

# Pupil premium strategy statement- November 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wirksworth Junior school
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	32 pupils 25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 completed 2022-2023 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	January 2023 April 2023 September 2023
Statement authorised by	Chair of Governors Co Chairs Ed Robinson and Martin Counter
Pupil premium lead	Isabel Webb
Governor / Trustee lead	Ed Robinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,320
Recovery premium funding allocation this academic year	£4,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£48,950

# Part A: Pupil premium strategy plan

## Statement of intent

### ***What are your ultimate objectives for your disadvantaged pupils?***

Pupil premium is **funding to improve education outcomes for disadvantaged pupils in schools** in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Wirksworth Junior School we aim to address disadvantages that pupils may face, embedding a school-wide change, fundamentally thinking and acting differently when addressing the link between household income and educational achievement. Each pupil premium child in our school, will be seen as an individual and we will seek to produce support that is bespoke to them as a person. Building relationships, being inclusive and having effective communication with pupils and their families to address these barriers is the ethos behind our strategy and these will be the driving forces to create change and improvements in the lives of the most vulnerable children in our school.

Research by Marc Rowland has discovered four core elements which we will build our strategy upon:

#### ***Relationships.***

***Metacognition and self-regulated learning.***

***Social, emotional and mental health (SEMH).***

***Language development and comprehension.***

*We aim to address all aspects of inequality and use these core elements to build our Pupil Premium Strategy on.*

*Our objectives for the children in receipt of pupil premium funding is that they leave Wirksworth Juniors being able to:*

- feel safe and know how to communicate vocally to others when they are not, know what to do about this;*
- read fluently;*
- are confident in their ability;*
- can confidently communicate with their peers, adults and large groups, and are culturally enriched.*
- enjoy conversations about art, literature, politics, music, history, or any other culturally significant topic, and show curiosity in the world around them.*
- have an increasing vocabulary to make links across subjects and vocalise their thoughts, and know how to research and follow independent study into their own areas of interest.*
- have met their true potential.*

***How does your current pupil premium strategy plan work towards achieving those objectives?***

With relationships at the core of this strategy, we will ensure all pupils in receipt of pupil premium funding and their parents have a person in the school with whom they can: communicate, share worries and successes with and build a relationship to work with in school. These are the seldom heard families who we want to hear. All staff in school work tirelessly to develop lines of communications, offering help or signposting to other agencies where needed.

A healthy mental lifestyle is promoted, through regular exercise in school, outdoor adventurous activities, sailing and our forest school provision. Our school offers provision to support mental health at school and a home through our PSHE curriculum, nurture and our school's Family Support Worker. Financial support can be accessed so pupil premiums have the opportunities of the enriching experiences and ensure the children have equal access to develop their cultural capital and widen their aspirations.

The curriculum intent is based around high quality books to not only develop a love of reading but support the cultural enrichment, that they may not receive at home. The curriculum is based around rich philosophical questioning to encourage an enquiring mind, and the children are encouraged to discuss with others their thoughts. The curriculum has been meticulously designed to develop cultural capital and widen pupils' aspirations, having mutual respect for others in and out of school. Teachers make links across subjects to make the learning meaningful and understandable.

Teachers scaffold up the work to allow the SEND pupils to access the end of year outcomes for all pupils, not limiting the results which pupils can achieve. Targeted interventions are provided after assessments with clear entry and exit points, with a focus on pre-teaching to build confidence and ensure the development of long-term memories.

Time is given to discuss with them how they learn and they are taught specifically in class metacognitive strategies to enable them to become an independent learner.

Teachers are trained in what good pedagogy is and how, to model, explain, scaffold resources to, and have well-planned questioning which allows feedback to design around the pupils' needs.

***What are the key principles of your strategy plan?***

Equality.  
Respectfulness.  
Positive Relationships.  
Open Communication.  
High quality Teaching and Learning.  
Caring culture.  
Creativity.  
Curiosity.  
High expectations – Every moment counts.

## Challenges

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

Challenge number	Detail of challenge
1	58% have poor or persistently poor attendance last year.
2	27% of pupil premiums are SEND.
3	36% of pupil premiums have a need for Early Help support, due to being on the ACES scale.
4	12% of pupil premiums are achieving Greater Depth in either R/W/M from KS1/EYFS outcomes.
5	Pupil premium attainment in reading is lower than non-pupil premiums.
6	Pupil premium attainment in maths is lower than non-pupil premiums.
7	Pupil premium attainment in writing is lower than non-pupil premiums.
8	Many pupils do not have an opportunity to develop cultural capital, and have limited opportunities to visit places outside of Derbyshire, due to financial hardship or aspirations.
9	Many families experience financial hardship, which in turn leads to poor nutrition.
10.	60% of pupil premium are not engaged in home learning (reading, practising spelling and multiplication facts and completing homework regularly).
11.	Pupil premiums do not have the metacognitive skills to work independently at school and at home.
12.	48% of pupil premiums' parents did not attend parents' evenings in October 22 6% have not attended parents evening in the last year.
13.	33% of pupil premiums parents have mental health issues (anxiety or depression)
14.	6% of pupil premiums have behaviour issues which need to be managed by behaviour plans.

