't wait to read more next year, I used to dread reading and now I love it!"</i> (pupil voice)</p> <p><i>"Having my own copy of the book makes it so much easier when it comes to reading it in class, thank you."</i> (pupil voice)</p>
Additional external agency involvement to support most vulnerable children e.g. Educational Psychologist/SLE involvement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 3	<p>Targeted support for key chd inc. advice/signposting for parents</p> <p>MHST involvement with a family this term undertaking face to face sessions with a parent and child. Parents reported seeing a big difference at home.</p> <p>Use of external agencies has been invaluable this year and will continue to be this year.</p>

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

Budgeted cost: £10,974

Activity	Evidence that supports this approach	Challenge number(s) addressed	IMPACT (April 2022) (July 2022) (July 2023)
<p>Continue to embed the Thrive Approach to support social and emotional wellbeing across the school.</p> <p>Introduce and embed Family Thrive to help support our families as well as we do our children.</p>	<p>https://educationendowmentfoundation.org.uk/education-on-evidence/evidence-reviews/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2, 3, 5	<p>Delivered Thrive training to support staff. Focussing on the theory and basic 'tools' of Thrive and the neuroscience that underpins it. Great staff involvement and feedback of using techniques with positive outcomes. Staff have asked for advice on how to act with some behaviours that they are seeing.</p> <p><i>"Just wanted to say thank you for today's training, what you put together was really clear, interesting and useful and I really enjoyed it."</i> (LSA voice)</p> <p><i>'I have found that X is calmer when she comes into class and is easier to focus since starting Thrive sessions. She really loves going to Thrive sessions and will ask when she is going or want to see Mrs Jeffries. I find X is much more focussed, sits on the carpet listening and puts his hand up to participate since starting Thrive.'</i> (class teacher voice)</p> <p><i>"These sessions are really good fun. I like the activities that we do."</i> (pupil voice)</p> <p><i>"I like getting to know people more and learning how to be a better friend."</i> (pupil voice)</p> <p><i>"I feel so much stronger now, I am more resilient to deal with situations that I used to find hard."</i> (Pupil voice)</p>

			<p><i>"Our approach is felt everywhere." (teaching staff)</i></p> <p><i>"Respect is at the heart of this school" Ofsted, Sept 2023</i></p>
Increase in arts participation across the school to develop cultural capital of all	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 5	<p><i>Trip booked to East Quay Arts Space Term 6</i></p> <p><i>"I have never seen anything like it before – my idea of a gallery was nothing like this – it was great!" (pupil voice)</i></p> <p><i>"The art and activities we got to do there was really interesting – I would like to be an artist one day." (pupil voice)</i></p> <p><i>"The children came back truly inspired and this has stayed with them – the feeling of being able to explore and delve deep into their interests has nurtured their curiosity and given them the confidence to try new things." (Teacher voice)</i></p> <p><i>"They haven't stopped talking about it! We're going as a whole family now." (parent voice)</i></p> <p><i>"When can we go to more galleries? It was amazing" (pupil voice)</i></p>
Designated staff to support 1:1 and small groups in their social, emotional needs.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour	1, 2, 3, 5	<p><i>"I have found that having more time to support children 1:1/small groups has been invaluable for building a relationship with them and maintaining a bond with them that allows them to trust me. I can see this in the changes in their behaviour, they will seek me out to talk to me if needed, they are always happy to come for sessions and clearly enjoy the activities." (HLTA voice)</i></p>

			<p><i>"The progress the children have made in their social and emotional development has been visible. I have children that, at Christmas, could not engage for very long in the classroom now asking to do more and greater challenges."</i> (HLTA voice)</p> <p><i>"Now that we all know how to support social and emotional needs better in the classroom means we have a calmer, more productive environment where all children can learn more effectively."</i> (class teacher)</p> <p><i>"I am much more confident about myself, I can face new challenges now."</i> (Year 6 pupil)</p> <p><i>"I have seen a change in (her), ready for secondary now!"</i> (year 6 parent)</p>
<p>A lead practitioner in Thrive Approach, Mental Health in Schools lead – facilitate and organise and implement wider-strategies such as lunchtime clubs, family liaison, working with external agencies.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p>	<p>1, 2, 3, 4, 5</p>	<p>Completing Thrive training, ongoing SMHL training and PATH meeting has enabled us to have a clear vision of where we are, how we want to develop our Mental Health and Well Being within school and our next steps to achieve this. We have built, and continuing to, a wider network of external agencies and professionals that we can seek advice from or support them ourselves.</p> <p>Professionals Day Support Huntspill's LM Supervision Meetings MHST. Deliver staff training and support in Staff meetings</p> <p><i>"I found Tuning into Kids was fantastic to help me understand how to talk to</i></p>

