Pupil premium strategy statement Foxhole Learning Academy

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	97
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Nikki Cotterill
Pupil premium lead	Kelly Davis
Governor / Trustee lead	Alana McGovern

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£4,060
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£44,800

Part A: Pupil premium strategy plan

Statement of intent

At Foxhole Learning Academy, our aim is to provide excellent teaching and targeted support that allows our disadvantaged pupils to gain a wealth of experiences to progress and attain academically, physically and emotionally in line with their peers. Our intent is to implement a cohesive enquiry led curriculum delivered through quality first teaching that is enticing and engaging for all our pupils. We aim for our children to have experiences and opportunities that enrich their lives and open up new possibilities of a world beyond their own.

Our school is built on strong relationships, and it is through our community partnerships that we build a nurturing environment where children thrive academically and personally. We foster confident, happy learners who approach challenges with curiosity and have the courage to stretch beyond, preparing them as successful citizens of Cornwall and the wider world.

We will provide pupils with evidence informed, targeted support to enable them to be successful learners. We recognise that for some learners this will support them to close the gap with their peers. For others already working in line with their peers, this will enable them to stretch beyond age related expectations.

At Foxhole Learning Academy, we also know that for all pupils to be successful in their learning, they need to have good attendance, display appropriate learning behaviours, have access to wider learning opportunities, and be able to access suitable social, emotional and mental health support when needed. The strategies outlined in this statement will assist all pupils to have access to this ongoing targeted support to meet their individual needs.

The focus for our strategy includes:

- Providing Quality First Teaching for all pupils by investing in effective staff CPD, use of effective assessment strategies and providing targeted support, where required, to ensure that our pupils make good progress and attain high standards in all curricular subjects. Our aim is for pupils to leave Foxhole at the end of Key Stage 2 well equipped for their secondary education.
- Ensuring that disadvantaged pupils are challenged academically in the work that they are set and there are consistently high expectations by all adults of what they can achieve.
- Providing equitable opportunities for our disadvantaged children so that any attainment, attendance or progress gaps are closed between pupils eligible for pupil premium funding and their peers.

- An aspirational and cohesive curriculum which provides all pupils with a clear understanding of the required knowledge and skills which build across all year groups.
- High expectations for behaviour and attendance which are applied consistently and understood by all.

Key Principles underpinning our strategy:

- Addressing disadvantage is a whole school mission in which all staff are responsible for disadvantaged pupils' outcomes.
- Our strategy is based on the belief that childhoods last a lifetime and that education can have a profound impact on raising the aspirations, attainment and subsequent futures of our disadvantaged learners. What research tell us is that when teaching is strong, disadvantaged learners disproportionately thrive.
- We recognise that disadvantage is not static. Our strategies and approaches to removing barriers to learning recognise common challenges but stretch beyond this, responding to individual need based on robust diagnostic assessment and not assumption.
- We understand and value the positive impact of parental and community involvement and work to build a culture of collaboration and develop a sense of collective responsibility.
- Our values and school culture underpin what we do and are based on developing strong relationships and creating a sense of belonging.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment in core subjects** Assessment, observation and discussion with pupils identify that some of our disadvantaged pupils are not attaining age related expectations in reading, writing and maths. Data shows that attainment is not yet in line with the national outcomes for all pupils.
2	**Attendance rates** Analysis shows some disadvantaged pupils need additional support to secure and sustain good attendance and identifies that there is gap between all pupils and disadvantaged pupils' attendance. Where children are persistently absent, this is disproportionately represented by disadvantaged pupils.

