

Pupil premium strategy statement

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:	Studley High School
Number of pupils in school	835
Proportion (%) of pupil premium eligible pupils	17.2%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	31st December 2021
Date on which it will be reviewed	26 th September 2022
Statement authorised by	R.Eost
Pupil premium lead	Miss G Scott
Governor / Trustee lead	N Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,275
Recovery premium funding allocation this academic year	£15,225
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	£115,500

Part A: Pupil premium strategy plan

Statement of intent

At Studley High School we believe that all our students, regardless of their circumstances, deserve the very best opportunities. With this in mind, we pride ourselves on ensuring that our disadvantaged students follow the same broad and balanced and challenging curriculum that the rest of our student body enjoys. A bespoke package of support, tailored to individual needs, enables all our learners to overcome any potential barriers to their learning.

While high quality teaching is at the heart of our approach, we also recognise the importance of enrichment and extra-curricular activities to overcome the disadvantage gap in cultural capital and therefore we ensure our pupil premium students have access to the absolute best school experience, both inside and outside of the classroom.

Pastoral care at Studley High School is outstanding and plays a crucial role in the academic success and overall school experience of all students. With an extensive pastoral team of heads of house, pastoral managers, SENCO, teaching assistants and a dedicated staff member that oversees the provision for our LAC and most vulnerable students, we can ensure that all our students, regardless of circumstances are supported and nurtured.

For the last two years we have chosen to integrate parts of our Pupil Premium strategy with the 'Catch-up Premium' strategy to enable us to focus our use of finances on the right students and the most effective provision.

Therefore, our strategy focuses on three key areas:

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a SEL curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages

How we use our pupil premium:

- One to one, or small group teaching assistant support
- One to one, or small group revision sessions
- Study skills sessions
- Provision of relevant learning resources which may include: revision guides; art, DT supplies; printing/photocopying; study related equipment
- Cost of curriculum/field work trips
- Individual counselling from school counsellor
- Individual mentoring from Lifespace mentor
- Provision of careers advice (IAG) to any students highlighted as requiring further guidance
- Instrument lessons
- Duke of Edinburgh award scheme
- Extra-curricular trips
- School led tutoring (NTP)
- Target setting and reward programmes for key groups (Aspire at KS3 and Unlocking Potential at KS4)

We appreciate that the needs of each student and each cohort can differ greatly and therefore each year we carefully review our Pupil Premium Strategy to tailor our approach on a variety of evidence gathered from rigorous and robust quality assurance strategies including student voice, staff surveys and feedback and attainment data

Challenges

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

Challenge number	Detail of challenge
1	Attendance – Our data indicates that historically attendance has been a barrier to learning for our disadvantaged students, this is a particular concern for our

	<p>current disadvantaged students in years 8 & 10 (Year 8 - PP 84.3% peers 94%, Year 10 84.8 peers 91.3%)</p> <p>In regards to Persistent Absence we also currently have a significant gap between the attendance of our PP students and their peers in all year groups (Year 7 – PP 34.4% peers 23%, Year 8 – 37.1% peers 23.4%, Year 9 35.7% peers 30.3%, Year 10 65.2% peers 35.4%, Year 11 - 43.1% peers 30.8%)</p>
2	Behavioural issues and lack of motivation across some disadvantaged boys (particularly Year 8, 9 and 11 PP boys) is having a detrimental effect on their academic progress and that of their peers. Homework amongst these students is also a concern and a barrier to learning.
3	Literacy skills for PP students are lower on entry and they are not making expected progress at KS3 in line with other students. Our assessments and observations also indicate that disadvantaged students generally have lower levels of reading comprehension than their peers, which impacts their progress across the curriculum (currently still waiting for Year 7 data /CAT tests results)
4	Gaps in learning from lockdown due to limited access to online learning and parental support. Our assessments, observations and discussions with families and students indicate that many of our disadvantaged students have been impacted by partial school closures to a greater extent than their peers.
5	Our observations and discussions with teachers, students and parents indicates that a lack of engagement and support from some of our disadvantaged families, combined with financial difficulties has had a negative impact on student's behaviour, motivation and self-esteem. Where parents have engaged positively with the school community, attended parent's evenings and supported the school's behaviour policy we see a clear improvement in attainment and behaviour. However, uptake for parents' evenings and communication in general is lower for many of our disadvantaged students.
6	Our English and Maths attainment is generally lower for our disadvantaged students than their peers. Our current data indicates that this is currently an issue with our year 11 cohort in English and for our year 10 students in Maths. Year on year there is fluctuation between each PP cohort.
7	<p>Our pastoral team has identified a rise in social and emotional issues for many of our students during the pandemic, this has unfortunately been the case for many of our disadvantaged students who have presented with symptoms linked to anxiety, depression and low self-esteem.</p> <p>Over the last year we have seen a rise in teacher referrals for support in this area. Many of our disadvantaged students have been successfully referred to our bought in counsellor service Lifespace.</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
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<p>1.</p> <p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance for all students to be 96%, and an overall attendance figure the PP students to be 94%, reducing the attendance gap between disadvantaged students and their peers to 2% *Subject to pandemic • The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged students being no more than 10% lower than their peers.
<p>2.</p> <p>Improved behaviour for disadvantaged boys, with a particular focus on the current year 8, 9 and 11.</p>	<ul style="list-style-type: none"> • Fewer debits for behaviour recorded for this target groups recorded throughout the academic year. • A reduction in focus, internal and external exclusions for the current academic year and a sustained reduction over the course of the current strategy plan
<p>2.</p> <p>Improved rates of progress and attainment for disadvantaged boys across the curriculum</p>	<p>Disadvantaged boys will narrow the gap to their non-pp peers and girls and will perform above the national average</p> <p>By the end of our current plan in December 2024, 80% or more of disadvantaged boys will achieve:</p> <ul style="list-style-type: none"> • a Progress 8 score of 0.25 • an Attainment 8 score of 52
<p>3.</p> <p>Improved literacy and reading comprehension among disadvantaged students across all year groups</p>	<p>A sustained improvement in the levels of literacy and reading comprehension from 2023/24 demonstrated by;</p> <ul style="list-style-type: none"> • a decrease in the gap between the reading ages of PP students and that of their peers • An increase in the attainment and progress of disadvantaged students across the curriculum
<p>4.</p> <p>Good or outstanding levels or progress for Pupil Premium students at least in line with the rest of the student body</p>	<p>Disadvantaged students will narrow the gap to their non-pp peers and will perform above the national average</p> <p>By the end of our current plan in December 2024, 80% or more of disadvantaged students will achieve:</p>

