

Pupil premium strategy statement (secondary): St Ivo Academy v2November2020

- The grid document below is originally from the template of the National College for Teaching and leadership; Teaching Schools Council.
- Appendices A and B in the additional information section provide detailed information about the past and current year at St Ivo.
- A key purpose of St Ivo is to ensure the best possible experience, quality of education and outcomes for each student. We aim to ensure that all students, including those who are eligible for Pupil Premium funding benefit from a tailored educational experience which takes into account their strengths, areas for development and interests.

| 1. Summary information | | | | | |
|--------------------------------------|--|---|----------|---------------------------------|-------|
| School | St Ivo Academy, Cambridgeshire (11-18 non-selective state comprehensive); Astrea Multi-academy Trust | | | | |
| Academic Year | 20/21 | Total PP budget | £210,000 | | |
| Total pupils (Y7-11) | 1462 | Pupils eligible for PP (Y7-11) | 285 | Proportion of PP (Y7-11) | 19.5% |
| Total pupils (Y7-13) | 1798 | Pupils eligible for PP (Y7-13) | 324 | Proportion of PP (Y7-13) | 18% |
| Date of most recent PP Review | 9/2020 | Date for next internal review of this strategy | 9/2021 | | |

| 2. Current attainment (Y11 2020: PP 287; No 239; Yes 48) | | |
|--|--|---|
| | Ivo Pupils eligible for PP | Ivo Pupils not eligible for PP |
| Progress 8 | 2020: -0.48 2019: -0.8 | 2020: Ivo All 0.32; Ivo nonPP 0.48 2019: Ivo All -0.19 |
| Attainment 8 | 2020: 37.6 2019: 35 | 2020: Ivo All 51.45; Ivo nonPP 54.23 2019: Ivo All 45 |
| Percentage % of Grade 5+ in English and maths | 2020: 18.8% 2019: 27.9% | 2020: Ivo All 47.7%; Ivo nonPP 53.6% 2019: Ivo All 42.4% Ivo nonPP 45% |
| Percentage % of Grade 4+ in English and maths | 2020: 45.8% 2019: 55.8% | 2020: Ivo All 74.2% Ivo nonPP 79.9% 2019: Ivo All 65% Ivo nonPP 66.7% |
| Ebacc entry | 2020: 14.6% | 2020: Ivo All 25.8% Ivo nonPP 28% |
| Other: Attendance (Y7-11) | 2020 (to 3/20 Covid) 93.94%; 2019: 94.8% | 2020: 96.56% ; 2019: 96.61% |

3. Priority Areas of Focus (in response to identified barriers for pupils eligible for PP, including high ability)

School based areas of focus

- Issues/barriers to be addressed, such as poor oral language skills, **stated as a positive outcome e.g. improved oral language skills.**
- Please indicate if this is a longer term priority (eg. up to 3 years) by inserting review timescale in final column

| Desired Outcome | | Success Criteria | Timeframe of Priority Area |
|-----------------|--|---|---|
| A. | <p>Raise DP achievement</p> <p>To achieve this desired outcome, key issues/barriers need addressing (hence see details in planned expenditure sections), for example:</p> <ul style="list-style-type: none"> Improving consistency in Quality First Teaching Reforming the assessment system Improving literacy and numeracy skills Improving access to high quality digital technology resources | <p><u>Progress 8:</u> Achieve improved quartile (currently 4th) for progress made by DP for similar schools.</p> <p><u>Attainment 8:</u> Achieve national average for attainment for all pupils.</p> <p><u>% Grade 4+ and 5+ in English and maths:</u> Achieve average English and maths 5+ scores for similar schools</p> <p><u>Ebacc entry:</u> Improve PP Ebacc entry %</p> | <p><i>P8: by Sept 2021</i></p> <p><i>A8: by Sept 2023</i></p> <p><i>%5+EM: by Sept 2022</i></p> <p><i>Ebacc entry: by Sept 2021 onwards</i></p> |

