



## Pupil premium strategy statement

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 over the three-year plan and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Eastwood Village
Number of pupils in school	172/ 115 pupils eligible
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024- 2026
Date this statement was published	1.1.24
Date on which it will be reviewed	1.1.25
Statement authorised by	Kirsty Beresford
Pupil premium lead	Kirsty Beresford
Governor / Trustee lead	Ray Griffiths

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167.325.00
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	£167.325.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Eastwood Village Primary we are ambitious for all our pupils and aspire for them to reach their full academic and social potential. Our pupil premium strategy is impact driven, formulated through careful analysis of data collected and based on the Education Endowment Foundation guide to supporting school planning. We know that effective teaching alongside securing pupil well-being improves outcomes for all children. We therefore provide focused support and small group teaching to ensure pupils move on from their individual starting points at an accelerated pace. We strive to involve parents in their child's education, this includes educating families about the benefits of attending school every day and encouraging families to support this stance.

Our ultimate objectives are: Teaching, Targeted, Wider

- ✓ To improve and /or consolidate attainment outcomes between PP and other pupils.
- ✓ To improve and/or consolidate the rate of progress for PP children.
- ✓ To provide a high ratio of teaching and additional staff to ensure all children receive Quality First Teaching.
- ✓ Establish high quality interventions for disadvantaged or any pupils.
- ✓ Increase access to Before/After school clubs, trips, residential visits.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- ✓ Ensuring that quality first teaching and learning opportunities meet the needs of all the pupils.
- ✓ Ensuring that appropriate provision is made for all pupils.
- ✓ Providing quality time to allow for staff to plan, monitor and review.
- ✓ Providing high quality professional development through National College.
- ✓ Providing high quality interventions.
- ✓ Provision of a Safeguarding and Attendance lead/ Attendance Champion to support families with attendance, well-being and additional needs.

## Challenges

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

Challenge number	Detail of challenge
1	Significant barriers to learning in terms of language acquisition in English and a vocabulary gap.
2	High mobility and the impact this has on consistent schooling from Reception to Year 6 resulting in low attainment on entry, significant gaps in learning and slow progress.
3	Social disadvantages caused by poverty, mobility and resettling in a new country.
4	A majority of pupils face wide and varied adverse childhood experiences prior to starting the school.
5	A significant proportion of pupils enter the school later than the legal school age in England, i.e. pupils start school in Year 2 for the first time.
6	Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment
7	Insecure application of phonics, i.e. fluency within reading across all phases hinders pupil's ability to read with greater independence.
8	Limited skills within inference and retrieval in reading at Key Stage 2 for disadvantaged learners hinder their ability to become effective readers across the curriculum
9	Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged
10	Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.
11	Priority of education, aspirations and understanding of UK school expectations

## 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
Diminish the difference between advantaged and socially disadvantaged children, in reading, writing and maths.	Attainment is raised towards national expectations – attainment targets met for 23-24
Continue to improve attendance and punctuality and decrease persistent absence.	Attendance is raised towards national expectations – target met for 23-24 (94%) Decrease the % of children who are vulnerable to PA status. (Below 15%)