## 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>Improved attendance in pupil premiums to be inline with national levels and non-pupil premiums.</p> <p><b>Challenge: 1,5,6,7</b></p>	<ul style="list-style-type: none"> <li>• Overall pupil premium attendance to be good (96%)</li> <li>• Those whose attendance is below have been given support to show improvement in attendance over a monitored period of time.</li> <li>• Penalty fines are used when attendance has not improved after a period of support has been given.</li> <li>• Pupil voice is gathered with pupils being given small group sessions, daily 1:1 where needed, which is improving their engagement and attendance in school.</li> </ul>
<p>SEND pupils are making more than expected progress and are not held back by low aspirations and expectations of them.</p> <p><b>Challenge:2,5,6,7</b></p>	<ul style="list-style-type: none"> <li>• Aspirational targets have been set for the SEND pupils.</li> <li>• Scaffolded support is used in all lessons to enable all SEND pupils to achieve their targets, and where not interventions are put in place.</li> <li>• Teachers and teaching assistant questions are ensuring pupils are working independently and they are rephrasing answers and reasoning about their answers, by using because.</li> </ul>
<p>Early help is supporting pupils' social skills in school and pupils are more resilient to cope with changes.</p> <p><b>Pupils are able to label and convey their emotions and in turn, can self-regulate in a positive way.</b></p> <p><b>Challenge:14</b></p>	<ul style="list-style-type: none"> <li>• Behaviour policy has been updated with parent feedback.</li> <li>• SEMH interventions for are tightly monitored through the use of Boxhall profile online and progress can be seen in these areas.</li> <li>• Identify areas to target support re clearly identified and interventions are matched to these needs.</li> <li>• Staff member trained as a mental health lead across and is supporting pupils with mental health needs to help regulate emotions.</li> <li>• Teachers and teaching assistants are providing children with the vocabulary associated with emotions and children can now self-regulate behaviours by using the vocabulary.</li> <li>• Teachers and children know the vocabulary for the four zones of regulation, which is displayed in the classroom and is referred to, to support pupils in receipt of pupil premium funding to self-regulation.</li> </ul>
<p><b>Pupil premiums are contributing to lessons verbally and feel confident to share their thoughts in all lessons.</b></p> <p><b>Challenge: 4,5,6,7</b></p>	<ul style="list-style-type: none"> <li>• Pupils in receipt of pupil premium funding are contributing during think: pair: share activities.</li> <li>• Teachers are using strategies such as say it again better, time is given to think, and open questions are offered to learners and children are speaking more.</li> <li>• Teachers give pupils an opportunity to share their thoughts on discussions through actions as well as speaking.</li> <li>• Teachers have high expectations of oral answers by the use of say it again better and references to knowledge organisers and key vocabulary on display or in books.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers and teaching assistants are using open ended questions to stretch and support learners in all lessons.</li> <li>• Standardised scores in reading and maths have increased across the year group and have reduced the gap with no pupil premiums.</li> </ul>
<p>Pupil premiums are making accelerated progress in reading, writing and maths.</p> <p><b>Challenge: 4,5,6,7,11</b></p>	<ul style="list-style-type: none"> <li>• Phonics books are matched to the needs of the children.</li> <li>• Teachers trained in the new <i>Little Wandle synthetic phonics</i> program and are confident at teaching phonics.</li> <li>• Phonics teaching is good in all classes.</li> <li>• Learning journeys are used to enable pupils in receipt of pupil premium funding to be actively involved in their learning and progress can be seen in the areas they want to improve in.</li> <li>• Key vocabulary is mapped across the school and pupils in receipt of pupil premium funding are beginning to use this.</li> <li>• All pupil premiums have met their target levels in reading, writing and maths, and if not, interventions have been put in place.</li> </ul>
<p>Parents are engaged in their pupils learning despite barriers.</p> <p><b>Challenge: 8,10,12,13</b></p>	<ul style="list-style-type: none"> <li>• Pupil premium parental engagement is monitored and no-engagement is proactively investigated for reasons why and changes made, resulting in more attendance and participation in school events, parents' evenings and workshops.</li> <li>• School investigates the barriers/reasons why children invited to free clubs are not attending.</li> <li>• School uses incentives for pupils in receipt of pupil premium funding to attend regularly, parental engagement has improved at parents' evening.</li> <li>• Pupil Premium parents who have struggles which are impacting on their child's behaviour and education in school are offered support from our Attendance Officer or School Family Support Worker to signpost to financial support, mental health support groups or other agencies.</li> </ul>
<p>Pupils in receipt of pupil premium funding to be given equal access to cultural experiences.</p> <p><b>Challenge: 9</b></p>	<ul style="list-style-type: none"> <li>• Pupils in receipt of pupil premium funding receive funding for trips.</li> <li>• Finance is not a barrier for pupils in receipt of pupil premium funding attending trips.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £ 6645