External areas of focus

- Issues/barriers which require action outside school, such as low attendance rates, **stated as a positive outcome e.g. improved attendance**
- Please indicate if this is a longer term priority (eg. up to 3 years) by entering review timescale in the final column

| Desired Outcome | | Success Criteria | Timeframe of Priority Area |
|-----------------|-----------------------|--|----------------------------|
| B. | Improve DP attendance | Achieve DP attendance above national average | By Sept 2021 |
| C. | Improve inclusion | Uniform provision; outside classroom opportunities | By Sept 2021 |

4. Planned expenditure

Academic year

Sept 2020 – July 2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all (e.g. Professional development, Recruitment and retention, Support for early career teachers)

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well eg. monitoring planned? | Staff lead | When will you review implementation? |
|--|--|---|---|--------------------------|--------------------------------------|
| Raising achievement (attainment and progress): short term Y11, medium term Y7-10 | Improving consistency in Quality First Teaching | <p>Quality First Teaching within an evolved school '5 Strands' T&L strategy. This is derived from research (Hattie, Wiliam, Christodoulou, EEF Teaching and Learning Toolkit; The Attainment Gap report 2017) https://educationendowmentfoundation.org.uk suggests a significant effect size. e.g..quality feedback (effect size 0.73 Hattie)</p> <p>Two new common KS3 school summative assessment points (Jan/June) will enable development of revision skills, assessment data analysis, and targeted intervention.</p> <p>4 new English and Maths UQTs to be appointed to close gaps.</p> | Ensuring enough time is given over to allow for staff professional development, and scrutiny by leaders; Use of INSET days; creation of Student Support Assistants to reduce SLT on-call time, so allowing more lesson visits and work scrutiny; Mandatory annual | Cg, Wi, Sw 4 UQTs | Jan 2021 |
| Raising achievement (attainment and progress): | Buy-in, embed, and track GCSEpod for KS4 to enhance blended 'home/school' learning and analysis of attainment with | <p>Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months) https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit</p> | Use and communication of GCSEpod monitoring tools. School GCSEpod lead to be accountable to Trust lead. | Cg GCSEpod lead | Jan 2021 |
| Total budgeted cost | | | | | £69,000 |
| Proportion of Total Spend | | | | | 33% |

ii. Targeted support (e.g. Structured interventions, Small group tuition, One-to-one support)

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well e.g. monitoring planned? | Staff lead | When will you review implementation? |
|---|---|---|--|--|--|
| Enable Y7 shelter group to jump into mainstream | Proportionate spending on 7 Jump accelerated shelter group (7/23 PP students). | <p>Group identified during Y6/7 primary transition as significantly below national average in attainment, and so requiring short term provision of both academic support and often pastoral 'shelter' to enable them to strengthen and thereby 'jump' (once achievement rises to expected levels during latter part of Y7) into mainstream and so access the full curriculum depth. 1 teacher and 1 TA deliver an intensive Y7 programme of literacy/numeracy support. The EEF Attainment Gap report 2017 states that targeted small group and one-to-one interventions have the potential for the immediate impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</p> <p>Embed Accelerated Reader within 7Jump. Barriers to learning this priority addresses: A need to increase reading for progress and pleasure.</p> | Tracking data of group achievement; all students having 'jumped' by the end of Y7; impact of accelerated reader; scrutiny of curriculum statement and maturity matrix. | 7 Jump lead and SLT line manager. | June 20121 |
| Improved English/ literacy skills and outcomes | Additional English/literacy interventions Y8/9 Additional Y10/11 English teaching, plus 1 to1 small group reading/writing programmes. | <p>Barriers to learning this priority addresses: Cohorts of PP and All students were historically making, although now improved, below expected progress in English compared to national data. Still room for improvement e.g. 2020: Average English Pupils P8 score Ivo All -0.07; Ivo nonPP +0.06; IvoPP -0.69 Gap 0.75</p> <p>Oct 2020 new UQT intervention staff appointed to close gaps</p> | See box below, plus there is a new model of integrating literacy intervention staff within English rather than SEN; Slight overstaffing in English to build capacity. | English HoD New UQT staff SLT link | Mock 1 & 2 Y11 Feb 2021 data drop Y7-10 |
| Improved Maths/numeracy skills and outcomes | Additional numeracy/Maths support by KS3 and KS4 TLR holders. | <p>To help address gap in achievement: 2020 Maths 5+ Ivo all 58.2%; Ivo nonPP 63.6%; Ivo PP 31.3% Gap 36.5% 2020 Maths 4+ Ivo all 80.1%; Ivo nonPP 85.4%; Ivo PP 54.2% Gap 31.2%</p> <p>Nov 2020 new UQT intervention staff appointed to close gaps</p> | Impact analysis of intervention sessions; Department leaders to target students for intervention; analysis of school data drops. | Maths HoD SLT link New UQT staff | Mock 1 & 2 Y11 Feb 2021 data drop Y7-10 |
| Total budgeted cost | | | | | £40,000 |
| Proportion of Total Spend | | | | | £19,000 |

