

# Pupil premium strategy statement 2023 - 2026

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2025 academic years) 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   | Livingstone Academy Bournemouth |
| Number of pupils in school  | 595                             |
| Proportion (%) of pupil premium eligible pupils   | 150/595<br>25%                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                       |
| Date this statement was published   | September 2023                  |
| Date on which it will be reviewed   | July 2023                       |
| Statement authorised by   | Loren Tharme                    |
| Pupil premium lead  | Loren Tharme                    |
| Governor / Trustee lead   | David Herbert (Regional CEO)    |

## Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year (2023)  | £110,671.58 |
| Recovery premium funding allocation this academic year  | £26,842     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £137,513.58 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils make expected or better progress from their starting points, regardless of any social, emotional or physical challenges they or their families may have.

We want our pupils to not only perform well academically, but to also develop resilience and a strong sense of self so that they can achieve whether they are disadvantaged or not. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As EEF evidence suggests, high quality teaching has the greatest impact on effective learning and at Livingstone Academy, this fundamentally drives high expectations in all areas of the curriculum as well as enriching the lives of our pupils through a broad and engaging foundation curriculum. We intend to widen cultural capital opportunities to give vulnerable and disadvantaged pupils opportunities that will help them succeed in life and will ensure that they are best prepared for their next steps in education and beyond.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and 'Catch Up' Funding for pupils whose education has been worst affected, including non-disadvantaged pupils. We have also reduced class sizes and staffed year groups with teachers and support staff who are best skilled to meet the needs of the pupils. We have adopted an individualised approach to addressing barriers to learning and emotional support and our strategy has been designed following robust and continual assessments of learning and of social and emotional needs and challenges.

To ensure our approach is effective we will:

- adopt a whole academy approach so that all staff are responsible for pupil progress, specifically for the outcomes for disadvantaged pupils.
- increase the IT equipment across the school and for pupils at home to ensure that all pupils have access to the full curriculum.
- work beyond the classroom to ensure all pupils have their needs met , e.g. pastoral support, ELSA or home learning support.
- ensure disadvantaged pupils are challenged and reach greater depth learning outcomes.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Complex educational needs:</b> 24% of our 2023 disadvantaged learners also have SEND needs. Research and ongoing assessments over time outline the impact complex needs have on learning and the level of specific support is increased.   |
| 2                | <b>Economic difficulty:</b> 84% of our disadvantaged learners receive free school meals. Our observation and discussions with parents show that because of economic difficulty, these learners will have limited access to quality cultural capital, limited experiences and limited vocabulary, which in turn (as evidenced in assessments, pupil voice, observations and school paying for increased numbers of trips, food parcels) shows limited achievement. |
| 3                | <b>Emotional regulation and home factors:</b> 64% of our students with social care involvement are in receipt of pupil premium funding.   |
| 4                | <b>Parental engagement:</b> The level of parental support to consolidate learning at home is lower for our disadvantaged learners. Homework completion and attendance to parent consultations and enrichment is lower for our disadvantaged students.   |
| 5                | <b>Attendance:</b> The average attendance of our disadvantaged pupils is lower than their non-disadvantaged peers.  |

## 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.

| <i>Intended outcome</i>   | <i>Success criteria</i>   |
|---|---|
| To ensure disadvantaged students are supported to achieve expected or better progress and attainment in English & maths for disadvantaged pupils. | <p>The vast majority of disadvantaged students will make at least expected progress from their starting points</p> <p>95% of all disadvantaged students will read at or above their chronological age.</p>  |
| To promote the social and emotional wellbeing of disadvantaged pupils to ensure they are ready to learn.  | <p>Disadvantaged pupils will be socially secure, emotionally stable and able to regulate their emotions successfully so that they are ready to learn.</p> <p>The proportion of disadvantaged students receiving 1 or more suspensions will reduce to 5% or less.</p> <p>The proportion of disadvantaged students receiving 1 or more academy based suspensions will reduce to 5% or less.</p> |
| To raise and sustain improved attendance of disadvantaged pupils.   | <p>Overall absence rate for disadvantaged students is no more than 8%</p> <p>The attendance gap between disadvantaged and non-disadvantaged peers does not increase beyond 5%</p> <p>The percentage of whole academy students who are persistently absent being below 12% and disadvantaged pupils not being more than 8% below the non-disadvantaged peers.</p>                              |
| To widen the world of disadvantaged pupils' cultural capital through experiencing a wider variety of cultural experiences.                        | <p>The proportion of disadvantaged students participating in extra curricular clubs will be equal to their non-disadvantaged peers and above 50%.</p> <p>The proportion of disadvantaged students involved in leadership opportunities will increase to 30%</p> <p>100% of disadvantaged students will attend at least one academic trip or visits</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: £87,489

