

This statement details our school’s use of pupil premium (and recovery 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	236
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Darryl Asbury (Executive Leader)
Pupil premium lead	Gary Darby
Governor / Trustee lead	Mark Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,520
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£183,520

Part A: Pupil premium strategy plan

Statement of intent

Berrybrook is a caring and happy community where children are at the centre of everything that we do. We are a slightly smaller than average sized one form entry school who serve a well-established and connected area in the Fallings Park Ward of Wolverhampton. Over 58% of our children are in receipt of pupil premium which is double the national average. Our locality and school community presents a mix of urban characteristics and socio-economic diversity where there is a high proportion of social housing and is listed as one of the more deprived wards in the city.

Our children show a great enthusiasm and passion which is underpinned by a very well established and experienced staff team who always strive to work to their best endeavours and improve the life chances and opportunities of every child and their wider family.

As a school, we are acutely aware that early intervention is key to change, we focus on language development with a clear emphasis on vocabulary, oracy/speaking and reading. We are a reflective school that provides targeted and personalised intervention for all learners to continuously progress. In addition, all staff understand that every interaction is an intervention throughout the school day.

We promote an inclusive curriculum where every child has the right to achieve their full potential. Children remain at the heart of the curriculum and, whether in Early Years where our practitioners observe the children's interests and enhance the environment accordingly, or in upper school where pupils contribute their questions and are challenged, we strive to adapt to ensure that every child has the opportunity to succeed regardless of their starting points.

Our curriculum is our children's window to the wider world and experiences that they may not otherwise have. We endeavour to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our pupils.

Inclusion is a crucial focus of our school and staff share a collective understanding of the impact of disadvantage on pupils' learning. All staff are ambitious for all our pupils and fully understand the role they play in addressing educational and social disadvantage. This includes a focus on wider experiences that complement the curriculum.

Leadership at our school is deeply involved in ensuring the quality of our pupils' learning experiences. Our leaders play a vital role in monitoring progress and providing quality assurance in a supportive manner. They dedicate time to work with our staff on collaborative planning, teaching, and direct classroom involvement, offering real-time coaching, training, and feedback to enhance teaching practices.

Through this strategy, we aim to improve the attendance, wellbeing, resilience and self-regulation of all our pupils through a fully trauma informed approach.

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with families indicate that the majority of our children begin school with a need to significantly develop their oral language skills and vocabulary. Our baseline data into nursery indicates that more children are not at age related expectations for Speaking when compared with the other Prime Areas.
2	Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience many challenges which potentially impact on their learning. Therefore, we work to provide opportunities for all our children. Our latest attainment and progress data continues to show a difference between PP pupils and NPP in reading, writing and maths.
3	Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. These pupils may be at greater risk of poor attendance because of the impact of socio-economic (and other) disadvantages on their lives over time. Our latest attendance data shows that our whole school attendance is 92% our disadvantaged pupil's attendance is lower than other pupils which includes proportions of children who are late for school.
4	Our assessments, observations and discussions with pupils and families have identified an increase in social and emotional issues for many pupils and their parents. These challenges particularly affect disadvantaged pupils, including their attainment and attendance. Teacher referrals and parent referrals for support have increased since the pandemic and subsequent cost of living crisis. It is also significant to note that the support services available locally have significantly reduced so our parents do turn to school for support. These pupils are again at risk of underachievement because of the socio-economic (and other) disadvantages on their lives.

