



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

This statement details our school's use of Pupil Premium funding for the 2023 to 2024 academic year 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 impact that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	St. Anselm's Catholic Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	6.42% (27 chn of 420)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Tania Hunt Headteacher
Pupil Premium lead	Alison Kelly-Keegan Deputy Headteacher
Governor lead	Linda Barnard Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,285
Recovery premium funding allocation this academic year School-led tutoring grant	£4,640
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	£43,925



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

Part A: Pupil Premium Strategy Plan

Statement of intent

*You may want to include information on: What are your ultimate objectives for your disadvantaged pupils? How does your current pupil **premium strategy plan work towards achieving those objectives? What are the key principles of your strategy plan?***

At St Anselm's, we believe that children learn best when they feel happy, secure and well cared for, therefore our first priority is the provision of strong pastoral care in a nurturing environment. We aim to develop in our children a passion and love of learning by providing an enriched, broad and balanced curriculum; that delivers a high quality, inclusive education for all, so that each may reach their full potential. Inclusion at St Anselm's ensures that teaching and learning meets the needs of all pupils. The needs of socially disadvantaged pupils are recognised and catered for within our curriculum. Barriers to learning could include: weak communication and language skills, lack of confidence or self-esteem, attendance and punctuality issues, more frequent behaviour difficulties. There may also be some complex family situations which prevent a child from flourishing. Vulnerable pupils with social and emotional needs are supported to improve their health and wellbeing, thereby removing barriers to learning and consequently fuller access to curriculum provision. It is our aim to ensure that vulnerable pupils similarly have access to a variety of enrichment activities such as the arts and extra physical activities funded from the pupil premium grant so that they too can develop their talents to the full. We have developed an extended extra-curricular provision to support this aim.

Our ultimate objectives for Pupil Premium children are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support children's mental health and wellbeing to enable them to access learning at an appropriate level.

Our plan will work towards these objectives by:

- Ensuring Quality First teaching is in place for all pupils, in all lessons,
- Rigorous tracking and monitoring of pupils' progress which identifies the priority for individuals or groups to receive extra provision funded by the pupil premium to help them achieve
- A clear assessment process to identify areas of achievement and carefully plan next steps for learning.

The key principles of our strategy plan are:

- Targeted interventions to effectively support children and enable access to learning
- Interventions are provided by suitably trained and qualified teachers and teaching assistants.



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

- Enabling access to enrichment activities such as sports, specialist music lessons, STEM, languages and the arts.
- Ensuring availability of wellbeing and mental health facilities including a learning mentor, school counselling service and Mental Health Lead, and the provision of a Mental Health First aider.
- Ensuring opportunities for personal development through Pupil Leadership, including School Council, Green Ambassadors, Wellbeing Ambassadors, GIFT team (pupil chaplains) and external visits and trips.
- Targeted daily early morning catch-up sessions for children achieving significantly below that expected for their age.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic barriers:</p> <ul style="list-style-type: none"> • A significantly lower percentage of pupil premium children are achieving expected in Reading, Writing and Maths in comparison to the cohort. • 33% of our children eligible for PP also have SEND needs.
2	<p>External barriers:</p> <ul style="list-style-type: none"> • Increased social and emotional needs / home pastoral care concerns for some children eligible for pupil premium - 15% needing additional support from Educational Psychologist, CCS Play Therapist or Wellbeing and Learning mentor. • Analysis of attendance data of children who were at the school in the previous academic year shows PP children had an attendance rate 2.12% lower than the school average 94.95%. • Poor attendance can affect learning opportunities and progress, particularly creating gaps of learning.
3	<ul style="list-style-type: none"> • Some children eligible for pupil premium do not have the same opportunities for enrichment activities as their cohort: sporting clubs, music.
4	<p>Barriers arising from current financial climate:</p> <ul style="list-style-type: none"> • Some PP families have experienced loss of work, financial hardship and changes in home circumstances. • A shift in children moving house, following changes of circumstances at home. • Some parents have reduced expectations of their children in terms of workload, homework and achievements. • Summer 2 2022-2023 data shows PP children working at ARE in Reading - 60%, Maths - 37%, Writing - 30%



