Educational Diversity Premium Strategy Statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Educational Diversity
Number of pupils in school	254 (2021-22) 222 (2022-23) TBC (2023-24)
Proportion (%) of pupil premium eligible pupils	167 (65%) (2021-22) 156 (70%) (2022-23) TBC (2023-24)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	November 2021
Dates on which it will be reviewed	September 2022 September 2023 September 2024
Statement authorised by	Management Committee
Pupil premium lead	Victoria O'Farrell
Governor / Trustee lead	Nicola Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,065 (2021-22) £109,832 (2022-23)
Recovery premium funding allocation this academic year	£24,287 (2021-22) £50,055 (2022-23) TBC (2023-24)
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	£158,352 (2021-22) £159,887 (2022-23) TBC (2023-24)
denotes figures at the time the PP strategy was originally written. Our PP figures fluctuate due to our context of a constant changing pupil roll.	

Part A: Pupil premium strategy plan

Statement of intent

The purpose of this Pupil Premium Strategy is to support each student in their academic, spiritual, moral, cultural, social, emotional and physical development. We recognise that many of our students experience a variety of challenges that present barriers, which can impact upon their ability to achieve their potential.

Educational Diversity has an approach which aims to identify, understand, nurture and meet the various needs of our students, so as to develop resilient learners who are confident to engage and achieve. Every effort is made to build positive relationships and to give young people the sense of belonging to our community. From this, their self esteem improves, impacting upon their engagement with learning. We believe that every young person has a strength to be harnessed, even if they themselves have not yet identified it.

We recognise that some of the barriers for our school community include: attendance to school, financial hardship, poor literacy skills, low aspirations, mental ill-health, undiagnosed and unmet SEND including Speech Language and Communication Needs (SLCN)

Our aim is to re-engage students in their learning and prepare them for the future so that they can achieve the best that they can, progress into meaningful further education, employment or training and make a positive contribution to society.

The key principles of this plan are to:
- Foster positive relationships so that all students engage with their learning and believe they can achieve
- Improve our students' literacy skills
- Improve our students' attendance
- Improve opportunities so that all students widen their experiences and achieve
- Improve life chances so that when our students leave school they are successful

Challenges

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

Challenge number	Detail of challenge
1	Language and literacy skills - Language and literacy skills are low, with a high percentage of our cohort working at Stanine 1, 2 or 3 in reading. - A high proportion of our students have a speech, language and communication need, which influences their ability to comprehend and access learning. - A high proportion of children join Educational Diversity with undiagnosed or unmet learning needs which in turn reduces academic progress.
2	Attendance rates of pupils

	- Attendance and punctuality rates are low, therefore reducing access to school hours and learning opportunities. - The legacy of Covid-19 lockdown has continued to impact upon the attendance of our children and on the marginal gains that had been achieved prior to the lockdowns. - Due to the increase of higher level mental health needs, including suicidal ideation and CASHER NHS referrals, an increase in the need for reduced timetables has been required, impacting on access to learning opportunities. - Due to a need to manage and support the high risk behaviours of individuals, there is a need to provide a bespoke curriculum that meets their holistic needs. - Increasing attendance for children accessing home tuition due to complexity of needs (medical / social) is challenging. - Students attending KS4 Pegasus can struggle with their motivation, impacting upon their attendance and engagement.
3	Social skills and emotional resilience - Many young people join Educational Diversity with negative experiences of education and learning. This impacts on their confidence, attitude and engagement in learning. - A significant number of children engage in anti-social and offending behaviour in the community. This increases risks of criminalisation and negative and potentially harmful 'survival skills'. This impacts holistically. - 100% of our cohort experience some form of SEMH needs. SEMH issues for pupils can have a detrimental impact on their academic progress and that of their peers. Many lack confidence in themselves and their ability and do not have the resilience to cope with setbacks and face new challenges. - A significant number of children have mental health needs that escalate to hospitalisation. There is a risk of developing negative and harmful coping strategies, impacting on their confidence and resilience.
4	Motivation to engage in positive learning and behaviours - A significant number of children engage in anti-social and offending behaviour in the community. This increases risks of criminalisation and negative and potentially harmful 'survival skills'. This impacts holistically, including motivation to attend and engage in learning. - Students can struggle with their motivation, impacting upon their attendance and engagement. - Many students have low aspirations.
5	Undiagnosed / unmet SEND - A high proportion of children who arrive in Educational Diversity have undiagnosed and / or unmet needs which in turn reduces academic progress, engagement and impacts on their emotional wellbeing and resilience.
6	Aspiration (risk of NEET) - Pupils often arrive with low aspirations and limited engagement in learning, which increases their risk of not being prepared for post-16 and becoming NEET. Between 17-20% of our Y11 leavers become NEET.