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
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments, observations and discussions indicate improved language among disadvantaged pupils, leading to improving outcomes across the curriculum as the children are enabled to fully access and enjoy the curriculum. Ongoing monitoring will triangulate evidence such as oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and mathematics attainment for disadvantaged pupils at the end of Key Stages 1 and 2	Reading, writing and mathematics outcomes in 2026 / 2027 are consistently at least in line with or above the Wolverhampton and National Averages. In school comparable data reflects that differences between PP and non-PP are diminishing year on year.
Improved attendance for all pupils, particularly our disadvantaged pupils. Including those who are persistently absent.	School attendance for all pupils will consistently improve towards national averages. This will include persistent absentees (currently 27% of all children) who are disadvantaged (38% of disadvantaged children).
Improved wellbeing, resilience and self-regulation of all our pupils through a fully trauma informed approach.	Qualitative data from pupil, staff and parent's surveys demonstrates improvements in wellbeing resilience and self-regulation. Data reflects an improved enrichment and wellbeing offer and a stronger engagement in school, and from beyond the school gate.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to deliver a Systematic Synthetic Phonics programme in-line with DfE recommendations.</p> <p>To deliver ongoing training to ensure the effective delivery of the phonics programme.</p> <p>To refine the whole class reading sequence in-line with recommendations outlined in the Reading Framework (2023) through the introduction of Steps to Reading.</p> <p>To provide ongoing CPD to develop oracy skills and the children’s range of vocabulary throughout the curriculum</p> <p>To embed high quality adult child interactions from Early Years and across the school.</p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns (EEF, 2021, Phonics).</p> <p>It is the responsibility of school leaders to ensure that the teaching of reading is as effective as possible and that a programme of systematic synthetic phonics is implemented successfully. The programme should achieve excellent outcomes for all pupils, including those from disadvantaged backgrounds (DfE, 2023, Reading Framework).</p> <p>To the researchers’ surprise, the differences between the families, who were all disadvantaged, in the amount of talk directed to the child were almost as large as those reported in Hart and Risley’s much-quoted 1995 study, in which the families differed markedly in terms of their socio-economic circumstances: children with wider vocabularies typically came from wealthier families (DfE, 2023, Reading Framework).</p>	<p>1, 2 & 3</p>
<p>To continue to embed and develop the Primary Knowledge Curriculum programme to offer all pupils a knowledge-based curriculum that increases the cultural capital of our school community.</p>	<p>[A knowledge rich] curriculum must be well-sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success (Alex Quigley for EEF (2019)).</p>	<p>1, 2 & 3</p>
<p>To continue to embed and develop the handwriting programme <i>Kinetic Letters</i> to ensure that all children develop their automaticity and become fluent writers</p>	<p>“Handwriting teaching and practice should be in addition to phonics teaching and should begin at the start of the reception year. The guidance explains the importance of teaching handwriting regularly, explicitly, precisely and cumulatively. There should be a clearly sequenced progression.”</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p>	<p>1, 2 & 3</p>
<p>Use White Rose Maths as an aid throughout KS1 and KS2 to offer all pupils a small-step, mastery-based approach to learning. Provide ongoing CPD through coaching and mentoring to ensure maths modelling and adaptive teaching is effective.</p>	<p>Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3</p> <p>Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics. Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time</p>	<p>1, 2 & 3</p>

<p>Support high quality first teaching through CPD to focus on up-to-date research and practice, including but not limited to, trauma informed practice, Rosenshine’s Principles of Instruction, mastery approach, adaptive teaching and AFL.</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills (EEF, 2021, Mastery Learning).</p> <p>Education involves helping a novice to develop strong, readily accessible background knowledge. It’s important that background knowledge be readily accessible, and this occurs when knowledge is well-rehearsed and tied to other knowledge (Rosenshine cited in Nicholson and Roe, 2021, Herts for Learning).</p> <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils (EEF, 2021, High Quality Teaching).</p>	<p>1, 2 & 3</p>
<p>Through ongoing CPD and modelling:</p> <p>Improve the quality and frequency of feedback to pupils through monitoring and CPD.</p> <p>Upskill staff to ensure pupils have the tools to use metacognitive and self-regulation strategies through effective modelling and sufficient feedback.</p>	<p>Feedback studies show high effects on learning when staff use feedback well, both verbal and written. There can be particular advantages for disadvantaged pupils (EEF, 2021, Feedback).</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use 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 (EEF, 2021, Metacognition and Self-regulation).</p>	<p>1, 2, 3 and 4</p>
<p>Utilise members of the senior leadership team and teaching and learning team to develop pedagogy, planning and assessment through effective mentoring and coaching opportunities.</p> <p>Recruit and retain high performing staff members through an effective CPD programme that is delivered by SLT and experts from across the MAT.</p>	<p>Support from senior leaders ... [is] ‘crucial’ to improving teachers’ attitudes towards research (EEF, 2016, Evaluation Report).</p> <p>The Supporting the Attainment of Disadvantaged Pupils document suggests high quality teaching as a key aspect of successful schools (DfE, 2015, Supporting the attainment of disadvantaged pupils).</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF, 2021, High Quality Teaching).</p>	<p>1, 2 & 3</p>
<p>Use consultants to develop subject knowledge, refine pedagogy and improve pupil outcomes.</p> <p>Utilise support from the local authority for training opportunities to develop expertise of all teaching staff.</p>	<p>Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation (EEF, 2021, Effective Professional Development).</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early</p>	<p>1, 2 & 3</p>

