

# Pupil premium strategy statement

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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	Crawford Primary School
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	51.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 /25, 2025/26, 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Victoria Shires
Pupil premium lead	Louise Williams
Governor / Trustee lead	Patrick Brione

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,220
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£252,220

# Part A: Pupil premium strategy plan

## Statement of intent

At Crawford school we aim that by the end of Year 6 all pupils, including those from disadvantaged backgrounds, have the academic, social, and emotional skills to be successful at their next stage of education.

Our current pupil premium strategy document works towards achieving these aims by focusing first on universal approaches to ensure the best outcomes for disadvantaged children whilst benefitting all children in our school. Our strategy does not make assumptions about disadvantaged children but is based on our in-depth knowledge of our school community.

The key principles of our strategy plan are:

- High quality whole class teaching for all which focuses on the needs of our disadvantaged cohort
- To ensure EYFS provision is excellent to close the gap between disadvantaged and non-disadvantaged at the earliest point and build firm foundations
- That targeted interventions are evidence based and do not remove children from class unnecessarily
- The focus of provision is based on diagnostic assessment and not assumptions about disadvantaged children and their families.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children perform less well at the end of KS2 than non-disadvantaged children in Maths, writing and Reading (though this gap has decreased)
2	There is a significant gap between disadvantaged and non-disadvantaged children achieving the higher standard in Maths at the end of KS2 and internal data for Maths shows a gap between disadvantaged and non-disadvantaged children in attainment and progress in some year groups
3	Observations, teacher conferences and assessments show that children from disadvantaged backgrounds are more likely to enter Nursery and reception with language, attention and listening and self-care skills below that of their peers. There was a significant gap between how disadvantaged children performed compared to non-disadvantaged children GLD
4	Assessment and observations indicate a significant number of pupils, including a high proportion of disadvantaged children are entering the school at Reception with a baseline in speech and language significantly behind their peers. This continues to impact their progress and attainment throughout their school life. Communication and interaction is the highest SEN need in the school, with a high proportion of children from disadvantaged background being identified as having a communication and interaction need

5	Social emotional and mental health needs. Teacher conferences, observations and behaviour analysis shows a significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school.
6	Children who are classed as ever FSM are more likely to have lower attendance. Temporary housing and being moved out of the area are 2 of the barriers facing families getting to school. A higher rate of parental mental health problems also affects the attendance of this group of children.
7	Families in our communities face additional pressures (e.g. housing, high mobility, financial etc,) that can be barriers to providing the support they would like or able to provide to their children in school. Children also lack access to a range of experiences due to time, knowledge and monetary constraints from families limiting Their wider knowledge about the world and cultural capital.

## 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
The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.
Pupils can focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.
The gap between children from disadvantaged background reaching related expectations or greater at the end of key stage 2 compared to those from non-disadvantaged backgrounds continues to decrease	Data demonstrates that the gap between disadvantaged and non-disadvantaged children achieving at least age-related expectations decreases with no significant gap nationally.
The gap in children from disadvantaged backgrounds reaching the higher standard in Maths decreases	End of key stage data reflects an increasing number of children leaving Year 6 achieving the higher standard for maths.

