Ormiston Forge Academy Pupil Premium Strategy Statement 2020/2021 (Secondary)

1. Summary information

School	Ormiston Forge Academy				
Academic Year	20/21	Total PP budget	£520,475	Date of most recent PP Review	November 2020
Total number of pupils	1445	Number of pupils eligible for PP	545	Date for next internal review of this strategy	June 2021

2. Current attainment 2020 Y11 exam cohort

	Pupils eligible for PP	Whole cohort
Progress 8 score average (end of year 10 data)	-0.26	-0.18
Attainment 8 score average (end of year 10 data)	39.5	40.7

3. Current Attainment compared to the 2015-2016, 2016-17 cohort (2015-16 not directly comparable due to reformed GCSE English and maths)

OFA	Progress 8				P8 English				P8 Maths		
	2018	2019	2020		2018	2019	2020		2018	2019	2020
Cohort	+0.02	-0.25	0.07		0.0	-0.14	-0.04		-0.5	-0.52	-0.36
PP	-0.18	-0.51	-0.33		-0.2	-0.31	-0.44		-0.7	-0.76	-0.70
Internal gap	-0.20	-0.26	-0.40		-0.2	-0.17	-0.40		-0.2	-0.24	-0.34
National	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0

Prior attainment - KS2 average fine points on entry current cohort (2019/20)

Year	PP	Non PP	Gap
11 (2019)	26.98	28.86	1.88
11	27.58	28.15	0.57
10	25.27	26.83	1.56

Attendance:

2019/20 Figures (until March 23rd 2019 due to COVID lockdown)

Year	NOR	PP Cohort	Non PP Cohort	Attendance %	PP Attendance %	Non PP Attendance %	Gap
7	322	134	188	94.45	94.40	94.45	-0.05
8	299	123	176	94.81	92.67	96.32	-3.65
9	286	128	158	94.55	93.48	95.42	-1.94
10	227	103	124	92.19	89.05	94.84	-5.79
11	262	102	160	94.50	92.80	95.58	-2.78
Total	1396	590	806	94.10	92.48	95.32	-2.84

*Normally we would have National figures in brackets but National figures have not been released due to the COVID lockdown disrupting schools

Proportion of PP students on roll 2020/2021

PP number per year group (% of year group in brackets):

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
Number on roll	324	319	293	279	222	1437
PP	128 (39.5)	124 (38.87)	117 (39.93)	115 (41.21)	96 (43.24)	580 (40.36)
Non-PP	196	195	176	164	126	857

4. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*		
A.	Literacy and numeracy gap	
B.	Aspiration and access to extracurricular interests	
C.	Additional needs/vulnerabilities (SEND/alternative curriculum).	
D.	Oracy and vocabulary	
External barriers *(issues which also require action outside school, such as low attendance rates)*		
E.	Lower attendance rates than non-PP students	
5. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	Focus on continuing to develop literacy strategies this year through the use of ERIC, repeated reader cohort and those in the 'Flying Start' so that PP students make better than expected progress in reading. Develop an Academy wide numeracy strategy to begin implementation in Sept 2021	Accelerated reader tracking Strategy developed and implementation started
B.	More PP students successfully enter post-16 education, including Forge sixth form; PP students have the same opportunities to access, and to attend enrichment activities, so these are not cost prohibitive.	Tracking data from extracurricular activities Tracking data from The Access Project, Aimhigher plus, Aspire to HE NEET data comparisons.
C.	Curriculum fit for purpose for individuals through the use of additional support or alternative pathways Behaviour points and numbers of exclusions for PP students continues to reduce and therefore narrow the gap with the non-PP cohort.	Weekly tracking, Success Centre interventions, additional qualifications.
D.	Investigate whole school strategies to develop Oracy and vocabulary	.Research into Voice 21 strategies and development of an Academy strategy from them.
E.	Attendance gap will continue to diminish (note attendance of PP students is in line with the national figure for all students).	Weekly tracking and pastoral interventions.

