

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Hethersett VC Primary
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<u>25/26</u> 26/27 27/28
Date this statement was published	26 September 2025
Date this statement was reviewed	22 September 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Matthew Parslow-Williams
Pupil premium lead	Jo Moir
Governor / Trustee lead	Duncan Slack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,498
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,498

Part A: Pupil premium strategy plan

Statement of intent

Hethersett VC Primary School empowers its children and their families to flourish and grow. Creativity, compassion, responsibility, the love of learning to gain knowledge and wisdom, combined with Christian values shape our inclusive education.

Together, we are stronger, respecting ourselves and others to create a successful and healthy future.

Our aim is for all pupils to make progress, regardless of their background, by identifying key barriers and finding solutions to overcome them. We do this by providing a strong team of qualified, well-trained staff, proven resources, exciting opportunities and a vision that promotes the positive ethos of the school.

We value each child by getting to know their strengths, weaknesses and characteristics. These are what makes them who they are. With this knowledge we can offer early support when needed, to give them self-belief and a love of learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low prior attainment</p> <p>A major piece of research published by the EEF in November 2022, showed evidence that schools were still facing big challenges supporting pupils from disadvantaged backgrounds and low attaining pupils because of the covid-19 pandemic. In October 2023, three years on from the pandemic, NFER published an article on research carried out by them that suggested there had been some encouraging signs of recovery but there was still an impact on the very lowest attainers and on disadvantaged pupils. The cohort of children from this study now form our Y5 and Y6 year groups and, as a result, we will continue to focus on low prior attainment as a key challenge.</p> <p>In our school, although the Good Level of Development (GLD) in Early Years shows a positive upward trajectory, increasing from 57.63% in 2024 to 61.54% in 2025, we have identified that literacy and maths require further targeted intervention. Despite minor improvements from 2024 to 2025 with Maths increasing from 67.80% to 73.08% and Literacy from 67.80% to 75.00%, these remain our lowest performing early learning goals.</p>
2	<p>School attendance</p> <p>We recognise that some children find it harder to attend school than others. For those that find it difficult, we work together with their families to identify the barriers and put strategies in place to remove them.</p> <p>Data produced by the DfE shows that in 24/25, 28 pupils were persistent absentees, of which 12 (42.85%) were eligible for Pupil Premium.</p> <p>School persistent absence in 23/24 was below national at 10.2%. Last year data showed persistent absence in school as 14.5%, still below national at 22.3% but an increase for our school.</p>

	<p>School attendance is regularly reviewed throughout each academic year and this strategy is updated accordingly.</p> <p>Attending school is important to a child's achievement, wellbeing and development. Research by the DfE has shown that pupils who performed better at the end of primary and secondary school missed fewer days than those who didn't perform as well.</p>
3	<p>Parental engagement</p> <p>Involving parents in their children's learning can have a positive impact. The Education Endowment Foundation has carried out extensive research and their findings show on average it adds 4 months' additional progress.</p> <p>Investigation at our school has found that it is less likely for parents of children from disadvantaged backgrounds to attend events where they themselves may feel anxiety. From this, we will look at a variety of ways we can encourage all parents to engage in their children's learning.</p>
4	<p>Social, Emotional and Mental Health</p> <p>Social and emotional skills are vital for a child's development and research has shown they aid positive outcomes in later life. They can relate to physical and mental health, academic achievement and school readiness, crime, employment and income.</p> <p>Social and Emotional Learning (SEL) is a process through which children learn to understand and manage their emotions. It helps them to set positive goals and achieve them as well as establishing and maintaining positive relationships showing empathy for others.</p> <p>Through SEL, children are given the tools and resources to deal with mental health challenges they may face, particularly those that may impact their life, learning and well-being. Examples include difficulties in interaction with their peers, concentration and regulating their own emotions.</p> <p>Evidence suggests that the teachers and other school staff benefit from SEL through a less disruptive and more positive school environment.</p>
5	<p>Cost of Living Crisis</p> <p>The cost-of-living crisis has put additional stress on families, not just those from disadvantaged backgrounds. We feel it is vital to recognise this and have a contingency to support those in need.</p> <p>Children can be affected by factors such as food insecurity, mental health, poverty risk, difficulties accessing nutritious food and rising support needs.</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
<p>Low Prior Attainment</p> <p>To improve outcomes for Pupil Premium pupils</p> <p>To maintain high quality teaching and learning</p>	<p>Gap between outcomes for PP compared to non-PP children reduced.</p> <p>PP pupils make at least expected progress.</p>
<p>To improve school attendance</p> <p>For all pupils' attendance, including those from disadvantaged backgrounds, to be in line with our whole school target of 96%</p>	<p>For all pupils to look forward to and enjoy being at school by providing an interesting and stimulating curriculum being taught by high quality teachers and classroom support staff.</p> <p>Attendance to be regularly monitored and analysed to identify pupils or groups that need support and then put effective strategies in place.</p>