iii. Other approaches (e.g. behaviour support, breakfast clubs, attendance initiative, extra-curricular support)

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well eg. monitoring planned? | Staff lead | When will you review implementation? |
|---|--|---|---|--------------------------------------|--|
| Improved DP attendance | Reduce Persistent Absence (defined nationally as below 90%) to be better than national average | Nationally, and in school, PP attendance is below 'All Pupils'; Higher attendance increases learning time and aids achievement. Barriers to learning this priority addresses: research shows that low PP attendance is closely linked to underperformance. Strategies to promote good attendance are also listed in the top approaches for disadvantages pupils by the government in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully | Scheduled meetings; Attendance Manager & SLT i/c attendance. Targeted attendance programme for PPs causing concern). Consider repeating reward trips. | Attendance manager; SLT line manager | Half termly |
| Remove resources barrier to achievement | Provision of high quality text/revision books and online resources. | Barriers to learning this priority addresses: Inconsistent ability outside school to effectively make progress on homework and revision. Revision books, textbooks, online (e.g. GCSEpod, Seneca, Schoology, Quizlet) Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months) https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit | PP to receive individual interviews by Year group SSA to identify resource needs. | Cg SSAs | At least twice yearly interviews |
| Inclusion | Uniform provision; opportunities outside the classroom (e.g. educational visits); Engaging PP students/families facing challenges. | Uniform assistance offered each year to PP/FSM. Outside classroom opportunities effective last year (e.g. Castles trip for all Y7; PP trips to universities, providing free tickets to targeted DP for school show productions), and also research suggests that providing pupils with access to a full range of educational experiences can reduce the gap in outcomes https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Outside classroom opportunities will be COVID dependent. | Use of new SSAs team to interview DPs, share information and offer bespoke support to reduce barriers to progress; Trust-wide student counselling initiative. | Cg SSAs Counsellor | Ongoing uniform assistance. Sept review of outside classroom opportunities. |
| Stretching and inspiring higher prior achievers | Brilliant Club (Scholar's Programme) for Y9 | Barriers to learning this priority addresses: encourages state-educated PP students to consider 'elite' universities. | Planned and monitored in liaison with the Brilliant Club. | SLT | Summer 2021 |
| Total budgeted cost | | | | | £101,000 |
| Proportion of Total Spend | | | | | 48% |

| Proportionate allocation of PP funding 2020-21 | | |
|--|------------------|------------------------|
| Allocation Area | Amount Allocated | Proportion of Spending |
| Quality of Teaching for All | £69,000 | 33% |
| Targeted academic support | £40,000 | 19% |
| Other approaches | £101,000 | 48% |