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
Improved language and literacy skills	Increased NGRT scores Improved English GCSE / Functional Skills results for Y11 students Evidence of progress in reading, writing and oracy at KS2 / KS3
Improved attendance	Increased attendance rates as a whole school, broken down by provision and individual students: ● Pegasus KS2/3/4, Athena KS3/4, HHM, Specialist & Alternative, Chrysalis KS2/3 ● Reduced number of progression plans with more students gradually accessing full time provision
Increase in emotional and social resilience	Improved levels of wellbeing and resilience demonstrated by: ● Qualitative data from student voice, student and parent surveys and teacher observations ● Improved PASS scores and Boxall Profile outcomes, resilience trackers ● Increased participation in enrichment activities
Motivation and engagement in learning and positive behaviours	Improved motivation and engagement demonstrated by: ● Analysis of behaviour data (FTE/ Internal Exclusions) ● Qualitative data from student voice, lesson observations ● Improved PASS scores ● Engagement in broadening curriculum offer (catering, workshop, sports, OAA, extra curricular clubs) ● Learning walks to monitor typicality of behaviours
Greater use of diagnostic tools to plan strategies and interventions for SEND pupils	SEND needs to be identified and supported consistently, evidenced within ILPs. To include: ● Diagnostic assessments on induction (GL Suite, YARC, SLCN, BKSB) ● Implementation of Provision Map software ● Wider implementation of Boxall Profiles ● Dyslexia screening ● Access arrangements to identify exam concessions for KS4
Increase in EET	Successful transition of Y11s to Y12 with less than 15% becoming NEET.

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: £4582.40

Subject Specialism Science £1,250/Elklan Training £1,600/ Communication friendly status - £1732.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing self-regulation skills in all pupils, to include whole staff CPD on Trauma Informed Practices and Strategies for Behaviour	Teaching and learning across the school uses evidence based pedagogy to ensure gaps in progress and attainment close. EEF - Metacognition & self-regulated learning guidance report highlights the evidence of this approach to improve learning behaviours What is a Trauma Informed School? highlights the evidence of this approach to support and improve learning behaviours	1,3,4
NRGT assessments used to identify stanine 1&2 pupils for universal interventions Use of Lexonic (Leap) assessment tools and resources for phonics screening and support Disciplinary literacy CPD across the whole school to improve literacy skills across all subjects Embedding of daily reading Literacy objectives included in all subjects	Literacy is key to learning all subjects across the curriculum. The EEF Improving Literacy in Secondary Schools guidance report highlights the impact of using a disciplinary literacy approach to improving wider skills in literacy, outside of the subject of English. Lexonik Leap Literacy Programme is a well researched developed programme that suits our context. We are part of the well researched and developed Key Stage 3 Literacy Project - Right to Succeed.	1
Renew Communication Friendly Status. This will include: Consistent use of SLCN strategies / interventions used in all classrooms Learning environments are communication friendly, supporting children with SLCN Elklan CPD	The Bercow report, 10 years on (2018) highlights the importance of identifying and meeting SLCN in schools to improve access to learning. It also makes a strong connection between SLCN and presenting behaviours.	1, 5
Further support the new temporary curriculum leader in science (NPQ middle leader course). Lead to permanent recruitment.	The EEF guidance report on Effective Professional Development notes that there is a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	4,6

	Improving STEM opportunities will raise interest and aspirations in this area. STEM education is regarded as a priority nationally and internationally (.gov report on benefits of STEM education).	