	To build strong relationships with families by listening to them so that we can understand the barriers to attendance and work together to remove them.
<p>To improve parental engagement</p> <p>For parents to feel confident in supporting their child's learning at home and in school, and for children to have a good experience with positive outcomes.</p>	<p>PP pupil parents participate in school events (parents evening, sports day etc).</p> <p>All parents are kept informed of news and events by text, email, newsletters etc.</p> <p>For parents to feel comfortable coming into school to share their children's learning.</p> <p>For parents to feel able to read and talk with their children at home, or to join in with activities at school.</p> <p>For parents to feel supported and well-informed of their child's progress and how they can be helped at home.</p>
<p>Social, Emotional and Mental Health</p> <p>For children to feel self-worth and value, that they are listened to and that they have positive outcomes in their future lives.</p>	<p>Curriculum continues to be exciting and well-balanced so all children leave with the knowledge they need for later life</p> <p>Staff feel supported and that their well-being is considered enabling effective development and monitoring of their subjects</p>
<p>Cost of Living Crisis</p> <p>For all children to be able to participate in activities alongside their peers.</p>	<p>For pupils from all backgrounds to be able to enjoy activities and events</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: £ [23,432]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Release time for Early Reading Leads</i>	EEF Toolkit - Phonics Release time for both EYFS teachers to ensure a collaborative approach to literacy, where systematic teaching is key.	1, 2, 3, 4
<i>Teaching Assistant CPD</i>	EEF Toolkit - Teaching Assistant Interventions The School offers high quality CPD to our Teaching Assistants so they can work alongside the class teacher. Teachers and Teaching Assistants attend the same CPD where relevant, ie, Maths No Problem!, Phonics.	1, 2, 3, 4
<i>Maths CPD</i>	Maths lead has attended CPD delivered by leading professionals. Maths lead uses acquired knowledge to form a robust system of monitoring and mentoring for all classroom staff Maths No Problem! whole day training for classroom staff on Inset Day Sept 2024 – knowledge gained from this is passed to new staff.	1, 2, 3, 4
<i>Staff CPD</i>	Annual subscription to VNET Education CIC. Membership provides a partnership approach to school improvement. Includes school improvement visits, peer review and in-person professional communities.	1, 2, 3, 4
<i>WalkThrus</i>	Evidence based teaching strategies rooted in a deep understanding of how learning works, enabling teams of teachers and their leaders to develop a shared understanding of key techniques. Each WalkThru breaks teaching techniques down into five clear steps.	1, 2, 3, 4