| 5. Review of expenditure | | | | |
|--|---|---|--|------|
| Previous Academic Year and total amount | | 2019-2020 £210,000; Covid19 lockdown from March 2020 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Raising Achievement | Improving 'Quality first Teaching' and use of digital resources. | Improved whole school A8 and P8 for All pupils and PP pupils (albeit under Covid awarded grades). | Improved consistency and monitoring of teaching/learning, and use of high quality digital resources aided the raising of achievement. To be continued into 2020/2021 | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Y6/7 improved literacy/numeracy for LPAs | 7Jump shelter group (7/23 PP) | Students were showing clear signs of improvement and readiness to Jump into mainstream. However, disruption caused by Covid lockdown. | Need to effectively use new Government Covid catch-up money from Sept 2020. | |
| Improve English literacy outcomes | Y8/9 Literacy intervention; Y10/11 additional staffing; small group programme | On track for improvement until Covid disruption. | To be continued. Need to address gaps in achievement e.g. : 2020: Average English Pupils P8 score Ivo All -0.07; Ivo nonPP +0.06; IvoPP -0.69 Gap 0.75 | |
| Improve Maths / numeracy outcomes | Additional support coordinated by KS3/4 TLRs | On track for improvement until Covid disruption. | To be continued. Need to address gap in Maths achievement e.g. 2020 Maths 5+ Ivo all 58.2%; Ivo nonPP 63.6%; Ivo PP 31.3% Gap 36.5% 2020 Maths 4+ Ivo all 80.1%; Ivo nonPP 85.4%; Ivo PP 54.2% Gap 31.2% | |

iii. Other approaches

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|---|---|---|---|------|
| Improved PP attendance | Ensure PP attendance above PP national | Nov 2019 review noted that Ivo PP was above national PP. Ivo All 95.9%; Ivo nonPP 96.3%; Ivo PP 91.99% From March 2020 school lockdown. | Continue the focus on PP attendance next year, with a focus upon reducing the in-school PP/nonPP gap in attendance. | |
| Raising PP inclusion, engagement and aspiration | Uniform provision School trips Brilliant Club Y8H PAs | Provided mostly to Y7 PP intake, but some in Y8-11 Some trips all-inclusive e.g. Nov 2019 History Castles Brilliant Club cancelled due to Covid | Aiding inclusion, engagement and aspiration. Continue each into 2020/2021 (although trips are likely to be restricted due to Covid). | |

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Pupil Premium: St Ivo 3is summary – Intent, Implementation, Impact

| | |
|--|--|
| <p>Intent</p> <p>What is your curriculum intent and vision for PP pupils across the school?</p> | <p>The intent is to offer all students, including PP, a broad and balanced, knowledge-rich curriculum.</p> <p>The vision is to offer such a curriculum to all students, including PP, with an inclusive, high achieving and aspirational ethos. It will provide a range of extra-curricular opportunities and instil cultural understanding and values to enable students to make a positive contribution to society.</p> <p>Fundamentally, to adhere to the original intention of the PP Grant – tackling educational inequality.</p> |
| <p>Implementation</p> <p>How is your curriculum intent then mapped out and delivered for PP</p> | <p>7-year curriculum pathways (Y7-13), clearly defined to enable progression, with appropriate allocated learning time to enable breadth and depth.</p> <p>Influence from the NFER (National Foundation for Educational Research) seven building blocks that are common in schools which are more successful in raising disadvantaged pupil's attainment: whole school</p> |