3	**Social and Emotional Well-being** Assessment, observation and discussion with pupils and families has identified personal, social, and emotional issues for a growing number of pupils. It also identifies that many of our pupils have limited access to enrichment opportunities outside of school. An increasing number of referrals are being made for early help to work directly with families and many pupils require additional support in school to manage their emotions. Analysis of the community we serve shows that our school is sits within National Quintile 4 using the IDACI which evidence shows increases the vulnerability to SEMH issues. Uptake of our breakfast club has increased, and pupil voice tells us that there are times when food is limited at home.
4	**Learning Behaviours and Attitudes** Observation of pupils and discussion with pupils and their parents identify that some pupils display significant difficulties in demonstrating good behaviour for learning. Observation and assessment identifies that some of our pupils, particularly those who had their early school years most disrupted by the pandemic have difficulties retaining information and need support to develop metacognitive skills and independence.
5	**Language and Vocabulary development** Assessments and observations from the early years show that many of our children have language and vocabulary knowledge and skills below Age Related Expectations. These gaps narrow in KS1 and KS2. However, we need to ensure the early identification of language gaps mean that these are addressed, and accelerated progress brings our disadvantaged pupils in line with their peers.
6	**Reading for pleasure and engagement** Assessment, observation and discussion with pupils show that some of our disadvantaged learners have low levels of engagement in reading outside of the classroom. We know from evidence and research that reading has a significant impact on vocabulary development and this is crucial for wider academic attainment across the curriculum.

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
Good levels of attainment secured for all disadvantaged pupils in reading, writing and maths.	Outcomes at all key stages for disadvantaged pupils in phonics, reading, writing and maths will be in line with their non disadvantaged peers and national expectations for all pupils.

| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

'Every child in school, on time, everyday learning ready.'	Sustained high attendance demonstrated by: • The overall unauthorised absence rate for all pupils including disadvantaged pupils to be at least in line with national attendance data for all pupils. • Persistent absence to be below national data. • Disadvantaged pupils will not be disproportionately represented in unauthorised absence.
To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained improvement in levels of social and emotional wellbeing demonstrated by: • Increased percentage of pupil and parent voice indicates that pupils are happy in school. • Teacher and wider professionals' assessments and observations identify good levels of social and emotional wellbeing. • An increase in family involvement in school and community activities, particularly in disadvantaged pupils and their families. • An increased participation in enrichment activities, particularly among disadvantaged pupils.
Pupils' behaviour for learning is consistently high throughout the school.	Strong behaviour throughout the school will be demonstrated by: • Pupil and parent voice identifies that pupils in our school behave well. • Leaders and wider trust monitoring identifies good behaviour for learning throughout the school. • Analysis of qualitative and quantitative data demonstrates that behaviour is at least good and demonstrates sustained improvement over time. • Pupils' ability to use effective strategies for self-regulation and for approaching tasks which they find challenging will be evident. They will be confident to talk about how they learn and the tools that help them.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, looking at pupils' work and ongoing formative assessment.
A strong reading culture is established where disadvantaged pupils read widely beyond the classroom, first learning to read then reading to learn.	A strong reading culture will be demonstrated through: • Assessment and observations which show high levels of engagement in reading beyond the classroom. • Pupil voice demonstrates a love of reading and knowledge of children's literature. • Strong outcomes in reading throughout the school.

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: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned programme of professional development, coaching and mentoring for all staff to improve teaching and learning, particularly in reading, writing and maths. We will need to fund teacher release to	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. We must ensure that professional development aligns with the needs of the school and is supported by school leadership EEF – Effective Professional Development	1, 4, 5

access development opportunities and effectively implement them into our school.	EEF – Making Best Use of Teaching Assistants EEF – A Balanced Approach to professional Development	
Effective HLTA/TA support teaching and learning in every class	We know from evidence that TA's need to be fully prepared for their roles in the classroom and so we must ensure that they are coached and developed to add value to what teachers do. It is important to organise staff in classrooms so that the teacher works with those children who have the highest need as much as others. Interventions that are delivered by TA's which have a positive impact on learning are evidence based and are supported by high quality training. EEF – Making Best Use of Teaching Assistants	1, 4, 5
Purchase of additional phonics resources to enhance the provision and maintain fidelity to Read Write Inc, our chosen DfE validated Systematic Synthetic Phonics programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics	Teaching and Learning Toolkit	EEF	1, 5, 6
Embedding vocabulary teaching and oracy activities across the school curriculum. Purchase membership of Voice 21. A Voice 21 Lead and a Champion will be identified to implement the programme. Training will be provided. We will purchase resources and fund	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions	Teaching and Learning Toolkit	EEF OFSTED research review: English	1, 5, 6