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

Budgeted cost: £ [39,732]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistants</i>	<p>EEF Toolkit - Teaching Assistant Interventions</p> <p>When trained to deliver targeted interventions, teaching assistants are effective</p> <p>At Hethersett VC Primary School we ensure teaching assistants are trained and managed to deliver high quality interventions and build on the teacher's lesson</p> <p>EEF Toolkit - One to One Tuition</p> <p>Evidence shows one to one tuition is very effective at improving pupil outcomes</p> <p>EEF Toolkit - Small Group Tuition</p> <p>Targeted tuition to a small group of pupils, not just low attainers but also to challenge and ensure progress for all</p>	1, 2, 3, 4
<i>Handwriting scheme of work (Letter-Join)</i>	<p>Letter-Join is a whole school handwriting scheme. This approach means children improve their skills as they move through school, building on what they have already learnt</p>	1, 2, 3, 4
<i>Spelling Programme</i>	<p>Mastering Spelling has been developed by teachers to provide progression throughout school by building on phonics programmes.</p>	1, 2, 3, 4
<i>Little Wandle Letters and Sounds</i>	<p>Little Wandle Letters and Sounds is a programme that ensures a high-quality consistent teaching of phonics and early reading for every class</p> <p>This programme reduces staff workload and promotes a joy of reading</p>	1, 2, 3, 4
<i>Learning resources</i>	<p>Emphasis put on good quality, sustainable resources to support teaching and learning across the whole curriculum, particularly in maths and English</p>	1, 2, 3, 4, 5
<i>Subject leader release time</i>	<p>Cover supervisor employed to enable regular robust subject development, observations and improvement</p>	1, 2, 3, 4
<i>Personal development opportunities (Young Leaders, CAP, CSF Respect project)</i>	<p>Bringing experts in to develop pupils' skills and self-belief. Examples include:</p> <p>CSF Primary League Stars</p> <p>Young Leaders Award</p> <p>Christians Against Poverty</p>	2, 3, 4, 5
<i>Maths No Problem!</i>	<p>Maths No Problem!</p> <p>Continued use of a whole school maths mastery scheme so pupils build on and embed existing knowledge</p> <p>Resources relevant to the scheme purchased to support teaching and learning</p>	1, 2, 3, 4,
<i>Pathways to Write</i>	<p>Pathways to Write is a writing programme for primary schools to develop vocabulary, reading and writing skills through the mastery approach.</p>	1, 2, 3, 4

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

Budgeted cost: £ [59,323]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Matters</i>	<p>Family Matters offers a range of services tailored to the needs of pupils and their families.</p> <p>Toolkits of parenting strategies to support families in their own unique situation</p>	2, 3, 4, 5
<i>Pupil Wellbeing through Sports and PE</i>	<p>Sports in school improves self-esteem, reduces depression and anxiety. It allows pupils from a young age to develop social skills to work with other teammates, make new friends and learn how rewarding it can be.</p> <p>Participation in sports creates a healthy body and mind. Pupils are encouraged to work together in teams, which helps to build relationships.</p> <p>Children become more confident in their own abilities grows as they learn.</p> <p>Hethersett VC Primary School is fortunate to have a swimming pool and all children at the school have regular lessons.</p>	1, 2, 3, 4, 5
<i>Extended schools' provision</i>	<p>Outside providers and staff offer several activities after school, including but not limited to:</p> <ul style="list-style-type: none"> Archery Football Multisports Dodgeball Gymnastics Drama Music Kayaking Science Golf 	1, 2, 3, 4, 5
<i>Holiday Activities and Food programme (HAF)</i>	<p>HAF Programme</p> <p>Organised and run by our existing sports provider, HAF offers a programme of activities and food during holiday times promoting a healthy lifestyle.</p>	1, 2, 3, 4, 5
<i>Trips and visits contributions</i>	<p>Pupil Premium eligible children receive an 80% discount on all visits and trips to ensure attendance and full engagement equal to that of their peers</p>	1, 2, 3, 4
<i>Breakfast and Afterschool club provision</i>	<p>Breakfast and After School Club run by school staff gives pupils the opportunity to have healthy food at the beginning and/or end of the day.</p> <p>Activities, toys and games purchased to ensure a relaxed and exciting environment.</p>	2, 3, 4, 5
<i>Development of lunchtime and playtimes</i>	<p>Sports Provider leads lunchtime activities for all year groups</p> <p>MSAs encourage pupils to be active and support them with the use of equipment and resources purchased, some of which are stilts, diabolos, football rebounder.</p> <p>Playground Pals and Sports Leaders are pupil led incentives to support all pupils at break times, with particular focus on the younger year groups.</p>	2, 3, 4, 5

