

# Pupil premium strategy statement – Hurst Green Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K Wilson
Pupil premium lead	Simon Rees
Governor / Trustee lead	Grace Smyth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,990
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£99,990

# Part A: Pupil premium strategy plan

## Statement of intent

At Hurst Green Primary School, we are committed to ensuring that every pupil, regardless of their background, can achieve their full potential. Our Pupil Premium Strategy is designed to address the barriers faced by our disadvantaged pupils, including those eligible for free school meals (FSM), previously looked-after children (PLAC), and other vulnerable groups.

### **Vision**

Our vision aligns with our school's core values of Respect, Equity, Aspiration, Collaboration, Responsibility, and Compassion. We believe that all pupils deserve a high-quality education that equips them with the skills and knowledge necessary for lifelong success.

### **Objectives**

The primary objectives of our Pupil Premium Strategy are as follows:

- **Raise Educational Attainment:** We aim to close the achievement gap between disadvantaged pupils and their peers by providing targeted academic support and high-quality teaching.
- **Enhance Wellbeing and Personal Development:** We recognise that emotional and social wellbeing are critical to academic success. Our strategy includes initiatives to support the mental health and resilience of our pupils, fostering a positive school culture.
- **Increase Parental Engagement:** We will actively involve parents and guardians in their children's education, ensuring they are informed and engaged in the learning process.
- **Develop Tailored Learning Experiences:** Our SEND provision will be fully established to support pupils with complex needs, ensuring that all pupils receive a tailored learning experience that meets their individual requirements.
- **Foster Leadership and Responsibility:** We will empower our pupils to take on leadership roles within the school, promoting autonomy, aspiration, and responsibility.

### **Implementation and Monitoring**

Our strategy will be implemented through a collaborative approach, involving staff, governors, and external partners. Monitoring will occur through half-termly

reviews of Insight data, attendance dashboards, and pupil progress meetings, with findings reported termly to governors.

### **Success Indicators**

Success will be measured through:

- Improved academic outcomes for disadvantaged pupils, evidenced by assessment data.
- Increased engagement in school activities and parental involvement.
- Positive feedback from pupils, parents, and staff regarding wellbeing initiatives.
- Enhanced leadership opportunities for pupils.

By focusing on these key areas, we aim to create an inclusive and supportive environment that enables all pupils to thrive, ensuring that our Pupil Premium funding has a meaningful and lasting impact on the lives of our disadvantaged pupils.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Disadvantaged pupils in KS1 are less likely to meet age-related expectations in line with both LA and National figures. <i>Due to KS1 figures exceeding LA and National Figures in 2025, the focus will move to concerns about attainment of Pupil Premium pupils in Year 3 and Year 4.</i>
2	Our most able disadvantaged pupils are not reaching their full potential in their KS2 assessments.
3	Pupil Premium pupils' absence is higher than non-pupil premium absence, including persistent absence
4	PP pupils are more likely to struggle with their mental health and wellbeing.
5	Parental engagement is lower for disadvantaged pupils, especially in terms of support with reading for pleasure at home and attendance at school events such as parents' evenings.