ongoing teacher training and release time.		
Purchase of Number Sense, Number Facts and Times Tables Fluency for a systematic and structured additional daily maths sessions to improve pupils' fluency in number from EYFS through to KS2.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 As children meet mathematical problems in life and school, they need to focus on how to break them down into steps in order to solve them. An essential component of automaticity is that the answer comes by means of direct retrieval rather than following a procedure. WILLINGHAM, D., 2019. Is It True That Some People Can't Do Math? American Educator, 14-19.	1
Improve the quality of social and emotional (SEL) learning. Relational approaches will be embedded into routine educational practices and supported by professional development and training for staff. Purchase of SCARF, a systematic and comprehensive PSHE scheme of learning to support the delivery of our personal development programme. Staff will receive CPD for effective implementation and ongoing development.	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): Improving_Social_and_Emotional_ Learning in Primary Schools	EEF	1, 3, 4

Member of staff identified as a trained Trauma Informed Schools practitioner to deliver 1:1 and small group SEMH interventions. Purchase of [Boxall](#) Profile to assess and monitor the impact of SEMH interventions and training for staff to use the profiling tool.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: [Diagnostic assessment | EEF](#) 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): [Improving_Social_and_Emotional_Learning in Primary Schools | EEF](#)	
Development of a strong and comprehensive Personal Development programme.	Character, resilience and British values such as tolerance are important characteristics, which we want to develop in our children. Our approach to personal development is school wide and is woven through everything we do and how we are. (J Valentine, D DuBois and H Cooper, 'The relation between self-beliefs and academic achievement: a meta-analytic review', in 'Educational Psychologist', Volume 39, Issue 2, 2004, pages 111–133.) Child and educator interactions are an important factor when children are learning to regulate their emotions, especially for children experiencing disadvantage. [Personal, Social and Emotional Development | EEF](#)	3, 4

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

Budgeted cost: £ 6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive	1, 5, 6

disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English Hub. Staff will need ongoing support and CPD.	impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Teaching and Learning Toolkit	EEF OFSTED research review: English	
We will use Language Link diagnostic assessment to ensure all disadvantaged pupils assessed as having an age related gap in speaking and listening on entry to Foxhole learning Academy will receive speech and language intervention.	Vocabulary size is a convenient proxy for a wide range of educational and attainment abilities – not just skill in reading, writing, listening and speaking, but also general knowledge or science, history and the arts. (A Wealth of words, by E. D Hirsch Jr) Oral language development plays a central role in early childhood – facilitating social and emotional development and providing the building blocks for the development of later literacy skills. It also enables smooth transition to the primary classroom and builds children's capacity to benefit from all aspects of school life. EEF – Early Language Intervention Oral language interventions	Teaching and Learning Toolkit	EEF	1, 5
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition 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: One to one tuition	Teaching and Learning Toolkit	EEF And in small groups: Small group tuition	Teaching and Learning Toolkit	EEF	1

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

Budgeted cost: £ £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of SPACE parenting programme. This will require identification and training of facilitators and release time to deliver the programme.	EEF - working with parents to support children's learning As part of the development of pupils SEL in schools, EEF recommend that engaging parents in this learning at home is an effective strategy. Improving Social and Emotional Learning in Primary Schools | EEF	2, 3, 4
Review of the behaviour and relationships policy and training for all staff to ensure that this is effectively and consistently applied. Ensure that the policy is understood by all parents and pupils.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	3, 4
Launch of Project 100 to engage parents to work collaboratively with the school. It offers a financial Incentive for families of £100 to spend on 'in school' activities linked to attendance remaining above 96% and attendance at all parent consultations.	This project has been successful in other schools with our MAT and has impacted positively on attendance and engagement with school. It also enables staff to work collaboratively with parents to establish and address some of the barriers that individual families are facing. EEF - working with parents to support children's learning	2, 3
Work with the local foodbank to set up a community 'larder' in the school and free breakfast club for all children in our school.	Food insecurity increased during the Covid-19 pandemic and is being made worse due to the current cost-of-living crisis. Hunger and a lack of access to adequate nutritious food are highly damaging for a range of child outcomes, including educational attainment (Heflin et al., 2020).	1, 3, 4

