



Learner Premium Strategy Statement

Summary information					
Academic Year	2020-21	Total PP budget	£240,000	Date of the most recent review of this strategy	Oct 2020
Total number of learners	611	Number of learners eligible for PP	262	Date for the next review of this strategy	July 2021

Barriers to future attainment (for learners eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low reading ages for some learners in the DA cohort
B.	Poor literacy skills for some learners in the DA cohort
C.	Pastoral issues for some learners in the DA learners (including SEMH)
D.	Significant percentage (>95%) of cohort are White British
E.	Breadth and depth of knowledge
F.	Lack of study skills and preparation for examinations
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
G.	Attendance
H.	Low aspirations
I.	Attitudes to school and value of education
J.	Engagement in extracurricular and leadership opportunities

Learner Premium Expenditure Summary 19-20

Actions focused on -	Cost
Learning and the curriculum	£132,237
Social, emotional and behavioural areas	£24,850
Enrichment beyond the curriculum	£3,289
Families and communities	£25,750
Alternative learning pathways and curriculum	£26,328
Leadership	£32,259
Overall income	£244,713

Review of Expenditure			
Academic Year	2019-2020		
Area of Focus	Action/Approach	Cost	Impact and next steps
<p>Learning and the curriculum</p> <p>(these actions are intended to directly affect performance in the classroom)</p>	<p>Learning support</p> <p>Employment of person who provides differentiated provision to DA and LAC learners focused on improving literacy, numeracy and key skills</p> <p>Small group interventions and 1-2-1 sessions</p>	£27,201	<p>Learners in years 7-9 were selected for a literacy tutorial programme aimed at improving reading and spelling ages.</p> <p>The impact of all learners has been significant. In each year group the % of DA learners with a reading age above their chronological age is as follows:</p> <p>Year 8 - 93%, Year 9- 58%, Year 10 – 78%, Year 11 – 79%.</p> <p>In all year groups, the percentage of DA learners was at least in line with our non DA percentage.</p> <p>Our learning support provision will continue to run into next academic year, with a specific focus on Year 9 DA learners who haven't made their chronological age, and Year 7 learners whose initial baselines show them to be below the expected level of reading.</p> <p>In addition, training will be implemented to allow designated member of staff to more effectively track the progress throughout the Academic year to ensure all DA learners make additional progress.</p>

<p>Learning and the curriculum</p> <p>(these actions are intended to directly affect performance in the classroom)</p>	<p>Additional leadership in Maths to provide strategic direction and support in ensuring provision in Mathematics has maximum effectiveness</p>	<p>£32,965</p>	<p>A Director of Maths has been appointed to review provision. This has impacted positively on the amount of learners in all key groups working at the expected progress in KS3.</p> <p>At the last data collection prior to lockdown, the changes to the Maths curriculum and subsequent interventions to address underperformance had resulted in the following % of learners (all groups) making at least expected progress: Year 8 – 83%, Year 9- 80% and Year 10 – 76%. In current Year 8 and 9 there are no gaps between DA and non DA learners in this measure. Current Year 10 have a 20% gap which is being addressed during intervention sessions to accelerate progress for these learners. The Director of Learning for Maths will continue to develop the curriculum and improve T&L in mathematics and we expect to see further impact in outcomes, especially at KS4, as the developments become further embedded.</p>
<p>Learning and the curriculum</p> <p>(these actions are intended to directly affect performance in the classroom)</p>	<p>Targeted staffing – ensuring better provision for targeted PP and LAC learners in English and Maths</p> <p>CPD programme is designed to ensure the continued development of whole school Teaching and Learning principles and also subject specific CPD to support curriculum development</p>	<p>£15,969</p>	<p>The curriculum model design has been introduced to allow the most effective teaching and learning to be allocated to classes with higher percentage of DA learners in English and Maths. Progress of DA learners (WAG data above) suggest strategy was having a beneficial effect, subsequently this strategy will continue into 2020-21.</p> <p>We are continuing to closely monitor DA learners throughout the year to ensure they make progress towards reducing the gap. The progress of DA learners is always an agenda item at all Departmental impact reviews.</p>