## 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
<p>An increased proportion of disadvantaged pupils will meet the age-related expectations in Reading by the end of Key Stage 1.</p> <p>From 2025/26, An increased proportion of disadvantaged pupils will meet the age-related expectations in Reading and writing by the end of Year 4.</p>	<p>Quality delivery of phonics teaching into guided reading.</p> <p>Above average achievement in the phonics screening check (including Y2 recheck).</p> <p>End of KS1 Reading assessments evidence that disadvantaged pupils have reached age-related expectations in reading in line with non-disadvantaged pupils.</p> <p>Quality first teaching of English</p> <p>End of Year assessments evidence that disadvantaged pupils have reached age-related expectations in reading and writing in line with non-disadvantaged pupils</p>
<p>Improvement in attainment for more able disadvantaged pupils at the end of Year 6 in Reading and Writing.</p>	<p>Assessments, book scrutiny and observations show an improvement in writing skills.</p> <p>KS2 English outcomes in 2026-27 show that disadvantaged children met the high score/greater depth standard in line with their non-disadvantaged peers.</p>
<p>Attendance is in line with non-disadvantaged peers, in particular persistent absenteeism</p>	<p>Improved attendance for our disadvantaged children brings them in line with our non-disadvantaged children by 2026.</p>
<p>Disadvantaged pupils demonstrate improved wellbeing as measured by the school's wellbeing survey and reduction in behaviour referrals</p>	<p>The proportion of Pupil Premium parents attending school events and participating in home-school engagement activities matches that of non-Pupil Premium parents by 2026</p> <p>Monitored improved attendance at parents' evenings etc.</p> <p>Targeted parent voice surveys to PP parents.</p>
<p>To develop a culture of Reading for Pleasure and engagement in reading for disadvantaged pupils.</p>	<p>Observations, pupil voice and parent voice will demonstrate a higher level of engagement and a higher reported level of enjoyment of reading.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Quality First Teaching</u></b></p> <p>Learning from the success of early reading interventions at KS1 will directly inform our lower KS2 provision through continuous phonics-to-comprehension progression and consistent use of guided reading strategies.</p> <p>to give subject leadership time to further develop teaching and learning in all subjects</p> <ul style="list-style-type: none"> <li>- continue to support staff with aspects of adaptive teaching</li> <li>- introduction of new SEND assessment approach called AAT tracker to monitor small steps of progress for PP/SEND pupils</li> <li>- Internal and external training for staff including self-directed National College courses</li> </ul>	<p>Firmly embedded on the principle of quality first teaching.</p> <p>EEF: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>A UK-based qualitative study (2025) examined how teachers enact adaptive teaching in the classroom, emphasizing negotiation, shifting of power, flexible repertoires and responsiveness to students. (Brill, Scottish Educational Review, Volume 57)</p> <p>Staff have positive views on using a more flexible approach to CPD using National College. Staff find it useful to choose webinars/training to suit the needs of the children they teach and their own skillset.</p> <p>National College has won over 14 major awards for its training.</p>	<p>1,2</p>
<p><b><u>I am a Clever Writer Approach to teaching writing</u></b></p> <p>Deliver whole-school INSET on I Am A Clever Writer to launch consistent approach to writing.</p>	<p>A consistent approach to teaching writing, rooted in the I Am a Clever Writer framework, will strengthen teacher subject knowledge and ensure high-quality modelling, feedback, and progression. Precise use of assessment data will enable early intervention and targeted support. The impact will be evident in improved quality, accuracy and stamina of writing, greater</p>	<p>1, 2</p>

<p>Implement coaching and CPD to strengthen pedagogy and ensure consistent practice.</p> <p>Implement a whole-school circular phonological approach to spelling.</p> <p>Hold termly pupil progress meetings focused on writing, using Insight data to identify gaps and track Pupil Premium progress.</p> <p>Monitor Pupil Premium writing provision and interventions to ensure precision and impact.</p> <p>Implement targeted teaching to increase the proportion of pupils achieving Greater Depth in Year 6 writing.</p>	<p>independence, and a narrowing of the attainment gap for disadvantaged pupils.</p> <p>This approach for teaching writing is supported by the 'The Writing Framework' from the DfE (July 2025). It aligns in the following ways:</p> <ol style="list-style-type: none"> <li>1. Sequenced skill-development; breaking down writing into manageable steps</li> <li>2. From transcription to composition (handwriting/spelling → sentence → text)</li> <li>3. Oral composition / spoken language before writing</li> <li>4. Focus on quality not quantity; avoiding premature long pieces</li> </ol>	
<p><b><u>Greater Depth in Reading and Writing at KS2</u></b></p> <p>Staff to work with other schools to moderate/share practice.</p> <p>Developing culture of aspiration through school vision and values.</p> <p>Use of tracking systems and pupil regular progress meetings to address barriers to attainment.</p>	<p>Studies have shown that setting high expectations and aspirations for all pupils, especially those from disadvantaged backgrounds, can lead to improved academic outcomes. When pupils believe they can achieve at higher levels, they are more likely to engage with their learning and strive for excellence.</p> <p>The Education Endowment Foundation (EEF) highlights that interventions aimed at raising aspirations can lead to significant improvements in educational attainment, particularly for disadvantaged pupils (EEF, 2021).</p>	2
<p><b><u>Strengthen Reading Provision and Promote Reading for Pleasure</u></b></p> <p>Evaluate current reading provision and plan targeted action.</p> <p>Monitor and improve provision for the lowest 20% readers through structured intervention.</p> <p>Embed a strong culture of reading for pleasure across the school.</p> <p>Strengthen parental involvement in reading.</p>	<p>The reading framework, published in July 2023 by the DfE, advised that "Wide recreational reading expands pupils' knowledge about the world and about language, as well as their understanding of subject-specific academic and technical vocabulary...Further, pupils who read regularly report heightened levels of social and emotional wellbeing."</p> <p>Department for Education (DfE). (2023). The Reading Framework.</p> <p>OFSTED. (2023). Research Review Series: English.</p> <p>This approach not only improves literacy skills but also fosters a love for reading, builds confidence, and enhances overall academic performance.</p>	1,2,5