| | |
|--|--|
| <p>pupils</p> | <p>ethos of attainment for all; addressing behaviour and attendance; high quality teaching for all; meeting individual needs; deploying staff effectively; data driven and responding to it; responsive leadership.</p> <p>Curriculum delivery to all students, including PP, is shaped by the 'quality first teaching' of the school 'Five Strands' strategy, informed by research from academics, the EEF (Education Endowment Foundation), including attention to effect sizes on PP.</p> <p>Appropriate time is given to literacy and numeracy to ensure that all students can access the full curriculum. Additional provision (e.g. intervention, and the intensive Jump programme) accelerates some students significantly below their peers and so access the full curriculum.</p> <p>Raising the take-up of the Ebacc amongst all students, including PP.</p> |
| <p>Impact How do you monitor the curriculum outcomes for PP pupils?</p> | <p>A range of formative and January/June summative assessments enable monitoring and analysis of PP progress and attainment.</p> <p>Quality First Teaching is monitored e.g. Marking, Assessment and Feedback (personalised and whole class) checkpoints, learning visits, department reviews.</p> <p>Tracking/monitoring, including PP cohorts: central data system, plus tracking through online learning platforms e.g. GCSEpod, MathsWatch, Educake, Schoology, MS Teams, MS Forms.</p> <p>Routine RAG meetings on PP attainment with agreed intervention actions</p> <p>Ongoing review of the PP strategy to assess impact, and refinement.</p> |

6.Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Who can I contact about Pupil Premium?

- If you think you may qualify for pupil premium due to free school meal entitlement or you are an armed services family you can apply online at the web sites below:
- Free school meals: <http://www.cambridgeshire.gov.uk/freeschoolmeals>
- Students with a close family member in the armed forces: <https://www.gov.uk/government/publications/the-service-pupil-premium>

- St Ivo Academy contact if you need discussion: Dr Mike Craig (Vice Principal): michael.craig@astreastivo.org or 01480 375400

What is the Pupil Premium?

The Pupil Premium Grant (PPG) is additional government funding for publicly funded schools in England for two policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential and to close the gap between them and their peers.
- Supporting children and young people with parents in the regular armed forces.

The PPG per pupil for 2019-2020 is allocated as follows:

Disadvantaged pupils

- Allocated amount for pupils in years 7 to 11 recorded in the school census as Ever 6 FSM (Each child registered as eligible for free school meals at any point in the last 6 years).
- Allocated amount for Looked-after Children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority. This refers to Children who have been in local-authority care for 1 day or more. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.
- Allocated amount for post-LAC children recorded in the school census. These are children who have ceased to be looked after by local-authority care in England and Wales because of one of the following: adoption; a special guardianship order; a child arrangements order; a residence order.

Service children

- Allocated amount for The Service Pupil Premium (SPP) is for pupils recorded in the school census as an Ever6 Service Child or in receipt of a child pension from the Ministry of Defence. The service premium is extra funding for schools to support children and young people with parents in the armed forces (including to assist the school to provide pastoral care). Pupils attract the premium if they meet the following criteria:
 - one of their parents is serving in the regular armed forces
 - they have been registered as a 'service child' in the school census at any point since Jan 2012, orone of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Terms on which PPG is allocated to schools - The grant may be spent in the following ways:

- for the purposes of the school, that is for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- The grant does not have to be completely spent by schools in the financial year beginning 1 April; some or all of it may be carried forward to future financial years.

Allocation and payment arrangements

In the financial year, PPG allocations are confirmed in June once pupil number data from the January census has been validated and agreed. PPG is paid to academies in quarterly instalments.

The current planned overall school pupil premium strategy is outlined below.

The Pupil Premium is not distributed to each family but pooled as a resource to support school services. However, we plan that Pupil Premium students will benefit from a combination of approaches:

- Ensuring individual Pupil Premium needs are known through school data and support systems, individual Pupil Premium mentoring, and 1 to 1 Pupil Premium interviews with form tutors using standardised question sheets submitted to the PP administrator and Deputy Head. As a result, bespoke actions are put in place for their individual achievement needs.
- Benefiting from student support services across the school which itself has an integral awareness of Pupil Premium needs. Examples involving both strategies include:

Leadership and management of DP/PP (Disadvantaged Pupils/Pupil Premium)

- **DP/PP coordinator** (Vice Principal); **DP/PP school tracker**: lists all DP/PPs (Y7-Y11; Y12/13 ex-DP/PPs); type; individual actions, reasoning, costs, impact.
- **Ofsted and HMI report comments on DP/PP**: Implement actions to ensure improvements.

