



PUPIL PREMIUM STRATEGY 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help to improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in the 2023-24 academic year and the effect that the previous year's spending of pupil premium had within our school. The impact of the spending is detailed in the outcomes section on pages 4 - 6.

2023- 2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Godfrey Ermen Primary
Number of pupils in school	424 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	J. Kinch
Pupil premium lead from February 2022	Gillian Stanger Deputy Headteacher
Governor	Cllr John Mullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204 373
Recovery premium funding allocation this academic year	£10 186
Pupil premium funding carried forward from previous years	-
Total budget for this academic year	£214 559

Part A: Pupil premium strategy plan

Statement of intent

At Godfrey Ermen Memorial CE Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non- disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	<p>Characteristics of the area Godfrey Ermen serves:</p> <ul style="list-style-type: none"> - Deprivation indicator of 0.27; - Acorn data demonstrates that the majority of children can be identified in the category of being financially stretched (which has risen significantly in the last 3 years) or in urban adversity (which has shown a slight increase this year). <p>This can create a challenge for some of our pupils <u>regarding ambition and expectations</u>; lack of <u>cultural capital</u> & <u>additional experiences</u>.</p> <p>EEF finds "significantly lower achievement", with a "large and concerning gap" for disadvantaged pupils, Jan 2021</p>
2	<p>Impact of COVID 19 = 123 school days lost in addition to national lockdown continues to impact on securing knowledge in readiness for the next stage in education. This has had a negative impact on achievement and progress in reading (inc, phonics), writing and mathematics across the school, but particularly in Key Stage 2</p> <p>Assessment processes have needed to adapt to identify smaller gaps and intervention/practice to impact upon progress. An ongoing package of staff CPD is planned to support these diagnostic assessment processes.</p>
3	<p>Issues of school readiness, especially amongst some children classified as disadvantaged in EYFS: communication and language, independence, self-care, physical development, social skills and resilience.</p>
4	<p>80% disadvantaged children may come from a family with some kind of vulnerability, as identified by our Pastoral Team ie, this can include a household facing challenges, parental conflict, negative attitude about school, outside agency involvement for example.</p> <p>This vulnerability can, in some instances, impact on school life through lower levels of attendance, limited support with reading and homework, or a lack of resilience towards school work.</p>
5	<p>Our attendance data 22-23 indicates that attendance among disadvantaged pupils was 4 % lower than for non-disadvantaged pupils. Some vulnerable SEND pupils have required an adapted/reduced timetable to support their needs in school, which has had an impact upon their attendance.</p> <p>The cost of living crisis has resulted in increased pressures upon some families, causing challenges that have affected pupil attendance.</p> <p>The cost of living crisis has also led to an increase in term-time holidays and holiday requests – which has had an impact upon attendance, particularly in the summer term.</p> <p>Our assessments and observations indicate absenteeism is impacting disadvantaged pupils' progress. Attendance remains a key priority on the Pupil Premium Strategy.</p>

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

Challenge 1

To ensure that pupils have a wider range of curriculum experiences to have an impact upon reading and writing outcomes, attendance and remembering – by making memorable links between learning and experiences.

Success criteria

The school has a strategic, broad and balanced plan for cultural capital opportunities. Each year group has a number of enrichment experiences that support and enhance the curriculum as evidenced in discussion and written work.

Starting Point: September 2021 to July 2024

	Summer 2022	Summer 2023	Summer 2024
Number of experiences offered	<u>Trips and Visits</u> 8 – 1 trip per class 2 x 3 groups – Year 4 and 5 Forest School 1 – whole school day 1 – Ethos Conference (6 pupils) 1x group work – Laurel Trust (reception) <u>After-School Clubs</u> 4 – 4wk After school club with 4 activities (Ys3-6) 2 – additional KS2 after school clubs (weekly – choir, football) <u>Parental Engagement</u> 3 – Parental engagement activities	<u>Trips and Visits</u> EYFS: 1 trip per class Y1 – Y6: at least 2 trips per class, including residential visit for Y6 Y5 – Y6: All pupils experienced a block of Forest School provided through a community link Y3-Y6 Parkwyddn Club used for sporting events Y3-6 Actions Have Consequences Police Workshop Y6 experienced 'Ambition Week' to promote aspiration. Y6 Youth Support team & Second Step Programme <u>After-School Clubs</u> 15 clubs offered on half-termly basis, covering a full range of enrichment opportunities <u>Parental Engagement</u> Weekly invitation to Celebration Assemblies EYFS – Y6: At least 3 engagement events per term	

