Pupil premium strategy statement – Irlam and Cadishead Academy

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	787
Proportion (%) of pupil premium eligible pupils	321 (41%)
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Priya Jones
Pupil premium lead	Priya Jones/ Helen Colquitt
Governor / Trustee lead	Laura Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£323,400
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£323,400

Part A: Pupil premium strategy plan

Statement of intent

 At Irlam and Cadishead Academy (ICA) we firmly believe that a student's socio-economic background should not determine their academic success at school. We strive to ensure that our students have equal access to a knowledge rich curriculum. We deliver a broad and balanced curriculum that is supported and sits alongside our Aspire curriculum which provides students with the cultural capital they need to succeed in life. It is our ambition for students who are disadvantaged to leave with a good set of GCSEs results, having experienced a range of activities so that they have ample life choices when they leave.

We believe in an evidence informed approach to tackling disadvantage and recognise that quality first teaching is a priority for all students. However, we recognise that quality first teaching alone is not sufficient to close the attainment gap, we therefore strive for equity in all our practices. We aim to have a laser sharp focus on pupil premium students to ensure that any disadvantage is eliminated, and students are supported to achieve their full potential. Teachers at ICA know their pupil premium students well and track progress and provide appropriate interventions as and when required.

At ICA we invest heavily in our pastoral care, benefitting from non-teaching heads of year, counsellors and a strong attendance and safeguarding team, as we recognise that there are additional factors that can hamper student progress. Our aspire team ensure that our students have access to a range of extra-curricular activities, trips, visits and career advice.

Challenges

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

Challenge number	Detail of challenge
1	On entry there is a gap between MidYIS and SAT scores for pupil premium and non-pupil premium students. **Pupil premium and non-pupil premium data** Percentage of students with a reading age **lower** than their chronological age when tested in term 1 of Y7 (percentage of students with test results)

Year	PP	Non PP	Gap
7	60%	44%	16%
8	58%	33%	25%
9	71%	42%	28%
10	51%	40%	11%
11	68%	53%	15%

Percentage of students **meeting** age expected outcomes at KS2 Reading (percentage of pupils with test results)

Year	PP	Non PP	Gap
7	68%	73%	5%
8	55%	72%	18%
9	72%	78%	6%

Percentage of students **meeting** age expected outcomes at KS2 Maths (percentage of pupils with test results)

Year	PP	Non PP	Gap
7	58%	76%	18%
8	47%	78%	31%
9	62%	82%	20%

Percentage of students **meeting** age expected outcomes in the MidYIS Vocabulary test (proxy KS2 Reading) (percentage of pupils with test results)

5				

Year	PP	Non PP	Gap
10	29%	43%	14%
11	29%	43%	14%

Percentage of students **meeting** age expected outcomes in the MidYIS Maths test (proxy KS2 Maths) (percentage of pupils with test results)

Year	PP	Non PP	Gap
10	8%	33%	25%
11	19%	43%	24%

2	In Key stage four the P8 score for the school has improved significantly from -0.52 in 2023 to –0.14 in 2024 and A8 from 37.66 in 2023 to 40.32 in 2024. However, as a result of data on entry and reading ages, pupil premium students in KS3 and KS4 underperform in relation to non-pupil premium peers. • 2023-2024 KS4 outcomes English and Maths 4+ 27% v non-PP 45%, English and Maths 5+ PP 14% V non-PP 32%
3	Attendance for pupil premium students is increasing but is lower than non-pupil premium students. • PP attendance data for HT 1 2024-2025 was 89.57% (321 students) compared to Non-PP 95.58% (468 students): Gap of 6.01%. • PP year to date attendance has increased to 89.64% as of 12/11/2024
4	The academy benefits from a wealth of extra-curricular activities, which forms part of our aspire curriculum. Student engagement with this curriculum is increasing, Engagement of pupil premium students in extra-curricular activities and visits to be in line with non- pupil premium counterparts.
5	Students at ICA are rewarded for positive behaviour and where behaviour may be a concern appropriate sanctions are applied. On average pupil premium students receive more behaviour points than their non-pp peers. • The average number of positive reward points for PP students was 112 in HT1 (YTD is currently 152). For non-PP students, these figures are 94 (HT1) and 128 (YTD).