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

Budgeted cost: £125,620.60

Accelerated reader £4842.60/IDL £498/Lexonik £3400 = £8740.60

AB - £32028.50 / VCT - £29866.50 = £61895

Speech Bubble = £35070/Provision map = £795/ EP = £9600 / CH (Extra day)£9520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions, including: ● Accelerated Reader ● IDL (International Dyslexia Learning) ● Lexinic / Lexonic Leap	Improved NGRT scores and teacher assessments Reading comprehension strategies have a positive impact on ability to understand text, especially when interventions are delivered over a shorter timespan (see EEF reading comprehension strategies) IDL was developed and based on research as an approach to improve literacy outcomes for dyslexic learners. Summary of research and case studies can be found here.	1, 5
20 additional days of EP time utilised to identify areas of SEND and support. CPD for SENDCOs to include: Dyslexia course and Access Arrangements course, improving 'in-house' identification of needs	There is often a larger attainment gap between children with SEND than their peers (EEF SEND guidance report). Having a holistic understanding of pupils' needs is essential if they can be supported effectively.	1, 5
0.5 SENDCO targeting KS4 0.5 SENDCO targeting KS2-3 Employ additional SEND Support (1 day per week) to increase number of students assessed and supported by SENDCO, improving outcomes (reading, writing, SLCN, numeracy) and confidence in learning	As above	5
Suite of diagnostic assessments completed upon induction	As above	1,5

(including GL Assessments, SLCN, Boxall). Staff time to complete induction baseline assessments		
Commission a SALT x 1.5 days per week to provide specialist SLCN assessments and consultations to inform and support interventions for students Communication Champions facilitate SLCN screening for all students, ensuring strategies are in place	The Bercow report, 10 years on (2018) highlights the importance of identifying and meeting SLCN in schools to improve access to learning. It also makes a strong connection between SLCN and presenting behaviours.	1,5
Boxall Online CPD to ensure staff are skilled to use, interpret and plan interventions for young people.	There is strong evidence (see commissioned research by nurtureuk) to suggest that embedding the 6 principles of nurture, including the use of nurture groups, increases the social and emotional development in children and young people. The Boxall Profile is an important factor in assessing social and emotional skills.	1, 3, 4
Purchase and implement Provision Map software to ensure continuity of practice, monitoring, tracking and measuring impact of interventions used to support SEND.	Provision Maps are tried and tested by NASEN as an effective resource as a comprehensive tool which enables effective and efficient management of provision.	5

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

Budgeted cost: £ 36496.40

Borwick Hall - £8,207.40 / NRG - £22,010 / Theory and Practice - £599 / MAPA - £4680 / Hardship £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review rewards systems used to promote good attendance	A research report by the DfE found that, in a study on 'Behaviour Management Systems in Schools Rated Outstanding', **100% of all schools utilised reward systems** as a proven method of encouraging positive behaviour We have applied the DfE Working together to improve school attendance - GOV.UK to write our new Attendance Policy.	2
Embed 'soft landings' and breakfast clubs	Maslow's hierarchy of needs in relation to learning - if the basic physiological needs are not met (such as food, shelter), it is not possible to focus on anything else, including learning.	2
MAPA / Safety Intervention Instructor training and	MAPA / Safety Interventions (and Educational Diversity) is affiliated with the BILD Restraint Reduction Network. This approach to responding to risk behaviours is based on trauma-informed and emotionally intelligent approaches. Our evidence in ED	3, 4