			<p><i>my child and why they might act in certain ways at times. It has really helped us and I think that everyone should do it!</i> (parent voice)</p> <p>This has continued throughout the year and plans are in place for another course next year (with a whole group already signed up)</p> <p>The role of the MHST, learning mentor/Thrive Approach practitioner/Forest Schools teacher has developed positively over the year. She has trained all the staff with key strategies, hints and tips of how best to support children in their learning which will, ultimately impact on their outcomes (100% phonics pass of PP child in year 2 for example)</p> <p><i>“Our whole school Thrive Approach has no doubt, in my opinion, contributed to the positive social and emotional well being of our children and families.”</i> (Principal)</p>
<p>After-school clubs which include opportunities that are rich in the arts/drama/music will support building of cultural capital: raise aspirations and broaden experiences for all, but in particular our most disadvantaged children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,5	<p><i>‘I love Explorer’s Club because we can go and choose what we want to do. I love building things, I enjoy it loads, it’s my favourite club...ever!’</i> (pupil voice)</p> <p><i>‘I enjoy Art Club because I love crafting and drawing. It’s good because we try different things.’</i> (pupil voice)</p> <p>We are fully subscribed in all our after-school clubs, with some very popular clubs over-subscribed.</p> <p>This remains the same for the rest of the year and full diary of afterschool clubs</p>

			<p>are booked for the next academic year.</p> <p>Explorers' Club still remains the most popular club we have at school and is over-subscribed every single term.</p>
Instrument hire and tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 5	<p><i>"I have always wanted to play a real instrument – so it is great we now have the chance!"</i> (pupil voice)</p> <p><i>"It is so good that the children can bring the instruments home with them so we can hear what they have been learning."</i> (parent voice)</p> <p>The children have really enjoyed learning an instrument from an expert teacher. They have grown in confidence to try new things and performed at the end of the year to the rest of the school which they both enjoyed and felt really special about. <i>"I was so nervous about performing but afterwards I felt amazing – can I do it again?!"</i> (pupil voice)</p> <p><i>"I have asked for a ukulele for my birthday as I want to carry on learning and playing."</i> (pupil voice)</p>
Trips, residentials, increase in arts participation across the school etc	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 4, 5	<p>PLANNED and BOOKED: Terms 5&6</p> <p>Whole school trip to Carymore T6, Year 6 residential T6, East Quay Arts Space T6, Bridgwater Library, Bristol Museum</p> <p>Being able to take children out and about in terms 5 & 6 has been an absolute joy. The whole school trip to Carymore was a big success in many ways (build</p>

			<p>relationships; learn even more about the environment; taking children (safely) out of their comfort zones; build confidence and passion for an area some are really concerned about (it gave them tips for what they can do to help), continual engagement in learning after then event (bees in Heron Class).</p> <p><i>"I loved being on a bus, I could see so far."</i> (reception pupil voice)</p> <p><i>"My favourite bit was reading in a room of books, that felt really special."</i> (year 1 pupil voice)</p> <p><i>"The artefacts at the museum was awesome, they really were real and we got to hold them – wow, I feel very special!"</i> (year 3 pupil voice following a visit to Bristol Museum)</p> <p><i>"It was a real treat joining the children on their school trip – it made me realise how important these kinds of things are for children – it opens their eyes."</i> (voice of a year 1 parent helper)</p>
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Total budgeted cost: £43869

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 2022 to 2023 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 2021 to 2022 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?

Attainment for disadvantaged pupils was still below non-disadvantaged children in many areas in the 2022-23 academic year. However it is important to recognise that within this academic year we were still feeling the impact of the Covid-19 pandemic. Although we did not have school closures as we had previously, there was a great deal of absence from both children and staff as a result of the virus (and others) still being very present. There was, however, significant progress in the teaching of phonics due to the embedding of Read Write Inc to the schools. This enabled all pupils to make good progress in their phonics learning from their different starting points. There was also improved progress in reading and maths in KS2 following the development of a strong reading culture – however this is not reflected in the KS results, but the progress made by individuals was significant and ensured they were secondary ready. The embedded use of CPOMS online safeguarding portal was another positive development which now enables all staff to report robustly and consistently any safeguarding concerns shared with the safeguarding team. This procedure enables safeguarding leads to track concerns more effectively and ensure needs are met more efficiently both within school and with external agencies.

GLD Data	PP	Non-PP
PPSA	50%	100%

Phonics data	PP	Non-PP
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PPSA		
Year 1	100%	83%
Year 2	50%	90%
PPSA	PP	Non-PP
KS1		
Reading	25%	40%
Writing	25%	40%
Maths	25%	60%
KS2		
Reading	50%	67%
Writing	0%	56%
Maths	0%	44%

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
Nuffield Language Early Intervention (NELI)	Department of Education, Oxford University

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?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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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.