<p>Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.</p>	<p>Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g. reading in school. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support.</p>
<p>EYFS provision ensures that the gap between children from disadvantaged backgrounds achieving GLD at the end of EYS decreases.</p>	<p>Data demonstrates that more children from a disadvantaged background have the skills required to achieve GLD and perform as well as their non-disadvantaged peers</p>
<p>Children have access to range of experiences and places to widen their knowledge about the wider world to ensure they are ambitious for themselves and have the knowledge to support them in their learning.</p>	<p>Children can talk about a range of experiences and places and show a good knowledge of the wider world.</p>
<p>Attendance disadvantaged children increases so that it is in line with children from a non-disadvantaged background.</p>	<p>Data shows that overall attendance of children from disadvantaged backgrounds is in line with those from non-disadvantaged backgrounds and persistent absence data decreases for these children.</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: £ 121,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Letters and Sounds (Little Wandle) phonics scheme in place for all EYFS and KS1 children. All staff have continual, specific CPD to ensure high quality consistent approach taken to phonics and to ensure sustained and embedded practice from last year.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches	1, 3
Purchase of phonics readers for children to access reading books in line with their phonological awareness as well as to ensure phonic home readers can be sent home for children to practice and be supported by parents at home.	Evidence shows that for phonics to be effective the approach must be consistent with children able to access texts where they can practice their phonological awareness with books at an the correct instructional level.	1, 3
Enhancing of teaching and curriculum planning for English and Maths in line with EEF guidance. Teacher release time and CPD funded to embed key elements of guidance.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	2, 3
Destination Reader programme in place from Year 2/3 upwards throughout the school. All staff have continual, specific CPD to ensure high quality consistent approach taken to the teaching of reading year 2 and beyond.	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.  This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.	1, 2
Purchase of high-quality home reader texts for Key stage 2 to ensure wide selection of home readers and engaging and correctly pitched texts for all children	Reading for pleasure shown to have a direct impact on children's reading attainment, vocabulary development as well as attainment in other subjects National Literacy Trust <a href="https://files.eric.ed.gov/fulltext/ED521656.pdf">https://files.eric.ed.gov/fulltext/ED521656.pdf</a>	1, 2
Investment in library to ensure all children have access to high quality texts	Reading for pleasure shown to have a direct impact on children's reading attainment, vocabulary development as well as attainment in other subjects National Literacy Trust <a href="https://files.eric.ed.gov/fulltext/ED521656.pdf">https://files.eric.ed.gov/fulltext/ED521656.pdf</a>	1, 2

<p>Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.</p>	<p>Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.</p> <p>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. This rises to six months for children from disadvantaged backgrounds (EEF, 2021b).</p>	<p>1, 3, 4, 5</p>
<p>SEN practitioners support the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.</p>	<p>As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.</p>	<p>1, 2, 3, 4, 5</p>
<p>Specialist music teaching for EYFS to support them with language development. All year 4 learn an instrument with lessons provided by a specialist music teacher. Specialist music teachers run weekly singing assemblies for all pupils.</p>	<p>Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g. maths, English etc. Singing assemblies also support children's language acquisition and development.</p>	<p>2, 3</p>
<p>Implementing the teaching of tier 2 vocabulary through creation of vocabulary packs, teaching resources, CPD and planning support.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20literacy</a></p> <p>EEF report on Literacy in Key Stage 2 highlighted the importance of developing pupil's language capabilities for writing.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Research shows that children from disadvantaged background have lower vocabularies which widens through school. Focus on language and oracy is seen as a key way to support children from disadvantaged backgrounds – Marc Rowland Addressing Disadvantage in Schools and Colleges.</p>	<p>1,3,4</p>
<p>Maths Mastery specialist is providing strategic provision in teaching and learning of Maths to ensure progress for specific groups of children</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Report from the EEF highlighted many of the components of Maths Mastery as being key to success in Maths in key stage 2 and 3.</p> <p>Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.</p>	<p>1, 2</p>
<p>Concrete Maths resources to ensure all children have access to resources required to understand mathematical concepts</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Report from the EEF highlighted many of the components of Maths Mastery as being key to success in Maths in key stage 2 and 3.</p> <p>Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.</p>	<p>1, 2</p>
<p>Enhancing of teaching through developing the use of oracy and dialogic teaching in class through CPD and teacher release time.</p>	<p>Evidence shows that a greater focus on oracy can narrow the attainment gap between them and more advantaged peers <a href="https://oracy.inparliament.uk/why-oracy-matters#:~:text=Research%20shows%20a%20greater%20focus,them%20and%20more%20advantaged%20peers.">https://oracy.inparliament.uk/why-oracy-matters#:~:text=Research%20shows%20a%20greater%20focus,them%20and%20more%20advantaged%20peers.</a></p>	<p>1, 2, 3, 4, 5</p>