	<ul style="list-style-type: none"> • a Progress 8 score of 0.25 • an Attainment 8 score of 52
<p>5.</p> <p>An increase in parental engagement for the parents and guardians of disadvantaged students</p>	<p>An increase in uptake at parents evening and parental surveys for disadvantaged students to be in line with their peers.</p>
<p>6.</p> <p>Good or outstanding levels or progress for Pupil Premium students at least in line with the rest of the student body in English and Maths</p>	<p>Disadvantaged students will narrow the gap to their non-pp peers and will perform above the national average</p> <p>By the end of our current plan in December 2024, 80% or more of disadvantaged students will achieve:</p> <ul style="list-style-type: none"> • a Progress 8 score in English 0.25 • a Progress 8 score in Maths 0.25
<p>7.</p> <p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by;</p> <ul style="list-style-type: none"> • Qualitative data from student voice, students and parent surveys and teacher and pastoral observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged students

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: £75, 456

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of GL diagnostic assessments for years 7 & 8</p>	<p>These baseline assessments can provide reliable insights into the specific needs of each student, enabling staff to ensure the appropriate level of support and challenge and interventions are put in place.</p> <p>These tests will also help staff set appropriate targets and measure progress throughout KS3</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3, 4 & 6</p>
<p>Developing the science of learning and self-regulation skills in all students.</p> <p>This will involve continued CPD for staff and ongoing quality assurance to ensure that the Science of learning is embedded and used consistently across the school.</p>	<p>Teaching metacognitive strategies has been recognised by the EEF as an effective and relatively inexpensive strategy to ensure high quality teaching and develop independent learners</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, & 6</p>
<p>Create and sustain an outstanding learning environment</p>	<p>Recruitment and retention of the best teachers able to deliver a high quality curriculum</p> <p>The EEF identifies high quality teaching as the most effective tool for improving the attainment and progress of disadvantaged students</p>	<p>2, 3, 4 & 6</p>

<p>Maintaining high numbers of staff in core subjects</p> <p>Run smaller than usual option groups to tailor KS4 provision, ensuring PP students get their first-choice options wherever possible</p>	<p>Smaller class sizes ensure teachers are able to offer more support in lesson time (wave 1/ 2 intervention)</p> <p>Research shows that disadvantaged students gain 1.5 years' worth of learning with effective teaching</p>	2, 3, 4 & 6
<p>Purchase of London College CPD Package</p>	<p>The EEF Guide to Pupil Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium Spending</p>	2, 3, 4 & 6
<p>Supporting staff development through NPQ qualifications</p>	<p>The EEF Guide to Pupil Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium Spending</p>	2, 3, 4 & 6
<p>Revision and study skills sessions including the training of staff to lead. /deliver and share best practice with colleagues, parents and students.</p>	<p>Teaching metacognitive strategies has been recognised by the EEF as an effective and relatively inexpensive strategy to ensure high quality teaching and develop independent learners</p> <p>The EEF recommends that metacognitive skills should be taught in conjunction with subject specific content, therefore delivering skills through and in collaboration with subject teachers is essential</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4 & 6
<p>Redesign and implementation of new KS3 Assessment framework based on skills and knowledge and GL assessments. Following staff training to ensure the key aims and reasoning behind the framework is understood, staff will</p>	<p>The EEF Toolkit recommends Feedback interventions as a very high impact strategy</p> <p>The EEF Guide to Pupil Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium Spending</p>	4 & 6