6. Planned expenditure					
Academic year	2020/21				
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff Led**	**When will you review implementation?**
Improve outcomes for PP students in subjects across the curriculum	Academy involvement in Sandwell Schools EEF project to improve T+L.	EEF are recognised as a leading authority in effective teaching. Access to training, resources and a collaborative approach across Sandwell could have a big impact on progress	PLY will have overview of program, working with KPK to ensure the training is directed to where it will be most effective	PLY/KPK	July 2021 with teaching and learning group
	PP first strategies to be employed across the curriculum with regard to knowing who PP are, marking and questioning	A proven method in other schools. This is a long-term strategy.	Drop ins and SON discussions		
Progress 8 gaps for PP and non-PP students to reduce.	Developing subject leaders as leaders of T+L and whole school CPD delivered through PODs: Development of four-part lesson and knowledge recall and retention.	Developing subject leaders as leaders of teaching and learning rather than managers of subjects builds their skills and makes learning relevant for teachers in small groups and subject directed	Teaching and learning team will do the training and follow up. QA – learning walks, SLT line management meetings	KPK and T+L team	July 2021 with teaching and learning group
Improve outcomes for PP students in the Core subjects	PP first strategies. Holiday time revision/catch up	This approach has been successful in previous years.	Track attendance to sessions, QA by year 11 Progress Year Leader.	SLT, JKY, MBR, SRS/JGS	Termly as part of the grade run analysis reports back to SLT and LGB.

	programme, period zero, MyTutor, Tassomai (science app), revision guide voucher scheme.		Monitored via the grade run data collection.		
Improve outcomes for PP students with multiple vulnerabilities (SEND/EAL/behaviour)	SEND support, Success Centre, Mentors; developing Inclusion Champion in each subject area.	Building on proven strategies from previous years. Inclusion Champion staff (23 at present) will be trained in ASD/ADHD/classroom environment strategies and cognition. Champions will increase knowledge across the curriculum seeking to improve QFT across the school for these students	Feedback from training, Champions and drop ins.	STR, Pastoral groups.	SEND/Success Centre team meetings half termly, SON and tracking through grade runs
			Total budgeted 2020/21	**£244,192**	

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Led	When will you review implementation?
All underperforming PP students have their major barrier to progress identified: A: literacy B: aspiration/access to enrichment C: curriculum D: oracy/vocabulary E: attendance	Each student has specific targeted approach to improving progress	PP students are individuals and unique	Meetings with pastoral leaders	Pastoral teams	All underperforming year 7/8 students have barriers identified by February 2021 All underperforming year 9/10 students have barriers identified by March 2021 Plan reviewed July 2021
A: Reduce the internal gap between the literacy levels of PP and non-PP students	ERIC for all of year 7/8 daily followed up by all staff. Morning readers (200 words) – 60 students. Flying start – developing reading for those identified as not secondary ready (40 students)	PP/non-PP gap in literacy levels nationally. Building literacy improves access to all parts of the curriculum.	Termly accelerated reader tests. Students accessing Morning readers/ flying start monitored and list dynamic.	EWD	Termly data analysis of Accelerated reader tests Annual – July 2021

B: PP students have the same opportunities to access enrichment activities and aspirational strategies. Increased numbers successfully transition post-16.	Pastoral leads identify those students who cannot access enrichment activities due to financial/parental support and develop individual actions. Tutor involvement in encouraging PP students to attend clubs; increase in number and range of clubs. Positive rewards card to be used in year 7 to 'catch students early' with some use in year 8. Reward trips and half termly financial prizes offered for top performers in Enrichment activity program.	PP students tend to have low aspirations and less inspiration, encouragement or opportunity to attend enrichment activities.	Data tracking of students accessing enrichment activities PP access as prize winners and qualification for reward trips NEET data Connexions data	SCN Pastoral team	July 2021 plus analysis of NEET/Connexions data when it arrives.
	All PP students are tracked to ensure they are assisted with applications for post-16. Use Access program/Aim Higher/Aspire programs. Use Access academic mentoring program for identified PP students.	Improving aspiration improves motivation so by ensuring students attend university/work visits and attend academic mentoring. Access/Aim Higher/Aspire strategies proven to improve aspiration and provide support	Tracking PP students to ensure that they make the most of aspirational activities and ensuring that they get first chance at relevant trips/visits	BES TBH	Review program in July 2021 Destination data Oct 2021