	Having met with the local foodbank and through listening to parent and pupil voice, there is an identified need in our local area. The existing 'food bag' scheme offered locally does not have the capacity to expand and is welcoming school involvement and partnership working for the benefit of the community.	
Purchase of Provision Map to create bespoke profiles and learning and support plans for pupils with SEND and those eligible for the Pupil Premium. This allows space for pupil and parent voice and identifies and monitors support offered.	Understanding our pupils is at the heart of our strategy and ultimately its success. Having a tool to capture and monitor this data without excessive workload for teachers will support us in delivering this strategy. EEF – Guide to the Pupil Premium	1, 3, 4
Establish Pupil Leaders for the school and positively encourage and support disadvantaged pupils to step forward. Provide training and clear roles and purpose to develop sense of belonging and engagement with school.	It is important to use a range of strategies to embed the teaching of social and emotional learning across the school. Providing clear expectations and routines which are aligned with our school behaviour and anti bullying policies. Improving Social and Emotional Learning in Primary Schools | EEF At Foxhole, we strive to create a sense of 'belonging' for our pupils. A sense of purpose, of being somewhere you can be confident you will fit in, a feeling of being safe in your identity and of being at home in a place.	2, 3, 4
A staff wellbeing lead to be identified and meetings held regularly.	Recruiting and retaining enough teachers in state-funded schools is a crucial challenge for the education sector. The challenges have intensified since the pandemic and these are particularly affecting schools serving the most disadvantaged communities. Appetite amongst teachers for flexible working approaches | EEF	1, 3, 4

Wider support and opportunities for parents and families as a school community to promote engagement and belonging.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental Engagement	EEF (Beyond the Bake Sale – Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson and Don Davies.)	1, 2, 3, 4, 5, 6

Total budgeted cost: £ 44,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome: All children are emotionally ready to learn and demonstrate good learning behaviours.

Impact Measure: Behaviour is good across the school with children engaged in their learning. All staff to access high quality CPD. Pupil surveys will show an increase in the percentage of pupils who comment that they are happy in school. Parent surveys will show an increase in the percentage who comment that they are happy their children attend Foxhole.

2022-2023 Review:

- All staff have attended Trauma Informed Schools (TIS) and emotion coaching training in addition to support from specialist and wider professionals. Monitoring shows that the vast majority of children within our school behave well and that our disadvantaged pupils are not over-represented when there are sanctioned issued through our behaviour policy.
- Additional support is provided for those pupils who need it and we work closely with parents to ensure that they have a voice in their child's education and are partners in our school.
- Our approaches to behaviour are clearly outlined in our policy which is based on a relational and trauma informed approach. Our policy is clearly understood by all stakeholders.

Intended Outcome: Close the gap in attainment between disadvantaged pupils and non disadvantaged pupils in reading, writing and maths.

Impact Measure: Against a backdrop of rising attainment for all, all key data end points will show a decrease in the gap between disadvantaged pupils and non-disadvantaged pupils. Disadvantaged attainment will be in-line or above national expectations

2022-2023 Review:

2023 Data Outcomes

Year Group	All Pupils at ARE+	Disadvantaged Pupils at ARE+
Reception GLD	60%	N/A

Year 1 Phonics	65%	80%
Year 2 Reading	38%	100%
Year 2 Writing	31%	100%
Year 2 Maths	46%	100%
Year 6 Reading	TBC	TBC
Year 6 Writing	50%	57%
Year 6 GPS	62.5%	71%
Year 6 Maths	62.5%	71%
Year 6 Combined	TBC	57%

Intended Outcome: Develop metacognition and self-regulated learning strategies to support the development of independent, reflective learners.

Impact Measure: Children will be equipped with strategies to use when finding learning challenging and be able to engage with metacognitive talk with their peers, understanding the benefits of this. Children will be more confident in discussing how they learn and the tools that support them in learning and will have an improved self-confidence which will enable them to actively participate in all learning activities, showing an awareness of their strengths and limitations. Children will know and remember more over time.