then require time to work in their departments to identify the skills and knowledge each Scheme of work will target and how it will be assessed.		
<p>Whole school reading focus to include:</p> <ul style="list-style-type: none"> the introduction of a weekly reading lesson for Y7 & 8 as part of the English curriculum Reading lesson in Eng Y7&8 Reading Buddies programme where older students mentor younger students A weekly reading focus in tutor time 	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>The EEF Toolkit identifies reading interventions as a high impact strategy.</p> <p>The EEF Guide to Pupil Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium spending</p> <p>The EEF Toolkit identifies mentoring by older peers as a moderately positive impact strategy.</p>	3
Whole staff CPD session allocated for PP updates and to share best practice	The EEF Guide to Pupil Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium spending	4, 6
Teaching Non-negotiables list issued to staff and CPD delivered to ensure all staff have a clear understanding of the school's expectations, to ensure a consistent learning experience for all students	<p>Consistency and routines in place across departments and year groups to ensure high standards of teaching and learning</p> <p>The EEF Guide to Pupil Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium spending</p>	4, 6
PP Data and progress analysed and tracked throughout the	The EEF Toolkit recommends Feedback interventions as a very high impact strategy.	4 & 6

academic year to ensure strategies are being effective and to monitor the gap between the progress of PP students and their peers, in order to arrange targeted interventions promptly where needed.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring School Led Programme to provide small group Maths and English tutoring for students whose learning has been most impacted by the pandemic. The majority of students who receive school led tutoring will be disadvantaged.	Small group tuition has been recognised as a highly effective method to target knowledge gaps and support low attaining students Small group tuition Toolkit Strand Education Endowment Foundation EEF	4 & 6
Provision of Year 11 targeted intervention sessions across the curriculum for students	Small group tuition has been recognised as a highly effective method to target knowledge gaps and support low attaining students Small group tuition Toolkit Strand Education Endowment Foundation EEF	4 & 6
Devices purchased for PP students without access to laptop/computer at home	The Sutton Trust Social Mobility and Covid-19 report of 2020 highlighted that schools must ensure access to technology	2, 4, 5, 6
Music lessons paid for in full for any PP student taking GCSE Music and a 50% discount for any other	The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. "By providing physical activities free of charge, schools give pupils access to	4, 7

PP wishing to learn an instrument	benefits and opportunities that might not otherwise be available to them.” “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education”	
Any educational visits linked to the curriculum are paid in full for PP students.	The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. “By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education”	4 & 7
Provision of essential resources for PP students to support learning including; revision aids, ingredients for food tech, art materials, calculators etc	Discussions with families and students indicate that financial limitations make it difficult to afford core academic resources which may restrict a student’s access to the curriculum.	4
In order to develop parental engagement PP parents are contacted in advance of parent’s evenings and offered first refusal for appointment times.	Increased parental engagement has led to better outcomes for students as relationships between the school and parents are strengthened. This creates a more open dialogue of how best to support individuals.	5
Revision packs for year 11 PP students	Discussions with families and students indicate that financial limitations make it difficult to afford core academic resources which may restrict a student’s access to the curriculum.	4 & 6
Small proportion of funding used to provide taxis to and from school where lack of transport is a barrier to attendance	Based on our prior experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs such as transport, that have not yet been identified.	1

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

Budgeted cost: £ 15,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Lifespace mentoring offered to any PP student who needs it</p>	<p>DfE guidance on Mental Health in schools suggests that “Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium”. Many studies report the increase in mental health problems associated with school closures and loss of school networks</p> <p>Sutton Trust report supports the use of trained professionals in accelerating academic progress and leads to improved outcomes for PP students. Successful in previous years.</p>	<p>2 & 7</p>
<p>Prioritise pastoral care through staffing a strong team of non-teaching Pastoral Managers who are well trained.</p>	<p>Strong Pastoral Care helps the school to maintain strong relationships with students, parents and key external professionals/agencies.</p>	<p>2, 4, 5 ,7</p>
<p>Designated member of staff to oversee the welfare of LAC students</p>	<p>Strong Pastoral Care helps the school to maintain strong relationships with students, parents and key external professionals/agencies.</p>	<p>2, 4, 5 ,7</p>
<p>A Supervised student support centre available at all times for any students requiring extra support</p>	<p>Small group tuition has been recognised as a highly effective method to target knowledge gaps and support low attaining students</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF Toolkit recommends individualised instruction as a moderate impact strategy, with the research based on Science teaching.</p> <p>DfE guidance on Mental Health in schools suggests that “Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium”. Many studies report the increase in mental health problems associated with school closures and loss of school networks</p>	<p>2, 4, 5 ,7</p>
<p>SEND provision and TA one to one support, helps those disadvantaged by</p>	<p>The EEF Toolkit Teaching Assistant interventions as a moderate impact strategy.</p>	<p>2, 3, 4, 5 ,7</p>