Training for targeted staff (approx 30)	has demonstrated safer, calmer environments since the introduction of this training model.	
Boxall Profile assessments used to identify and support the social and emotional development needs of students	There is strong evidence (see commissioned research by nurtureuk) to suggest that embedding the 6 principles of nurture, including the use of nurture groups, increases the social and emotional development in children and young people. The Boxall Profile is an important factor in assessing social and emotional skills.	1,3,4
Theory & Practice of Nurture Groups CPD for strategic leader (x 1)	As above Strategic leadership of nurturing school activities supports consistent provision of nurture groups	3, 4, 5
Subscription for Boxall online (from Jan 2023)	As above	3, 5
All children have opportunity to participate in OAA: ● Annual residential ● NRG activities ● Duke of Edinburgh	The English Outdoor Council identifies the benefits of OAA for young people, to include improving confidence, self esteem and resilience.	3, 4, 6
Assisted Animal Therapy for targeted individuals	NICE have published a wealth of research papers identifying the benefits of AAT for young people experiencing trauma and / or poor mental health. For individuals there is a local programme that can provide a bespoke offer of specialist therapeutic intervention using AAT.	3,4,6
Hardship fund available in a bespoke response to need (e.g. uniform, equipment, food parcels, etc)	Child poverty was a big problem prior to the pandemic but has become increasingly worse since. As a result, there is a need to be aware of how support can be provided to help tackle this issue in schools, using the pupil premium. The Children Society highlights why it is an issue.	3,4

Total budgeted cost: £ 166,699.40 *- reduce £7984.40 (off SENCo time)*

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Progress for September 2022
Improved language and literacy skills	- Increased NGRT scores - Improved English GCSE / Functional Skills results for Y11 students - Evidence of progress in reading, writing and oracy at KS2 / KS3	**NRGT Progress:** The students that took 2 tests over a 12 month period from summer 21 to summer 22 made an SAS change of 2.4. Although this is not the significant change of 3 SAS points it shows that there is good progress in reading being made as a whole school at Educational Diversity. There were less students in Stanine 1 & 2 at the end of the 12 months and more students in Stanine 8, which is really pleasing. More students also fell into the average range for reading ability. However, those students on FSM have lower scores than their non FSM peers.

Analysis of group scores (all students)

The table and bar chart below show the distribution of scores for the group against the national average, for each point of testing.

		Stanine		1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National	-	-	100.0	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	30	Start	90.7	23%	17%	7%	10%	20%	7%	17%	0%	0%
		End	93.1	13%	7%	17%	30%	7%	13%	7%	7%	0%