	Dialogue that encourages pupils to reason, discuss, speculate, argue and explain can boost primary pupils' Maths, Science and English results. Education Endowment Foundation (EEF). 2017	
Enhancing of EYFS provision through the use of high quality 1:1 adult interactions through CPD and teacher and adult release time.	Children who were supported with communication and language approaches in EYFS (Early Years Foundation Stage) made seven months' additional progress or more (EEF, 2023). While they issue the caveat that few studies have focused precisely on the impact for disadvantaged students, 'studies that have taken place in settings with a higher proportion of children experiencing socio-economic disadvantage tended to have above average effects suggesting that this is likely to be a beneficial approach for this group' (EEF, 2023).  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years">https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years</a>	3, 4
All staff receive training on HL Reading Fluency project – cost of training, release time and purchasing of resources.	Research shows that fluent reading supports reading comprehension by supporting the cognitive load of reading and allowing children to focus on comprehension. <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</a>  Herts for learning reading fluency project showed that on average KS2 children made an average of 2 years and 3 months progress in reading comprehension <a href="https://www.hfleducation.org/reading-fluency">https://www.hfleducation.org/reading-fluency</a>	1,2
School to sign up to be a Voice 21 school to ensure high levels of oracy and support children with their oracy skills through whole class provision – cost of training, programme, release time and purchases	Evidence shows that a greater focus on oracy can narrow the attainment gap between them and more advantaged peers <a href="https://oracy.inparliament.uk/why-oracy-matters#:~:text=Research%20shows%20a%20greater%20focus,them%20and%20more%20advantaged%20peers.">https://oracy.inparliament.uk/why-oracy-matters#:~:text=Research%20shows%20a%20greater%20focus,them%20and%20more%20advantaged%20peers.</a>  Dialogue that encourages pupils to reason, discuss, speculate, argue and explain can boost primary pupils' Maths, Science and English results. Education Endowment Foundation (EEF). 2017	1, 2, 3, 4, 5
School to purchase an online learning platform – Doodle Learning and Atom learning to support children with the practice of key foundational skills	Great deal of research shows the importance of over learning and practice of key fundamental skills to ensure children have a solid understanding of the skill.	1, 2

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

Budgeted cost: £ 68,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creative Arts Therapy team to deliver specialist support for children with social and emotional health	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the	5, 6, 7

needs and also support with delivery of CPD (newsletters, training etc.)	curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	
Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. lego-therapy, target readers, precision teaching	1, 2, 5, 6
FRIENDS resilience intervention programme to decrease anxiety based on CBT.	Evidence shows that disadvantaged children are more likely to have weaker social and emotional skills and specific interventions support these skills. There is a great deal of evidence that CBT has positive effects mental well-being.	5, 6, 7
Targeted SENP Speech and Language support interventions	A number of children at Crawford have speech and language needs but do not meet the threshold to have NHS support. SENPs deliver support and intervention from a qualified speech and language therapist who oversees the intervention and support given.	1, 3, 4
Small groups for pupils who are working towards age related expectations and who have made less than expected progress taught by SENCO and deputy headteachers.	Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role	1, 2
Lego therapy resources and training to support children with social and communication skills	Lego therapy is an evidence-based approach widely used across school. <a href="https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot">https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot</a>	4, 5
Rapid Scheme phonics intervention programme and training for staff Targeted provision for children in year 2 and above who cannot read at age-related expectations and phonics is their barrier Intervention programme is part of the Little Wandle phonics scheme school follow to ensure consistent approach.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches	1, 2, 3
Precision Teaching training Evidence-based structured teaching method to improve accuracy and fluency in reading, spelling and maths.	Evidence-based approach to ensure consistent, structured key skills children need in order to access learning. Ensures best use of TAs and impact on learning according to MITA research <a href="https://maximisingtas.co.uk/">https://maximisingtas.co.uk/</a>	1, 2
Trained staff member in dyslexia support and screening	Allows children to have correct assessment in place and ensure correct provision to support with specific literacy difficulties.	1, 2
Dyslexia reading interventions, such as Toe-by-Toes for children in KS2 with dyslexia / dyslexic traits to support them in catching up in their reading progression.	Phonological approach been provided to support children with dyslexia or specific learning difficulties. <a href="https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf">https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf</a> <a href="https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-phonological-awareness-pack-pdf-6mb.pdf">https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-phonological-awareness-pack-pdf-6mb.pdf</a>	1, 2
HfL Reading fluency intervention programme delivered to children working towards tin reading in KS2 by teachers	Reading fluency intervention trialled last year at Crawford in years 5 and 6 and children overall made 14 months progress in reading comprehension. Intervention programme being expanded to children working towards or below in yrs 4, 5 and 6. Research shows that fluent reading supports reading comprehension by supporting the cognitive load of reading and allowing children to focus on comprehension. <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-">https://educationendowmentfoundation.org.uk/news/eef-blog-</a>	1, 2