Writing outcomes (internal data):

Current year group (2023-24)	July 2022	July 2023	July 2024
REC			
Y1		52% (D – 0%)	
Y2		44% (D – 38%)	
Y3	42% (D – 7%)	57% (D- 36%)	

Y4	61% (D – 42%)	56% (D – 31%)	
Y5	52% (D – 43%)	34% (D- 23%)	
Y6	56% (D – 38%)	33% (D – 4%)	

Attendance:

	July 2022	July 2023	July 2024
All pupils	91.2%	91.8%	
Disadvantaged	88.1%	87.8%	

Persistent absence:

	July 2022	July 2023	July 2024
All pupils	31.2%	23.5%	
Disadvantaged	49.6%	40.5%	

Intended outcome

Challenge 2

To improve outcomes in phonics, reading, writing and maths through the development of diagnostic assessment, high quality teaching, programme of interventions and a curriculum that responds to the needs of disadvantaged and vulnerable pupils. Children make progress against their starting points and are more closely in line to national figures.

Success Criteria

The vast majority of children to achieve in phonics by the end of year 2:

Y1 Phonics	July 2023	July 2024
School		
All	72%	
D pupils	68%	
National		
All	79%	
D pupils	67%	

Starting Point: September 2021 to July 2024

Y2 Phonics	July 2022	July 2023	July 2024
School			
All	61%	86%	
D pupils	23%	64%	
National			
All	76%	88%	
D pupils		80%	

All pupils make rapid progress and at least 75% meet age related expectations in reading:

Starting Point: September 2021 to July 2024

Y6 All pupils	July 2022 Exp+	July 2023 Exp+	July 2024 Exp+
Reading	67%/9%	70%/19%	
Writing	39%	51%	
Maths	55%/9%	51%/9%	

Y6 D pupils	July 2022 Exp+	July 2023 Exp+	July 2024 Exp+
Reading	50%/3%	47%/	
Writing	31%	33%	
Maths	38%/7%	13% /	

Progress at the end of Key Stage 2:

Starting point: September 2021 – July 2024

Y6 All pupils	July 2022	July 2023	July 2024
Reading	-4.1	-2.6	
Writing	-8.0	-5.5	
Maths	-4.4	-5.3	

Y6 D pupils	July 2022	July 2023	July 2024
Reading	-4.0	-4.5	
Writing	-7.7	-4.6	
Maths	-4.3	-7.5	

Intended outcome

Challenge 3

To support the new EYs intake in 2023 to make an effective start to their education in our Nursery and Reception through a focus upon language development, vocabulary and other prime areas.

Success Criteria

All new starters make an effective start in Nursery and EYFS. 85% meet age-related targets by the end of the academic year.

Starting Point: September 2021 to July 2024

Wellcomm	July 22	July 23	July 24
N (all)		69.4%	
R (all)	51%	66%	

Wellcomm	July 22	July 23	July 24
N (D)			
R (D)			

Intended outcome

Challenge 4

To improve outcomes in phonics, reading, writing and maths by increasing parental engagement at key events to strengthen the home-school learning partnership.

Success Criteria

Increased engagement with families.

Starting Point: September 2021 to July 2024

	Summer 2022	Summer 2023	Summer 2024
Number of families	150+	At least 3 events per term. All have been well-attended with an average of 75% attendance.	

Outcomes in maths:

Current year group (2023-24)	July 2022	July 2023	July 2024
REC			
Y1		74% (D – 57%) (Num)	
Y2	76% (D – (63%) (Num)	50% (D – 48%)	
Y3	56% (D – 13%)	63% (D – 36%)	
Y4	73% (D – 54%)	63% (D – 31%)	
Y5	64% (D – 48%)	55% (D – 41%)	
Y6	67% (D – 54%)	44% (D – 20%)	

Intended outcome**Challenge 5**

To improve attendance and punctuality, particularly for disadvantaged and vulnerable pupils. To challenge persistent (and severe) absence and support families to address barriers to attendance.