	• The average number of negative behaviour points for PP students was 8 in HT1 (YTD is currently 12). For non-PP students, these figures are 3 (HT1) and 3 (YTD).

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
Pupil premium students are able to access the curriculum as a result of improved ability in numeracy and literacy.	All students complete NGRT tests twice a year. Students who are able to access additional interventions, will complete the NGRT test three times across the year. All students are identified and targeted for intervention, to include literacy and numeracy. Students who are targeted for intervention make rapid progress and are able to access the curriculum. Students who make progress are recognised and rewarded for participation and achievement. All students in KS3 have reading ages that are age expected.
Pupil premium students achieve in line with non-pupil premium peers in Key stage three and Key stage four.	All teachers know their pupil premium students well and track progress regularly and provide swift and appropriate interventions. All pupil premium students engage with homework, and this is tracked and support provided Quality assurance processes ensure equity for pupil premium students with access to the curriculum. All pupil premium students make good progress in English and Maths. All pupil premium students achieve in line with non-pupil premium students.
Pupil premium students feel a sense of belonging and pride in the Academy so that attendance is in line with peers and above national averages.	High quality safeguarding support ensures that students mental health and wellbeing is prioritised to ensure students continue to feel a sense of belonging to the school and community.

	Strong partnerships exist between school and home.
	High quality pastoral care ensures pupil premium students' attendance is prioritised.
	All interventions are quality assured and evaluated and as a result student surveys/student voice responses are indicative of students having improved mental health.
Pupil premium students actively engage in the Aspire curriculum.	All departments have a pupil premium champion.
	All pupil premium students attend at least one extra-curricular club regularly.
	All pupil premium students to actively engage in the house system and to regularly engage in house competitions.
	For 2025-2026, 40% of each trip and visits to include pupil premium students.
	Families are able to access the headteacher's hardship fund where additional support may be required
	Students' cultural capital exposure is noticeably greater than before and captured in student voice, surveys and staff surveys.
Pupil premium students are recognised and rewarded in proportion to non pp students and the ratio of rewards to behaviour is significantly in favour of rewards.	Pupil premium rewards and behaviour are in line with non-pupil premium students.
	Pupil premium students are represented, recognised and celebrated in various rewards in the academy. For example, Proud table, homework, attendance and end of term celebrations.

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: £ £194,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commitment to developing the quality of teaching and learning and priority of continued professional development for all staff. • CPD offer for all staff via directed time • External courses available for all staff, including NPQs. • Cluster days, planning days to ensure staff have adequate time for planning high quality lessons. • Membership of Chartered College of Teaching. • Purchase of teaching and learning platform to provide quality assurance of teaching and immediate feedback to teachers. • Instructional coaching for all teaching staff. • Training for all coaches and funding to ensure coaching is effective and prioritised.	High quality teaching and learning is effective in improving student's outcomes and investing in high quality teaching and learning is a priority at the Academy. Education endowment fund (EEF) guidance on effective professional development. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Teaching standards, the minimum expectations for teachers conduct and practice. https://www.gov.uk/government/publications/teachers-standards Chartered college of teaching encourages an evidence informed approach to teaching. https://chartered.college/join/ Instructional coaching combines granular goals, targeted feedback and rehearsal. This means that it contains many of the mechanisms identified as being central to effective professional development (EEF, 2021), supporting it to have an impact on classroom teaching and pupil attainment (Gregory et al. 2017). https://www.ambition.org.uk/blog/supporting-schools-to-maximise-the-impact-of-instructional-coaching/ https://app.steplab.co/home	1 & 2