C: Equitable access to the curriculum and curriculum fit for purpose for PP students, particularly those with additional vulnerabilities	Success centre staffing (4 intervention teachers) provide additional English/Maths/Life skills lessons and support other subjects. PE project with WBA aims to inspire participation in sports for year 7 nurture group and sign post opportunities in the community. Include holiday clubs. Small group mentoring AR1.	The strategies run through the Success centre have proven effective and impactful, enabling students to re-engage with the curriculum and make progress.	Through the QA cycle, data collection analysis, SON meetings and through student profiles	Success centre staff Pastoral team AR1	Termly data meetings to target interventions. Strategy reviewed July 2021.
	Equipment, free study guides, resources for practical exams purchased by the academy.	To provide parity of opportunity, to build esteem and motivation for all PP students.	Attendance to trips/activities through tracking and monitoring via the QA cycle.	Pastoral teams	Data collections and Pastoral meetings
D: Strategy for developing Oracy and vocabulary identified and first stages in place for Sept 2021	EWD/KPJK investigate School 21/Voice 21 training and implementation plan	Evidence from other schools and EEF suggests that oracy is an area that PP students fall behind with. We will look to implement the following: ● Debate Club ● Oracy Do Nows in English lessons initially ● Words for Work	Attendance at courses Strategy developed and shared with PLY/SLT/T+L team	EWD/ KPK	July 2021 strategy evaluated and further training identified

E: attendance of PP students already good but every day missed is a disadvantage.	• Keeping attendance a high priority for staff e.g. through attendance league tables • 8 am calls to students off school the previous day • home visits • offer to support with cost of bus passes • Use of the Success Centre for those with medical/SEMH needs • Use of partnering schools/Fair Access Panel • Reward students - trips etc • Achievement Points· • Escalation of student cases to LA· • Use transition data for early identification of possible issues • Extended transition project· • Regular communication home	• Attendance has improved markedly over recent years through a relentless approach from staff who have used these strategies and honed them and TDY is a Specialist Leader in Education (SLE) on attendance	Attendance league tables termly; Grade run attendance data;	TDY Pastoral teams	July 2021 strategy evaluated comparing 2019/20 with 2010/21 at similar points
			Total budgeted 2020/21		**£118,339**

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Led	When will you review implementation?
Maximise bucket scores of PP students.	Monitor and evaluation via data collections, SON particularly with some Ebacc bucket subjects.	Some Ebacc subjects were the lowest performing in the 2019 results and whilst they have made improvements there still needs to be an improvement in PP progress and consolidation of previous improvements	Focus subject areas on specific students including PP students who are 'falling behind' their peers. Identify as possible 'Push' students.	SLT, Laser teams.	Data collections, Laser meetings, SON meetings and SLT link meetings.
				Total budgeted 2020/21	**£137,944**

Total Budget £ (planned expenditure) **+Pupil Premium Discretionary Fund** **+Contingency Funding – Family Support**	**£500,475** **£ 10,000** **£ 10,000**

7. Review of expenditure 2019/2020	
Previous Academic Year	

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)	Budget £239,404 Cost £239,404
Improve outcomes for PP students in subjects across the curriculum	Staffing, CPD, enrichment	Most of the Progress 8 (P8) figures improved with the exception of disadvantaged students in English where it decreased. The P8 gap between disadvantaged students and others	Continue to develop teaching and learning and Quality First Teaching for all because it is a proven strategy to improve learning of PP students.	