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

	<ul style="list-style-type: none"> Lack of sustained engagement beyond initiatives, booster groups and enrichment activities. Attendance at boosters and various clubs can dip and it is difficult to engage in a sustained manner, week on week.
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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
To support families experiencing financial hardship and changes in family circumstances.	<p>£70 Uniform assistance for PP children. Hampers in summer/Christmas, SPA family fund to attend SPA activities including Summer and Christmas Fair.</p> <p>PP funding for residential school journeys, trips and extra-curricular activities.</p> <p>Theatre trips, musical events and creative arts opportunities given to PP children to ensure access to enrichment activities.</p>
<p>To give targeted support through extra tuition and small group teaching for children who are eligible for PP, looking particularly at those who have additional SEND needs.</p> <p>To increase the number of PP children with SEN meeting the year group expectations.</p>	<p>Individual support plans for children with SEN who are eligible for PP detailing the support received to ensure they reach their potential.</p> <p>Regular intervention and boosting in phonics, reading, writing and maths in addition to daily maths and English lessons.</p> <p>Regularly assess the impact of this support and adapt when needed.</p> <p>SENCO leads an intervention group of key targeted children in Year 3</p> <p>Learning Mentor session with PP child 30mins x3 per week, to narrow the gap in reading outcomes.</p> <p>TA phonics support with Y3 30mins x3 sessions per week to narrow the gap in phonics knowledge.</p>
<p>To ensure PP children in EYFS and KS1 reach the expected level in speaking and listening.</p> <p>To ensure all children with PP in EYFS and KS1 are supported to ensure they continue to progress in speaking and listening.</p>	<p>To baseline assessment of all EYFS language levels and plan teaching of language accordingly. To track speaking and listening in KS1 to ensure children are making the expected progress and are on track for meeting expectations.</p> <p>To plan focused small group activities to develop S&L in these classes and excel progress.</p> <p>To focus on speaking and listening during learning walks and in pupil progress meetings in EYFS and KS1.</p> <p>To use specific speaking and listening interventions to ensure clarity of language development.</p>
To ensure that all PP children are emotional and socially ready to learn, providing support when this is needed through enhanced PHSE provision, increased in-class support from the Class	Children are resilient, settled, happy and ready to learn. Teachers, TAs and wellbeing staff work closely with targeted PP children to build their self-esteem and resilience.



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

<p>Teacher and TA, support from the Wellbeing and Learning Mentor, play therapist or Educational Psychologist.</p> <p>To support any families who have difficulties at home in the best interest of the child.</p>	<p>Regular meetings to discuss SEMH difficulties regarding PP children.</p> <p>All PP children have wellbeing check ins with trusted member of staff.</p> <p>Targeted PP children have additional in class support in Maths and English, from Wellbeing Mentor to develop resilience and positive mindset.</p> <p>Wellbeing mentor session x1 per week 30 mins to support emotional wellbeing and boost attendance.</p> <p>All staff awareness to ensure that additional emotional needs of PP children are identified early.</p>
<p>To narrow the attendance difference between PP children and the school average.</p> <p>To work with parents to make sure PP children are meeting at least the school target attendance of 97%</p>	<p>To monitor the attendance of any child eligible of PP and work with parents to ensure they meet the school's attendance target.</p> <p>Attendance Support Plans agreed between parents and school, to facilitate an improvement in attendance for PP children.</p> <p>To raise the attendance of PP children so it is in line with their cohort. Weekly phone calls regarding attendance, support with accommodating attendance outside of school hours.</p>
<p>To ensure PP children have the same opportunities for enrichment activities as their cohort.</p>	<p>To offer all PP children at least one suitable school enrichment activity.</p> <p>All PP children attend additional small group teaching tailored to their additional needs, if required.</p> <p>Theatre trips, Music concerts and Creative Arts activities are targeted towards</p>
<p>To provide opportunities for pupil voice and personal development as required.</p>	<p>Regular check ins from TAs and class teacher</p> <p>Leadership opportunities (wellbeing ambassadors, number chums, GIFT team)</p> <p>Social skills support as required</p> <p>Social skills intervention Y6 targeted PP children.</p>
<p>To raise the attainment of PP children to ensure that more children are achieving Age Related Expectations and that some children are achieving at greater depth.</p>	<p>All children have the technology resources they need to fully complete and participate in home learning.</p> <p>Provide opportunities for all Pupil Premium children to access music, extra-curricular opportunities in sport, art, dance, school trips and residential school journeys.</p>
<p>To ensure financial circumstances are not a barrier to accessing extra-curricular or enrichment opportunities.</p>	<p>All extra-curricular providers are requested to offer at least one free PP place per club.</p> <p>PP children are representative in a wide range of pupil voice groups including School Council, GIFT team and Wellbeing ambassadors.</p>