	https://www.ambition.org.uk/blog/from-trainee-teacher-to-tech-problem-solver-one-mans-plan-to-use-instructional-coaching-to-build-an-army-of-expert-teachers/	
Recruitment of leadership roles to support teaching and learning. • Lead practitioner in English, Maths and Science.	Increased capacity of more experienced teachers who can deliver the curriculum at KS3 and KS4. Lead practitioners are able to support whole school teaching and learning priorities. Great teaching is the most important leveller schools have to improve outcomes for students (EEF). https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching Supporting students in self-regulation and supporting teachers with understanding of cognitive science https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1 & 2
Commitment to developing high quality mentors for supporting Early Career Teachers. • Time allocated in the timetable to ensure trainees access high quality mentoring. • Time allocated off timetable to ensure mentors are able to complete full training requirements.	https://www.gov.uk/government/publications/early-career-framework High quality mentoring and the ECT framework has an impact on teaching, confidence and job satisfaction	1 & 2
Purchase of NGRT tests. Lexonic Leap and Advanced • To train all staff via cpd in the importance of literacy.	Effective teaching of phonics is essential so that students can read. Age expected level is fundamental for equitable access to the curriculum.	1 & 2

• Train all staff in reciprocal reading strategies so that all staff deliver this via form time. • Over communicate with parents and students around the importance of literacy and NGRT tests. • Train additional staff in Lexonic. • Allocate adequate curriculum time to deliver lexonic leap and advanced. • Continue to effectively promote Sparks Reader and reward for engagement. • Refurbish and restock the library ready for a grand opening. • Employment of a dedicated librarian and new library system. • Timetable lessons into the library for all year 7 students.	https://lexonik.co.uk/insights/the-importance-of-disciplinary-literacy-in-addressing-the-post-pandemic-phonics-gap Department for education: Research evidence on reading for pleasure https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf	
Homework subscriptions • Purchase of Language nut for Languages • Sparks Reader, Maths and Science for all students. • Use of IT equipment to support students with homework completion. • Homework support clubs available every evening with subject specialist staffing. • Rewards driven homework system.	Homework helps support academic outcomes and helps to increase parental engagement. Homework helps raise aspirations. Pupils from disadvantaged backgrounds are more likely to benefit from homework, but less likely to have a quiet space or resources to complete this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework	1 & 2
Internal recruitment of a revision lead. • To develop a culture of revision amongst students. • To develop and advocate set revision strategies for students within the academy. • To train staff, parents and students in the science of	https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model	1 & 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
- To develop the use of knowledge organisers within the academy. - To implement a form time revision quizzing program. - Purchase revision guides for all students in year 11.	memory and revision techniques. https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-how-metacognitive-strategies-can-support-independent-revision	
Recruitment of lead additional staff in Maths and English to create additional capacity and bring in more experienced staff. - To provide subject specific pedagogy to improve the teaching quality in core subjects. - To develop the consistent implementation of the curriculum. - To quality assure the curriculum. - To provide additional interventions in core subjects and track and monitor progress of key students. - Offer half term revision clubs.	The best evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. (EEF) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1 & 2

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

Budgeted cost: £ £32,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring support for all students in year 11. - All students in year 11 to receive mentoring from an experienced member of staff. - Regular communication with home regarding academic progress.	Mentoring helps build relationships and a sense of belonging, when students have a trusted adult they can discuss their academic progress with. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1& 2

• Mock results evening to support students' progress and aspirations. • 1 to 1 support for all students throughout the academic year, with regular calendared meetings across the year.		
Internal recruitment of a Maths lead for HPA PP students. • To design and implement a program across the year to support mathematics understanding. • Track attendance and progress.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/Protocol-Effective-approaches-to-teaching-mathematics-in-Key-Stages-3-and-4.pdf?v=1732634320	1 & 2
Develop partnerships with the Prince's Trust • Develop and run the mosaic mentoring program with trusted industry professionals to build student confidence. • Expose students to key confidence and workplace skills. • Conduct a visit of a workplace.	https://www.kingstrust.org.uk/ https://www.kingstrust.org.uk/how-we-can-help/education https://education.princes-trust.org.uk/en/programs/mosaic	1 & 2
Targeted intervention for all students in year 11 • Extended school day for all students in year 11. • Subject experts deliver an additional lesson to students.	The best evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. (EEF) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1 & 2
Recruitment of specialist teaching assistants. • Consistent regular adult for children to seek support from. • Recruitment of more TAs • Send base staffed by a qualified English teacher to provide bespoke 1:1 support.	TAs work closely with teachers to collaborate and plan best for a students need. This collaborative planning ensures TAs are fully prepared to support in lessons. TA's also deliver high quality 1:1 intervention. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 & 2