<p>Learning and the curriculum</p> <p>(these actions are intended to directly affect performance in the classroom)</p>	<p>General Staffing</p> <p>Reduced class sizes to target DA and LAC learners, alongside additional intervention opportunities to ensure more personalised and differentiated teaching and learning</p>	<p>£45,018</p>	<p>An additional member of staff has been appointed to the English and department to ensure smaller class sizes more targeted teaching and learning.</p> <p>Directors of Learning were appointed for SEND, maths, science, history and MLF to ensure appropriate provision is put into place for all learners. For example, a newly appointed SEND Director is actively safeguarding correct provision and updating IEPs of learners.</p> <p>We will continue to invest in our teaching and support staff to ensure that all teaching staff have the maximum amount of time available that results in excellent T&L.</p>
<p>Learning and the curriculum</p> <p>(these actions are intended to directly affect performance in the classroom)</p>	<p>Curriculum</p>	<p>£11.084</p>	<p>Staff within every department have additional responsibilities for maximising DA learner progress. Each department have reviewed and updated their own DA first policy which outlines the strategies that they use within the department to ensure outstanding outcomes for disadvantaged learners.</p> <p>These individual policies range from appropriate cohort setting, specific teaching and learning strategies and parental engagement approaches.</p> <p>Disadvantaged learners are always prioritised with set selection, coaching and data analysis is used to inform appropriate interventions and support put into place.</p>

<p>Learning and the curriculum</p> <p>(these actions are intended to directly affect performance in the classroom)</p>	<p>Target English and Target Maths (already included in budget above under staffing)</p>	<p>£0</p>	<p>28 DA learners across Year 7, 8 and 9 were subject to Target English and/or Maths interventions to close identified gaps in foundation knowledge. This intervention helped 24 of this cohort to achieve expected progress towards their progress range.</p>								
<p>Total</p>		<p>£132,237</p>									
<p>Social, Emotional and Behavioural Areas.</p> <p>(Address barriers to learning)</p>	<p>Attendance and Behaviour Coordinator (portion)</p>	<p>£15,174</p>	<p>An Educational Welfare officer was appointed and a new attendance policy implemented which has demonstrated a sustained improvement over three years within DA attendance.</p> <table border="1" data-bbox="1240 954 1738 1171"> <thead> <tr> <th>Year attendance</th> <th>DA Learner</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>92.4%</td> </tr> <tr> <td>2018-19</td> <td>93.2%</td> </tr> <tr> <td>2019-20</td> <td>92.8%*(excluding PHE incident Nov)</td> </tr> </tbody> </table> <p>Our Educational Welfare Officer continues to monitor attendance, conduct home visits and pursue all learners (including DA) who have low attendance / PA.</p>	Year attendance	DA Learner	2017-18	92.4%	2018-19	93.2%	2019-20	92.8%*(excluding PHE incident Nov)
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	Educational psychologist	£6,676	A total of 11 learners accessed the Educational Psychologist provision during 2019-20. 62% of these were DA learners. This support provides learners with an invaluable provision, helping them to mitigate barriers, understand how to make positive steps forward and ultimately keep them attending school and learning.
Social, Emotional and Behavioural Areas. (Address barriers to learning)	CAMHS	£0	A total of 9 learners accessed CAMHS services (Healthy Young Minds) during 2019-20. 44% of these were DA learners. This demonstrates a strong focus on targeting and prioritising DA learners in need of additional support. Ultimately, this provision ensures our DA cohort are in school, in receipt of excellent T&L and making progress. We will continue to offer such services to any learner deemed in need in the next academic year.
Social, Emotional and Behavioural Areas. (Address barriers to learning)	Behaviour and social skills support programme where we seek to remove the vulnerabilities of LAC/DA learners so that they can enjoy and achieve.	£3000	A total of 12 learners accessed the Health Mentor during 2019-20. 38% of these were DA learners. This demonstrates a focus on the overall wellbeing of our DA learners, promoting positive choices and outcomes, which ultimately lead to improved attendance at school. In addition, 15 learners (20% of which were DA) accessed our CBT / emotional support therapy sessions and 10 learners (60% were DA) accessed our Off The Record YP Counselling Service referrals.
Total		£24,850	
Enrichment beyond the curriculum	Enrichment and Aim Higher	£3,289	All learners are provided with a variety of enrichment opportunities throughout the academic year, and where appropriate as per curriculum maps.