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Teaching assistants:</b><br/>Recruit extra teaching assistants to work with targeted pupils to increase reading speed, comprehension, fluency and arithmetic.<br/>Quality CPD in place through the Growth Conversation Model.</p> <p><b>2021- 22: In place</b><br/><b>2022-23: in place</b><br/><b>2023-24: Continue to employ/deliver CPD</b></p>  | <p><b>EEF Impact: +1 month</b><br/><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a><br/>Where TAs support individual pupils or small groups, which on average show moderate positive benefits<br/>Working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress</p>  | <p>1/3/4/5</p>                |
| <p><b>Digital technology:</b><br/>Chromebooks purchased to ensure that all pupils have access to a chromebook or ipad whenever needed to supplement or support class teaching<br/>Sparks maths programme used across the school to improve maths fluency and homework. All children have a log in<br/>Various computer based programs have been signed up to enhance classroom teaching<br/>Toddle was used during both lockdowns effectively and continues to be used for absence and homework<br/>PPG families have been and are provided with IT support</p> <p><b>2021- 22: In place</b><br/><b>2022-23: In place. 150 new Chrome books purchased</b></p> | <p><b>EEF Impact: +4 months</b><br/><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a><br/>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches<br/>They can motivate students to practise more<br/>Clear evidence that digital technology approaches are more beneficial for writing and mathematics practice</p> | <p>1/2/3/4/5</p>              |

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| <p><b>2023-24: Subscriptions</b></p>  |  |                  |
| <p><b>Phonics:</b><br/>Embed phonics teaching and employ additional teaching assistants / teachers to undertake phonics intervention and improve all staff professional ability to incorporate</p> <p><b>2021- 22: In place</b><br/><b>2022-23: In place</b><br/><b>2023-24: Additional staff used to deliver afternoon interventions. Little Wandle embedded</b></p>   | <p><b>EEF Impact: +5 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a><br/>Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading<br/>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading<br/>New phonics programme in place (Rapid Phonics 22/23)</p>   | <p>1/2/4</p>     |
| <p><b>Embed metacognition and self regulation by:</b></p> <p>Staff CPD attended and planned for future sessions<br/>Enhance the use ELSA, alternative therapies - Think Brick, Pets therapy in place to meet individualised need</p> <p><b>2021- 22: In place</b><br/><b>2022-23: In place + Emotional regulation training</b><br/><b>2023-24: ELSA x 2 staff, Think bricks x 1 staff, enhanced support staff provision, mental health lead fully trained</b></p> | <p><b>EEF Impact: +7 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a><br/><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a><br/><a href="https://new.boxallprofile.org/">https://new.boxallprofile.org/</a></p> <p>Metacognition and self-regulation approaches have consistently high levels of impact</p> <p>More effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion</p> <p>Require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed</p> | <p>1/3/4</p>     |
| <p><b>Feedback:</b><br/>CPD for developing staff subject knowledge in all areas of the curriculum is a focus for development this year, thus supporting teachers to spot</p>  | <p><b>EEF Impact: +6 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p>   | <p>1/2/3/4/5</p> |

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| <p>misconceptions<br/>Additional teachers and support staff employed to 1:1 tutor/conference for individualised feedback and support which then feeds into planning to ensure a linked-up approach and progress for all disadvantaged pupils</p> <p><b>2021- 22: In place</b><br/><b>2022-23: Continue to upskill and develop teachers use of HQ feedback across the curriculum - in place</b><br/><b>2023-24: Continue to upskill staff - effective feedback</b></p> | <p>Research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, tend to have a positive impact<br/>Research evidence about feedback was part of the rationale for Assessment for Learning (AfL)<br/>Feedback studies tend to show very high effects on learning<br/>Research suggests regular verbal feedback is the most powerful tool for facilitating individual progress and overall improvements to learning (John Hattie; Black et al)</p>   |                  |
| <p><b><i>Oral language interventions:</i></b></p> <p>Class reader texts across the school are purchased to ensure that enough copies exist in the school for pupils to have access to read aloud and follow along with class readers</p> <p><b>2021- 22: In place</b><br/><b>2022-23: Continuous purchase of new books for library and class readers. In Place</b><br/><b>2023-24: Training of a member of staff with NELI &amp; SALT</b></p>                         | <p><b><i>EEF Impact: +6 months</i></b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p> <p>Oral language interventions consistently show positive impact on learning<br/>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds<br/>Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult<br/>For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary</p> | <p>1/2/3/4/5</p> |