Teaching and learning (T&L)

- **Teaching staff Appraisal system**: Includes a PP target. All teachers must provide details of measures taken for to raise achievement for those particular students, thus making 'PP personal'. Evidence is submitted at the 3 annual checkpoints.
- **Intervention to raise achievement**: Maths/numeracy; English/literacy; 7 Jump.
- **RAG/Underachievement meetings with SLT/HoDs** Identify those at risk of underachieving, and plan actions, with reviews.
- **Compulsory seating plans marked with DP/PP**: encourage teachers to closely monitor, support & challenge.
- **T&L '5 Strand' Strategy**: designed to raise achievement of all students, including DP/PPs.
- **MAF (Marking, Assessment, Feedback) checkpoints (3)**: involve compulsory random sampling of DP/PP books.
- **Lesson observations**: monitor the use of Challenge for All / Differentiation, and attention on DP/PP lesson progress.
- **Inclusive approach on Educational Visits**: Using PP funding to aid learning and gain social inclusion.
- **Internal departmental strategies**: exemplar lists of DP/PP actions and impact shared by HoDs.
- **Provision and access to equipment, revision materials and resources**: Remove obstacles to achievement and encourage achievement through peer and independent learning. e.g. calculators, revision books.
- **Online resources**: Packages purchased by the school to facilitate individualised independent learning.

Data systems and Outcomes for pupils

- **Liaison and calendared meetings with Trust lead on PP**
- **School data on 'Closing the Gap'**: After exam results and tracking points; Presented by SLT to the LECC.
- **Use of tests to identify PP/DP needs**: e.g. these have included Cognitive Abilities Tests (CATS).
- **Analysis of exam results data for the impact of actions on 'Closing the Gap'** (see below, and School website)

Personal development, behaviour and welfare

- **PP Attendance**: Focus for attendance manager and SLT lead.
- **DP/PP Behaviour**: Reflection Room referrals analysed by SLT.
- **Mentoring and support**: DP/PP support by SSAs; Student Support Services (counselling/AP); SEN Dept.

- **1 to 1 interviews of all DP/PPs** to identify needed resources and actions, and check if met.
- **Music tuition funding:** To encourage 'whole child' enrichment opportunities
- **Parental engagement** using Information evenings; translators; coffee mornings; uniform try-on sessions
- **Uniform:** Financial assistance provided

The roles of support staff

- **SSAs: Student Support Assistants attached to each year group:** Fill the school DP/PP tracker, & mentor some DP/PPs to raise achievement.
- **Attendance manager:** Routinely & vigilantly contacts DP/PP parent/carers to challenge absence & lateness.
- **Canteen:** Routinely provides Free School Meals, enabling energy for inside and outside classroom achievement.
- **Cover Supervisors:** Expect DP/PP labelled seating plans & quality cover work to enable checks on DP/PP lesson progress.
- **Exam officer:** Provides spare exam equipment for DP/PP to remove barriers to achievement in exams.
- **Finance team:** Identify spending on individual DP/PPs, allowing collation in a school tracker; annual statement of DP/PP spending e.g. uniform, educational visits, study materials, transport.
- **Reflection Room:** Monitors proportions of DP/PP students; seeks to to alter attitudes to learning.
- **SEN & Student Support Services:** Ensure inclusion, counselling, support, alternative provision when needed by DP/PP.
- **Site Team:** Organise event facilities & flexibly lock up to allow for booster sessions, including DP/PP targeting.
- **TAs:** Liaise with teachers to see labelled seating plans, aiding targeted DP/PP support in lessons when possible
- **'Trips' office:** Processes requests to enable DP/PP access to trips, boosting motivation & learning.

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