	<p>shining-a-spotlight-on-reading-fluency</p> <p>Herts for learning reading fluency project showed that on average KS2 children made an average of 2 years and 3 months progress in reading comprehension</p> <p><a href="https://www.hfleducation.org/reading-fluency">https://www.hfleducation.org/reading-fluency</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 64,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training delivered to all staff on containment and support for children with SEMH needs and support with de-escalation	Relationships and relational approaches are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.	1, 2 5, 6
Embedding attendance analysis and procedures introduced last year to continue to identify key groups and provide targeted support.	Large body of evidence shows what a detrimental effect poor attendance at school has on children's attainment and progress. Importance of early intervention and working with families to prevent persistent absence.	6
To continue with a graduated approach to attendance with more targeted support for families where attendance drops	Falling attendance often requires more targeted and specific support, individualised to the family and their needs	6
Partnership with Future Men for a full-time project worker across all the sites in the federation	Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety, school refusal etc.	1, 2, 5, 6
JIGSAW PSHE Scheme of work	Evidence-base from a range of research as referred to by PSHE Association.	1, 2, 5
Dedicated Family Services Officer role to support families to support their children to achieve best possible outcomes	Importance of holistic view to addressing social and emotional barriers to children's learning.	5, 6, 7
Whole school approach to universal intervention for positive mental health underpins a wide range of strategies used in school, to support the development of emotional literacy and well-being: This includes Emotional Explorers, Zones of Regulation, Restorative Approaches to support behaviour, relationships, conflict resolution and wellbeing.	These are evidence-based programmes that have staff have received training in to support with conflict and emotional regulation.	1,2, 3, 5, 6
Beacon School Support Training support for staff with emotional and responsive support for children with SEMH needs as well as class and school behaviour and children with additional needs	Evidence-based training that support children. Taking a relational approach to behaviour and focusing on underlying needs as well as using language to de-escalate is proven to support children with behaviour as well as emotional regulation.	1, 2, 3, 5

2 trained ELSA staff members to support children with emotional and social literacy	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. ELSA provision in our schools targets these children	1, 2, 3, 5, 6
Bellhouse partnership. Nurture group run at Bellhouse – a charity in Dulwich.	Nurture groups have been proven to achieve improvements in the social, emotional and behavioural skills of children, as well as to deliver improvements in attainment, attendance and resiliency.	1, 2, 3, 5, 6

**Total budgeted cost: £ 253,730**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

There was no significant difference between disadvantaged and non-disadvantaged children in the Year 1 or Year 2 phonics results. There was no significant difference between the multiplication checks results in Year 4 for disadvantaged compared to non-disadvantaged children.

The attainment gap between disadvantaged and non-disadvantaged children at the end of KS2 has significantly decreased.

	2022 / 2023		Diff	2023 / 2024		Diff
	Disadvantaged	Non-Disadvantaged		Disadvantaged	Non-Disadvantaged	
KS2 Reading % on track or above	51%	64%	-13	67% (+16)	69% (+5)	-2
KS2 Writing % on track or above	58%	78%	-20	60% (+2)	72% (-6)	-12
KS2 Maths % on track or above	55%	64%	-9	77% (+22)	83% (+19)	-6

## 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

## 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.*