	<p>The ownership of books has been shown to significantly enhance pupils' engagement in reading. Research indicates that when pupils have access to their own books, it positively influences their reading habits, motivation, and overall literacy development.</p> <ul style="list-style-type: none"> <li>- National Literacy Trust. (2022). Children and Young People's Reading in 2022.</li> <li>- Organisation for Economic Co-operation and Development (OECD). (2021). Reading for Change: Performance and Engagement Across Countries.</li> </ul> <p>Department for Education (DfE). (2023). The Reading Framework.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37496

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Small group and individual interventions</u></b></p> <p>Monitor and improve provision for the lowest 20% readers through structured intervention.</p> <p>Teaching Assistants all are responsible for a specific intervention which they will monitor and assess</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p><b><u>Mental Health and wellbeing</u></b></p> <p>Ensure pastoral programmes, e.g. ELSA, Drawing for Talking, target suitable Pupil Premium pupils</p> <p>Individual therapeutic support (external providers) to support three children</p>	<p>The evidence overwhelmingly supports the idea that mental health and emotional well-being are closely linked to academic attainment in children. Promoting mental health through school-based programs, social-emotional learning, mindfulness, and parent support not only helps children manage their emotions and behaviours but also improves cognitive functions, focus, and engagement, which in turn</p>	3, 4

<p>Behaviour support practitioner appointed (HLTA) for five hours per week to provide targeted behaviour support, including PP children.</p>	<p>enhances academic performance. This highlights the importance of integrated approaches that address both academic and mental health needs for the holistic development of children.</p> <p><b>Mental Health as a Predictor of Academic Success:</b> A study published in The Lancet Psychiatry (2019).</p> <p><b>Early Mental Health Support and Academic Performance (Institute of Education, University College London, 2017)</b></p> <p><b>Social-Emotional Learning (SEL) and Academic Performance in the UK (EEF, 2019).</b></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Continuing with 'Inclusive Attendance' approach</u></b></p> <p>Monitor and analyse attendance data, identifying trends and key groups including Persistent Absentees (PA) and Pupil premium</p> <p>Implement early intervention processes to prevent attendance decline.</p> <p>Promote belonging and purpose through the Every Day Matters campaign.</p> <p>Work collaboratively with the Local Authority and other partners.</p> <p>Introduce attendance mentors to provide targeted support for PA and at-risk pupils.</p> <p>Embed meaningful attendance incentives focused on belonging and contribution.</p>	<p>Inclusive Attendance training delivered by Wayne Harris, an experienced expert in improving attendance in challenging circumstances.</p> <p>The evidence clearly indicates that disadvantaged pupils face numerous challenges that contribute to lower attendance rates. Addressing these disparities requires targeted interventions and support systems that consider the unique barriers faced by these pupils.</p> <p>Department for Education (DfE). (2023). School Attendance in England.</p> <p>Education Endowment Foundation (EEF). (2021). The Impact of Absence on Educational Outcomes.</p> <p>Implementing an inclusive attendance approach can significantly improve attendance rates among disadvantaged pupils by addressing their unique needs and barriers. By fostering a supportive environment, engaging families, and providing targeted interventions, schools can create a culture of attendance that benefits all pupils.</p> <p>References</p> <p>Department for Education (DfE). (2023). Working Together to Improve Attendance.</p>	<p>3, 4, 5</p>