Distribution of scores (all students) compared with the national sample

Standard Age Score bands

■ Start point ■ End point — National
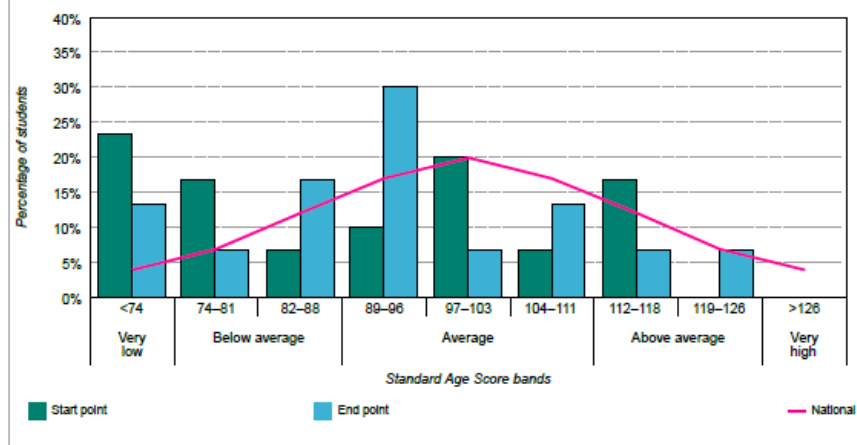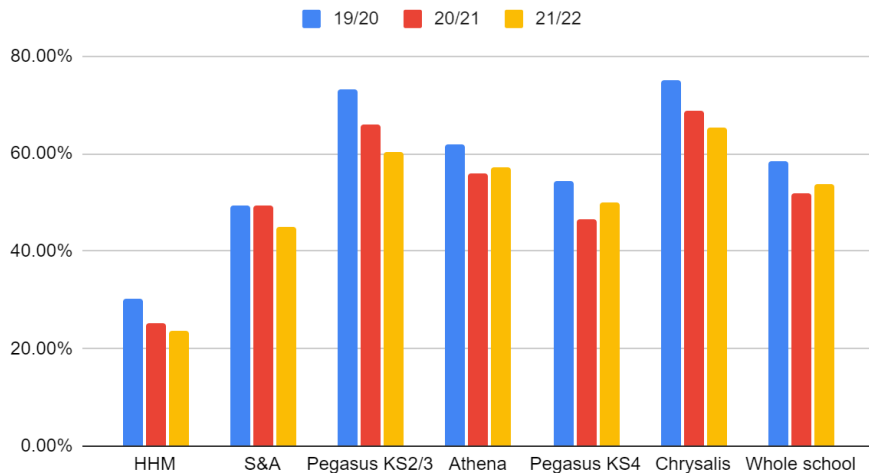
English GCSE / Functional Skills results for Y11 students:

Whole Year 11 2021-22 cohort performance:

65.16% pupils met and exceed their targets in English Functional Skills

53.33% pupils met and exceeded their targets in English GCSE

		  Performance Against Target Grades PP Performance: 55.5% of PP pupils met and exceed their targets in English Functional Skills 67% of PP pupils met and exceeded their targets in English GCSE
Improved attendance	Increased attendance rates as a whole school and broken down by provision: ● Pegasus KS2/3/4, Athena KS3/4, HHM, Specialist & Alternative, Chrysalis KS2/3 ● Reduced number of progression plans with more students accessing full time provision	Our attendance figures over the whole of last year fell short of 2019-20 but slightly above 2020-21. Home Hospital, Specialist and KS2&3 Pegasus cohorts had a lower attendance figure than the previous year, whilst Athena and Ks4 Pegasus cohorts were improved. Attendance is a key area for improvement for Educational Diversity and is a top priority for 2022-23.

		Attendance - Whole school and centres 2019/20, 202021 & 21/22

Average Attendance Pupil Premium Cohort: 66 students

PP average attendance across the year 2021-22 was 53.96%

HT1- 56.97%

HT2- 55.99%

HT3- 55.49%

HT4- 56.14%

HT5- 50.63%

HT6- 39.18% |
| Increase in emotional and social resilience | Improved levels of wellbeing and resilience demonstrated by:
● Qualitative data from student voice, student and parent surveys and teacher observations
● Improved PASS scores and Boxall Profile outcomes, resilience trackers | **PASS Factors**
Factor 1: Feelings About School — develop feelings to combat loneliness and encourage integration in school e.g.
Factor 2: Perceived Learning Capability — increase sense of success in recent learning activities and challenges
Factor 3: Self Regard — boost longer term deeper sense of self-worth as a learner
Factor 4: Preparedness for Learning — develop student study skills and self-knowledge in learning techniques
Factor 5: Attitudes to Teachers — build warm and supportive relationships with pupils |

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● Increased participation in enrichment activities

Factor 6: General Work Ethic — target and support aspiration, purpose and direction in life
Factor 7: Confidence in Learning — apply techniques to improve learner resilience and "stickability"
Factor 8: Attitudes to Attendance — increase student motivation and desire to attend school
Factor 9: Response to Curriculum Demands — increase relevance and motivational content of curriculum delivery