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

Budgeted cost: £97,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
To create a sense of belonging and pride in the school and to reward students' engagement, participation and achievement. • Allocate a dedicated rewards budget. • Reward pupil premium students for attendance, homework and engagement in lessons.	Student motivation is complex, rewards (extrinsic motivation) can play a factor in supporting students to engage in academic life, initially. https://evidencebased.education/motivation-in-the-classroom/ The effect of rewards and motivation on pupil attainment. Grand Valley State University. https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1292&context=theses#:~:text=Intrinsically%20motivated%20students%20experience%20school,errors%20in%20the%20learning%20process. What is the best way to motivate students in your subject. A boxer https://my.chartered.college/impact_article/what-is-the-best-way-to-motivate-students-in-your-subject/ Deci L, Koestner R and Ryan R (2001) Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again. Available at: https://edci6300introresearch.pbworks.com/f/Deci%20et%20al%202001%20extrinsic%20motivation.pdf?scrlybrkr=8e4049f7	5
Non-teaching heads of year to support all students. • Recruitment of non-teaching heads of year to provide	EEF's report recommends best strategies to engage with parents. Pastoral teams are able to provide more tailored support and the use of non-teaching heads of	3 & 5

additional capacity to support students. • Strong pastoral care with a dedicated member of staff for each year group. • Close tracking for progress, rewards, behaviour and homework. • To support the development of strong pastoral relationships with school and home.	year support increased and careful communication with home. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
A dedicated attendance team, with a strategic lead, admin support and an EBSA counsellor • Prioritisation of phone calls and home visits for pupil premium students. • Dedicated support to improve progress for students with low attendance. • School competition for attendance leagues. • Implementation of mentoring for students with low attendance. • Daily updates to all staff for attendance. • Form time program developed to include attendance tracking and discussions. • Close tracking and monitoring of impact of interventions.	'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.(EEF) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	3 & 5
Development of the school's PTA • To increase parental engagement and involvement. • To regularly host meetings with the	EEF's report recommends best strategies to engage with parents. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	

PTA and plan for events in the school. • To support the school's strategic direction and build relationships in with the school and community. • Raise aspirations of students and aspirations of parents for their children.		
Celebrate and reward student achievement. • Raise aspirations and celebrate success. • All students to have access to a prom experience at the end of year 11. • Invite guest speakers to promote hard worth and support the school's ethos. • Develop a rewards area in the school with high profile rewards. • Conduct student voice and continually develop the rewards offer. • Link rewards to national events, for example, Cyber Monday and Black Friday to increase engagement withs school.	Student motivation is complex, rewards (extrinsic motivation) can play a factor in supporting students to engage in academic life, initially. https://evidencebased.education/motivation-in-the-classroom/ The effect of rewards and motivation on pupil attainment. Grand Valley State University. https://scholarworks.gvsu.edu/cgi/viewcontent.cgi ?article=1292&context=theses#:~:text=Intrinsically%20motivated%20students%20experience%20school,errors%20in%20the%20learning%20process.	1, 2 & 5
Internal recruitment of a student mental health and wellbeing lead. • Calendared wellbeing events across the year. • Celebration of key events, anti-bullying week, world mental health day. • Be kind to my mind champions	'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.(EEF) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning	3 & 5