	<a href="http://www.inclusive-attendance.co.uk">www.inclusive-attendance.co.uk</a>	
<p><b><u>Increased Parental engagement</u></b></p> <p>School to create a three-year strategy to promote parental engagement and communication, including a new website and social media channels.</p> <p>Improved parental engagement—particularly in reading and attendance—will reinforce literacy outcomes and contribute to the reduction of persistent absenteeism</p> <p>Strengthen parental involvement in reading.</p> <p>Enhance parental engagement through the PINS project and ongoing communications strategy.</p> <p>Parents invited into school more frequently in order to improve their engagement in their children’s learning.</p>	<p>Increased parental engagement has a profound impact on pupils' learning and overall educational outcomes. Research consistently demonstrates that when parents are actively involved in their children's education, it leads to a range of positive effects.</p> <ul style="list-style-type: none"> <li>- Improved academic performance (DFE 2023)</li> <li>- Better attendance rates (DFE 2023)</li> <li>- Support for learning at home. (EEF 2023)</li> </ul> <p>Department for Education (DfE). (2023). Factors Influencing Primary School Pupils’ Educational Outcomes.</p> <p>Education Endowment Foundation (EEF). (2023). Working with Parents to Support Children’s Learning.</p>	3, 5
<p><b><u>Other financial support/access to enrichment</u></b></p> <ul style="list-style-type: none"> <li>- Subsidised trips/residentials</li> <li>- Uniform</li> <li>- Holiday clubs</li> <li>- Music tuition</li> <li>- Free book from the book fair</li> </ul>	<p>Parents have commented that they are very grateful for contributions towards school uniform, trips and holiday clubs which they would otherwise be unable to afford.</p>	3, 4, 5

**Total budgeted cost: £99,990**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had in 2024-2025

#### EYFS Outcomes

<b>Disadvantaged Pupils</b> 4 pupils 0% SEND	<b>Non-disadvantaged Pupils</b> 56 pupils 16% SEND
0% of disadvantaged pupils achieved GLD	66.1% of non-disadvantaged pupils achieved GLD
48% of disadvantaged pupils in Dudley achieved GLD	66.2% of non-disadvantaged pupils in Dudley achieved GLD

#### End Y1 Phonics screening

<b>Disadvantaged Pupils</b> 4 pupils 25% SEND ( 1 pupil)	<b>Non-disadvantaged Pupils</b> 56 pupils 7% SEND ( 4 pupils)
<ul style="list-style-type: none"> <li>75% of disadvantaged pupils achieved the expected standard in phonics in Year 1 (3pupils)</li> </ul>	<ul style="list-style-type: none"> <li>87.5% of non-disadvantaged pupils achieved the expected standard in phonics in Y1</li> </ul>
<ul style="list-style-type: none"> <li>The LA equivalent for disadvantaged pupils was 65.3%</li> </ul>	<ul style="list-style-type: none"> <li>The LA equivalent for non-disadvantaged pupils was 81.5%</li> </ul>
<ul style="list-style-type: none"> <li>NCER National equivalent for disadvantaged pupils was 66.8%</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>NCER National equivalent for non-disadvantaged pupils was 83.4%</li> </ul>
<ul style="list-style-type: none"> <li>Dfe West Midlands Region equivalent was 65.7%</li> </ul>	<ul style="list-style-type: none"> <li>Dfe West Midlands Region equivalent was 82.7%</li> </ul>

**No Disadvantaged pupils took their phonics screening in Year 2**

#### End of KS1 Attainment Data

<b>Disadvantaged Pupils End KS1</b>  10 pupils 70% SEND	<b>Non-Disadvantaged Pupils End KS1</b>  50 pupils 17.3% SEND
Hurst Green Outcomes  80% of disadvantaged pupils achieved Exp in reading (10% greater depth)	Hurst Green Outcomes  80% of non-disadvantaged pupils achieved Exp in reading (27% greater depth)

70% of disadvantaged pupils achieved Exp or more in writing (0% greater depth)	73% of non-disadvantaged pupils achieved Exp or more in writing (22% greater depth)
60% of disadvantaged pupils achieved Exp or more in maths (10% greater depth)	78% of non-disadvantaged pupils achieved Exp or more in maths (24% greater depth)
The LA equivalent for disadvantaged pupils was 44.7% reading, 30.7% writing, 40.6% maths	The LA equivalent for non-disadvantaged pupils was 67.6% reading, 57.2% writing, 68% maths.