<i>Subject Cafes</i>	Subject leaders organise and run “cafes” after school hours so that parents can see how their children are taught and what resources are being used. This approach encourages parental engagement and enables a better quality and informed support at home.	1, 2, 3, 4, 5
<i>Pupil Premium Champion and Pupil Premium Staff Member</i>	Pupil Premium staff to ensure funds are appropriate spent and whole school understanding of and co-operation with the use of the funding received	1, 2, 3, 4, 5

Total budgeted cost: £ [122,487]

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 2024 to 2025 academic year.

Number of PP eligible pupils at end of year 2024 to 2025	41
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Teaching (for example, CPD, recruitment and retention)

Target	Outcome	Next Steps
<p>Release time for Early Reading Lead For Early Reading Lead to be given time to effectively maintain a systematic scheme where children make best progress</p>	<p>A successful, high-quality programme of phonics delivered effectively by key staff. All relevant classroom staff trained to a high standard using the same systematic approach. Work continues to be in conjunction with the Wensum Hub, which demonstrates exceptional standards in phonics and reading attainment.</p>	<p>Early Reading Lead to continue monitoring and working with the Wensum Hub to establish catch up and embed existing practice. To continue meeting with Teaching Assistants for practice sessions and training. Early Reading Lead moved from EYFS class teacher to Y1 to develop a deeper understanding of progression in this subject area.</p>
<p>Teaching Assistant CPD To create a happy classroom environment with high quality teaching and learning, where teaching assistants make a positive contribution to pupil progress through programmes of training and monitoring</p>	<p>A targeted approach managed by our SENDCO who delivers training to ensure high quality support in all year groups. Class teachers are also trained to ensure the most effective direction is given to teaching assistants maximising the impact of the support given to pupils. A reduction in the workload of teachers through positive communication and collaboration.</p>	<p>To continue to ensure all training is up to date and targeted to maximise impact. Newly recruited teaching assistants to be trained as soon as possible after their start date to ensure a structured and consistent approach to interventions.</p>
<p>Maths CPD For the Maths Lead to be well-informed and confident to lead this subject across the whole school</p>	<p>Maths lead has attended CPD delivered by leading professionals. Maths lead uses acquired knowledge to form a robust system of monitoring and mentoring for all classroom staff using a structured teaching scheme.</p>	<p>Maths Lead will continue to attend CPD to keep up to date with any new initiatives. Maths Lead will continue to attend VNET professional networking community meetings.</p>