<p>(these actions are intended to extend the learning offer beyond the curriculum and /or to provide a safe place between school and home)</p>	<p>Aspiration, character and culture-deficit reduction, including school 'hardship' fund to support DA learners families and LAC carers in allowing their children to join trips and education visits.</p>		<p>Each year we offer Reward activities, whereby every learner in school is offered opportunities to attend a variety of in school and out-of-school enrichment events. We ensure there are low cost options, whilst maintaining a high standard of enrichment. Where needed, DA learners are funded onto enrichment opportunities. Increasingly these activities are focusing on developing cultural capital for learners, in particular providing access to new experiences, from eating in city centre restaurants to visiting the theatre. Obviously currently this is restricted by Covid</p>
<p>Enrichment beyond the curriculum</p> <p>(these actions are intended to extend the learning offer beyond the curriculum and /or to provide a safe place between school and home)</p>	<p>Enrichment and Aim Higher</p> <p>Raising aspirations</p>		<p>Ten Year 10 learners and 10 Year 11 learners (all Most Able Boys, with 60% DA) participated in an academic mentoring programme with Brother UK Ltd. This comprised of half termly group mentoring sessions addressing aspirations through a structured programme of personal development, careers and academic skills.</p> <p>During lockdown 20 most able learners from Year 10 and 11 were signed up to a series of courses being ran by Eton College developing skills that will develop their understanding and ability in allowing them to apply for the Russell universities in the future.</p>
<p>Families and communities</p> <p>(these actions are intended to help parents provide better support to their children by engaging them in their</p>	<p>Uniform clothing grant to counteract the withdrawal by the LA of the School Uniform Grant to PP learners. School contributes as appropriate.</p>	<p>£1,500</p>	<p>Access to uniform is facilitated through our learning support team. Here, all our DA learners can access uniform items when necessary. We have 2 suppliers for our uniform, with one being a budget option. Together, this ensures Uniform is not a barrier to attendance and thus progress in school.</p>

<p>children learning and/or providing them with the knowledge and skills to do so effectively)</p>			<p>We will continue to offer uniform to those learners most in need through the next academic year.</p>
<p>Families and communities (these actions are intended to help parents provide better support to their children by engaging them in their children learning and/or providing them with the knowledge and skills to do so effectively)</p>	<p>PP / LAC focus from Assistant Headteacher - increased intervention to support with achieving greater parental engagement for the benefit of learners attainment.</p>	<p>£24,250</p>	<p>100% of DA families were contacted prior to parents evening, mock exam focus evenings, and CEIAG evenings. DA families were offered bespoke and individual support evenings with any year 11 events being led by senior leaders for DA Learners. Here, senior staff met with our DA families and offer additional support to mitigate any barriers to learning.</p> <p>We will continue to offer as many opportunities as possible for parental communication and engagement with their child's progress. We will continue to evaluate our approaches and uncover strategies to further enhance our provision.</p>
<p>Families and Communities (these actions are intended to help parents provide better support to their children by engaging them in their childrens learning during lockdown)</p>	<p>Hard packs of resources were created every 3 weeks that were delivered to DA learners who didn't have access to Remote Learning.</p> <p>Funding was requested to allow school to purchase laptops and/or wifi for learners without access to ICT</p>		<p>Resources were created by curriculum leaders to mirror work being learned by learners experiencing live lessons, thus reducing any potential gap caused by different work being issued .</p> <p>17 laptops were received via Government funding that were allocated to Year 10 and 11 learners without access to ICT at home.</p> <p>A further 24 Laptops were received through funding via Prince's Trust. This allowed learners to access live lessons being delivered via class teachers, and extension lessons being produced by Oak National Academy.</p>