### KS2 outcomes in summer 2025 were as follows:

#### RWM Combined

Disadvantaged Pupils RWM	Non-disadvantaged pupils RWM
18 pupils 11.1% SEND	44 Pupils 15.9% SEND
Hurst Green = 61.1%	Hurst Green = 64.4%
NCER National = 47.3%	NCER National = 68.8%
DfE Regional = 48.7%	DfE Regional = 67.6%
Local Authority = 44.3%	Local Authority – 68.4%

#### Reading End KS2

Disadvantaged Pupils Reading	Non-disadvantaged pupils Reading
18 pupils 11.1% SEND	44 Pupils 15.9% SEND
Hurst Green = 72.2%	Hurst Green = 68.9 %
NCER National = 63.1%	NCER National =80.3%
DfE Regional = 64.6%	DfE Regional = 80.5%
Local Authority = 60.8%	Local Authority – 80.2%

#### Writing End KS2

<b>Disadvantaged Pupils Writing</b>	<b>Non-disadvantaged pupils Writing</b>
18 pupils 11.1% SEND	44 Pupils 15.9% SEND
Hurst Green = 66.7%	Hurst Green = 75.6%
NCER National = 59.3%	NCER National = 78.1%
DfE Regional = 60.4%	DfE Regional = 76.7%
Local Authority = 57.9%	Local Authority = 78.5%

### Maths End KS2

<b>Disadvantaged Pupils Maths End KS2</b>	<b>Non-disadvantaged pupils Maths End KS2</b>
18 pupils 33.3% SEND	44 Pupils 11.6% SEND
Hurst Green = 83.3%	Hurst Green = 84.4%
NCER National = 60.5%	NCER National = 80.2%
DfE Regional = 62.5%	DfE Regional = 80%
Local Authority = 60.2%	Local Authority – 79.8%

<b>Intended outcome</b>	<b>Success criteria</b>	<b>Actual Outcomes</b>
An increased proportion of disadvantaged pupils will meet the age-related expectations in Reading by the end of Key Stage 1.	Quality delivery of phonics teaching into guided reading. Above average achievement in the phonics screening check (including Y2 recheck). End of KS1 Reading assessments evidence that disadvantaged pupils have reached age-related	75% of disadvantaged pupils passed the phonics screening check, compared to 66.8% in nationally and 65.3% in Dudley. 80% of disadvantaged and non-disadvantaged pupils achieved age-related expectations in reading.

	expectations in reading in line with non-disadvantaged pupils.	
Improvement in attainment for more able disadvantaged pupils at the end of Year 6 in Reading and Writing.	Assessments, book scrutiny and observations show an improvement in writing skills. KS2 English outcomes in 2024-25 show that disadvantaged children met the high score/greater depth standard in line with their non-disadvantaged peers.	Unfortunately, 0% of disadvantaged pupils achieved a high score in writing, however 22.2% achieved a high score in reading, compared to 31.1% of non-disadvantaged pupils.  A new approach to writing aims to counteract this attainment gap.
Attendance is in line with non-disadvantaged peers, in particular persistent absenteeism (currently 33.8% of PP pupils are PA).	Improved attendance for our disadvantaged children brings them in line with our non-disadvantaged children by 2025.	Persistent absence was 36.1% for disadvantaged pupils (22 pupils missed 19+ days) compared to 9.2% for non-disadvantaged (27 pupils missed 19+days)  Some of the pupils with the lowest attendance are now involved with Early help, where improving attendance is a key target.
To achieve and sustain the mental health and wellbeing of all pupils.	Parents of pupil premium children engage with school in the same way as non-pupil premium parents.  Monitored improved attendance at parents' evenings etc.  Targeted parent voice surveys to PP parents.	There were no gaps between the attendance of parents at school events, such as parents' evenings. Key families were contacted separately.  No targeted parent voice survey due to a number of other surveys being distributed.
To develop a culture of Reading for Pleasure and engagement in reading for disadvantaged pupils.	Observations, pupil voice and parent voice will demonstrate a higher level of engagement and a higher reported level of enjoyment of reading.	All disadvantaged pupils were able to choose their own book from the book fair.  Disadvantaged pupils were represented on the reading council.  Teaching and support staff read at least weekly with every disadvantaged child across the year.  This led to more disadvantaged pupils making above average progress than non-disadvantaged (22% vs 15%)

## Attendance

Persistent absence was 36.1% for disadvantaged pupils (22 pupils missed 19+ days) compared to 9.2% for non-disadvantaged (27 pupils missed 19+days)

Some of the pupils with the lowest attendance are now involved with Early help, where improving attendance is a key target.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*