

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Kader Academy
Number of pupils in school	453 (including Nursery)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	J Donald
Pupil premium lead	J Donald
Governor / Trustee lead	Maha Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123,927.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 123,927.00 (assuming level of funding for the summer term is comparable when the new funding for financial year 2025-26 is allocated)

Part A: Pupil premium strategy plan

Statement of intent

At Kader Academy, by promoting our cultural capital and our school ethos we aim to create a level playing field for all our children irrespective of whether they are disadvantaged or not. We intend to eliminate as many barriers to learning as possible to ensure that all pupils achieve their full potential.

Quality first teaching is fundamental at Kader to diminish the attainment gap between advantaged and disadvantaged children. We pride ourselves on our excellent teaching staff delivering a robust, broad, balanced and engaging curriculum. Therefore, the bulk of our Pupil Premium funding (along with additional funds from our school budget) is spent on additional teaching staff who work with and monitor the progress of disadvantaged children. We also invest in wider services such as Speech and Language support, Learning and Language Support, The Bungalow Project, Educational Psychologist and our in-house counselling and ELSA service. We know that these services have a positive impact on children and their families across the school.

We have decided to invest specifically in additional teaching and support staff because research shows that teacher-led interventions are highly effective:

The EEF's toolkit identifies that small group tuition and reducing class size can all have positive impact on children's learning- "There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy... Tuition delivered by qualified teachers is likely to have the highest impact."

By having additional teachers available to monitor progress and provide timely, targeted support, we aim to identify and tackle barriers to learning and associated gaps as quickly as possible.

Across school, and nationally, writing continues to be a priority for this academic year promoting children's ability to write cohesively and for a sustained period. School has implemented training on 'The Writing Revolution' and 'Grammasarus' to help ensure that our children know, understand and can follow the basic, fundamental rules of formulating a sentence and thus improve the content and accuracy of their writing. The English Lead works with LA English leaders, leads the trust English group and leads whole school CPD.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language development continues to be a significant priority for pupils across school, particularly in Nursery when entering school. Modelling language-rich talk and vocabulary development is essential throughout the whole school.
2	Writing development continues to be a whole school priority- school is working to embed Grammasaurus and Writing Revolution strategies to increase grammatical accuracy and cohesion.
3	Reading with fluency and meaning- school continues to identify reading, particularly, inference and vocabulary development as a challenge for children across school. Results show our disadvantaged children are performing well compared to National figures we hope to continue with this trajectory.
4	The emotional wellbeing of disadvantaged children with regards to their stamina, resilience and concentration, application and dysregulation are a continuing cause for concern. These findings are supported by national studies.
5	The percentage of pupil premium children who also have SEN is 25% therefore careful provision and support for SEN is paramount in ensuring the best chance of success for these children
6	The percentage of pupil premium children who are also EAL is 58% therefore careful provision and support for EAL children is paramount in ensuring the best chance of success for these children

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
Speech and language skills will improve across the Early Years setting and subsequently across school.	Children needing additional support will be identified early and Blast delivered to show swift progress. Staff employed and trained to deliver Blast in Nursery and Reception. CPD- delivered to up-skill staff in high quality interactions. Roll out of launchpad for Literacy for early language development. Additional provision planned for and introduced to encourage talk and collaborative play within the setting. SLT to complete development of whole school Oracy curriculum. Preparing for Literacy EEF