Success Criteria

Attendance and punctuality figures are in line with National statistics. Case studies of severely absent children show how school is addressing identified barriers to attendance.

Starting Point: September 2021 to July 2024

Punctuality	Summer Term 2022	Summer Term 2023	Summer Term 2024
All Pupils	97.6%	96.6%	
D Pupils	95.7%	94.2%	

Attendance:

	July 2022	July 2023	July 2024
All pupils	91.2%	91.8%	
Disadvantaged	88.1%	87.8%	

Persistent absence:

	July 2022	July 2023	July 2024
All pupils	31.2%	23.5%	
Disadvantaged	49.6%	40.5%	

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1)</p> <p>To develop high quality teaching, assessment and a curriculum in response to the needs of pupils, including disadvantaged pupils, through a carefully planned CPD calendar. The main focus of CPD will be to develop Teaching and Learning Pedagogy (embedding Rosenshine’s Principles; Metacognition and Self-Regulation) and a focus upon the School Curriculum (including Progression Documents and Knowledge Organisers to help to re-visit and embed core knowledge).</p> <p>The use of PIXL’s diagnostic assessment will continue to support staff practice in identifying smaller gaps and intervention/practice to impact upon progress.</p> <p>The Sonar Online Assessment Tool will be embedded to support the assessment process across the whole curriculum and target key groups effectively through quality first teaching and further interventions/therapies.</p> <p>Further CPD is planned throughout the year in the key areas of reading (through the RWInc CPD Development Package and</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF’s guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’ summarises the evidence for teachers. 	<p>1, 2, 3</p>

VIPERS Reading Skills), writing (see SIP and English AP) and mathematics (see SIP and Maths AP).		
2) Linking to Activity 1, professional development is planned on evidence-based approaches such as: <ul style="list-style-type: none"> phonics (RW Inc CPD Development Package) reading comprehension (Literacy Shed VIPERS Programme) writing (PIXL Basic Skills focus and CPD with Literacy Consultant) mastery learning in mathematics (White Rose) 	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources: <ul style="list-style-type: none"> The EEF Toolkit and guidance reports. The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here. 	2, 3
3) To support teacher professional development, mentoring and coaching models across the school are developed at different levels: <ul style="list-style-type: none"> ECT Mentor Programme 4x1/2 days per week Mentor time – 4 x 1hr per week Teacher Mentoring through Phase Leader (fortnightly meeting) RWI subject updates – (15-30 mins fortnightly) Subject Leader Cluster Mentoring Programme (1/2 day per week) 	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: <ul style="list-style-type: none"> The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. 	2

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

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
4) Interventions are carefully planned to support pupils'	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to	2, 3,

<p>language development, literacy and numeracy – matched to specific needs but allowing access to the curriculum.</p> <p>The strategic deployment of TAs is key to the delivery of the programme of interventions including:</p> <ul style="list-style-type: none"> • RWInc Phonics Group and 1:1 Interventions • Literacy Shed Reading Resources • PIXL Maths and Literacy Therapies • WELLCOMM Assessment and Resources • Word Aware (Follow-up training update in September) • Chatty Words • Fine motor skills/handwriting • Speech and Language • Times tables interventions 	<p>specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	
<p>5) A programme of whole-school CPD is planned to support staff to meet the specific needs of disadvantaged pupils with SEND. The use of PIVATS tool is being further developed as a form of diagnostic assessment to inform next steps of learning. The 5 evidence-based recommendations of the EEF are the focus of on-going CPD., alongside specific resources to target individual needs.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND</p>	2,3
<p>6) Linking to activity 4 - the strategic deployment of TAs is key to the delivery of the programme of interventions including:</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of 	2,3

<ul style="list-style-type: none"> • RWInc Phonics Group and 1:1 Interventions • RWInc Fresh Start • Word Aware Vocabulary Strategies • Literacy Shed Reading Resources • PIXL Maths and Literacy Therapies • WELLCOMM Assessment and Resources • Precision Teaching • Handwriting and fine motor skills <p>TAs take part in weekly whole-school meetings and training; TAs also benefit from regular in-house training and external CPD (fortnightly RWI meeting + coaching from RWI lead)</p>	<p>Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on teaching assistant interventions. 	
<p>7)</p> <p>Intensive individual and small group support is planned and delivered by the staff who know the pupils and the curriculum best. This links with Activities 4, 5 and 6.</p> <p>Refer to Phase Targeted Intervention Timetables.</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on one to one tuition and small group tuition. 	<p>2,3</p>

