

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Brooke Weston Academy
Number of pupils in school	919 (Y7-11)
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-22, <b>2022-23</b> , 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Shaun Strydom (Principal)
Pupil premium lead	Emily O'Keeffe (Assistant Principal)
Governor / Trustee lead	Alan Othen and Ika Castka

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,855
Recovery premium funding allocation this academic year	£44,160
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	£185,015

## Part A: Pupil premium strategy plan

### Statement of intent

Brooke Weston Academy opened in 1991 with the intention to ‘transform lives and provide more than an education for the students of Corby, Kettering, and the surrounding villages’. The founders of Brooke Weston Academy aspired to ‘Increase the life chances, social mobility, and opportunities of our students.’ These intentions and aspirations have not changed. We have made a commitment to design and implement a curriculum which closes both the academic and experiences gap for all students, regardless of individual starting points, socioeconomic disadvantage and inclusive of all backgrounds.

Our shared mission is to provide a stimulating learning experience which places learning and teaching at the heart of everything we do. We know it has been proven that high-quality teaching has the greatest impact on closing the disadvantage attainment gap. We have an unrelenting focus on ensuring inclusivity within each classroom where every student will be supported to achieve their goals and have memorable learning experiences.

We understand the importance of having an individualised and adaptive approach to supporting each disadvantaged student. We are proactive and responsive to the challenges faced by vulnerable students, for instance those who are young carers or have a social worker. At a time where there is a cost-of-living crisis, we understand the importance of supporting our wider community so all can thrive.

A core part of our ethos is that we have high expectations for all. We maintain that a handful of years spent at Brooke Weston Academy can build confident, socially, and morally astute individuals who are ready to embrace life beyond school. We look to achieve this through embedding our practice on research evidence to inform our decision making and the continuance of diagnostic assessment to shape our provision for Pupil Premium students.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Behaviour, Access, and Inclusion</b></p> <p>There are a minority of pupil premium and non-pupil premium students that are a focus for academic and pastoral staff.</p> <p><b>BWA Context:</b></p> <p>Whilst our 2021-22 data indicates that suspensions for disadvantaged students at Brooke Weston Academy are below that of National, we understand the importance of maintaining focus on this area.</p>
2	<p><b>Attendance</b></p> <p>Our disadvantaged pupils have on average lower attendance when compared to non-pupil premium peers. Lower attendance to school has a <a href="#">damaging impact</a> on students' attainment.</p> <p><b>BWA Context:</b></p> <p>Despite our pupil premium attendance being above the 84.9% National Pupil Premium attendance last academic year, we recognise that there was a 4.4% gap between pupil premium and non-pupil premium peers in our building last academic year. It is important that we close this gap not only for academic reasons, but also to support the wellbeing of our pupil premium student body.</p>
3	<p><b>Attainment and reading age</b></p> <p>We understand that our disadvantaged pupils can often enter key stage three with lower reading ages than their non-pupil premium peers. We know this can lead to significant gaps in learning, especially when coupled with several social economic factors which can result in lower attainment upon entry to secondary school.</p> <p><b>BWA Context:</b></p> <p>We understand that a percentage of our key stage three pupil premium students have a reading age lower than their chronological age and we will continue to closely monitor this.</p>
4	<p><b>Pandemic and Mental Health</b></p> <p>Mitigate <a href="#">Covid-19 barriers</a> that were experienced because of the pandemic. Our disadvantaged students tend to require more mental health support due to challenges faced at home and because of lockdown. <a href="#">Challenges</a> were felt much more strongly by disadvantaged students during the lockdown and the ability to engage in lessons and make academic progress was hindered because of this.</p> <p><b>BWA Context:</b></p> <p>Our school dealt with a number of mental health incidents last academic year. This has increased from the previous year due to Covid-19.</p>
5	<p><b>Strengthening Parental Relationships</b></p>