Formative writing skills will improve, with more children in EY showing 'readiness to write' through targeted teaching, intervention and ITMP.	Lesson drop-ins and Team Days will show EY children actively writing through choice, forming recognisable letters, leading to basic sentence construction. Drawing club training will be utilised to engage reluctant writers. Continuous writing opportunities will be available in all areas throughout the setting. Structured writing activities will be planned-for and promoted by all staff. Children's attainment in writing will show an improvement from their starting point. Targeted intervention will be established and monitored for reluctant writers and those struggling with fine motor development. By the end of Reception, 70% will achieve the expected standard in writing				
Early letter and sound and meaning acquisition will improve for disadvantaged children in EYFS and KS1.	By the end of Reception, at least 70% of the children will achieve the expected standard in Reading. Half termly assessments will indicate progress towards expected Read Write Inc benchmarks and 1:1 tuition planned to allow children to catch up. Homogenous, flexible groupings will ensure the RWI groups are as small and focused as possible. Timely training, including continuous access to the RWI portal, ensures that all staff are skilled and well-prepared. Pupils will take home reading books to support phonics learning within school to further embed learning.				
Reading- Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will continue to show the positive trend.	Attainment in June PSC will show the continuation of high standards being met, being above national results. <table border="1"> <tr> <th>Disadvantaged pupils</th><th>Non- disadvantaged pupils</th></tr> <tr> <td>75%</td><td>82%</td></tr> </table>	Disadvantaged pupils	Non- disadvantaged pupils	75%	82%
Disadvantaged pupils	Non- disadvantaged pupils				
75%	82%				
Early Reading attainment will improve for disadvantaged children across KS1 and LKS2.	Targeted intervention for 1:1 Fast Track support- priority daily readers identified. Small, homogenous groupings for Read Write Inc (with additional staff employed and trained to teach) Coaching and mentoring system in place with Reading Lead, with access to Ruth Miskin Portal, for all staff, to support CPD. Reading results at the end of Reception will show that our data is in-line with, or exceeding, expectations. Children in Key Stage 2 who did not achieve the standard at KS1 will continue to receive RWI intervention support to make progress to achieving ARE in Reading. Tracking of children who did not achieve the Phonics Check in Year 1 or Year 2 previously will show clear improvements from their initial score to their ultimate success. Support sought from Learning and Language Team for those pupils not making progress.				

Upper Key stage 2 reading speed, accuracy and comprehension will improve for disadvantaged and non-disadvantaged pupils.	Use of Reading Plus will track children's progress and attainment in Reading from their individual starting point to ensure children achieve at least the expected standard. Accelerated Reader tracking data will show children accessing a wide variety of books within the system and progressing through the levels. Summative Accelerated Reader data will show growth each term and will identify those making slower than expected progress to allow for support and intervention. Analytical use of PiXL data will highlight strands of reading that are causing difficulty for pupils. Staff will utilise the PiXL interventions to plug these gaps, as well as making use of other targeted 1:1 or small group interventions. Formative and summative assessments will show significantly improved reading accuracy among our disadvantaged and non-disadvantaged children. Ongoing CPD to staff on whole-class reading and timetabled, daily sessions in Y3-6. Support sought from Learning and Language Team for those pupils not making sufficient progress. <u>EEF- Comprehension strategies</u>
Children will be emotionally secure and will demonstrate resilience during difficult situations. Those who access counselling services, and The Bungalow project will be able to use the strategies they have been taught. The school PSHE curriculum will actively support children's wellbeing and self-esteem.	All children will receive counselling and support when needs arise and will have access to PSA for one-to-one sessions. Employment of an Inclusion Support Assistant leading on ELSA training will help to ensure the emotional wellbeing of pupils. A school wellbeing dog will help to support pupil mental health and self-esteem. PSHE curriculum will actively promote the importance of developing good mental health awareness and strategies to support the children. MFC- Move and Learn Programme will be utilised in Year 5 and Year 6. Zones of regulation used effectively to support children in identifying their emotions, behaviours and sensory needs and support in managing them. <u>Improving Social and Emotional Learning in Primary Schools</u>
SEND support will be impactful with a graduated response implemented to best support the children and their individual needs.	Staff meetings planned to train staff on how to target first 20%. National College training utilised by all staff to develop their pedagogical understanding. 2 x staff to complete NPQSEN training with Best Practice. Katie Tanner educational psychologist, utilised to support children and staff across school. Carefully planned interventions will be utilised to support individual targets. SLT will monitor SEND support and strategies used. Staff will use EDUKEY to log interventions, create plans and monitor impact.

	SEND team to provide guidance and support to staff to increase understanding of pupils with SEND and their differing needs. Inclusion Support Assistant to work alongside children and staff to uncover potential barriers to learning and provide provision to support. Class teachers to carefully track progress of SEND children Teaching to be personalised where appropriate to ensure all children can access their year group curriculum. Outside agencies will be utilised effectively to maximise success for children and their families. Barriers to learning will be quickly identified and progress will demonstrate gaps between peers are closing.
EAL support will be impactful with a targeted provision to meet their individual needs.	School will employ a translator to work with those children with significant English gaps. Targeted interventions Priority readers to target those who require additional support. Concrete apparatus and visuals Vocabulary rich curriculums Etymology spelling scheme to promote language links. Class teachers to carefully track progress of SEND children Teaching to be personalised where appropriate to ensure all children can access their year group curriculum. Outside agencies will be utilised effectively to maximise success for children and their families. Barriers to learning will be quickly identified and progress will demonstrate gaps between peers are closing.