<p>educational need, which encompasses some of those students who are also financially or socially disadvantaged.</p>	<p>The SEND provision is implemented with reference and due regard to the EEF report Making Best Use of Teaching Assistants 2018</p> <p>The EEF Toolkit recommends individualised instruction as a moderate impact strategy, with the research based on Science teaching.</p> <p>The EEF Guide to Pupil Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium spending</p>	
<p>Suscription to the Warwickshire Attendance service and designated attendance officer within school</p>	<p>DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1</p>
<p>Provision of careers advice (IAG) to any students highlighted as requiring further guidance</p>	<p>Developed in line with Gatsby Benchmarks</p>	<p>2, 4, 7</p>
<p>Target setting and reward programmes for key groups (Aspire at KS3 and Unlocking Potential at KS4)</p>	<p>These programmes help encourage students to take advantage of what's on offer at SHS through individual targets and rewards. In previous years we have seen a significant improvement in the behaviour, attendance, motivation and progress of the disadvantaged</p>	<p>1, 2, 4, 7</p>
<p>All extra-curricular trips and opportunities (not linked to the curriculum) are offered first of all to PP students as priority and priced at a discounted rate, including the Duke of Edinburgh Scheme.</p>	<p>The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. "By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them." "There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education"</p>	<p>2, 4, 7</p>
<p>Redesign and implementation of attendance policy and strategies to target poor attendance</p>	<p>DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have</p>	<p>1</p>

	significantly reduced persistent absence levels.	
Development enrichment opportunities and redesign the 'Studley Promise', with activities and uptake tracked and targeted for PP students. Ensure a range of cultural experiences are offered to all	The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. "By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them." "There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education"	2, 4, 7
Mental Health First Aiders training for key members of staff	DfE guidance on Mental Health in schools suggests that "Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium". Many studies report the increase in mental health problems associated with school closures and loss of school networks	7
Support with school uniform and similar basics	The EEF recommends that schools consider what provision can be made to cover the costs of uniforms	5, 7

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 culminating in Centre Assessed Grades indicate that the performance of disadvantaged students saw a decrease from a Progress 8 score of 0.15 in 2020 to 0.10 in 2021. The average Attainment 8 grade for PP students also decreased from 4.84 in 2020 to 3.86.

Results for the previous 4 years had seen an upward trend, so this data is disappointing.

Due to the Covid Pandemic not all of the aims of the previous PP strategy were realised, as despite our best efforts, the partial closure of the school was most detrimental to our disadvantaged students, as they were not able to access many of strategies, we had intended for them. For instance, enrichment opportunities, which are so crucial for many of our PP families, were very limited and due to limited devices at home, some students struggled to engage fully with the online provision. Many our disadvantaged students did not have adequate learning spaces at home and families reported difficulties supporting their children with their school work due to their own work commitments or family pressures.

Throughout lockdown, form tutors and teaching staff kept in close contact with students and their families to offer support, both in terms of their online learning but also their wellbeing. Our pastoral team also offered an extra layer of support throughout lockdown for our vulnerable and disadvantaged students making regular phonecalls home. Where needed, materials and resources were delivered to students at home, including laptops, Wi-Fi dongles, access to photoshop for KS4 Photography students and printed copies of work for students who struggled to access online learning.

The school also accessed the National Tutoring Programme to provide catch up learning for many of our PP students, although due to the restrictions of when students were allowed to access this provision, this did not have as much of an impact as we had hoped. The school is now currently experiencing greater success with the new school-led tutoring programme, due to its greater flexibility.

Although overall attendance in 2020/21 was lower than in the preceding year at 92%, it was higher than the national average. At times when all students were expected to attend school, absence and persistent absence among disadvantaged students was

higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Analysis of pupil behaviour, an increase in referrals to the Lifespace counselling service and feedback from teaching staff indicated a significant rise in mental health and wellbeing concerns as a result of the pandemic and the partial closure of the school. This was particularly noticeable in our disadvantaged students. We therefore used a significant amount of our pupil premium funding to provide wellbeing support for all students and targeted intervention where required. This will continue to be a focus of our spending for the coming year, as the impact and uncertainty surrounding the pandemic continues to be a barrier for many of our students progress and wellbeing.

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
Classcharts	
Arbor	
Sisra	
Loom	
Teams	
Zoom	

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.