Total		£25,750	
Alternative pathways and curriculum (this comprises alternatives for learners who are having difficulties with traditional learning pathways)	Prince's Trust Qualification	£0	54% of learners enrolled onto the Princes Trust Qualification were DA learners. We will continue this provision where deemed necessary for DA learners.
Alternative pathways and curriculum	College placements To ensure the right provision for some DA and LAC learners, as well as a strict academic diet, at an accredited and nationally recognised vocational provision at college (or alternative provider).	£26,328	Where necessary, DA learners can be placed onto our Alternative Curriculum Pathway which has a focus on recognised vocational pathways to best support our DA learners achieving qualifications which best facilitate their transition into the world of work and become successful and contributing members of society. We will continue to offer this provision for our DA learners when deemed appropriate. We continue to research new and additional opportunities for our DA learners such that they have every opportunity to be a successful learner.
Total		£26,328	
Other leadership	Development of the role of professional advocates in order to share good and outstanding practice across	£4,500	To further support the development of T&L throughout the school, the 'Professional Advocate' programme was developed. Staff chosen to lead on programme triangulate as good or outstanding and lead on a

	the school to further enhance all aspects of teaching and learning.		<p>research project focused on engaging boys, stretching the more able and Stretching DA learners. These were designed to use excellent teachers to cascade best practice to all teaching staff, engage teaching staff in collaborative observations, teaching triads and regular drop in sessions.</p> <p>Moving forward this programme is being merged in to the school's Transforming Teaching Programme</p>
Other leadership	PP / LAC focus of Deputy Headteacher (portion) - Monitoring, evaluating impact and analysing data, tracking and intervention and improving provision: A key focus is ensuring the responsibility and accountability for the attainment and progress of DA/LAC learners lies with all middle leaders	£10,717	<p>Academic progress of our DA learners is monitored and tracked throughout the year. This includes data collection points and mock exam analysis for KS4. After each round of data collection, intervention groups are identified and bespoke plans are put into place. Examples include Target English, where learners identified to need additional support in literacy, reading, spelling and comprehension. The literacy support group and spelling intervention are further examples of intervention strategies in KS3.</p>
Other leadership	Monitoring and evaluating impact and analysing data at group and individual learner level to bring about responsive improvements to teaching and learning for such students and to inform refinements to school priorities and improvement planning.	£10,602	<p>At KS4, each department identifies DA learners in need of additional support. There are several interventions that are targeted specifically at DA learners to support progress. These include several drop down days at the local golf club to complete master classes in English and Maths.</p> <p>Where there is evidence of success, these initiatives will continue into the next academic year. However, we will monitor more closely, the impact of initiatives and implement alterations where necessary.</p>

Other Leadership	Developing staff in their understanding and knowledge of effective differentiation for PP and LAC learners, and them then planning, personalising and differentiating accordingly	£5,720	CPD opportunities for staff to work collaboratively in their understanding of the DA context, and time provided for planning effective differentiation to facilitate improvements in teaching and learning provision for DA learners.
Total		£31,290	

Learner Premium Planned Expenditure 2020-2021

Action/Approach	Success Criteria	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Review Date
Learning and the Curriculum				
<p>Learning support</p> <p>Differentiated provision to DA and LAC learners focused on literacy, numeracy and key skills.</p> <p>Small group and 1-2-1 sessions.</p>	<p>Improve progress and outcomes of DA learners across the curriculum and close the gap to no DA learners</p>	<p>Teaching and learning is the single most important factor in improving outcomes for DA learners (Sutton Trust 2015)</p>	<p>Monitor and target appropriate learners for support</p> <p>QA data tracking systems</p> <p>QA quality of resources being used during</p>	<p>Termly</p> <p>After each round of intervention</p>