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Budget
		increased as others made more progress than disadvantaged students in both English and maths. This reflects the fact that the data used to produce CAGs was from much earlier in the year than GCSE exams and there are numerous strategies used to build confidence in disadvantaged students that needed the additional time to be effective.	Refocus on 'PP first' which had made some progress in all years and subjects before lockdown.	
Improved teaching	CPD/Training Day	The development of subject leaders as leaders of teaching and learning and thus developing the teachers in their subject classrooms had limited impact as the process had only just started when lockdown started. Various online packages were employed to support learning both before and during lockdown, including Tassomai, SENECA, GCSE POD. All disadvantaged students were bought revision guides for all of their subjects. The impact of these strategies is hard to see as the strategies didn't have a visible output. SEND team continued to work well with small cohorts and had visible impact on well-being, confidence and academic progress.	Continue to focus on MAT/HAT PP students moving forwards (working with T+L team)	

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)	Budget £116,019 Cost £ 95,819

All PP students have their major barrier to progress identified	Each student has specific targeted approach to improving progress	Underperformers identified after each Grade Run and additional strategies put into place for students. Impact hard to measure due to curtailed year.	It quickly became clear that the focus needs to be on those PP students who are underperforming rather than all PP students so focus changed in Laser meetings	
A: Reduce the internal gap between the literacy levels of PP and non-PP students	ERIC for all of year 7/8 daily followed up by all staff. Morning readers (200 words) – 60 students. Flying start – developing reading for those identified as not secondary ready (40 students)	16 out of 28 year 7 pupils in literacy intervention were PP. 14 PP pupils increased reading ages. Average increase = 10.6 months 8 non - PP pupils increased reading ages. Average increase = 16 months A similar intervention ran with 32 year 8 students.15 of these students were PP. Second testing was not completed as we were in lockdown. However, similar results were expected.	Impact on PP students is often slower initially and then builds faster so any gap closing occurs later in the year meaning this impact wasn't shown. However, when compared to other students generally the 14 PP students made improved progress. Initiative extended to other lessons in 2020 - 2021 to encourage further and faster progress.	
B: PP students have the same opportunities to access enrichment activities and aspirational strategies. Increased numbers successfully transition post-16.	Pastoral leads have a focus on identifying PP students that need additional encouragement. Student engagement with enrichment is tracked more effectively so that intervention can be better targeted.	The number of clubs offered to students increased four fold and included activities such as chess as well as increased sporting opportunities SCN trained staff members on the tracking and analysis offered by Evolve which improved tracking. In KS3 form tutors talked to students about extra curricular activities weekly and targeted PP students to encourage participation. SCN developed a positive report card for year 7 PP students identified in laser meetings who were underperforming/had poor	Attendance at clubs will become part of the rewards system as during the trail it was one aspect that contributed to improved participation. Half termly draw for students who opt to become part of the Enrichment activity program based on their attendance at clubs, improved progress, attendance, improved behaviour, demonstrating resilience etc. PP students to be targeted to be part of the club and to gain the rewards on offer. Financial prizes every half term and qualification for the reward trips at the end of the year.	

		attendance/were demonstrating poor behaviour in lessons. All demonstrated improvements with some particular improvements e.g. attendance increases from mid 70% to over 90%. SCN developed the Enrichment activity program where the top performers are able to attend a range of extra curricular trips e.g. Go karting, Drayton Manor Park. PP students are actively encouraged to be part of the program and if they qualify for a trip their financial input minimised.		
C: Equitable access to the curriculum and curriculum fit for purpose for PP students, particularly those with additional vulnerabilities	Success centre staffing (4 intervention teachers) provide additional English/Maths/Life skills lessons and support other subjects. PE project with WBA aims to inspire participation in sports for year 7 nurture group and sign post opportunities in the community. Include holiday clubs. Small group mentoring AR1. Equipment, free study guides, resources for practical exams	Gap widened this year because many strategies have impact because of their employment over an extended time that wasn't available this year. Soft data suggests many successes talked about in the Success centre both in terms of completing year 11, gaining grades and attendance at school. WBA project started but couldn't continue due to lockdown. All PP students provided with revision guides for all of their subjects plus equipment where needed. Small group mentoring by AR1 had started to make impact with group of PP girls in year 11, improving resilience.	Focus of Success centre staff on vulnerable PP students is effective and welcomed by the students and parents so maintain this work. Develop strategies across the whole school to focus on improving HAT/MAT learners progress. Continue with AR1 intervention with students.	