	<p>The pandemic resulted in communication with parent/guardians existing on online platforms. We need to work to bring families back into our community and school building. Considering the current cost-of-living crisis, we also understand that our community is experiencing a challenging time and there can be external barriers to families communicating with our school and participating in school events.</p> <p><b>BWA Context:</b></p> <p>Since the pandemic, we have seen a decrease in parental face-to-face attendance to Parents' Evenings. Last year, pupil premium attendance to parents' evening for year 8 was 54% and year 9 was 64%.</p>
6	<p><b>Aspirations and Cultural Capital</b></p> <p>Aspirations for disadvantaged young people can be limited due to fewer opportunities to develop cultural capital outside of school. The consequence of this is that there is a potential reduction in background knowledge which can lead to barriers in learning and understanding of future educational destinations and career pathways.</p> <p><b>BWA Context:</b></p> <p>The catchment area of the Academy has some of the most significant levels of deprivation in the country on the IDACI profile. Of the 194 Lower Super Output Areas (LSOA's) in North Northamptonshire, 12 LSOA's are amongst the top 10% most deprived in England and a further 18 falls within the decile 2 nationally.</p>
7	<p><b>Recruit and Retain Staff</b></p> <p>We need to recruit and retain the very best staff as this is key to consistent quality first teaching for all students as this has the greatest impact on closing the disadvantaged attainment gap.</p> <p><b>BWA Context:</b></p> <p>As experienced nationally, we are struggling with a recruitment crisis. As such, a current barrier is recruiting and retaining strong staff across key subject areas.</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
Raising attainment & achievement	<ul style="list-style-type: none"> <li>• Close the progress and attainment gap of disadvantaged, with a particular focus on white, British, middle attaining male students</li> <li>• KS3 MAP and male students to meet their minimum targets</li> <li>• KS4 MAP and male students to achieve Progress 8 <math>\geq 0</math></li> <li>• PP students to achieve chronological reading age</li> </ul>
Holistic 'whole pupil' approach to assessment	<ul style="list-style-type: none"> <li>• PP 360 Report on every PP/K-code registered PP student</li> <li>• PP provision map to provide a holistic view of each PP student which identifies barriers to learning and allows for actions</li> </ul>
Improving Attendance	<ul style="list-style-type: none"> <li>• Attendance and Persistent Attendance of PP students is above national average, and the internal gap is within 5% of non-pupil premium</li> <li>• Attendance and effected due to suspension are below national average and the internal gap is within 10% of non-pupil premium</li> </ul>
Strengthening parental engagement	<ul style="list-style-type: none"> <li>• Enhanced PP parental engagement for PP students</li> <li>• PP parental attendance to school events at <math>&gt;90\%</math> attendance</li> <li>• Student / Family barriers to learning recorded in PP provision map</li> </ul>
Raising aspirations through impartial careers education, advice, and work-related learning	<ul style="list-style-type: none"> <li>• PP students to secure positive destinations with zero NEETs</li> <li>• Provide at least 1 employer interaction every year</li> <li>• All PP students to access Unifrog and the Tutor Time PD and careers programme with 1-1 meetings for all Year 9, 11 and 13 students with Careers Lead.</li> </ul>

## 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: £94,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Quality first teaching</u></p> <ul style="list-style-type: none"> <li>- Retention and high-quality support of teachers in their early career:</li>   <li>- Cognitive, metacognitive and self-regulated learning strategies used to support the quality of teaching and learning</li>   <li>- Skilled teacher questioning to support the learning cycle</li>   <li>- Effective use of feedback and assessment to push learning forward</li> </ul>	<p>The Educational Endowment Foundation states that: <a href="#">the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</a></p> <p>Cognitive, metacognitive and <a href="#">self-regulated learning</a> strategies have been highlighted as a stand-out 'component of high quality teaching' from the Education Endowment Foundation. It has potential to add <a href="#">7 months' additional learning</a> when utilised accurately.</p> <p><a href="#">Questioning</a> can deepen understanding; assess previous knowledge; address key misconceptions and supports each student to have a clear learning cycle.</p> <p><a href="#">Feedback</a> can refocus and redirect each student to a key area to support each student to reach their goals and make progress. Feedback can support students to make an additional 6 months' progress.</p> <p><a href="#">Embedding Formative Assessment</a> can also enable students to make an additional 2 months' progress.</p>	<p style="text-align: center;">1,3,4,5,6,7</p>

