

# Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium) funding for 2024-25 to help improve the attainment of our disadvantaged students.

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	English Martyrs' Catholic School
Number of students in school (Yrs 7 – 11)	955
Proportion (%) of pupil premium eligible students	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	M Calen - Principal
Pupil premium lead	Mr R Manger (lead teacher for PP) Mrs S Cajkler (SLT link for PP)
Governor / Trustee lead	Mrs M Washaba

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,649
Recovery premium funding allocation this academic year	0 (no longer available)
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£174,649</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in Mathematics and English.

As a Catholic school we believe that each person will experience a community based on Gospel values where each child has an opportunity to explore their faith and where their talents are nurtured and fostered to enable them to achieve their personal best.

The focus of our Pupil Premium Strategy is to support disadvantaged students to achieve good outcomes at GCSE, including raising the aspirations and attainment of HPA (High Prior Attaining) students. Furthermore it promotes the development of the whole child into active, engaged citizens. Our strategy is designed using robust internal data to identify students' specific needs including, assessment data, attendance data, teacher feedback, information on behaviour and wellbeing, student and parent voice as well as levels of participation in co-curricular activities.

High-quality teaching is at the heart of our approach. This has the greatest impact on closing the disadvantaged attainment gap and improves outcomes for all students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The strategy is driven by guided research and based on feedback from quality assurance of the learning experience of Pupil Premium students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Progress</b> Progress of PP students in Year 11 is lower than all students with a progress 8 score of -0.09 compared with 0.29 for all students. English and Maths grade 4 plus is lower than non-PP students and below national average.
2	<b>Metacognition and Self-Regulation</b> Our disadvantaged students struggle to engage with metacognitive / self-regulatory strategies when faced with challenging tasks more than our non-PP students.
3	<b>Starting at Secondary School</b> Baseline assessments in Year 7 highlight a learning deficit for disadvantaged students. NGRT baseline assessment data indicates a 6 month gap between PP and non PP students.
4	<b>Wellbeing</b> Wellbeing surveys, observations and discussions have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. This is partly driven by concern about the cost of living crisis and external pressures such as caring for younger siblings. These challenges particularly affect disadvantaged students with a resulting impact on their attainment.
5	<b>Attendance</b> 2023-24 attendance for PP students (92.6%) was lower than non PP (94.5%). Students who are in school have a much higher attainment 8 score. With an attendance of 85% or below students are more likely to have a residual of -2.5 on their Attainment 8 score.
6	<b>Communication and Working Relationships</b> As a school we are continuously developing links with the families of all students. We endeavour to work with parents on how they can support their child with their education. For example, study skills, wellbeing and self-regulation.
7	<b>Cultural Capital and Opportunities</b> As the cost of living crisis continues to take effect we are aware that opportunities for students to develop their cultural capital will become further limited. This could impact students' experience of the arts, the natural environment and many other life experiences.

## Intended outcomes

The following table outlines the intended outcomes and how these will be measured **by the end of our current strategy plan**.

Intended outcome	Success criteria
Improved metacognitive and self-regulatory skills of all disadvantaged students across all subjects, including focus on low ability disadvantaged students.	<p>In line with the SIP metacognition and self-regulation will continue to be a focus, Staff will model and communicate effective metacognitive and self-regulatory strategies to students.</p> <p>Delivery of explicit metacognitive and self-regulation strategies to all Year 7, 8 and 9 students during the ACCELERATE programme. This will take place in assembly venues, where possible.</p> <p>Learning walks and quality assurance will report that disadvantaged students will develop their own independent learning skills by planning, monitoring and evaluating their approach to learning.</p> <p>There will continue to be a reduction in sanctions for behaviours linked to poor self-regulation. 31% of detentions awarded to PP students (an increase from 26% in 2022/23, but a decrease from 35% in 2021/22). Most of these detentions were linked to lateness and homework.</p> <p>Students will be better equipped to manage anxiety and exam stress, as they develop their understanding of metacognition and self-regulation.</p>
To improve personal development and careers understanding. To continue to improve reading and comprehension skills.	<p>The daily morning ACCELERATE Programme includes a PSHE and careers programme, specific for each year group. This is being delivered by form tutors.</p> <p>Drop Everything and Read is also part of the ACCELERATE programme for all year groups to encourage oracy and reading.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>Promote the importance of wellbeing through workshops and tutor time in all year groups.</li> <li>Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>Students have a better understanding around exam anxiety and methods/ techniques that can be used to help overcome this anxiety.</li> </ul>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> <li>The overall absence rate for all students being no more than 95%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced (currently the gap is 2% between PP &amp; Non PP).</li> <li>Reduction in the percentage of disadvantaged students who are persistently absent</li> </ul>
Improved Outcomes for Disadvantaged students across the curriculum with a focus	More disadvantaged students will achieve their Expected Attainment Grade in Mathematics, English and Science. More disadvantaged students to get a grade 4 or above in these areas.