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)	
D: Strategy for developing Oracy and vocabulary identified and first stages in place for Sept 2020	EWD/KPJK investigate School 21/Voice 21 training and implementation plan	Oracy: Participation in Voice 21 was explored but it was decided that for a similar impact members of staff at Forge could deliver strategies to improve oracy in lessons and through a number of other interventions rather than an additional financial outlay to join the Voice 21 program.	We will look to implement the following in 2020 - 2021: ● Debate Club ● Oracy Do Nows in English lessons year 9 ● Words for Work developed	
E: attendance of PP students already good but every day missed is a disadvantage.	Key focus of pastoral team with a variety of competitions and prizes to draw more staff into highlighting attendance including form tutors.	Attendance at the Academy is always high due to the focus placed upon it and the excellent staff and strategies in place. Strategy of giving financial prizes in a half termly draw hard to evaluate but impact of increased tutor involvement in attendance seen to have a positive effect.	No national figures for attendance due to National lockdown curtailing the year and impact on attendance of COVID pre-lockdown but data would suggest that high levels of attendance maintained. Strategies to continue into the next academic year to be evaluated July 2021	

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)	Budget £136,577 Cost £136,577
Maximise bucket scores of PP students..	Monitor and evaluation via data collections, particularly with some Ebacc bucket subjects.	2019 P8 Maths: all -0.52 PP -0.76 Gap -0.24 English: all -0.14 PP -0.31 Gap -0.17 EBacc: all -0.48 PP -0.74 Gap -0.26 Open: all 0.06 PP -0.25 Gap -0.31	Whilst PP progress in year 11 improved in the majority of areas, progress of all students improved. Strategies employed in the Ebacc subjects have had impact but need to be consolidated with those having particular impact on PP students being developed further.	

<table>
<tr>
<td colspan="2"></td>
<td>2020 P8
Maths: all -0.36.   PP: -0.70   Gap -0.34
English: all -0.04.   PP: -0.44   Gap -0.40
Ebacc: all 0.04.   PP: -0.38   Gap -0.34
Open: all 0.40.   PP: -0.03   Gap -0.37

All buckets show PP improvement except the English bucket. Whilst the vast majority of P8 scores improved for PP students the gaps still grew due to improved progress by all students. A big improvement in the Ebacc bucket for PP and other students reflects an SLT focus on progress in these areas.</td>
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<tr>
<td colspan="3">Total Budget £ (planned expenditure)
 +Pupil Premium Discretionary Fund
 +Contingency Funding – Family Support

Total cost £ (actual expenditure)
 +Pupil Premium Discretionary Fund
 +Contingency Funding – Family Support</td>
<td>The lockdown from mid-March 2020 led to the school being open to vulnerable students and the children of key workers. Additional budgetary spend to facilitate opening was used in cleaning, purchasing of equipment, increased safe and well home visits everyday by pastoral staff, additional postage costs as work was sent out to vulnerable students without internet access etc. A taxi driver was employed to deliver free school meals daily for those students who lived a distance from the school and for whom coming to school to pick up the meal would have been an additional cost, thus negating the benefit of the free school meal. The vast majority of the school supply of chromebooks that weren't being used by the students who attended school. were loaned out to vulnerable students to improve their access to learning resources; this led to many chromebooks needing repair or to be replaced as the damage done by vastly increased use took its toll.

Planned:
£492,000
 £10,000
 £15,000

£471,800

£6,750
£40,338</td>
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8. Additional detail

How have we used our Pupil Premium Funding Allocation?

In a year where much time was lost due to the national lockdown, many strategies were commenced but failed to demonstrate measurable impact due to being curtailed before they had time to develop properly. Much of the Pupil Premium budget is used to increase staffing, both across the teaching body but also in learning support/the Success centre because it is recognised that smaller groups/the capacity to develop individual relationships has a marked impact on confidence and progress of vulnerable students. Thus, staffing levels were set at the start of the academic year and lockdown prevented much of the personal, individual, face-to-face impact that we would expect to see.