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| <p style="text-align: center;"><b>Reading comprehension strategies:</b></p> <p>Lexia programme has been signed up for across the whole school</p> <p>Chrome books/iPads purchased to allow access to all pupils who regularly need this.</p> <p>Additional staff have been employed to run reading comprehension interventions in all year groups</p> <p>Class sets of books have been purchased to ensure there is a wide variety of reading material available</p> <p><b>2021- 22: In place</b></p> <p><b>2022-23: Lexia subscription to continue. reading comprehension and fluency interventions - continue to employ. In place</b></p> <p><b>2023-24: Lexia subscription to continue. Reading comprehension and fluency interventions - continue to employ. New reading spine in place and additional dyslexia support materials.</b></p> | <p style="text-align: center;"><b>EEF Impact: +6 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts</p> <p>There are some indications that computer-based tutoring approaches can be successful in improving reading comprehension</p> | <p style="text-align: center;">1/2/3/4/5</p> |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,984

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Small group tuition:</b></p> <ul style="list-style-type: none"> <li>• Additional teachers and support staff employed to raise the number of small group reading, writing and maths interventions in all year groups</li> <li>• Additional teachers and support staff employed to cover teachers to be released to hold small group intervention</li> </ul> <p><b>2021- 22: In place</b><br/> <b>2022-23: In place</b><br/> <b>2023-24: Timetable deployed to release teaching staff for intervention.</b></p> | <p><b>EEF Impact: +4 months</b><br/> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <ul style="list-style-type: none"> <li>• Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average</li> <li>• Once group size increases above six or seven there is a noticeable reduction in effectiveness</li> <li>• In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged</li> </ul> | <p>1/2/3/4/5</p>              |
| <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Sparks maths programme purchased</li> <li>• Working with parents to engage and support at home</li> </ul> <p><b>2021- 22: In place</b><br/> <b>2022-23: In place</b><br/> <b>2023-24: Purchase of Sparks. Homework scaffolded to support disadvantaged learners.</b></p>   | <p><b>EEF Impact: +5 months</b><br/> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p> <ul style="list-style-type: none"> <li>• It is certainly the case that schools whose pupils do homework tend to be more successful</li> <li>• There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment</li> <li>• The quality of the task set appears to be more important than the quantity of work required from the pupil</li> <li>• Parent engagement has high impact (T Hawes Optimal learning)</li> </ul>  | <p>1/2/3/4/5</p>              |

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

Budgeted cost: £35,040

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Arts/Sports/wider enrichment participation:</b><br/>All disadvantaged pupils are offered a space on an extracurricular club to widen their opportunities and develop cultural capital</p> <ul style="list-style-type: none"> <li>● Directed time of teaching staff ensure that free school clubs run for free 5 x a week. Pupils are invited to join these clubs and a conscious effort is made to engage PPG learners</li> <li>● Local school competitions and events are attended and a conscious effort is made to engage PPG learners</li> <li>● Staff are directed to run lunchtime clubs to engage learners, a conscious effort is made to engage PPG learners</li> <li>● Peripatetic instrument lessons funded for PPG students</li> </ul> <p><b>2021- 22: In place</b><br/><b>2022-23: In place</b><br/><b>2023-24: Continue to fund clubs and extracurricular opportunities, trips, visits etc. Widen the opportunities offered through leadership roles, connections with wider community businesses etc.</b></p> | <p><b>EEF Impact: +3 months</b><br/><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a></p> <ul style="list-style-type: none"> <li>● Participating in sports and physical activity is likely to have wider health and social benefits</li> <li>● Sports participation interventions engage pupils in sports as a means to increasing educational engagement and The evidence suggests that the impact is greater for more vulnerable students</li> <li>● Non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes attainment</li> </ul> | <p>2/3/4/5</p>                |
| <p><b>Social and emotional learning:</b></p> <ul style="list-style-type: none"> <li>● Full time pastoral lead and 2 x ELSA trained support staff run ELSA sessions for identified PPG learners</li> <li>● Teachers have received training in supporting and maintaining positive mental health</li> <li>● Additional strategies in place and funded by school to individualise support - Think Bricks, Live 2 Learn, Young Carers, Starfish mentoring etc.</li> </ul>   | <p><b>EEF Impact: +4 months</b><br/><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <ul style="list-style-type: none"> <li>● <a href="https://new.boxallprofile.org/">https://new.boxallprofile.org/</a></li> <li>● On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</li> </ul>  | <p>3/4/5</p>                  |