on English, Mathematics and Science	
Continued success in parental engagement of disadvantaged families	<p>Parents of all PP students know the extra support provided to their child by English Martyrs'.</p> <p>Parents of all PP students in KS 4 have had the opportunity to attend sessions focussed on supporting their children whilst revising independently.</p> <p>Parents of PP students will receive personal support in booking and attending parents evenings.</p>
Continued development of cultural capital for disadvantaged students.	<p>PP students can use their PP allowance to attend trips.</p> <p>Attendance of PP students in co-curricular activities reflects the proportion of PP students at English Martyrs.</p>

## 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: £41,494.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality First Teaching – Mini Whiteboards</b> Classrooms to be equipped with mini whiteboards and markers for everyday use.	Whiteboards are simple and effective tools to show instant feedback in the classroom, checking for understanding and allow students to show their thinking. For the best use, whiteboards should be easily accessible for them to be embedded spontaneously and into everyday practise. Students should see them as part of normal classroom routine and lesson equipment and not as a novelty item. (Research Summary by Tom Sherringham and Sara Stafford, Chartered College of Teaching). <a href="#">How to use mini whiteboards for instant whole-class feedback : My College (chartered.college)</a>	1, 2, 3
<b>Quality First Teaching - CPD</b> Subscription to Chartered College of Teaching  CPD for staff	All teachers have access to Chartered College of Teaching to encourage engaging with research and use in their own personal professional development. Effective teachers are the most important factor in improving student achievement (Slater <i>et al</i> , 2012).  Staff to be offered training to support improving teaching and learning in departments. A report to be produced from these staff and training for the departments.	All
<b>Developing Numeracy and Literacy</b>	All teachers are responsible for developing the literacy and numeracy of their students. Weaknesses in literacy, most notably extended writing, have been identified. As a result, in line with the literacy guidance, Appendices 6 – 8, pages 19 – 24 of the <a href="#">Microsoft Word - Teaching and Learning Policy (englishmartyrs.org)</a> <a href="#">Teaching and Learning Policy</a> , teachers and support staff will use strategies.  Drop Everything and Read is being done in ACCELERATE and will be done in a half term block. Students in Years 7-10 will have two blocks and Year 11 will have one.  <a href="#">Improving Literacy in Secondary Schools</a> <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4

Homework and use of Online Platforms	<p>Regular homework has a positive influence on learning and achievement and plays an integral part in the academic development of each student. Research shows that there is a positive impact on including short, frequent homework tasks rather than increasing the duration of it (McJames et al, 2024). To be most effective homework should directly link to the classroom and the purpose should be clear (<a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a>)</p> <p>Support for completing homework is offered afterschool in study clubs. This may be particularly helpful for students who do not have a quiet space for home learning.</p> <p>To support learning at home, students can access a variety of resources on the online platforms for reviewing learning and identifying gaps in knowledge.</p>	1, 2, 3, 4, 5, 6
Metacognition and Self-Regulated Learning	<p>The EEF Toolkit identifies Metacognition and Self- Regulated Learning as the approach with the greatest impact on students for very low cost. Secondary students can make +7 months of progress when the approach is well implemented. Furthermore, the EEF states that “There is some evidence to suggest that disadvantaged students are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such students to practise and use these skills more frequently in the future.” Therefore, all teachers will model and communicate effective metacognitive and self-regulatory strategies to students.</p> <p>Students in Years 7, 8 and 9 will receive explicit coaching in metacognitive and self-regulatory skills delivered through the ACCELERATE programme.</p> <p>External speakers e.g. BBC Bitesize will be delivering information on useful strategies to support with examinations to Year 10 and Year 11.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4, 5
Lead Teacher for Pupil Premium	<p>The lead teacher for Pupil Premium will work strategically with the SLT lead to improve outcomes for the most disadvantaged students in receipt of the Pupil Premium. The lead teacher will meet with PP students multiple times during the year as small groups to provide mentoring and strategic support.</p>	All
Personal development and careers curriculum	<p>During ACCELERATE students have a bespoke PSHE and Careers curriculum for their year group. This is to develop resilience, teamwork and improve their understanding of the world of work. <a href="#">The new Ofsted framework for PSHE education (pshe-association.org.uk)</a></p>	1, 2, 4, 7