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
<p>Purchasing of books matched to the needs of pupils reading ability and supporting the <b>Little Wandle</b> scheme.</p> <p>Staff trained in teaching phonics.</p> <p><b>£1500</b></p>	<p><b><u>Phonics- EEF research +5 months</u></b></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><b><i>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful framework.</i></b></p>	<p>2, 5, 6, and 7</p>
<p>Phonics systematic diagnostic testing and improving teachers understanding of phonics.</p> <p>Leadership time to monitor impact of phonics intervention</p> <p>Release time for assessment and training</p> <p><b>£ 1050</b></p>	<p><b><u>Phonics -EEF research +5 months</u></b></p> <p>High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs.</p> <p>Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.</p>	<p>2, 5, 6, and 7</p>

	This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions.	
Mapping of emotion vocabulary across the school and monitoring the use to help children self-regulate. (see implementation plan) <b>£1050</b>	Research shows that children from households from families on welfare hear approximately 616 words per hour, while those from working class families heard approximately 1251. A consistent approach to vocabulary across the school and pupil premiums have access to where to find rich vocabulary is the evidence that supports this approach.	4,5,6 and 7
Training for TA on Mastery maths from the Maths Hub lead and the use of questioning to extend the learning. Leadership time for the Maths lead to monitor and support Cover for training <b>£1800</b>	<b><u>EEF research on effective teaching assistants + 4 months</u></b> Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	2, 4 and 6.
Effective teaching modelling, explanations, questioning and feedback. (See implementation plan) <b>Walk thru books training online – £395</b> <b>Release time to monitor the interventions- £600</b>	<b><u>EFF evidence</u></b> Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. Investing in effective teaching and training to ensure high-quality first-class teaching.	4, 5, 6 and 7.
Training staff on the use of metacognitive approaches and English Lead monitoring this.  <b>£250- leadership time</b>	<b><u>EEF research on effective feedback+ 7 months</u></b> There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	2,4,5,6, 7 and 11.

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

Budgeted cost: £29,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured support for pupil premiums led by the class teacher twice a week. <b>£9996</b></p> <p>Puma and Pira papers purchased to identify gaps in learning. <b>£1512.00</b></p> <p>Educational Psychologist involvement to support targeted interventions for the SEND pupil premiums <b>£2560</b></p>	<p><b><u>EEF targeted interventions + 4 months</u></b></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition may be delivered by teachers, trained teaching assistants, academic mentors or tutors. Interventions are typically delivered over an extended period, often over the course several weeks or terms, to a small group of between two to five pupils.</p>	<p>2,4,5,6 and 7</p>
<p>Structure phonics interventions using diagnostic testing and led by experienced teachers. <b>£6825</b> <b>5 hours a week</b></p>	<p><b><u>EEF research phonics + 5 months</u></b></p> <p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p>	<p>2,4 and 5</p>
<p>Discussions with pupils about their metacognition to enable teachers to</p>	<p><b><u>EEF research on metacognition +7 months</u></b></p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use</p>	<p>4, 6 and 11</p>

<p>understand how the pupil learns and build stronger relationships with the pupil and their learning- focus on maths. Reviewed every 6 weeks.</p> <p><b>£1200- release time cover</b></p>	<p>metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	
<p>Nurture/Lego therapy. To work on bespoke targeted interventions focussing on social and emotional learning. Twice a week (SEL) <b>£3510</b></p> <p><b>Boxhall Profile purchased £100</b></p> <p><b>Purchasing behaviour support £900</b></p>	<p><b><u>EEF research targeted interventions + 4 months</u></b></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1, 3, 13 and 14</p>
<p>Homework club. Supporting pupils' access to maths homework or reading at extra sessions after school.</p> <p><b>£1,190</b></p>	<p><b><u>EEF – homework +5 months</u></b></p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</p>	<p>8 and 10</p>
<p>Multiplication early morning club. Daily.</p>	<p>See above</p> <p><b><u>EEF -parental engagement +4 months</u></b></p>	<p>3, 6 and 10</p>