Year 7

PASS Factor	Overall Percentiles								
	1	2	3	4	5	6	7	8	9
All	4.0	6.3	22.5	3.4	3.5	50.3	26.5	5.1	27.6
Boys	7.0	11.7	32.2	9.3	3.5	72.6	50.4	8.1	17.2
Girls	3.0	4.6	22.5	1.9	6.8	28.6	10.3	3.0	41.4
FSM	4.0	6.9	22.6	2.7	3.8	60.1	30.7	7.3	17.5
Non-FSM	26.2	9.6	47.3	51.3	73.7	60.1	16.3	4.4	63.7

Year 8

PASS Factor	Overall Percentiles								
	1	2	3	4	5	6	7	8	9
All	25.8	10.0	9.1	15.4	35.0	33.7	12.3	17.8	18.2
Boys	33.2	18.3	14.8	21.8	73.0	57.4	31.6	26.0	18.2
Girls	25.8	5.3	9.1	11.0	21.8	15.9	3.0	11.6	29.7
FSM	43.3	9.6	8.5	21.8	73.7	17.4	16.3	25.9	17.5
Non-FSM	26.2	9.6	14.5	15.5	23.0	60.1	11.4	7.3	17.5

Year 9

PASS Factor	Overall Percentiles								
	1	2	3	4	5	6	7	8	9
All	38.7	18.9	33.6	18.2	42.1	62.2	23.9	19.7	29.3
Boys	49.3	18.9	33.6	18.2	64.0	62.2	32.3	28.6	29.3
Girls	14.1	10.2	14.0	12.7	27.0	37.6	17.2	8.1	17.3
FSM	71.9	17.9	22.6	21.8	57.4	60.1	22.7	50.3	29.2
Non-FSM	15.7	9.6	22.6	7.7	23.0	60.1	16.3	7.3	17.5

In general the biggest area of concern for Educational Diversity is Perceived Learning Capability. As students attending a PRU, our students often have had a negative experience at their previous school for various reasons and therefore their attitudes towards themselves and school are lower. Although still low, the students in year 9 appear to perceive their capability higher than those in years 7 and 8; this is likely because those students have been at the school longer and have had a chance to build relationships and access the expertise of the staff for a longer period of time. Often our year 7 students join us towards the end of the year so their views are likely to be based on their

previous provision rather than Educational Diversity. As our population is so transient there is a mix of students that have been at Educational Diversity for a long period of time and those that have just joined the school and therefore their answers will reflect their previous provision. Students at Educational Diversity have always produced the highest scores in Attitudes to Teachers and we pride ourselves on the fact that the staff build excellent relationships with the students and in turn this builds their confidence in their abilities and will make them want to attend school. It is worth noting that numbers in these cohorts are extremely small in comparison to our mainstream colleagues.

Better Start Survey Results from Resilience Revolution:

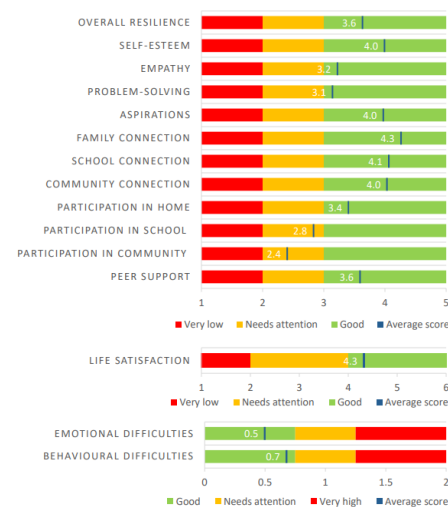Figure 1. Pupils' average scores in Athena site
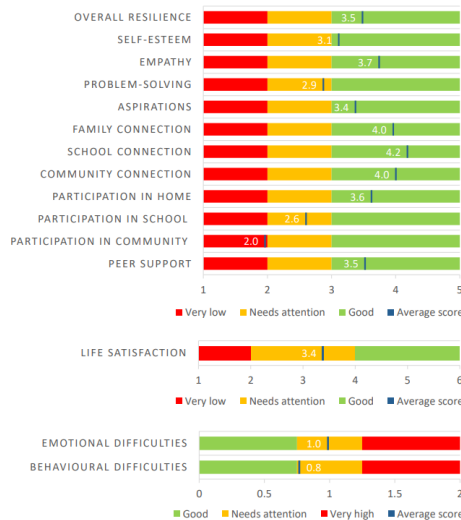
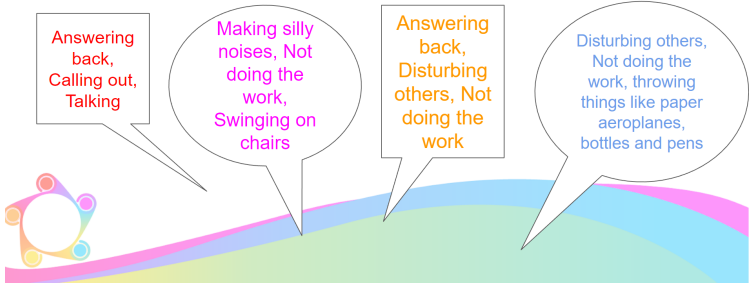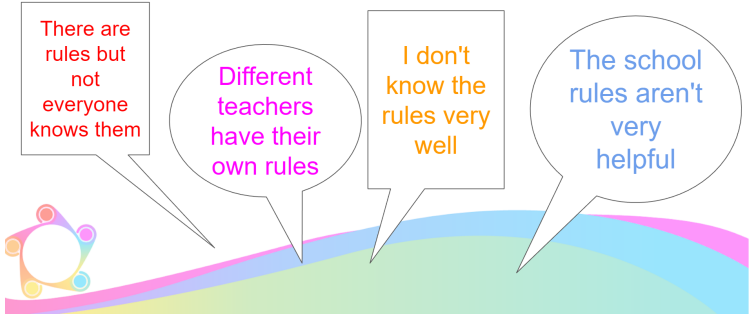Figure 2. Pupils' average scores in Pegasus site
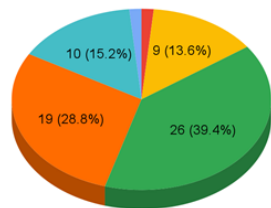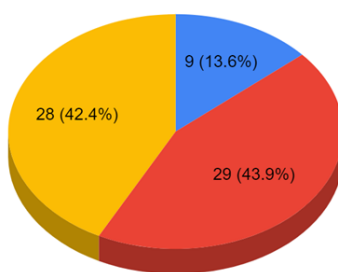
Enrichment activities:

We have timetabled enrichment lessons. During these sessions the students have a programme of activities to choose from. This ensures that every child participates in an enriching experience.

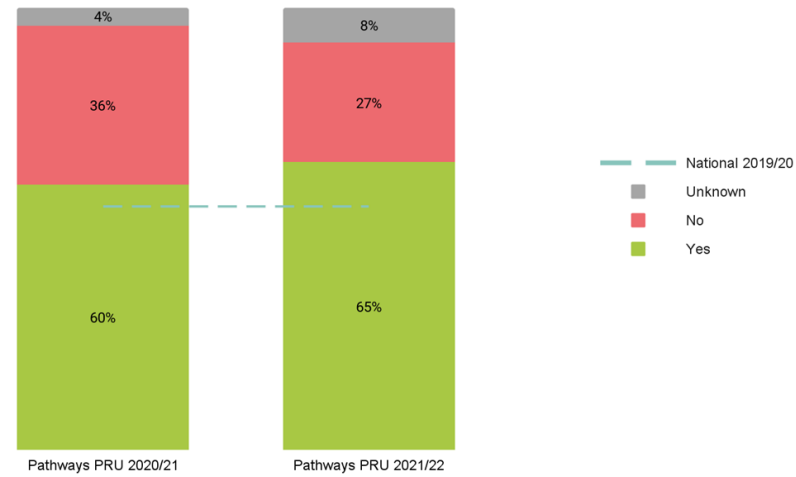| Motivation and engagement in	Improved motivation and engagement demonstrated by:	**ClassCharts** has not been implemented, we are considering appropriate systems to use. **Student Voice:**