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

Budgeted cost: £39,237.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Complete Maths – Intervention Software</b>  Diagnostic testing to identify gaps in knowledge for students and then plans a bespoke series of online lessons (videos and quizzes).	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one and small group tuition. Low attaining pupils are particularly likely to benefit. Short regular weekly sessions of up to 10 weeks provide optimum impact, especially when the tutors are highly experienced with excellent subject knowledge. This has a particularly high impact with Pupil Premium students and can result in an average of 5 additional months of progress.	1, 2, 3, 4, 6
<b>Academic Mentor</b>  Particular Focus on English and Maths	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one and small group tuition. Low attaining pupils are particularly likely to benefit. Short regular weekly sessions of up to 10 weeks provide optimum impact, especially when the tutors are highly experienced with excellent subject knowledge. This has a particularly high impact with Pupil Premium students and can result in an average of 5 additional months of progress.  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6
<b>Individual Music Lessons</b>  All PP students are given the opportunity to take up free music/instrument lessons.	PP students typically would not have access to musical instruments in the home. Music lessons allow students the freedom to appreciate music, the relaxation it offers, the fact that the constant retrieval practice promotes increased concentration, resilience, and the confidence to perform.	4, 7
<b>Sixth Form Mentoring</b>	A mentoring team of sixth form students are paired with PP students to provide peer and academic support, particularly with core subjects. Studies suggest that mentoring is more effective for students with disadvantaged background ( <a href="https://www.educationendowmentfoundation.org.uk/mentoring/">Mentoring   EEF (educationendowmentfoundation.org.uk)</a> ).	1, 3, 5

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

Budgeted cost: £93,917.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance Officer, Pastoral Support Workers and Academic Mentor to work closely with students and families to make contact daily.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. There are clear links between attendance and attainment. The EEF have suggested 6 overarching principles that can improve attendance:</p> <ol style="list-style-type: none"> <li>1. Holistic understanding of pupils and families</li> <li>2. Building a culture of community and belonging</li> <li>3. Communicate effectively with families</li> <li>4. Improve universal provision for all</li> <li>5. Deliver targeted interventions to supplement universal provision</li> <li>6. Monitor impact of approaches.</li> </ol> <p><a href="#">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4, 5, 6
<p>Parental Engagement and keep parents informed.</p> <p>Parent and student sessions focussed on supporting their children whilst revising independently.</p>	<p>Strong parental involvement is often associated with positive outcomes for students (Rowland, 2021). A key priority for schools is to develop working partnerships with families which are rooted in mutual respect and understanding of why some families feel less able to engage with school. There is little evidence that disadvantaged students have lower aspirations than other families <a href="#">Parents and children living in poverty have the same aspirations as those who are better off (theconversation.com)</a></p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	All
<p>Pastoral Care, access to Senior Mental Health Lead</p>	<p>In some instances, form tutors may be the first adults that students see in the morning. It is important that tutors maintain positive relationships in order to ensure students' needs are met. With reference to Maslow's Hierarchy of Need, form tutors will check in regularly with their students, checking on their well-being and ensuring they are ready to learn during the day ahead. Where students are experiencing challenges, the form tutor should work with the student to develop self-regulation and practical solutions. The Senior Mental Health Lead provides training for staff and supports students.</p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</a></p>	All
<p>Breakfast Club – including a variety of options such as bagels.</p>	<p>A breakfast club is available to ensure PP students receive a healthy breakfast. Evidence shows it can contribute to improving wellbeing, behaviour and concentration.</p> <p><a href="#">National school breakfast club programme - GOV.UK (www.gov.uk)</a></p>	1, 2, 3, 4, 5