<p>Improve language acquisition and widen pupils' vocabulary.</p>	<p>Improved variety and accuracy of vocabulary used by pupils. Use of rich / subject specific vocabulary in talk and writing.</p>
<p>Improve the rate of progress for eligible children.</p>	<p>Rapid progress made from low starting points and pupils make good or better progress across the academic year</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: £ £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional adults/teachers to work alongside class teachers and ECT's to intervene in gaps in learning, or to release class teacher to work with pupils who need additional support.</p>	<p>EEF research (Maximising the impact of teaching assistants) found that gaps were successfully lessened when additional adults used to support class teaching rather than replace it.</p> <p>EFF/Sutton Trust Teaching &amp; Learning Toolkit</p> <ul style="list-style-type: none"> <li>- Reducing class size (+2) / small group tuition (+3) / Teaching assistant interventions (+3)</li> </ul> <p>Blatchford &amp; Hattie (2020) Rethinking class sizes: 'At primary level it was the low- and middle-attaining pupils who showed most off-task behaviour in larger classes'</p>	<p>1,2,5 &amp; 6-10</p>
<p>Continue to develop high quality first teaching focused on knowledge recall, language development, feedback and metacognition. Ensure SEND provision meets the '5' a day principles. Renewed focus on visuals for children in classrooms.</p>	<p>Quality first teaching for all EEF toolkit feedback +8, mastery +5, metacognition +7</p> <p>See:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	<p>1,2,5 &amp; 6-10</p>
<p>CPD targeted for the needs of staff (teachers ECT and teaching assistants), including joint planning, subject leader focussed planning, SLT coaching through Step Lab platform, Phonics SLE coaching and peer observations</p>	<p>EEF research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years' worth of learning</p> <p>Education Policy Institute, London (2020). Key findings:</p> <ul style="list-style-type: none"> <li>- High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</li> <li>- Quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as</li> </ul>	<p>1,2,5 &amp; 6-10</p>

	<p>implementing performance-related pay for teachers or lengthening the school day.</p> <p>DFE Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report (2015)</p> <p>7 building blocks for success: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p>	
<p>CPD and QA cycle of improvement used to promote vocabulary widening and application addressed through the use of quality texts and SLT supported planning.</p>	<p>Enabling pupils to use and build vocabulary. (Diminishing gaps Alex Quigley).</p> <p>Hjetland et al (2017) found that spoken vocabulary predicted children's latter reading development. Vocabulary relates to reading comprehension, but impacts equally on curriculum areas that require specific word knowledge such as mathematics and science.</p>	1,2,3, & 6
<p>Maths leader to extend mastery of maths approach, through use of mastering number project and ready to progress criteria to fill gaps. Developing multiplication in Y3 and Y6 with adoption of the number sense programme. Developing fluency in arithmetic across all year groups.</p>	<p>Maths Hub, Mastering Number Project, number sense time tables programme and ready to progress criteria.</p> <p>See report:  <a href="https://www.ncetm.org.uk/media/t2sd3kep/maths-hubs-annual-report-2023.pdf">https://www.ncetm.org.uk/media/t2sd3kep/maths-hubs-annual-report-2023.pdf</a></p>	8 & 11

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchased a yearlong consultancy for the Read, Write, Inc development.</p>	<p>Fidelity to a phonics programme is essential for pupil progress and builds the foundations for reading.</p> <p>See report:  <a href="https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf">https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</a></p>	1, 2, 5, 7 & 8
<p>Realising Maths leaders to</p>	<p>EFF 'Using Pupil Premium Effectively'</p>	5, 9 & 11

<p>implement TRG around improving fluency, arithmetic and multiplication.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>CPD for Quality First Teaching/mentoring and coaching support- see research findings of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'.</p> <p>See nrich article:</p> <p><a href="https://nrich.maths.org/10624">https://nrich.maths.org/10624</a></p>	
<p>Deliver daily interventions to improve reading/writing ability and outcomes across school. See PP intervention Grids.</p>	<p>Follow English Hub SLE advice based on research from Ruth Miskin RWI Programme. The EEF recognises the impact of running high quality structured interventions – Improving Literacy 2020 and Improving Literacy in KS2 2017.</p> <p>Provision of QTF and effective, targeted challenge for children identified as needing additional support- see <a href="http://www.gov.uk/government/publications/the-pupils-premium-how-schools-are-spending-the-funding-successfully">http://www.gov.uk/government/publications/the-pupils-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>EEF 'Using Pupil Premium Effectively': Diagnose, use evidence, implement, monitor &amp; evaluate.</p> <p>The Pupil Premium, Ofsted 2012, <a href="http://www.ofsted.gov.uk/resources/120197">www.ofsted.gov.uk/resources/120197</a></p> <p>10 Top 'Gap Busters': Data tracking that identifies the gaps; High profile of pupils eligible for free school meals; Effective teaching and learning- all staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis.</p> <p>John Dunford (ASCL, 2015) 10 point plan for maximum impact for Pupil Premium students.</p>	<p>2,5,6, 7 &amp; 8</p>
<p>Delivery of ready to progress criteria: number sense programme, Mastering number project.</p>	<p>Numbers count and First Class @ Number White Rose- ready to progress criteria adopted RE Gap analysis.</p> <p>See evidence: <a href="https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report">https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report</a></p>	<p>9 &amp; 11</p>