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| <ul style="list-style-type: none"> <li>● Whole staff approach to supporting families with mental health needs and the impact this has on children's lives - including the impact COVID has had on these already vulnerable families</li> </ul> <p><b>2021- 22: In place</b></p> <p><b>2022-23: Continue to fund programmes as above and fund wellbeing initiatives across the whole school (zones of regulation). In place.</b></p> <p><b>2023-24: Widen network of external support bodies for families. Run parent workshops.</b></p> | <ul style="list-style-type: none"> <li>● Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff</li> <li>● MIND 2021: Two thirds (65%) of adults and more than two thirds (68%) of young people with mental health problems say their mental health has got worse since the first national lockdown. One in four (26%) adults and over one in six (18%) young people experienced mental distress for the first time during the pandemic. People living in a household receiving benefits saw their mental health hit hardest by the pandemic.</li> </ul> |  |
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**Total budgeted cost: £137,513**



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

### Pupil premium strategy outcomes 2023-24

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

| Intended outcome  | Success criteria  | Actual Impact (July 2024)   |
|---|---|---|
| To ensure disadvantaged students are supported to achieve expected or better progress and attainment in English & maths for disadvantaged pupils. | <p>The vast majority of disadvantaged students will make at least expected progress from their starting points</p> <p>95% of all disadvantaged students will read at or above their chronological age.</p>  | <ul style="list-style-type: none"> <li>• Proportion of PPG pupils on track in English from their starting points: 88%</li> <li>• Proportion of PPG pupils on track in Maths from their starting points: 93%</li> <li>• Proportion of PPG pupils reading at or above their age: 84%</li> </ul>   |
| To promote the social and emotional wellbeing of disadvantaged pupils to ensure they are ready to learn.  | <p>Disadvantaged pupils will be socially secure, emotionally stable and able to regulate their emotions successfully so that they are ready to learn.</p> <p>The proportion of disadvantaged students receiving 1 or more suspensions will reduce to 5% or less.</p> <p>The proportion of disadvantaged students receiving 1 or more academy based suspensions will reduce to 5% or less.</p> | <ul style="list-style-type: none"> <li>• Proportion of PPG pupils removed to reset more than 10 occasions this year: 2% (3 students more than 10 times in receipt of PP funding)</li> <li>• Proportion of PPG pupils receiving 1 or more suspension: 10%</li> <li>• Proportion of PPG pupils receiving 1 or more academy based suspension: 41% of students given an ABS are PP (23% of PP students, compared to 11% of non PP.</li> </ul> |
| To raise and sustain improved attendance of disadvantaged pupils.   | <p>Overall absence rate for disadvantaged students is no more than 8%</p> <p>The attendance gap between disadvantaged and non-disadvantaged peers does not increase beyond 5%</p> <p>The percentage of whole academy students who are persistently absent being below 12% and disadvantaged pupils not being more than 8% below the non-disadvantaged peers.</p>                              | <ul style="list-style-type: none"> <li>• Overall absence rate 2023-24: 10%</li> <li>• Attendance gap 2023-24: 4.9%</li> <li>• Persistent Absence: 21.9%</li> <li>• Persistent absence of PPG pupils: 33.8%</li> <li>• Persistent absence of Non-PPG pupils: 12.5%</li> <li>• Persistent absence gap: 21.3%</li> </ul>   |
| To widen the world of disadvantaged pupils'   | <p>The proportion of disadvantaged students participating in extra curricular clubs will be equal to their non-disadvantaged peers and above 50%.</p>   | <ul style="list-style-type: none"> <li>• Participation in extracurricular clubs of PPG pupils: 62%</li> </ul>   |

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| <p><b>cultural capital through experiencing a wider variety of cultural experiences.</b></p> | <p>The proportion of disadvantaged students involved in leadership opportunities will increase to 30%</p> <p>100% of disadvantaged students will attend at least one academic trip or visits</p> | <ul style="list-style-type: none"> <li>• <b>Proportion of PPG pupils with leadership responsibility: 21%</b></li> <li>• <b>PPG pupils who attended an academic trip this year: 100%</b></li> </ul> |
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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme                    | Provider           |
|------------------------------|--------------------|
| The Scholars Programme       | Brilliant Club     |
| School led tutoring          | NTP                |
| Power Up                     | Lexia              |
| The Wellbeing Journey        | YMCA               |
| Corrective reading programme | Direct Instruction |

## 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.*