	Whole classroom staff training from Maths No Problem to embed current practice and introduce new.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Outcome	Next Steps
<p>Teaching Assistants</p> <p>To create a happy classroom environment with high quality teaching and learning, where teaching assistants make a positive contribution to pupil progress</p>	<p>At Hethersett VC Primary School, our teaching assistants are trained to a high standard and supported by class teachers and SLT, including our SENDCO.</p>	<p>SENDCO to continue management of TA training, ensuring their knowledge is current to enable high quality support.</p> <p>Newly recruited teaching assistants to be trained as soon as possible after their start date to ensure a structured and consistent approach to interventions.</p>
<p>Handwriting scheme of work (Letter-Join)</p> <p>For all children to write letters correctly, improving their skills as they progress through school</p>	<p>Whole school scheme so children build on their knowledge and improve skills.</p> <p>The scheme encourages children to practise good pen control leading to neat and fluent handwriting.</p> <p>The teachers are supported by resources appropriate for each level, reducing their workload and planning.</p>	<p>To continue to embed this scheme across the whole school.</p> <p>English Lead will continue to monitor and evaluate annually.</p>
<p>Spelling Programme</p> <p>For children to develop their skills in spelling</p>	<p>Mastering Spelling has been developed by teachers to provide progression throughout school by building on phonics programmes.</p> <p>After a successful trial in Y4, the programme has now been rolled across years 2 – 6.</p>	<p>To continue to embed spelling skills.</p> <p>English Lead will continue to monitor and evaluate annually.</p>
<p>Little Wandle Letters and Sounds</p> <p>For all children to enjoy reading for pleasure</p>	<p>Little Wandle Letters and Sounds is a phonics programme that uses the latest evidence-based understanding of how children learn and is validated by the Department for Education.</p> <p>All teaching and support staff who work with the children have received the same full training to ensure consistency throughout the scheme.</p> <p>Linked with Wensum English Hub who visit and observe</p> <p>There has been a reduction in staff workload as the programme includes planning and content for every lesson with guidance and resources.</p> <p>The programme is managed and monitored by the Early Reading Lead, who arranges coaching sessions reflecting observations made.</p>	<p>Early Reading Lead to continue to train staff in the delivery of this programme.</p> <p>The purchase of new and additional resource cards to enhance the teaching and learning experience by making more available.</p>

<p>Learning resources</p> <p>To ensure all resources purchased are of a good quality and sustainable to support teaching and learning across the whole curriculum giving pupils the best possible education</p>	<p>Resources are well maintained and cared for to ensure all children have the same opportunities whilst protecting the school budget.</p>	<p>To continue.</p>
<p>Subject leader release time</p> <p>Leaders of all subjects are given appropriate release time to monitor the delivery and outcomes of their curriculum area, and to make improvements where necessary</p>	<p>Staff have benefited from being given this non-contact time to manage their subjects and say it has had a positive effect on their well-being and time management.</p>	<p>Continue to monitor to ensure we are getting the best value and most impact from this incentive.</p> <p>Feedback from staff is positive so continue with this support.</p>
<p>Personal development opportunities (CAP, CSF Respect project)</p> <p>For all children to learn about the school values and how these can be applied to help themselves and others</p>	<p>All pupils have enjoyed expertise from external providers who have focused on the school vision as set out in our Statement of Intent at the beginning of this document.</p>	<p>To continue with CAP and the CSF Primary Stars Respect programme.</p>
<p>Maths No Problem!</p> <p>For every child to become a confident mathematician</p>	<p>We continue to use this scheme of work from Y1 to Y6.</p> <p>Pupils benefit from a systematic approach using the same characters and language throughout.</p>	<p>Ongoing – we continue to embed this scheme of work.</p> <p>Maths Lead to review annually.</p>
<p>Oak National Academy – writing curriculum</p> <p>For children to be able to read and write creatively and independently</p>	<p>Monitoring each half term through drop ins, book looks, pupil and staff voice, environments, data analysis.</p> <p>Following a review and feedback from staff, we will no longer use Oak National Academy.</p>	<p>The school has transitioned to a new scheme, Writing Pathways. Initial feedback has been very positive. A full review and formal staff feedback will take place at the end of the academic year to assess the impact and inform next steps.</p>

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

Activity	Outcome	Next Steps
<p>Family Matters</p> <p>For pupils and their families to feel they are listened to, supported and valued</p>	<p>Family Matters has provided an independent service who come into school to speak to the pupils but also visit families in their homes.</p> <p>Due to increased demand, we developed a structured programme so that more pupils can be reached.</p>	<p>To continue with a structured approach.</p> <p>Children and their families are given a programme of support for a set number of sessions after which they are given advice on agencies who may be able to offer on-going support.</p>
<p>Pupil Wellbeing through Sports and PE</p>	<p>The School employs the services of Premier Education not only for curriculum and after school sports, but also during the lunchtime period to encourage pupils to enjoy physical activity.</p>	<p>To continue providing the additional input from Premier Education.</p>