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fulltime Attendance Officer, Safeguarding Officer and school based social worker deployed to make daily home visits, monitor data, support parents in establishing routines or healthcare advice, adopt rewards/sanctions linked to safeguarding principles.</p>	<p>Regular school absence impacts upon attainment. See evidence: <a href="https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/">https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/</a>  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	<p>2,6 &amp; 11</p>
<p>Pastoral team formed to support high quality provision for disadvantaged children. Nurture group work based on emotion coaching and thrive delivered.</p>	<p>EEF toolkit +4 1, 2 6 A joined-up approach to pastoral and academic interventions/support leads to greater success of pupils. Strong pastoral care is the foundation stone of a successful PPG strategy (Marc Rowland, Maximising the impact of the Pupil Premium, 2020).</p>	<p>1,2,5 &amp; 6- 10</p>
<p>Full time SENDCo leads on early diagnosis, intervention mapping and provision monitoring.</p>	<p>Supporting Send Report. Gov.Uk May 2021 SEND Code of Practice. See: <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> <a href="https://www.gov.uk/government/publications/supporting-send/supporting-send">https://www.gov.uk/government/publications/supporting-send/supporting-send</a></p>	<p>1,2,4&amp; 11</p>
<p>Breakfast club provided for all pupils. Range of activities to be delivered during breakfast club to enhance social interactions/communi</p>	<p>EEF research suggests that providing before school breakfast club provision can impact positively on KS1 pupil's attainment (+2 months) See report: <a href="https://www.magicbreakfast.com/news/national-school-breakfast-programme-impact-report">https://www.magicbreakfast.com/news/national-school-breakfast-programme-impact-report</a></p>	<p>3,4&amp;6</p>

<p>cation, physical activity levels and reading opportunities.</p>		
<p>Extra-curricular activities, extended schools opening, trips and summer school facilitated to enrich children's life experiences and improve well-being and the self-regulation of emotions.</p>	<p>Trips and curriculum enrichment support social and emotional development. Ensure access for all pupils to allow cultural knowledge to be enhanced. See report: <a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a></p>	<p>1 &amp; 11</p>
<p>Parent forum group held weekly, led by school staff to engage families positively in school</p>	<p>Gov.uk Ethnicity facts and figures 2019. Recommendations from Traveller Movement Report. See: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> See journal article: Epstein J (1996) Caring for the children we share See article: <a href="https://www.leedsforlearning.co.uk/Article/143617">https://www.leedsforlearning.co.uk/Article/143617</a></p>	<p>2,3,4,6 &amp; 11</p>

**Total budgeted cost: £178,000**

## 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 2022 to 2023 academic year.

Intended outcome	Evaluation	
<p>Diminish the difference between advantaged and socially disadvantaged children, in reading, writing and maths.</p> <p>Improve the rate of progress for eligible children.</p>	Published Data	
	Phonics Screen	
	Y1 Phonics Screen	
	Pupil Premium	Non-Pupil Premium
	11/21	4/8
	52%	50%
	KS1	
	Y1 Reading EXS+	
	Pupil Premium	Non-Pupil Premium
	29%	17%
	Y1 Writing EXS+	
	Pupil Premium	Non-Pupil Premium
	29%	17%
	Y1 Maths EXS+	
	Pupil Premium	Non-Pupil Premium
29%	33%	

KS2 SATs

Please note – Only two pupils were non-Pupil Premium and both achieved EXS+ combined.