<ul style="list-style-type: none"> <li>- Spaced retrieval</li>   <li>- Faded practice to guide student progress</li> </ul>	<p><a href="#">Spaced retrieval</a> is supported by evidence from two scientific fields, neuroscience, and cognitive psychology.</p> <p><a href="#">Faded practice</a> supports information-processing. This includes rephrasing, elaborating, and summarising new material in order to store this material into the long-term memory</p>	
<p><u>Review curriculum created, evaluated and delivered</u></p> <ul style="list-style-type: none"> <li>- Curriculum equity</li> </ul>	<p><a href="#">Durrington Research School</a> have shared that the curriculum and the way it is sequenced should be consistently refined to support student coherence.</p> <p><a href="#">Embedding high challenge low complexity</a> across the whole-school curriculum reassures students that they don't need to know all the answers because we are going to scaffold the ways in and support them, primarily through talk.</p>	1,3,4,6,7
<p><u>Professional development is evidence informed</u></p> <ul style="list-style-type: none"> <li>- National College membership and other bespoke training such as SSAT</li>   <li>- Instructional coaching</li> </ul>	<p><a href="#">Effective Professional Development</a> should be used to enhance student outcomes in the classroom.</p> <p>The trusted source (<a href="#">National College</a>) will be used in school to embed an evidence-informed approach to the continuance of professional development.</p> <p><a href="#">Instructional coaching</a> has the impact that it does because of its specificity and incremental nature. It also acknowledges that teachers need high levels of support to adopt new habits in the complex environments of their classrooms.</p>	1,3,4,6,7

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

Budgeted cost: £45,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional timetabled 'recovery' lessons created across the curriculum	<a href="#">Key findings</a> from the Sutton Trust identified that more advantaged children are substantially more likely to receive extra private tuition. To mitigate impact from the <a href="#">pandemic</a> , establishing a timetable that provides early intervention is crucial.	1,3,4
Pupil Premium Champions to ensure departments identify appropriate students and interventions	The Unity Research School have established that <a href="#">collaborating and sharing good practice in context</a> supports a robust and inclusive structure across a school.	1,2,3,4,5,6,7
Small group intervention in Year 11 for students who require additional support to meet their target grades/levels in Math, English and Science	<a href="#">Reducing class size</a> can have the positive impact of supporting an additional 2 months' learning. This will support teachers to have more interaction with fewer students and therefore maximise learning time.	1,3,4
Literacy support programme including Bedrock and Fresh Start intervention	<a href="#">Bedrock Learning</a> enables each student to have a balanced approach to reading comprehension and the decoding of words. As Literacy is the <a href="#">building block</a> for academic success, harnessing platforms to support student progress is vital.	1,3,4
Targeted intervention through utilisation of the National Tutoring Programme	<a href="#">Small group tuition</a> can support 4 months' additional progress. Through utilisation of the <a href="#">National Tutoring Programme</a> , we can facilitate additional targeted tuition.	1,3,4,
Online support for students through SENECA, Educake and sparx, and Smith Proformas to support with knowledge gaps	Through enabling each student to access the online platformd, we can support academic progress through their ability to teach, monitor, assess and engage.	1,2,3,4,