£1,575	<b><u>EEF – targeted interventions + 4 months</u></b>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer <b>£5850</b>	In the past support from the Attendance Officer has ensured improved attendance for pupils she has worked with.	1, 3 and 9
Family support Worker to build stronger relationships with the school <b>£4725</b>	Children that work with the family support worker have resulted in improved attendance, wellbeing and communication with the school. EEF research	1, 3, 9 and 11
Extra support at dinner time to support behaviour-midday supervisor <b>£1912</b>	Targeted approaches that are tailored to pupils' needs such as regular report cards or functional behaviour assessments may be appropriate where pupils are struggling with behaviour. Extra dinner time staff will allow us to run a nurture session during dinnertime (EEF research on behaviour)	14
Behaviour support training for staff on managing pupil's behaviour without restraint and how to deescalate behaviours. SENDCo to monitor in leadership time.  Training on the use of the DCC Sensory Toolkit.  <b>Funding support from Trust to School Support</b>	The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. The restorative practice training is for all staff so all staff can deal and help manage pupils' behaviour in the school the same consistent approach.  EEF says professional development is needed to implement approaches effectively.	2, 3, 13 and 14
Bespoke relationship building and 1:1 support given to parents to support them managing their child's behaviours and attendance from Nurture Lead and Attendance Officer.	<b>Osher et al, Driver of human development: How relationships and context shape learning and development</b>  This discusses how relationships and context shape learning. We will develop relationships with parents to understand the lived experience of	3 and 8

<b>£300</b>	the child and how to develop bespoke support package for them.	
Cultural experiences- supporting families so pupils can attend trips- such as sailing and music lessons.  <b>£1500</b>	Giving pupils access to cultural experiences will mean pupils will get access to similar to those experiences than non-pupil premium children.	8 and 9

**Total budgeted cost: £50,300**

## 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 2021 to 2022 academic year.

#### Successes and next steps

- Pupil premiums across the school have made more than expected progress in reading and maths. The year group standardised scores in reading and maths have improved across all year groups.
- Pupil premiums continue to show sustained new learning in writing books however children are not using their phonics knowledge to help spell words which is resulting in less progress in writing compared to reading and maths, or achieving end of year age expectations. To ensure there is more rapid progression these areas, a more systematic approach to spellings to be developed across the school, with training for staff is needed.
- Pupil Premium showed improvements in the gaps in their learning because of maths, phonics and writing interventions, targeted to the needs of the children.
- Of the pupil premiums with behavioural struggles, Lego therapy had impacted positively on the following areas: participating constructively, self-esteem and confidence.
- Pupil premiums' cultural capital continued to be improved; aspirations were widened and a love of learning was developed through the development of the bespoke curriculum with philosophical questioning and financial support was given for children to go sailing and attend adventurous activities, residentials and music lessons.
- Those that worked with the Family Support Worker had improvements in family life which improved the pupils' wellbeing and safety. (Evidence can be seen on My Concern) to develop this further use Boxhall profiles to show improvements from support offered from the family support worker, or Early Help Worker.
- Pupil premiums who have had support from the attendance officer have seen improvements in attendance and lateness into school. Pupil voice has shown improvements in their mental health and wellbeing.
- Behaviour Support and Educational Psychologist reports are supporting the SENDCo and teachers to write bespoke actions to improve pupils' wellbeing and learning across the school. Success can be seen on Individual Education Plans and in My Concern behavioural concerns and chronologies.
- The pupil premium review has resulted in a tighter attendance policy which is supporting children in coming to school on time and improving attendance. New strategies have been put in place to improve the profile of attendance with children and parents, such as: the weekly attendance board in school and on Class Dojo, attendance report on the newsletter, termly personalised attendance reports sent home via email and an information letter on attendance and how parents can improve this and be supported in school.
- Pupils sense of belonging and regulating their emotions has improved because of the use of restorative practise when there are behavioural issues in school, which all staff have been trained on.

## Catch-up premium

A large number of pupils in year 6 were identified as being eligible for additional support to close gaps in their learning. Small group interventions in reading, maths and writing took place conducted by the class teachers who were released by a supply teacher across the school. Groups consisted of no more than 6 pupils with bespoke learning packages derived from data analysis and baseline assessments. In total, 120 sessions took place across the three curricular areas with the vast majority of pupils made considerable progress within the gaps identified.

### Year 6

- Maths baseline Average SS 82 and SATS end of year 93
- Reading July 21 Average SS 99 end of year 102

### Year 5

- Maths baseline Average SS 90 end of year 94
- Reading July 21 Average SS 96 end of year 101

### Year 4

- Maths baseline Average SS 80 end of year 84
- Reading July 21 Average SS 80 end of year 91

### Year 3

- Maths baseline Average SS 87 end of year 91
- Reading baseline Average SS 91 end of year 100
- Writing Progress scores: 4.75 over the year- expected is normally 3.

## 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

## Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A