Y1 Reading EXS+	
Pupil Premium	Non-Pupil Premium
55%	100%

Y1 Writing EXS+	
Pupil Premium	Non-Pupil Premium
36%	100%

Y1 Maths EXS+	
Pupil Premium	Non-Pupil Premium
32%	100%

School internal data is recorded for core subjects half termly\*. LA, HUB and school moderation takes place regularly to support teacher judgements. We expect pupils to make 3 steps progress per year to keep up. Please note, internal data for year 1 is not comparable as there is a change in curriculum.

Reading			
Pupil Premium		Non-Pupil Premium	
1	2.66	1	0.66
2	4.43	2	8.7
3	2.5	3	5.75

4	2.53	4	1.5
5	2.35	5	5
6	3.6	6	2.42

Writing			
Pupil Premium		Non-Pupil Premium	
1	2.75	1	1
2	4.1	2	8.6
3	2.36	3	5
4	2.28	4	1.5
5	3.73	5	3.8
6	2.78	6	4.37

Maths			
Pupil Premium		Non-Pupil Premium	
1	2.7	1	1
2	3.73	2	6.7
3	3.36	3	6
4	4	4	2.5
5	2.97	5	4.2
6	2.37	6	3.33

Pupil Premium Leader has strategised and organised provision to secure the best outcomes for pupils.

Interventions continued based on the outcomes of Pastoral Meetings and following Pupil Progress Meetings to be held.

RWI leader released from Timetable to support new Staff and support the efficient assessment and grouping of pupils to promote progress.

Small group Teaching continued. External Training sourced for newest updates and to share best practices.

Oxford Owl purchased and used across all phases and in Breakfast provision.

3x weekly Homework Club facilitated for Reading, Writing and Maths gap diminishing.

Library stock increased to maintain decodable book stocks.

See Reading monitoring evaluation support for further information.

Sibling Readers introduced.

Mobile School Library initiated to ensure maximum participation in reading for pleasure.

Reading prosody and shared reading practices rolled out across phases and run as an intervention.

Continued small group teaching implemented

Enhanced Maths Interventions run by additional adults.

### **Future Actions**

Follow RWI Development Days Programme as directed by consultant.

Sensory Circuits adopted and sustained for pupils as identified.

	<p>Emotion Coaching sustained and delivered to pupils.</p> <p>Nurture sessions facilitated for pupils</p> <p>Zones of regulation continued</p> <p>Ready to progress (RTP) criteria used as intervention for pupils working below ARE.</p> <p>Number Sense Programme delivered.</p> <p>Staff trained to deliver RTP criteria.</p> <p>Extend the Mastering number project into KS2.</p>
<p>Continue to improve attendance and punctuality and decrease persistent absence.</p>	<p>Attendance was comparable to the national average in July 2023.</p> <p>SENDSCO leads Pastoral Meetings. Sanctions Imposed, rewards distributed and coordinated with the support of LA and Rotherham Best Practice Hub to improve attendance levels.</p> <p>Daily safe and well checks formalised with a home visit form.</p> <p>Targets made and incentives personalised with Y5 &amp; Y6 pupils to prevent pupils going into the vulnerable PA category. Success noted for this</p> <p><b>Future Actions</b></p> <p>Targets made and incentives personalised with pupils to prevent pupils going into the vulnerable PA category.</p> <p>Hub Meetings attended to work on best practice examples.</p> <p>Leaflet to explain attendance, expectations and follow up notifications.</p> <p>Calendar of attendance Strategy initiated by SLT.</p>
<p>Improve language acquisition and widen pupils' vocabulary.</p>	<p>Implementation of Tiered vocabulary initiative introduced following CPD.</p>