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: £36,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further investment in a DfE validated Systematic Synthetic Phonics programme RWI to secure stronger phonics teaching for all pupils. Purchase of access to RWI portal for continuous staff development for all teachers and support assistants.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1,2,3,5,6

Access to CPD from RWI consultants in school. English Lead to provide coaching and mentoring to support staff and provide training. Further investment in RWI to replace the books that are used in school- needing more up to date versions.	Phonics Toolkit Strand Education Endowment Foundation EEF Writing framework 2025 Curriculum review 2025	
Investment and training from the English Lead on 'Grammasaurus'. On-going investment in high quality literature texts in school library and classroom resources. Funding for release time to support staff in implementation of 'Grammasaurus', attend external CPD, observe lessons, planning support and develop support materials. Cross moderation with PRST. Continuous investment in additional iPads across each year group to support writing and spelling, including licences to Spelling Shed.	<i>'access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. Encouraging children to manage and monitor aspects of their writing is a key step.'</i> <i>Literacy KS1 Guidance Report 2020.</i>	1,2,3,5,6
Reading- Continued investment in developing the literature available in school for promoting reading attainment and Reading for Pleasure. Licenses re-purchased for Reading Plus for Key Stage 2 children Accelerated Reader continues to be utilised across school to assess and monitor Reading comprehension progress. Internal tracking, assessment and monitoring services-PIXL and SONAR have been re-purchased to inform planning, identify and address gaps and to provide a National benchmark. Access to National College training programmes. Investment in additional iPads and laptops across each year group to support Reading.	The EEF's Teaching and Learning Toolkit indicates that promoting reading comprehension strategies can have very high impact for very low cost, based on extensive evidence. <i>'Nothing is more important in education than ensuring that every child can read well' (DfE, 2015 p7).</i>	1,2,3,5,6
Continue to improve the emotional well-being of disadvantaged children using The Bungalow Project, our in-house counselling support and trained ELSA specialist and the PSHE curriculum.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4
SEND	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent	1,2,3,4,5,6

Funding for additional member of SEND team to support inclusion and pupil needs. Investment into CPD for SEND Team and staff, including use of PD days and staff meeting time. Re- purchase of Edukey to allow for continuous tracking of individual support and provision. Additional investment into outside agency support.	teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Special Educational Needs in Mainstream Schools EEF	
Additional support staff to promote vocabulary and enhance English skills. Investment in bi-lingual support staff. Hands on and experiential learning wherever possible. Scaffolding classroom techniques.	“Focusing on language while teaching subject content is crucial to the progress and attainment of learners using EAL.” The Bell Foundation	1,2,3,4,5,6

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

Budgeted cost: £79,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers and teaching assistants across school to deliver and monitor structured teaching and support across the curriculum.	The EEF's toolkit identifies that small group tuition and reducing class size can all have positive impact on children's learning- "There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy...	1,2,3,4,5,6
Buy in specialist Language and Learning / Educational Psychologist/ additional teacher BLAST support for children.	Identifying-special-educational-needs-in-the-early-years.pdf EEF Communication and Language BLAST has been proven to support the development of speech, language and communication in foundation stage children. It is linked to the curriculum and is viewed as good practice in developing listening and speaking skills.	1,2,3,4,5,6

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

Budgeted cost: £33,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy in specialist counselling services for children from the Bungalow Project.	Although there is no specific evidence listed by the EEF on the impact of specialist counselling, we have seen first-hand in school the positive effect of supporting children's mental health. Improving Social and Emotional Learning in Primary Schools EEF	2,3,4,5,6
Addition in house counselling support from PSA 1 day per week and after school.		
Employment of Inclusion Support assistant, also trained in ELSA.		
SLA with Tees valley Music and Rock Steady	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts participation EEF	4,5,6

Total budgeted cost: £ 150,192

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 2024 to 2025 academic year.