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

Budgeted cost: £52,554.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work experience for KS4 students at risk of being NEET or showing high levels of disengagement with school	<a href="#">Work experience</a> can be understood to serve multiple purposes, including experience of the world of work, employability skill development and experience to help guide future career decision-making.	6
Creation of student 360 to ensure that all aspects of student progress is tracked and monitored	Being able to <a href="#">critically review how we work with all stakeholders</a> supports transparency in our school community. Having the 'student 360' will support a shared priority to deliver the best outcomes.	1,2,3,4,5,6
Student Welfare Team with explicit focus on PP students and families	Building a <a href="#">supportive school network</a> is important to limit barriers to school attendance and academic attainment.	1,2,5
Full time Education Welfare Officer and Raising Standards Leads to support PP families and track attendance of PP students	Ensuring there is robust <a href="#">parental engagement</a> is important to ensure attainment gaps do not widen. Having school systems in place that support this communication can aid 4 months' additional progress	1,2,4,5
Counselling for most vulnerable PP students	Ensuring we safeguard the <a href="#">social and emotional</a> welfare of any student in need is paramount.	1,2,4,5
PP one-to-one guidance in accessing Unifrog and careers interview(s)	<a href="#">Key insights</a> provided by the EEF signal the importance of having personalised and targeted career advice. <a href="#">Unifrog's</a> mission is to level the playing field for young people to find the best opportunities.	2,5,6
PP students receive one employer interaction per year, trips to FE Colleges and work experience	Experiencing <a href="#">work related activities in school</a> can support with employability and technical skills. This can support students to be informed.	5,6

Transportation, Cultural & Ongoing Support: 'In addition to paying for transport costs for some pupils, bespoke financial support on a case-by-case basis has been made available for pupil premium students in order to enable access to a range of activities, resources and support wellbeing	The <a href="#">EEF School Planning Guide</a> highlights the importance of establishing routines. Understanding student and family need is key to removing barriers so school can be attended without issue.	1,2,3,4,5,6,
Provision of laptop and/or wireless connection devices for some students	The <a href="#">digital disadvantage</a> is something that most disadvantaged students experienced during the pandemic. Ensuring that the provision of laptops is provided for any student in need can support academic success and ability to engage with study outside of school hours.	4
Provision of visualisers to ensure effective remote education can take place	Utilising <a href="#">digital technology</a> (such as visualisers) as a pedagogical approach to high-quality teaching can help teachers model in a new way and highlight how experts think as well as what they do.	3,4
Parental engagement support strategies including software such as EduLink	<a href="#">Parental engagement</a> is consistently linked to better academic performance. <a href="#">EduLink</a> is a platform that supports parental engagement with all aspects of school life.	5
Use of external benchmarking services such as GL assessments to support teachers and student intervention	The <a href="#">GL Assessment</a> platform enables a robust assessment of student need to ensure we can identify and prioritise these needs swiftly.	3,4

**Total budgeted cost: £192,710.50**

## 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 previous academic year.

Brooke Weston Academy follows the Department for Education's latest guidance (Autumn 2021), and we ensure that evaluation is an ongoing process. When we look at the impact our pupil premium strategies had on students last year, we can see the below outcomes:

2021-22 Pupil Premium Outcomes	2018/2019	2019/2020	2020/2021	2021/2022	National (2022)			Outliers Removed
					PP	'N'	All	PP
Number of Students	34	32	29	27	-	-	-	24
English and Maths at grade 5+	38.2%	53.1%	59%	41%	-	-	57%	46%
English and Maths at grade 4+	64.7%	78.1%	86%	59%	-	-	76%	67%
Ebacc at grade 5+	23.5%	21.9%	24%	15%	-	-	24%	17%
Ebacc at grade 4+	35.3%	50%	34.5	37%	-	-	31%	42%
P8 Score	-0.05	+0.07	+0.77	-0.4	-	-	0.15	0.01
A8 Score	4.59	4.72	5.42	43.7	-	-	5.26	4.82

Due to the Covid-19 pandemic, 2020 and 2021 GCSE results were centre assessed grades. The columns highlighted yellow indicate the centre assessed results.