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

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, retention and including recovery premium)

Budgeted cost: £ 27,889.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA & HLTA Interventions</p> <p><u>Reception (Motor Skills)</u> (£4.76 TA salary cost for 20 mins per week x 35 wks) = £166.60</p> <p><u>Year 1 (Phonics)</u> (£11.90 TA salary cost for 50 mins per week x 35 wks) = £416.50</p> <p><u>Year 1 (Handwriting)</u> (£9.52 TA salary cost for 40 mins per week x 35 wks) = £333.20</p> <p><u>Year 1 (Maths)</u> (£7.14 TA salary cost for 30 mins per week x 35 wks) = £249.90</p> <p><u>Year 2 (Maths)</u> (£7.14 TA salary cost for 30 mins per week x 35 wks) = £249.90</p> <p><u>Year 2 (Writing)</u> (£7.14 TA salary cost for 30 mins per week x 35 wks) = £249.90</p> <p><u>Year 2 (Handwriting)</u></p>	<p>EEF research supported interventions</p> <p>Reception (Ash): 2 PP children 20 mins per week, fine motor skills development session with TA – total 20mins</p> <p>Year 1: 2 PP children phonics session 10 mins x 5 times per week with TA – total 50 mins</p> <p>Year 1: 2 PP children 20 mins x2 per week handwriting development with TA. – total 40 mins</p> <p>Year 1: 2 PP children 30 mins per week maths skills with TA – total 30 mins</p> <p>Year 2: 3 PP children 30 mins Maths skills x 1 time a week with TA – total 30 mins</p> <p>Year 2: 3 PP children 30 mins writing development x 1 week with TA – total 30 mins</p> <p>Year 2: 3 PP children 20 mins</p>	<p>1, 2</p>



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

<p>(£9.52 TA salary cost for 40 mins per week x 35 wks) = <u>£333.20</u></p> <p><u>Year 2 (Phonics ELS Targeted)</u> (£21.42 TA salary cost for 90 mins per week x 35 wks) = <u>£749.70</u></p> <p><u>Year 3 (SPAG)</u> (£21.42 TA salary cost for 90 mins x 35 wks) = <u>£749.70</u></p> <p><u>Year 3 (Maths)</u> (£21.42 TA salary cost for 90 mins per week x 35 wks) = <u>£749.70</u></p> <p><u>Year 3 (Reading)</u> (£21.42 TA salary cost for 90 mins per week x 35 wks) = <u>£749.70</u></p> <p><u>Year 3 (Phonics)</u> (£28.56 TA salary cost for 120 mins per week x 35 wks) = <u>£999.60</u></p> <p><u>Year 4 (Maths & SPAG/Writing)</u> (£26.92 TA salary cost for 120 mins x 35 wks) = <u>£942.20</u></p> <p><u>Year 4 (reading spelling and phonics)</u> (£26.92 TA salary cost for 120 mins x 35 wks) = <u>£942.20</u></p> <p><u>Year 5 (Maths)</u> £11.90 TA salary cost 50 mins per week x 35 weeks = <u>£416.50</u></p> <p><u>Year 5 (Reading)</u> £11.90 TA salary cost 50 mins per week x 35 weeks = <u>£416.50</u></p> <p><u>Year 5 (Social skills)</u> £5.95 TA salary 25 mins per week for 35 weeks = <u>£208.25</u></p>	<p>handwriting session x2 per week with TA – total 40 mins</p> <p>Year 2: 2 PP children 30 mins x 3/week Phonics ELS targeted support - total 90 mins</p> <p>Year 3: 2 PP children SPAG support session 30 mins x 3 week with TA – total 90 mins</p> <p>Year 3: 2 PP children Maths skills session 30mins x 3 weeks with TA – total 90 mins</p> <p>Year 3: 2 PP children Reading intervention 30 mins x 3 week – total 90 mins</p> <p>Year 3: 2 PP chn Phonics ELS catch up session 30 mins x4 week – total 120 mins</p> <p>Year 4: 5 PP chn 40mins x3 week Maths and Writing/SPAG intervention with TA – total 120 mins</p> <p>Year 4: 2 PP chn 15mins x4 week Targeted Phonics and reading intervention (toebytoe) – total 120 mins</p> <p>Year 5: 2 PP chn maths skills intervention 25mins x2 week with TA – total 50 mins</p> <p>Year 5: 2 PP chn reading intervention 25 mins x2 week with TA – total 50 mins</p>
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St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