Desired outcome	Chosen action / approach	Review/Impact
Speech and language skills will improve across the Early Years setting and subsequently across school.	Staff member employed to identify and deliver Blast, allowing for swift identification, action and progress. In the moment planning will support children's use of language development and confidence within the areas, both with adults and their peers.	DSI review of EYFS – success The cohort in EYFS 24-25 had 8 pupil premium children. None of these were at an expected level for Listening, Attention and Understanding or Speaking upon entry baseline. When they left at the end of the year 50% of them were at expected level. The other 50% (four children) who did not achieve expected all had SEND needs. Children's readiness for year 1 demonstrated secure confidence in Prime area development
Formative writing skills will improve, with more children in EY showing 'readiness to write' through targeted teaching, intervention and 'In the Moment Planning' (ITMP).	Staff use Drawing Club within EY to promote writing development, particularly looking at reluctant writers. Structured writing activities were planned to promote active engagement. Intervention support was planned and delivered to children who were identified as not making expected progress.	In Writing 12.5% of PP children were performing at expected level at baseline. After interventions at the end of the year 50% of pupil premium children were performing at the expected age related expectation. The other 50% (four children) who did not achieve expected all had SEND needs. DSI feedback Outcomes demonstrated accelerated progress from starting points.

	Reviewed planning documentation produced by English Lead. Staff training and CPD to focus on the key elements of 'The Writing Revolution' and how to implement these strategies within their lessons. Model lessons and coaching by English Lead and other recognised staff to support staff implementation, developing confidence, knowledge and skills. Lesson observations, drop-ins, book looks, and pupil voice carried out by SLT.	All staff and children can discuss and successfully use Grammarsaurus strategies. Grammarsaurus strategies are seen as a priority across school- evidence seen in lesson observations, book looks and pupil voice. Work in books clearly shows the teaching of Grammarsaurus and the children's subsequent confidence in implementing this knowledge successfully in their writing. The children can articulate and discuss Grammarsaurus tasks and expectations, learning and practice. PiXL assessments completed throughout school show a positive comparative national picture. Evidence bank of successful intervention strategies show progress in writing cohesively. Results for writing at the end of KS2 show a positive impact in attainment for our disadvantaged children against national. <table border="1"> <tr> <td></td><td>2025 Non-disadvantaged</td><td>2025 Disadvantaged</td></tr> <tr> <td>KS2</td><td>78%</td><td>68%</td></tr> <tr> <td>National</td><td>72%</td><td>59%</td></tr> </table>		2025 Non-disadvantaged	2025 Disadvantaged	KS2	78%	68%	National	72%	59%
	2025 Non-disadvantaged	2025 Disadvantaged									
KS2	78%	68%									
National	72%	59%									
Early letter and sound and meaning acquisition will improve for disadvantaged children in EYFS.	Blast intervention delivered by a trained adult. Half termly assessments of all children- allowing for flexible groupings and targeted support. Homogenous groupings maintained	At the end of EY 88% of children were at the expected level for reading 63% of pupil premium children got to expected level in reading at the end of EYFS									

	for the development of RWI.										
Reading- Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will continue to show the positive trend.	All staff received refresher RWI training and have continuous access to the RWI portal for additional support and training. RWI advisor in school working with staff members and RWI lead. Model sessions delivered by English Lead and RWI advisor. Baseline assessments completed and homogenous groupings organised. Half termly assessments completed by SLT to monitor progress, adapt groupings and identify intervention and additional support needs. Internal tracking of all children completed. 1:1 intervention put into place for these children not reaching the expected milestones.	<table border="1"> <tr> <td></td><td>All pupils</td><td>PP pupils</td></tr> <tr> <td>Kader</td><td>82%</td><td>75%</td></tr> <tr> <td>National</td><td>80%</td><td>67%</td></tr> </table>		All pupils	PP pupils	Kader	82%	75%	National	80%	67%
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Early Reading attainment will improve for disadvantaged children across KS1 and LKS2.	Continuous tracking of all children who did not achieve the Phonics Screening check in Year 1. (including children in KS2)	In Phonics 2025 the school gap between PP and non PP was 7% (75% v 82%) which is less than the national gap which was 17% (67% v 84%) The school disadvantaged figure for Phonics pass rate in Y1 was 75% a 9% gap when									