Continued development of cultural capital for disadvantaged students.	Bourdieu points out that “cultural capital is a major source of social inequality. Certain forms of cultural capital are valued over others, and can help or hinder one’s social mobility just as much as income or wealth.” (Impact, September 2019). As a school we aim to ensure that all disadvantaged students have the same opportunities to develop their cultural capital as non disadvantaged students through access to the Duke of Edinburgh Award and selected trips and visits.	5, 7
PP Allowance	An allowance of £150 enables students to purchase educational resources to ensure they are ready to learn and progress. It also encourages students to become more financially aware and practise budgeting.	All
Revision Guides and Resources for Exam preparation	Year 10 and 11 PP students are provided with subject specific revision guides to ensure they have access to materials to aid with independent revision and home study.	1, 2, 3
Provision of 3 fiction books for each PP student	<p>It is a simple truth: successful reading helps determine academic success. Reading proves the master skill of school. However, only 73% of pupils leaving primary school reached the expected level for reading in 2019 (Department for Education), meaning 1 in 4 children will not read well. Research by the National Literacy Trust reveals that 1 in 8 disadvantaged children said that they do not have a book of their own at home.</p> <p>14 year olds who have read regularly will know 26% more words than those who never read. Therefore the reading rich will get richer and the reading poor will get poorer. (Closing the Reading Gap. A. Quigley)</p> <p>To combat this we will provide PP students with a reading list from which they can choose 3 books for themselves to read for pleasure.</p>	3, 4, 7
Brilliant Club	HPA, PP students are less likely to attend a Russell Group University, not to mention an Oxbridge College. The Brilliant Club offers PP students the opportunity to visit a University and to write a dissertation with support from the University Post graduate tutor. All students to complete Scholars Programme.	1, 3, 7

**Total budgeted cost: £174,649.00**

## 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 students in the 2023 to 2024 academic year.

#### Attainment

	2019 Published Results			2023 Actual Results			2024 Actual Results		
Measure	EMS PP	EMS NPP	Nat Ave NPP	EMS PP	EMS ALL	Nat Ave ALL	EMS PP	EMS ALL	Nat Ave ALL
P8	-0.61	0.16	0.13	-0.81	-0.01	0.0	-0.09	0.29	0.0
A8	3.7	5.0	2.0	3.8	4.8	4.6	4.2	5.0	4.7

Reasons for improvement – improvements in English outcomes for all.

#### Key Headlines:

- Attainment 8 increased again from 3.7 in 2019 to 3.8 in 2023 and 4.2 in 2024
- The P8 gap has reduced significantly from 2023, (was -0.80, now is -0.38) – halving the gap
- The whole school has also improved (by +0.30).
- An area of strength continues to be those students who can complete triple award science. Here PP students have outperformed Non PP students.

#### Analysis of EM PP students achieving grade 4 by subject:

- 43% of FSM Ever6 students achieved grade 4 or above in English and Maths compared with 68% Non FSM Ever6 students. This was 43% in 2023 and an improvement from 2019.
- 50% of PP students achieved a grade 4 or above in English compared with 67% in 2019. 57% in 2023.
- 43% of PP students achieved a grade 4 or above in Maths compared with 49% in 2019. 50% in 2023.
- 100% of PP students achieved a grade 4 or above in Biology, Chemistry and Physics. compared with 54%, 40% and 43% respectively in 2019.
- 60% of PP students studying Combined Science got at least one grade 4 or above.

## 1. Teaching and Learning

High Quality Teaching and excellent pastoral provision are outlined in the strategy as cornerstones for ensuring PP students receive an equitable education. Key pedagogical strategies are identified in the strategy derived from evidence-based research and are proven to aid progress.