	<p>Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD (EEF, 2021, Effective Professional Development).</p>	
<p>Technology and other resources to support high quality teaching and learning</p> <ul style="list-style-type: none"> - New laptops issued to all teachers and support staff. - Visualisers installed in each classroom and learning based to support effective modelling. 	<p>EEF Using Digital Technology to improve learning (2019):</p> <ul style="list-style-type: none"> - Recommendation 1: Consider how technology is going to improve teaching and learning before introducing it. - Recommendation 2: Technology can be used to improve the quality of explanations and modelling. - Recommendation 3: Technology offers ways to improve the impact of pupil practice. - Recommendation 4: Technology can play a role in improving assessment and feedback. 	1, 2 & 3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop the SALT specialist within school to deliver SALT where needed.</p> <p>Work alongside MAT and LA SALT specialists to deliver recommended strategies.</p>	<p>Case study- 'Sandwell Keeps Talking,' with help from WellComm Early Years</p> <p>WellComm helps identify children who may have speech and language development issues early on, making sure they get the support they need when it matters most. Early detection is crucial, as children often mask their difficulties, particularly in KS2. Language barriers are often hidden, 2-3 children in every classroom face significant SLCN with many more children potentially underdiagnosed and unsupported. Early identification ensures children get the help they need, boosting their confidence and helping them thrive.</p>	1, 2, 3 & 4
<p>Fast Track Tutoring delivered in-line with the Systematic Synthetic Phonics Programme taught in EYFS and KS1.</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. 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 (EEF, 2021, Phonics).</p>	1,2, 3 & 4
<p>School led booster sessions and 1:1 interventions offered to pupils in year 6 who have struggled to maintain standards in maths and reading.</p>	<p>Booster classes targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p>	1, 2 & 3
<p>High-quality, targeted interventions delivered by skilled TAs that enable our lower attaining pupils to catch up and ultimately keep up:</p> <ul style="list-style-type: none"> - 1:1 reading - Reading fluency - pre teach and over learn - precision teaching 	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver (EEF, 2020, Teaching Assistant Interventions).</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catchup' with previously higher attaining pupils (EEF, 2020, Teaching Assistant Interventions).</p> <p>According to the EEF (2021) the impact of one-to-one on pupils is +5 months and small group tuition is +4 months. Use of both strategies will enable staff at PHPS to make accelerated progress with our most disadvantaged pupils.</p>	1, 2 & 3
<p>Engagement in the LA Disadvantaged Girls in Maths.</p>	<p>Project created by the Wolverhampton local authority to support schools with gaps forming for disadvantaged girls in years 5 and 6. The aim of this was to positively change the mindset of maths for this group and use shared strategies to enhance the attainment and progress for these pupils.</p>	1,2,3 & 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support attendance and persistently absent pupils who are at risk of making poor progress through the deployment of a Family Support Worker.</p> <p>Ensure continued high-quality leadership of the inclusion team and make excellent use of our highly skilled Trust EWO, Attendance Officer, AHT/DHT, SENCO and Family Support Worker to work with our vulnerable families to break down barriers to improve attendance.</p> <p>Subsidies for wrap around care for identified families in need of support.</p> <p>Provide incentives to motivate pupils to come to school more frequently.</p> <p>Implementation of DfE attendance and communication toolkit.</p>	<p>Attendance Interventions: Rapid Evidence Assessment (EEF, 2022) key strategies suggested:</p> <ul style="list-style-type: none"> - Mentoring - Parental engagement - Responsive and targeted approaches - Teaching of social and emotional skills - Behaviour interventions - Meal provision - Incentives and disincentives - Extracurricular activities <p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust or governing body, the local authority, and other local partners (DfE, Working together to improve attendance, 2022).</p> <p>Working together to improve school attendance to be implemented from August 2024.</p>	<p>1 - 4</p>
<p>To ensure that our pupils are emotionally ready for learning through the implementation of strategies such as:</p> <ul style="list-style-type: none"> - Snacks for booster sessions - Reflexions - Outreach - Circle of Friends - Lego therapy - ELSA (Emotional Literacy Support Assistance) - ELSA support from educational psychologist half termly. 	<p>1 in 8 children will experience a mental health difficulty growing up. This is more prevalent in children from disadvantaged backgrounds. More than 1 in 4 children aged 8 to 16 years (26.8%) with a probable mental disorder had a parent who could not afford for their child to take part in activities outside school or college, compared with 1 in 10 (10.3%) of those unlikely to have a mental disorder (Mental Health of Children and Young People in England, 2023).</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (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. 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 (EEF, 2020, Social and Emotional Learning Strategies).</p>	<p>1, 2, 3 & 4</p>