	<p>Learning journeys have been embedded in English lessons to apply new vocabulary.</p> <p>Implementation of vocabulary progression documents in the wider curriculum.</p> <p>FS and Y1 have embedded the initiative of 'Viktor Vocab' in all lessons.</p> <p>Tiny Talkers Training attended.</p> <p>Tiny Talkers intervention delivered daily to pupils to improve oracy in the Early Years.</p> <p><b>Future Actions</b></p> <p>Monitor the implementation of Tiered vocabulary initiative introduced following CPD.</p> <p>Purchase library books linked to recommended reads to stock Library and classroom reading corners.</p> <p>Create reading challenge cards to widen opportunities at home.</p> <p>Working walls used to maximise opportunities for applied new vocabulary in English, Maths and Science.</p>
<p>Following poverty and continued economic instability, ensure the basic needs of our children are met so that they are able to access learning e.g. Maslow's physiological aspects within the hierarchy of needs</p>	<p>Poverty and social deprivation have necessitated continued high levels of family support. 3 members of staff have been involved in Child Protection, links to external services and food voucher distribution.</p> <p>6 refugees settled into the school and country.</p> <p>3 families have been supported to access improved Housing conditions.</p> <p>Breakfast Club attended by families each day. 4 members of staff paid to support increasing numbers of pupils.</p>

	<p>50 children have accessed support for Food distribution alongside Voucher implementation.</p> <p>50 children have had ongoing access to food banks and uniform through Academic Year.</p> <p>10 families (18 children) are undergoing different layers of social care involvement. Attendance at Social Care Meetings including Strategy Meetings is high profile and heavily impacts pastoral resources.</p> <p>1 child is currently LAC. 2 pupils have been supported to settle into Long-term foster care out of LA.</p> <p>40 children supported by Christmas present donations.</p> <p>3 families have been supported to access Early Help assistance for finances.</p> <p>Referrals to HI, CAMHS &amp; SALT are now being done by SENDCO</p>
<p>Through breakfast and healthy snack provision:</p> <p>Ensure the basic needs of our children are met so that they are able to access learning.</p>	<p>Summer school ran for length of Summer Holiday.</p> <p>Family Breakfast club is available alongside classroom-based provision and provided for all children in school. 100% pupils accessed healthy food to start their school day.</p> <p>30 Family Breakfast packs distributed through term and holiday time.</p> <p>Fruit and veg has been provided for families through term time and holiday time.</p> <p>Every year group has experienced 1 trip per term.</p> <p>See Competition grid for evidence of pupil's participation at sporting events across all phases.</p>

	<p><b><u>Future Actions</u></b></p> <p>Continue the Fruit and Veg distribution which has been provided for families through term time and holiday time.</p> <p>The sustainability plan is in place to support the continuation of Magic Breakfast provision and to replace Government free fruit initiative.</p>
<p>Enable children to have high self-esteem and self-confidence</p> <p>Enable children to access school provision in its widest sense e.g., creative and sporting activities and to socialise.</p> <p>Involve parents in supporting their children’s learning</p>	<p>Summer School held with 40 families benefitting from the scheme.</p> <p>World Dance Festival, Gym Show, Maths/Art Day, Diwali Day, World Book Day, DT days, Eid Celebrations, Science Day, Safer Internet Day, Love of Reading Day, Talent Show, European Day &amp; Mental health awareness workshops held. See events page and News feed on school website.</p> <p><a href="https://www.eastwoodvillageprimary.org/events/">https://www.eastwoodvillageprimary.org/events/</a></p> <p><b><u>Future actions</u></b></p> <p>Parent Forum held to promote positive cultural identity and harmony.</p> <p>Staff member deployed to lead the continuation and extension of summer school which will be held again to improve pupils’ life chances and increase cultural capital. See brochure for individual days.</p> <p>Teacher given Parent Engagement role of responsibility by developing initiatives to communicate and celebrate pupils’ achievements.</p>

## 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*

<b>Programme</b>	<b>Provider</b>
Time tables intervention	Time tables Rockstar's
Number Sense Maths	Number Sense
Tiny Talkers Oracy	Tiny Talkers
Outstanding Science	Outstanding Science
Ruth Miskin Portal	Ruth Miskin Portal
Handwriting	Letter Join

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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)

*Due to the school serving a very socially disadvantaged area and between 10- 20% of our pupils periodically have no recourse to public funds, the pupil premium eligibility is distorted and doesn't reflect the most desperate needs of the pupils in this school. In response to the situation, our pupil premium strategy is inclusive of all disadvantaged pupils regardless of their eligibility.*