For pupils to have the opportunity to participate in a variety of sporting activities as part of the curriculum, after school and off site.	We have purchased two electronic Activall boards to encourage all children to be active whilst developing their hand/eye co-ordination. MSAs encourage and assist children to participate in sporting activities over the lunchtime period.	To support MSAs with appropriate training and resources to work with children over the lunchtime period.
Extended schools' provision For all pupils, including those from disadvantaged backgrounds, to be given the opportunity to participate in a variety of activities, which, for some, would be out of reach	Activities outside of school hours have been widely popular with pupils. However, where a group has had a low uptake, the school has worked with the provider to find out why and what improvements could be made to the offer, even replacing the activity if necessary.	Research other sports/activities available to ensure we are getting the best options for the children. Use pupil voice to gain valuable feedback on activities already offered and potential future ones.
Holiday Activities and Food programme (HAF) For pupils, particularly those who are eligible for Free School Meals, to be active and receive healthy and nutritious meals during the school holidays	This programme runs at Hethersett VC Primary School every holiday, including half term breaks. The programme is open to children who do not attend this school, so the children are encouraged to socialise.	To continue working with our provider and make the school available during the holiday periods. Ensure details are sent to all PP families in good time and encourage participation where appropriate.
Trips and visits contributions To ensure pupils from disadvantaged backgrounds are able to attend and be fully engaged in visits, trips and activities equal to their peers	Although contributions for trips are voluntary, this incentive has helped to make visits possible for all children to enjoy. We have now extended it to after school activities, which means more PP eligible pupils are able to participate.	To continue subsidising trips and activities for eligible pupils. The school has funded more than £1.2k in the 24/25 academic year.
Breakfast and Afterschool club provision For pupils to enjoy healthy and nutritious food at the start and end of the school day, as well as socialisation with others from all year groups	Attendance at our Breakfast and After School Clubs has reached pre-pandemic levels and, on some days, the number has risen. Places are always available for children eligible for PP.	Ongoing – we continue to monitor the numbers and will adjust the provision accordingly to ensure we can reach all.
Development of lunchtime and playtimes For children to enjoy active break times where they feel supported and safe	Sports Provider leads lunchtime activities for all year groups. MSAs encourage pupils to be active and support them with the use of equipment and resources purchased, including stilts, diabolos and ball games.	To maintain the playtime sports equipment so that it is always available for the pupils. Premier Education to continue working with MSAs and Sports Leaders at lunchtimes.
Subject Cafes For parents to be confident in supporting their children's learning through demonstration and guidance by qualified teachers	Whilst subject cafes are well attended, it is often the case that families of pupils from disadvantaged backgrounds do not participate.	To investigate strategies to encourage the involvement of more families of pupils from disadvantaged backgrounds to participate. Cafes in maths, SATs and EYFS are planned for the 25/26 academic year.
Pupil Premium Champion and Pupil Premium Staff Member	Responsibility has been divided between a finance/admin role and a curriculum one. By doing it this way, we ensure there is discussion and that the workload and decision-making does not fall onto one	The Pupil Premium Champion attends all Governing Body meetings.

To ensure funds are appropriately spent, that the staff is aware of PP eligible pupils and understand how the funding is utilised	member of staff. It also ensures statutory deadlines are met in a timely manner and Governors are kept well-informed.	
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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
Maths No Problem!	Maths No Problem!
Oak National Academy	Oak National Academy
White Rose Maths	White Rose Maths
Times Tables Rockstars	Maths Circle Ltd
Christians Against Poverty (CAP)	Raise Kids Work
Little Wandle	Little Wandle
CSF Primary League Stars	Norwich City Community Sports Foundation
Letter-Join	Letter-Join
Family Matters	YMCA Norfolk
Pathways to Write	The Literacy Company

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.