<p>To increase the cultural capital and the children's experiences outside of the school gates using activities such as:</p> <ul style="list-style-type: none"> - Trips to support the curriculum. - Place of worship visits. - Residential trip in Y2&6. - Visitors in school to strengthen T&L. - Hooks to inspire writing for each Talk for Writing unit. - Productions at Christmas and at the end of the year. - Art exhibitions of children's work at the local art gallery - Entering national writing competitions and having children's work published - Rock steady, choir and music tutors. - Afterschool clubs. 	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural visits which can be subject to financial barriers for pupils from deprived backgrounds (EEF, 2020, Arts Participation).</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them (EEF, 2021, Physical Activity).</p>	<p>1 - 4</p>
<p>To instil a love of reading in all pupils that enables them to transition from learning to read to reading to learn.</p> <ul style="list-style-type: none"> - Contingency budget to supplement <i>lost</i> books. - Books offered <i>reflect realities</i> of all our pupils. - <i>High-low</i> reading books to raise self-esteem for our older children who may struggle with reading. - Provide a reading and writing curriculum that is underpinned by quality literature. - Offer read to learn opportunities throughout the wider curriculum. - Ensure reading for pleasure sessions (ERIC) is timetabled into each class's daily timetable. 	<p>Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning (DfE, The Reading Framework, 2023).</p>	<p>1-3</p>

<p>To develop positive outcomes through whole school approaches in becoming a Trauma Informed and an Attachment Aware School (TIAAS)</p> <p>To implement trauma informed and restorative practice approaches to promote wellbeing, resilience and self-regulation</p>	<p>A Trauma-informed approach has been described as one which: 'Realises the widespread impact of (psychological) trauma and understands potential paths for recovery; recognises the signs and symptoms of trauma in clients, families, staff, and others involved with the system; responds by fully integrating knowledge about trauma into policies, procedures, and practices; and seeks to actively resist re-traumatisation. (SAMSHA, 2014).</p> <p>There are many ways that a child and young person's mental health can be nurtured and supported, and evidence increasingly shows that relationships must be prioritised. Good quality relationships are vital for wellbeing, growth and health; especially when a child has experienced adversity or trauma. Education staff are often 'experts' in building relationships and have the power to create and foster a culture of warmth, nurture, kindness and positive relationships within their school environments. (Barnardos)</p> <p>By being apart of the Awareness project with Wolverhampton local authority, we strive to continue to have:</p> <ul style="list-style-type: none"> -Calm environments. -Positive Relationships with pupils and parents. -Improved attendance, pupil engagement, wellbeing and learning. -Positive impact on staff confidence to support pupils across school. -Fewer sanctions used, particularly with vulnerable children. 	<p>3 - 4</p>
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p><i>New Strategy Cycle 2024-2027.</i></p> <p><i>See previous Strategy Summary</i></p>

Externally provided programmes

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

Programme	Provider
Times Tables Rockstars	Times Tables Rockstars
Oxford Owl	Oxford University Press
Phonics complete literacy programme	Read Write Inc – Ruth Miskin
Online Training and Resource Centre	White Rose Maths
Charanga, an online resource for teachers to support with planning, assessment and resources	Charanga
PE Passport offers schemes of work planned and ready to assess primary children	Primary PE Passport

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>