#### Raising attainment & achievement

- Close the progress and attainment gap of disadvantaged, with a particular focus on high attaining male students
- KS3 HAP and male students to meet their minimum targets
- KS4 HAP and male students to achieve Progress 8  $\geq 0$
- PP students to achieve chronological reading age

#### Y11 HAP Male Student Actual Results

Average Progress 8	1.67
Average Attainment 8 Grade	8.50
Attainment Overall	85.00
English 9-7	100%
Math 9-7	100%

Y7 HAP Male Data	AP1	AP3
Number of Students	12	
Expected	59%	64%
> Expected	39%	38%

<b>Y8 HAP Male Data</b>	AP1	AP3
Number of Students	9	
Expected	68%	79%
> Expected	36%	44%

<b>Y9 HAP Male Data</b>	AP1	AP3
Number of Students	13	
Expected	67%	73%
> Expected	25%	33%

We are very happy with the progress made by our male high ability pupil premium students. The Covid-19 lockdown and remote provision impacted our disadvantaged students, yet we remained determined to support their education. The impact of the pandemic was mitigated as we provided every student with use of a laptop before the Department for Education released this strategy, ensured every student had access to Teams, and consistently tracked engagement and attendance so our high-quality curriculum was still delivered by subject specialists. We were able to close the gap with our high ability students and as we look to the new academic year and have reflected upon the new scaled scores and needs of the upcoming cohorts, we will now specifically develop our focus on the male middle-ability students to ensure they make progress across their subjects.

### **PP Mock Outcomes**

	English	English Literature	Maths	Science
9-7	15%	11%	15%	7%
9-5	38%	40%	38%	19%
9-4	56%	71%	62%	39%

### **PP Actual Results**

	English	English Literature	Maths	Science
9-7	14%	21%	22%	16%
9-5	56%	73%	50%	38%
9-4	72%	85%	69%	64%

Our extended tutor time intervention included every year 11 PP student. Students improved several of their predicted outcomes in English, Maths, and Science. As a strategy, this strategic intervention for students to maximise the progress made will be continued in a similar form in the coming academic year. This will see students in targeted intervention with specialists for three terms. Above is a comparison of results at mocks before the extended tutor time provision, and the final outcomes at the end of Year 11.

### **Holistic 'whole pupil' approach to assessment**

- Create a PP 360 Report on every PP/K-code registered PP student
- Create a PP provision map to provide a holistic view of each PP student which identifies barriers to learning and allows for actions

All PP/K-coded students have had their information uploaded onto our PP Provision Map. As part of our three-year plan, the information will be shared with our Pupil Premium Champions and disseminated across all departmental areas. This will ensure that barriers to learning and relevant contextual information about our disadvantaged students is communicated with the staff body. This will inform pedagogical approach to lessons, ensure inclusive classrooms, and support positive relationships between student and teacher continue to flourish.

### Improving Attendance

- Attendance and Persistent Attendance of PP students is above national average and the internal gap is within 5% of non-pupil premium
- Attendance and effected due to suspension is below national average and the internal gap is within 10% of non-pupil premium

### 2021/22 Attendance Overview

	Non-PP	PP	Gap		Non-PP PA	PP PA	Gap
School	93%	88.60%	4.4%		21.20%	33.90%	12.50%

National PP Attendance = 84.9%

National All Attendance = 89.7%

National All PA = 35%

Our 2022 Pupil Premium students had higher attendance than National All Attendance. We are very pleased with this and have met our goal of ensuring the internal gap between PP and Non-PP attendance is within 5%. The persistent absence percentage for pupil premium students is below the National All persistent absence. However, the internal gap of 12.20% is higher than we would like. This gap between pupil premium and non-pupil premium persistent absence is predominantly because of a few complex cases. The strategies employed will continue in 2022-23 with additional focus on areas to continue reducing PA whilst improving the overall attendance figure.