<p><u>Year 5 (reading)</u> £11.90 TA salary cost 50 mins per week x 35 weeks = <u>£416.50</u></p> <p>TOTAL £9,339.75</p>	<p>3 PP chn social skills intervention 25 mins x1 week with TA – total 25mins</p> <p>3 PP chn reading support 10 mins per day x5 week with TA</p>	
<p>Quality First Teaching</p>	<p>Research based outstanding teaching to ensure all learners are able to achieve</p> <p>Training for ECT teachers on Mastery approach in teaching of maths</p>	<p>1, 2</p>
<p>YEAR 6: Ass.Head, HLTA &TA Year 6 booster groups</p> <p><u>Year 6 (SPAG – HLTA)</u> (£12.33 HLTA salary cost for 45 mins x 27 wks) = <u>£332.91</u></p> <p><u>Year 6 (Maths Ass Head 14 weeks)</u> (£91.78 Ass. Head salary costs for 90mins x14 weeks = <u>£1,248.92</u></p> <p><u>Year 6 (Maths – Teacher 27 weeks)</u> £37.02 Teacher salary cost for 45 mins x 27 weeks = <u>£999.74</u></p> <p><u>Year 6 Reading Comprehension – Teacher)</u> £37.02 Teacher salary cost for 45 mins x 27 weeks = <u>£999.74</u></p> <p>TOTAL = £3.581.31</p>	<p>Year 6 booster programme before school sessions. We have identified key groups to achieve age related expectations, and some groups are targeted to achieve above age-related expectations.</p> <p>Year 6 SPAG booster group 1 PP child, taught by HLTA 45mins x1/week for 27 weeks – total 45 mins</p> <p>Year 6 Maths booster 1PP child 45mins,x2 week for 14 weeks – total 90 mins</p> <p>Year 6 1 PP child Maths booster to achieve age related expectations with teacher 45mins x1 week – total 45 mins</p> <p>Year 6 1 PP child Reading comprehension support group to achieve age related expectations 45 mins x1 week – total 45mins</p>	<p>1, 2 ,4</p>
<p>SENCo targeted reading interventions</p> <p><u>Year 3 (Reading)</u> (£32.31 SENCo salary costs for 45 mins x 27 wks) = <u>£872.35</u></p> <p><u>Year 4 (Reading)</u> (£32.31 SENCo salary costs for 45 mins x 27 wks) = <u>£872.35</u></p> <p><u>Year 5 (Reading)</u></p>	<p>Year 3: 2 PP children 45 mins per week reading intervention with SENCo – total 45 mins</p> <p>Year 4: 5 PP children 45 mins per week reading intervention using dyslexia specialist/SENCo – total 45 mins</p>	<p>1, 2, 4</p>



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

<p>(£32.31 SENCo salary costs for 45 mins x 27 wks) = <u>£872.35</u></p> <p>TOTAL = £2,617.05</p>	<p>Year 5: 2 PP children 45 mins per week reading intervention using dyslexia specialist/senco – total 45 mins</p>	
<p>HLTA and TA targeted Precision Teaching Interventions</p> <p><u>Year 4 (Precision Teaching)</u> (£28.56 TA salary costs for 120mins x 27 wks) = <u>£771.12</u></p> <p><u>Year 4 (Precision Teaching)</u> (£14.28 TA salary costs for 60mins x 27 weeks = <u>£385.56</u></p> <p><u>Year 5 (Precision Teaching)</u> (£14.28 TA salary costs for 60mins x 27 weeks = <u>£385.56</u></p> <p>TOTAL = £1,542.24</p>	<p>Year 4 PP child 30mins x4/week Precision teaching intervention with TA</p> <p>Year 4 PP child 15 mins x4 week precision teaching with TA</p> <p>Year 5 PP child 15 mins x4/week Precision teaching intervention with TA</p>	
<p>Access to extra-curricular activities, trips and clubs.</p> <p><u>Uniform cost support</u> (£70 * 27 pupils) = <u>£1,890</u></p> <p><u>Y6 school trip</u> (£580 per child x 6 pupils) = <u>£3,480</u></p> <p><u>Class trips</u> (£15 per trip x 27 pupils x 2 times a year) = <u>£810</u></p> <p><u>OSC & Clubs attendance</u></p> <p>= <u>£ 3,549.30</u></p>	<p>Uniform cost assistance £70 per child</p> <p>Trips and visits subsidy: Year 6 school trip: 6 PP children full cost of PGL residential £580 per child</p> <p>27 PP children 2 trips per year (approx. cost £15 per trip)</p> <ul style="list-style-type: none"> • A&J Soccer 1 x PP children £98 per term per child • OSC 3 PP pupils @ £25.50 per week 35 weeks • Stomp Dance 1 PP pupil £10 per week 27 weeks • Gymnastics Club 1 PP pupil £7.40 per week 27 weeks • Computing Club 2 PP children £16 per week 27 weeks • Recorder Club 4 PP children • Choir 3 PP children • Champions of Antarctica Club 1 PP child 	<p>3</p>