- Teachers plan effective, sequenced lessons which build on prior knowledge.
- Teachers use targeted questioning.
- Teachers use effective modelling with clear well thought out examples. Each classroom has a visualiser for this. Exercise books and pens were provided to each teacher for use with the visualiser.
- Teachers check for understanding (formative assessment) and use feedback strategies as appropriate in the classroom.

*Action Point: Targeted CPD sessions this year linked to English Martyrs' Teaching and Learning Way: modelling, questioning & feedback, practice & retrieval and classroom climate.*

The ACCELERATE programme provides the capacity for subject specialists to deliver a sustained focus on literacy, numeracy, Science, PSHE, Careers and Self-Regulated Learning. This time allows for spacing and interleaving to take place alongside regular retrieval practice.

Self-Regulated Learning has been identified by the EEF Toolkit as the approach which has the greatest impact on students for a very low cost. This research, along with the impact of distance learning on student's motivation and self-regulation led to the development of a Self Regulation Accelerate focus delivered to year 7 and 8 students. This forms part of a 5 year plan in the SIP.

*Action Point: Year 9 programme commencing. Students in Year 7, 8 and 9 to receive SRL sessions each week as part of ACCELERATE.*

## 2. Targeted Support

An academic mentor was employed to work with small groups of students / 1:1 when identified by subject teachers as a high priority. Student feedback has been positive. They feel it has allowed them time to ask questions more comfortably and process information at a pace which suits their learning. This has increased their confidence in the subject overall when they are in the normal classroom environment.

The academic mentor also made attendance calls and built up a rapport with students who struggled to come into school. There have been successes in cases where students' attendance has improved. Overall, the gap in attendance between PP and non-PP students has reduced to 2% for the Year 11 cohort (in 2023-24 it was 6% lower).

Attendance 2023/24	Non-PP	PP
Total	96.4%	93.6%
Persistent Absentees	5.5%	15.4%

21 PP students had an attendance below 90%.

Complete Maths Software has been used to support students who are underachieving in Maths. Across all year groups, over 1/3 of PP students using the software have improved to either being on or above their target grade. In Year 8, over 50% students have now improved to on or above their target grade in Maths.

Sixth form mentors have been working with PP students to support them during registration time on areas they are struggling with. This has led to improved confidence from students and it has provided students with a positive role model.

The number of PP students accessing individual music tuition is a significant proportion of the cohort at 27% (42 students), providing them with opportunity to develop resilience and confidence when performing and realising extra cultural capital from the exposure to different forms of music.

### 3. Wider Strategies

All PP students were allocated £1 to enable them to receive a free breakfast or breaktime snack before 10:15am. The increased time period that the £1 is available for has increased the uptake of this funding.

The PP allowance continues to be well used, allowing students to access school trips and items from the school shop required for educational use and has been increased to £150 per student in 2023 – 2024.

All Year 10 and 11 PP students were provided with revision guides appropriate to their curriculum. Study skills and revision hints and tips have been shared during ACCELERATE sessions and in a year group assembly. Furthermore, all Year 10 and 11 students have taken part in study skills sessions delivered by an external expert to enhance revision skills and share effective revision strategies, further enhancing the impact of the provision of revision guides.

Year 11 students received exam packs to facilitate their revision and ensure they were well equipped in advance of sitting their exams.

All PP students have been provided with a scientific calculator to allow them to complete advanced mathematical functions required in maths and science specifically, but also across the wider curriculum.

Two PP students are currently completing the Bronze Duke of Edinburgh Award. This programme allows students to develop a wide range of skills and develop cultural capital.

All PP students received three reading books of their choice to take home and read at their own leisure. Aimed at promoting a love of reading. Student voice across all year groups has highlighted how successful this has been with students enjoying the books they have chosen. The librarian in school has built an atmosphere in school to promote the love of reading.

*Action Point: Review how the spreadsheet is used.*

## Further information (optional)

### **Additional activity**

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated activities that have been used previously. We triangulated evidence from multiple sources of data, including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in schools similar to ours and researched their PP strategies.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.