### Mitigating the pandemic impact on our disadvantaged students

- Lesson observations show QFT evidence of deliberate strategies being used in lesson
- Lesson observations show all PP students are in the correct sets to maximise progress
- PP Champions to lead bi-termly departmental focus on PP Progress within subject and instigate interventions / strategies
- Curriculum team to monitor PP engagement in remote education where required to ensure 100% attendance where not ill
- All PP Students have access to technology to access blended learning

We continued to raise the profile of Pupil Premium students through our Pupil Premium staff Champions from every faculty. This group met each term and shared education research informed approaches to supporting quality-first teaching with their departmental areas. Pupil Premium Champions conducted their own quality assurance of pupil premium provision throughout the academic year. This involved looking at student books, speaking to students, sharing best practice with team members, and observing lessons in a variety of settings. Results shown by the above indicated that: 83% of pupil premium student's engagement and participation was in-line with their non-PP peers; 92% of feedback was engaged with in exercise books and teaching staff purposefully asked pupil premium students' questions at discussion points in the lesson. Working in collaboration with Pupil Premium Champions, a pupil premium bulletin was also launched with the staff body. The bulletins shared had a particular focus on oracy, resilience, homework, and high expectations.

At both whole-school and departmental level, every staff member engaged with an informed approach on how to deliberately use questioning to support student agency and retention of key knowledge. Our whole school focus on Literacy enabled every student to engage in weekly 'Drop Everything and Listen' sessions in both tutor time and English lessons. Building on this, every year 7 and 8 student engaged weekly with the Literacy platform Bedrock. This was consistently monitored by English teachers and was a resource that provided a tailored programme for the needs of the individual learner. Our curriculum academy review provided each faculty area with bespoke areas for development and outlined areas of strengths. To ensure this was consistently evaluated, each Head of Department conducted regular quality assurance audits of their departments, considering book work, learning walks, student voice and curricular foci.

In cases where blended learning was a requirement, Teams was used in classroom settings and lessons were also recorded to support student progress. Throughout the year, we issued an additional 26 laptops to students so their learning could continue if they had to isolate yet were well enough to participate in online lessons.

**Strengthening parental engagement**

- Enhanced PP parental engagement for PP students
- PP parental attendance to school events at 100% attendance
- Student / Family barriers to learning recorded in PP provision map
- 100% uptake of PP parents to Edu-Link

**PP Parental Attendance to School Events**

Y7 Parents' Evening	Y8 Parents' Evening	Y9 Parents' Evening	Y10 Parents' Evening	Y11 Parents' Evening
86%	56%	64%	82%	72%

Both our year 8 and year 9 cohorts had lower parental attendance to parents' evening then we would like. It's important to note that both these year groups were particularly impacted by the COVID-19 pandemic and upon joining the academy had a disrupted start to school-life with the lockdown and remote education being their first experience of secondary school. This is certainly an area that will remain a focus as we look toward the future.

To support with the above, each year group now has a dedicated Raising Standards Lead and Student Care Officer. These are both key roles within the academy as they act as a first point of contact between home-life and school-life.

99% of pupil premium parents have engaged with the online platform Edulink.

**Raising aspirations through impartial careers education, advice and work-related learning**

- PP students to secure positive destinations with zero NEETs
- Provide at least 1 employer interaction every year
- All PP students to access Unifrog and the Tutor Time PD and careers programme with 1-1 meetings for all Year 9, 11 and 13 students

In relation to Key Stage 3 and 4 transition, careers guidance continues to be of great value. An example of this is the work completed across the year, where each KS4 PP student is met as a priority by our in-school Careers Lead to ensure that all our students make the correct choices to reach their preferred destination or 6th form. In line with our current key stage 4, this also means that students make informed decisions so that they can succeed at the end of Year 11. This work continues into the 6th form, with students go through a range of processes, guidance meetings and interviews to ensure they are ready for their next steps.

**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.*