2022 2023 Review:

- Using a clear and consistent pedagogical approach across the school, pupils are demonstrating greater independence in learning. We use an I do, we do, you do approach which provides a gradual release of responsibility to our learners.
- Our monitoring and pupil discussions shows that children understand the reasons for their learning and are able to explain how it fits into the 'big picture'. They are able to talk about our school values and British Values and what it takes to be a successful learner.
- Clear modelling using flip chart paper has been incorporated into classrooms to en-able teachers to clearly model the learning process and then have this as a point of reference during the lesson and subsequent lessons.

Intended Outcome: Improve attendance of all children.

Impact Measure: Attendance for disadvantaged pupils will be in line with their peers and the national average.

2022-2023 Review:

All Pupils Attendance	92.4%
Disadvantaged Pupils Attendance	85.4%

Attendance across the whole school remains a concern and is considerably lower than pre Covid rates. Kernow Learning has implemented a trust wide strategy for managing attendance effectively and robustly. As part of this strategy, where attendance is a concern we work closely with the families to overcome barriers to securing good attendance. Relationships between home and school have been strengthened over this past academic year and we continue to work with families to ensure that children are in school, every day, on time, learning ready.

There is an identified attendance lead and officer who meet regularly to monitor attendance and take swift action to support those who need to secure better attendance.

Intended Outcome: Improve the range of language and vocabulary.

Impact Measure:
Pupils to be using a rich range of language choices in their writing.
Children to be more proficient with spoken language.
Children have the emotional language vocabulary to express themselves clearly.
Children are able to think carefully about the language they are using and tailor it to their subject, purpose and audience.

2022 2023 Review:

Speech and Language assessment and Intervention 'Language Link' enables early identification for the children in our school and we will continue to use this moving forward. Our teaching assistants will be trained up to lead specific interventions across key stages and impact will be logged and monitored using Provision Map. External 'SALT' support has been provided where needed for the children with diagnosis and targets.

There is a clear whole school approach when talking to children that provides a common and consistent framework so that staff are role models. This includes our behaviour policy which has an embedded approach to supporting children.

Staff professional development this academic year has had a heavy focus on the development of language and increasing teacher subject knowledge around this. Our

curriculum has been carefully designed to incorporate language rich opportunities and our pedagogical approach includes explicit daily teaching of vocabulary.

The development of spoken language skills have been carefully sequenced to ensure that this builds year on year across the curriculum. We have incorporated 'Votes for Schools' into our weekly assemblies to provide pupils with a meaningful topic to discuss and debate, and ultimately vote on. Votes are counted nationally and pupils get to see that their voice is listened to.

Intended Outcome: To improve engagement and progress in reading.

Impact Measure:

Accelerated reading progress across all year groups, narrowing the gap.
Standards in reading improve and are in-line or above national standards.
Children develop good reading habits.
Children know a wide range of stories, genres, authors, poets and illustrators.

2022 2023 Review:

Our library has been developed into our 'Reading Garden' to create a magical space for children to enjoy books and engage in reading. We have invested in a wide range of high quality texts for the pupils throughout the school from EYFS to year 6 and will continue to have reading as a focus on our school development plan, with the aim of 'every child a reader'. We have invested in Boom Reader to support us in tracking and monitoring children's engagement in reading both in school and at home.

We have introduced school librarian roles to support in engaging others in reading and further raise the profile of reading throughout the school. In our partnership working with Brannel, our local secondary school we have welcomed some of their students for weekly reading buddy sessions with our reception and KS1 children. For children in KS2 we have participated in virtual author visits and continue to subscribe to 'Reading Rocks' which maintains an excitement in reading new texts.

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
Scarf	Coram Life Education
Provision Map	TES
Purple Mash	2 Simple
White Rose Maths	White Rose Education

Votes for Schools	Votes for Schools
Number Sense, Number Fluency, Times Tables	Number Sense Maths
Boxall Profile	Nurture UK
Language Link	Speech Link Multimedia

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Our pupils in key stage 1 have received additional phonics and early reading intervention. All pupils have received additional pastoral support through out Trauma Informed Schools practitioners.
The impact of that spending on service pupil premium eligible pupils
As a result of targeted support, the majority of pupils are on track to meet age related expectations at the end of their key stage. Where they are not on track, they are on the record of need and have an individual education plan in place with specific individual targets. Observations, pupil and parent voice demonstrate that all pupils have grown in confidence and enjoy coming to school.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.