	Dedicated timetabling of reading sessions delivered daily for 40minutes. Daily 1:1 reading intervention timetabled. Internal tracking of reading in Key stage 1. Re- purchase of RWI portal to assist staff development. Reading scheme throughout school reviewed and adapted. Additional books purchased for classrooms and the school library.	compared to national non disadvantaged children (84%). Y2 Phonics retakes 6 children, one of which was pupil premium and he passed the phonics test. KS1 results in Reading of 85% EXS with 20% achieving the Higher result. 85% of PP children achieved the expected standard at the end of Key Stage 1. There are 6 children in Key Stage 2 that have still not achieved the expected standard in their phonics check. RWI daily intervention will continue for these children. Learning and Language support has also been allocated, to children who are still finding difficulties, to assess for any additional needs and support requirements. End of Key Stage 1 results for Reading were <table border="1"> <tr> <td></td><td>All pupils</td><td>PP pupils</td></tr> <tr> <td>Kader</td><td>86.7%</td><td>84.6%</td></tr> </table>		All pupils	PP pupils	Kader	86.7%	84.6%						
	All pupils	PP pupils												
Kader	86.7%	84.6%												
Upper Key stage 2 reading speed, accuracy and comprehension will improve for disadvantaged and non-disadvantaged pupils.	Reading Plus session timetabled for ½ hour per day. Reading Plus minimum engagement set allowing children to work additionally at home. STAR Reader assessments half termly to monitor reading accuracy and selection of appropriate level reading books.	End of Key Stage 2 results for Reading were 95%, which is significantly above the national average with school performing in the top 20% of schools nationally. <table border="1"> <tr> <td></td><td>All pupils</td><td>PP pupils</td></tr> <tr> <td>Kader</td><td>95%</td><td>89%</td></tr> <tr> <td></td><td>GDS-47%</td><td></td></tr> <tr> <td>National</td><td>75%</td><td>63%</td></tr> </table> Schools disadvantaged pupils at KS2 in Reading performed 8% better than national non disadvantaged children (89% v 81%)		All pupils	PP pupils	Kader	95%	89%		GDS-47%		National	75%	63%
	All pupils	PP pupils												
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	Accelerated reader assessment upon completion of their personal reading book. Daily 1:1 reading interventions for priority readers. Whole class Reading activities prioritised daily. Reading for fluency modelled throughout school. Children choral reading and reading independently. Promotion of reading for pleasure across school.	Reading Plus data across Y4-6 shows promising gains and is worth the investment in both time and money: <table><tr><td></td><td>Average level gain</td><td>Average reading speed</td><td>Expected reading speed</td><td></td></tr><tr><td>Y4</td><td>2.76</td><td>172</td><td>160</td><td>+12</td></tr><tr><td>Y5</td><td>2.34</td><td>191</td><td>175</td><td>+16</td></tr><tr><td>Y6</td><td>2.07</td><td>206</td><td>185</td><td>+21</td></tr></table>		Average level gain	Average reading speed	Expected reading speed		Y4	2.76	172	160	+12	Y5	2.34	191	175	+16	Y6	2.07	206	185	+21
	Average level gain	Average reading speed	Expected reading speed																			
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Y6	2.07	206	185	+21																		
Children will be emotionally secure and will demonstrate resilience during difficult situations. Those who access counselling services, and The Bungalow project will be able to use the strategies they have been taught. The school PSHE curriculum will actively support children's wellbeing and self-esteem.	Attendance officer to monitor and support in school attendance. Celebration assembly every Friday with rewards promoting Kader Values – Kindness, Ambition, Determination, Excellence and Respect. MFC Joy to Move Programme introduced in Year 6 for all 60 children. Bikability Programme in the Summer Term for Year 5 children. Extensive extra-curricular sporting	Consistent level of attendance across school shows pupils enjoy coming to school and value the education and pastoral support given. 5 children were supported throughout the year with the Bungalow Project. 25 additional children received in-school counselling support. 12 children received ELSA support form the Specialist Support Assistant.																				

	events attended by all abilities. PSHE curriculum adapted to reflect needs of our children.	
SEND support will be impactful with a graduated response implemented to best support the children and their individual needs.	SEND staff meetings regularly planned throughout the year. Time given to reviews and the writing of new IEPs to allow for whole team discussion and information sharing. Inclusion support assistant worked alongside children and staff within the classroom. Staff support and strategies implemented. Release time for SEND team to meet and discuss children, paperwork and referrals completed. Timetabling of Educational Psychologist work with and assess children and to speak with parents and staff. Outside agencies enlisted to support children and staff with intervention strategies. Data review meetings held termly to discuss cohort with specific focus on SEND	Kader inclusion model and SEND team supporting staff across school. End-of-key-stage2 resultsfor 24/25: 34% SEND in whole cohort. Out of this- 70% of SEND children achieved ARE in Reading 40% of SEND children achieved ARE in writing 50% of SEND children achieved ARE in MATHS EHCP children in cohort = 7. 5/7 achieved ARE in Reading 2/7 achieved ARE in Writing 3/7 achieved ARE in maths

	children and their needs. PiXL QLA and therapies used to close gaps and reteach for impact.	
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Externally provided programmes

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

Programme	Provider
n/a	n/a

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.