| learning and positive behaviours | Implementation of Class Charts Qualitative data from student voice, lesson observations Improved PASS scores Engagement in broadening curriculum offer (catering, workshop, sports, OAA, extra curricular clubs) Teacher observation of increased metacognitive and self-regulation skills across all subjects | A pupil survey was carried out in May 2022 as part of our participation in the DfE Behaviour Hub. The surveys informed us that low level negative behaviour was disrupting students' learning. We have drawn up and started to implement a Behaviour Improvement Plan. |

A1 In general, how would you rate pupil behaviour in your school?

1 Very poor	0
2	1
3	9
4 Acceptable	26
5	19
6	10
7 Excellent	1

10 (15.2%) 9 (13.6%) 19 (28.8%) 26 (39.4%)

A19 Bullying between pupils is when an individual pupil or group of pupils, repeat behaviour(s) over time, that intentionally hurts another individual pupil or group of pupils either physically or emotionally.Is bullying by pupils a problem at your school?

- It doesn't happen
- It happens and some teachers are good at stopping it
- It happens and all teachers are good at stopping it

9 (13.6%) 28 (42.4%) 29 (43.9%)

Curriculum development:

Catering and Workshop lessons are timetabled for every child (KS2,3&4 on all sites). There are also enrichment opportunities to access catering and the workshop. These sessions are provided by employers; Catering Academy and Skills Construction.

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Greater use of diagnostic tools to plan strategies and interventions for SEND pupils	SEND needs identified and supported consistently, evidenced within ILPs. To include: ● Diagnostic assessments on induction (GL Suite, YARC, SLCN) ● Implementation of Provision Map software ● Wider implementation of Boxall Profiles ● Dyslexia screening ● Access arrangements to identify exam concessions for KS4	● Pupils are assessed on induction using NRGT, CATs, YARC Single Word Reading Test, Dyslexia Screening, PASS, BKSB (KS4) and Progress Tests in Maths, English and Science (KS3). After 6 weeks staff complete an SLCN Identification of Need form and a referral is made to the speech and language therapist where necessary. If further assessment is necessary then the YARC can be completed in full and the British Picture Vocabulary Scale (BPVS) can also be used. ILPs are now started at induction and results of assessments are communicated through these as well as at staff briefings. ● Provision Map has been set up and is ready to be implemented by the SENDCO. The SENDCO team are familiarising themselves fully with the software before rolling out to staff in the Spring term ● Boxall profiles are completed by the home school of students attending Athena. Boxall profiles are completed by Educational Diversity staff at Pegasus. The Boxall profiles are updated and targets given on the ILPs 3 times a year. All SSAs have completed online Boxall Profile training. ● Dyslexia screening takes place at induction and strategies suggested for those students that show traits of dyslexia. The SENDCO is also undertaking a PGCE in dyslexia teaching and assessment. ● Access Arrangements are evidenced and applied for by the SEND team.
Increase in EET	Successful transition of Y11s to Y12 with less than 15% becoming NEET.	**Successful transitions:**

Sustained destinations

	Pathways PRU 2020/21	Pathways PRU 2021/22
Unknown	4%	8%
No	36%	27%
Yes	60%	65%

Legend: National 2019/20, Unknown, No, Yes

The above is based on figures from March 2022. These figures show the Pathways Cohort (all of Educational Diversity's Year 11 students).

However we can now (October 2022) report that 79% of students in the 2021-22 cohort are currently EET.

Externally provided programmes

N/A

Programme	Provider

Service pupil premium funding (optional)

N/A

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.