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

<p><u>Music tuition</u> (£255 x 4 PP chn) = <u>£1,020</u></p> <p>Ukelele £15 each x4 PP chn = <u>£60</u></p> <p>TOTAL £10,809.30</p>	<p>Instrumental music tuition 4 PP children £255 per year.</p> <p>Ukelele x4 PP children at £15 each</p>	
<p>Teaching Total: £27,889.65</p>		

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

Budgeted cost: **£8,353.8**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One reading support session (£11.90 TA salary costs 50 mins per week x 27 weeks) *26 pupils</p> <p>TOTAL £8,353.80</p>	<p>26 PP children receive 1:1 10mins reading daily with a teacher or TA. 5 days per week – total 50 mins</p>	
<p>Targeted Academic Support Total £8,353.80</p>		

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

Budgeted cost: **£22,656.90**

Activity		Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor</p>		13.97	1, 2, 4



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

<p><u>Year 5 (Emotional)</u> £10.11 Well Being salary cost for 40 mins x 35 weeks = <u>£353.85</u></p> <p>£11.37 Well Being salary cost for 45 mins per week x 35 weeks = <u>£397.95</u></p> <p><u>Year 1 (English)</u> £45.47 Learning Mentor salary cost for 180 mins x 35 weeks = <u>£1,591.45</u></p> <p><u>Year 2 (English)</u> £14.28 Learning Mentor salary cost for 60 mins per week x35 weeks = <u>£499.80</u></p> <p><u>Year 4 (English)</u> £22.74 Learning Mentor salary cost for 90 mins per week x 35 weeks = <u>£795.90</u></p> <p><u>Year 4 (Reading)</u> £22.74 Learning Mentor salary cost for 90 mins per week x 35 weeks = <u>£795.90</u></p> <p><u>Year 5 (Reading)</u> £45.47 Learning Mentor salary cost for 180 mins x 35 weeks = <u>£1,591.45</u></p> <p><u>Year 5 (Writing)</u> £7.58 TA Learning Mentor salary 30 mins per week x 35</p>	<p><i>Year 5: 1 PP Child support session with learning mentor to support emotional regulation, address attendance difficulties and school based anxiety 40 mins x1 week – total 40 mins</i></p> <p><i>Year 5: 1 PP child has 15 minute emotional regulation support session x3 week – total 45 mins</i></p> <p><i>Year 1: learning mentor supports 1 PP child for 90 mins twice per week English, Phonics and writing (3 hours total) total 180 mins</i></p> <p><i>Year 2: Learning mentor support 1 PP child with phonics, writing and spelling 1 hour per week total 60 mins</i></p> <p><i>Year 4: 1PP child 90mins x1 week supporting English (reading, writing and spelling) with Learning mentor total 90mins</i></p> <p><i>Year 4: 1PP child 30 mins x3 week, targeted Reading support with Learning Mentor – total 90 mins</i></p> <p><i>Year 5: 1 PP child Learning mentor support English (reading, writing and spelling) 90mins x2 week TA (JM)</i></p> <p><i>Total 180 mins</i></p> <p><i>Year 5: 2PP chn targeted writing intervention 30 mins x1 week with</i></p>
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St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

weeks x 2 pupils = <u>£530.60</u> TOTAL £6,556.90		Learning mentor (JM) total 30 mins	
<u>Play Therapist</u> £115 x 2 pupils 120 mins x 35 weeks = <u>£8,050</u>		2 PP children Catholic Children's Society therapist weekly check this cost total 120 mins	2, 4
Wider Strategies Total £14,606.9			

Total budgeted cost: £50,850.35

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

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?



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2023 – 2024

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	N/A

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

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.