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

Budgeted cost: £56, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>8)</p> <p>Supporting pupils' social, emotional and behavioural needs is a key whole-school focus, with a commitment to ongoing Staff CPD and developing strategies through:</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary 	<p>1, 2, 3,4</p>

<ul style="list-style-type: none"> • CPD: delivered by qualified senior mental health lead as part of staff meeting programme • Emotionally Friendly Schools programme • JIGSAW – Whole-school mindful approach to PSHE • Youth Support Team: Second Step Programme <p>The Pastoral Team meet regularly to respond to individual and family well-being needs. Through a diagnostic approach, pupils are prescribed targeted emotional well-being interventions such as:</p> <ul style="list-style-type: none"> • Forest School for Y5 and 6. • Emotion Coaching • Place 2 Be sessions with School Counsellor • LEGO therapy sessions 	<p>Schools includes 5 core competencies to be taught explicitly.</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	
<p>9)</p> <p>A refreshed, co-ordinated approach to attendance will be implemented across the whole school. The school reward scheme will be embedded to support and improve school attendance through pupil engagement and parental communication. More intensive support will be targeted to support key vulnerable families.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Supporting resources:</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance</p>	4, 5
<p>10)</p> <p>A programme of extracurricular activities has been planned to include sports, outdoor activities, arts, culture and trips to increase engagement in learning and school attendance. Refer to:</p> <ul style="list-style-type: none"> • After-School Club Programme 	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on arts participation. 	1, 2, 5

<ul style="list-style-type: none"> • Enrichment Trips and Visits Programme • Support for music/computing teaching by specialists (including after school club support) <p>- subsidise bassoon lessons for children identified with talent</p>		
<p>11)</p> <p>A termly calendar of parent/carer events has been planned to engage with parents – aiming to develop effective partnerships and improve academic outcomes. These include:</p> <ul style="list-style-type: none"> • See Saw teacher-parent communication tool • Regular Newsletters • At least 1 x Parental Engagement day per half term • Weekly Celebration Assembly participation • 2 x Teacher-Parent Pupil Learning Review per year • Parental workshops for EYFS and KS1 focused on school priorities 	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents. 	<p>2, 3, 4, 5</p>

Total budgeted cost: £ 224,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Challenge 1 To ensure that pupils have a wider range of curriculum experiences to have an impact upon reading and writing outcomes, attendance and remembering – by making memorable links between learning and experiences.

Success Criteria:

The school has a strategic, broad and balanced plan for cultural capital opportunities. Each year group has a number of enrichment experiences that support and enhance the curriculum as evidenced in discussion and written work.

Comment:

Challenge 3: To support the new EYs intake in 2023 to make an effective start to their education in our Nursery and Reception through a focus upon language development, vocabulary and other prime areas.

Success Criteria:

85% meet age-related targets by the end of the academic year.

Comment:

Challenge 4: To improve outcomes in phonics, reading, writing and maths by increasing parental engagement at key events to strengthen the home-school learning partnership.

Success Criteria:

Increased engagement with families.

Comment:

Challenge 5: To improve attendance and punctuality, particularly for disadvantaged and vulnerable pupils. To challenge persistent (and severe) absence and support families to address barriers to attendance.

Success Criteria:

Attendance and punctuality figures are in line with National statistics. Case studies of severely absent children show how school is addressing identified barriers to attendance.

Comment:

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
Speech, Language and Communication	WELCOMM
Online Safety	National Online Safety ESafe/Smoothwall
EYFS	SeeSaw
Times Tables	TT Rockstars
Second Step	Youth Workers (Salford LA)
Curriculum input	Salford City Academy
Counselling	Place2Be
Actions Have Consequences	Prison Service/Police
Word Aware	SALT
Chatty Words	Chatty Words
Music and Computing	Technola
Instrument tuition	MAPAS

Service pupil premium funding (optional)

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

Measure	Details
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