Examples of how we intended to use our Pupil Premium funding to raise achievement are listed below. Most projects were well underway by the time the March school closures came into force:

Family and student support

- Success Centre provides additional support for students and parents with literacy and numeracy support
- Financial barriers to learning addressed through Pupil Premium hardship fund: Uniform and learning materials provided; cost of Educational visits covered; financial assistance with the Chromebook scheme.
- Mentoring provided by the Success Centre for students and family support officers work with key families (including prisoner families).
- Careers Officer provides support for students and parents to assist and encourage application to post 16 and Higher education.
- The Access Project offers one to one tuition and mentoring for High attaining pupil premium students in order to raise applications to Russell Group universities.
- Curriculum intervention
- Progress of PP students is tracked by Laser group meetings in all year groups to measure the success of interventions and direct support where needed.
- Funding is added to all departmental capitation to be spent on materials to further support and enhance the learning experience of PP students
- HAT PP students supported through a funded enrichment and visits programme.
- Holiday revision/coursework catch up sessions held for GCSE and BTEC groups in years 10, 11 and 6th Form.
- Free revision guides to support attainment and progress in all subjects.
- Additional GCSE courses offered for those students who are at risk of not completing 8 GCSEs for Progress 8 measure.
- Targeted Saturday morning maths, science and English GCSE classes for PP students.

Student Behaviour, Attendance and Enrichment

- Develop the access of PP HAT students to enrichment activities, The Access Project, Aspire to HE, Aimhigher Plus, to develop 'social collateral' to further reduce the gap between PP and non-PP HAT students going onto Russell group universities.

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- Develop the use of the Success Centre to provide additional support for students and parents with literacy and numeracy needs.
- Financial barriers to learning addressed through PP hardship fund: Uniform and learning materials provided; cost of Educational visits covered; financial assistance with the Chromebook scheme.
- Mentoring provided by the Success Centre for students and family, support officers work with key families (including prisoner families).
- Careers Officer provides support for students and parents to assist and encourage application to post 16 and Higher education, including the early careers interview for all PP students starting in year 7.
- Sandwell LEP Business mentoring project for PP KS4 students who are at risk of becoming NEETs.
- Track students who are PP to ensure that they are regularly eating and intervene when necessary (cashless catering to assist with the generating of reports).
- PP students' attendance, exclusions and periods in reflection to be tracked, attendance patterns identified and intervention directed through LASER

Curriculum intervention

- Progress of PP students is tracked by Laser group meetings in all year groups, to measure the success of interventions and direct support where needed.
- Students in year 7 have a bespoke curriculum (Flying start), tailored to individual strengths and weaknesses in English whilst all students have an extra hour funded in mathematics.
- All High achieving students who are in receipt of PP funding, will be allocated a mentor from teaching and non-teaching staff (VRR)
- Funding is added to all departmental capitation, spent on materials to support and enhance the learning experience of PP students
- PP students supported through a funded enrichment and visits programme accessed through discussion at Laser group meetings.
- Holiday revision/coursework catch up sessions held for GCSE and BTEC groups in years 10 and 11.
- Free revision guides to support attainment and progress in all subjects including English and Maths.
- Additional GCSE courses offered for those students who are at risk of not achieving 8 GCSEs for Progress 8 measure.
- Targeted Saturday morning maths, science and English GCSE classes for PP students, with additional support provided to ensure PP students attend.
- Year 11 targeted PP students for revision and study skills sessions with by Aim Higher.
- Pencil cases and essential exam equipment provided in the summer term for students.
- Transition project of 6 weeks (June - July) with strategic intervention planned to target weaknesses identified with Primary partners in core subjects and allow for meaningful KS2 - KS3 transfer for all PP students
- Tassomai app to assist with science content recall.
- Pixl membership which gives access to maths and English Literature apps, additional resources to aid progress and networking events to share good practice.
- In school PP HAT mentor - VRR.
- In school PP mentor - AR1