• Development of staff wellbeing champions. • Development of student mental health champions. • Wellbeing sessions for parents and carers.	DFE's mental health lead guidance. https://www.gov.uk/guidance/senior-mental-health-lead-training	
Dedicated career lead to support raising of aspirations and to have access to year-round support. • Additional recruitment of a career's teacher. • 1:1 career meeting for KS4 students. • Career advice through the curriculum for all students from 7-11 • All students to have access to a trip or a visit to a place of higher education. • Careers advice at all open evenings and events. • Host regular careers fairs and target specific students to access these events. • Career interviews for all students in KS4. • Colleges and sixth forms to be scheduled to speak with students. • Application support for applying to sixth form and colleges. • Building partnerships with local primary schools.	DFE guidance for career advice. https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools Career advice can vary from school to school vary but we aim to combat this. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	1,2,3 & 5
Implement a House system to foster a sense of belonging. • Recruit heads of houses	Developing a sense of belonging and inclusivity supports students attendance and engagement with school. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-	3 & 5

16

• Schedule regular house events and link to the school's reward system • Monitor and track student engagement in house events, trips and clubs.	planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	
Develop the school's extra-curricular club offer. • Recruitment of an Aspire lead. • Promote clubs across the Academy with students and parents. • Track attendance to clubs and provide support and intervention to students who are not accessing this resource. • Communication with home on regular club offer available. • Track and report on attendance of PP and Non-PP students. • All staff in the Academy offer a club after school. • Funding available to staff for resources. • Develop a chess club, pen pal scheme and a classics reading club.	Students who attend clubs engage with learning more and feel a greater sense of belonging with school. Clubs also support parents financially as they allow families to work additional hours. https://cpag.org.uk/news/case-and-after-school-clubs There is an increase in student attainment, if they engage in physical activity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4 & 5
Partnership with Manchester United Foundation. • Develop and support more vulnerable students. • Provide them with strategies to support their mental health and support academic success. • Mentor students regularly and provide support.	Mentoring helps build relationships and a sense of belonging, when students have a trusted adult they can discuss their academic progress with. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2,3,4 & 5

Recruitment of learning support mentor for students at risk of NEET. • Targeted support for year 11 students are risk of NEET. • Small group and 1: 1 session available. • High presence around the school to support behaviour and engagement.		2,3,4 & 5

Total budgeted cost: £ £323,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024, the P8 value for disadvantaged students was -0.38, our highest P8 for disadvantaged students to date and an improvement from –1.21 the previous year. However, our goal is for the P8 of disadvantaged students to exceed the P8 for non-disadvantaged students nationally, which this year was +0.16. We aim to further build on our performance in 2024 to achieve this goal in the 24/25 academic year.

The progress of our high ability disadvantaged students was particularly noteworthy as our P8 for disadvantaged higher ability students was + 0.04. Our middle ability disadvantaged students need to improve to meet this national target, 39.6% of disadvantaged students were entered for the EBacc suite of qualifications, which was 5.1% lower than the national entry rate for non-disadvantaged students. The EBacc average point score (APS) for our disadvantaged students in 2024 was 2.94. This was lower than the national average APS for non-disadvantaged students which was 4.46.

18.8% of students achieved a strong pass (grade 9-5) in both English and maths, which is lower than the national average for non-disadvantaged students, which was 53.1%. Work needs to be done to improve this % in this academic year through a sharpened focus on the match and priority of disadvantaged students in math meetings. This was also reflected in the A8 score for disadvantaged students at Irlam and Cadishead Academy, which was 32.7 compared to the national average for non-disadvantaged students which was 50.

Disadvantaged students have continued to be removed from lesson more frequently than non-disadvantaged students, however, this is more localised to the lower school and particularly in one specific year group and a small minority of students. The rate of suspensions was higher for disadvantaged students than for non-disadvantaged students 61% of suspensions in the 23/24 academic year were for disadvantaged students. Work needs to be done to improve this percentage in this academic year through a sharpened focus on pastoral support and a sense of belonging in the academy.

The attendance of disadvantaged students at Irlam and Cadishead Academy for 23/24 was 89.6%, higher than the national average for disadvantaged students but not as high as their non-disadvantaged national peers.

A full review of spending and analysis will be in the next academic year's impact statement.

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)

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