			interventions and support sessions	
Additional staffing including teachers in core subjects and leaders in role for core and targeted subjects.	Improve progress 8 score of DA learners in core subjects and targeted, underperforming subjects	Specialist staff are proven to produce better outcomes for learners.	Staff triangulating as good or better will be positioned on key classes / cohorts Regular curriculum impact review meetings and fortnightly DA focus meetings Progress of Year 11 learners discussed at three-weekly RAP meetings	After each data round for each year group (Termly)
Secondment of middle leaders at a senior level in core subjects and leaders in role for core and targeted subjects.	Performance and outcomes of DA learners within individual departments increases.	Middle leaders having a bigger picture of school and learner improvement triggers a wider strategic approach	Discussions during weekly line management meetings evidence deeper understanding of impact strategies are having. On-going Quality Assurance provides evidence of positive impact from implemented strategies.	Department Impact Review meetings
Staffing general Reduced class sizes to target DA and LAC	Improve progress 8 score of DA learners in core subjects, closing	There is evidence that smaller class sizes can have a positive impact on progress (+3 months, EEF)	Cohorts in such classes will be strategically selected through HOD / SLT links, in order to	After each round of data collection Post mock exams

learners to ensure more personalised and differentiated teaching and learning.	the gap to non DA peers DA learners to be in receipt of personalised, fully differentiated teaching and learning.	Individualised instruction has been shown to improve progress by 3+ months (EEF)	maximise impact on outcomes	
Targeted staffing - ensuring better provision for targeted PP and LAC learners in English and mathematics.	Improve progress 8 score of DA learners in core subjects, closing the gap to non DA peers	Effective teachers can have a significant positive impact on progress (12+ months) compared to non- effective teachers (-6 months) – Sutton Trust 2015	English, maths and Science teachers triangulating as good or better to be placed onto key classes / cohorts wherever possible. Where this is not possible, said teachers to act as mentors for staff teaching large DA cohorts	Each term after observations of staff Each data drop
Curriculum Additional grouping (additional maths and English teaching and lessons) as above) - Ensuring better provision for targeted PP and LAC learners in	Improve 4+ and 5+ for English and maths for DA / LAC learners Improve 7+ in both English and Maths Improve P8 and A8 of DA learners and close the gap to non DA learners	Small group tuition has been shown to improve outcomes by 4+ months (EEF)	Cohorts in such classes will be strategically selected through HOD / SLT links, in order to maximise impact on outcomes	After each data collection Post mock exams

English and mathematics				
Targeted Period 6 Intervention. Ensure % of DA learners invited to Period 6 is at least in line with total cohort %	Improve P8 and A8 of DA/LAC learners and close the gap to non DA	Small group tuition has been shown to improve outcomes by 4+ months (EEF) Strategic sessions targeting learner needs identified through forensic QLA raises learner engagement and performance.	Impact reviews analyse internal trackers and QLA profiling. Intervention sessions are planned in advance and the year mapped to address full syllabus.	Impact Reviews Post Mock Exams Weekly Learning walks of P6
At least 50% of the identified Year 11 Critical Cohort to be DA learners	Improve P8 and A8 of DA/LAC learners and close the gap to non DA	Extra focus on DA individuals progress, and the mentoring they will receive ensures that motivation stays high and any under performance is addressed immediately with effective interventions implemented.	Member of SLT given responsibility to oversee progress of Critical cohort. RAP meetings scheduled every 3 weeks	Each data collection Post mock exams
Social, Emotional and Behaviour				
Every Child and Adult Matters Coordination Identify barriers to learning and other factors which may limit progress	DA learners have vulnerabilities removed where possible and barriers to learning mitigated to promote better outcomes at GCSE (P8 of DA / LAC)	Whilst there is limited data on the impact of mentoring, our DA learners have articulated it's importance in their social, emotional wellbeing as well as their academic performance	All year 11 DA learners will be targeted for mentoring. Where appropriate (e.g. repeated FTEX) DA learners of all year	Half-termly review of mentoring effectiveness and support offered Termly updates on progress of 1:1 interviews

	<p>All DA learners to have 1:1 interviews whereby barriers to learning are identified</p> <p>All DA learners to have a learning mentor in Year 11</p>	<p>Kendricks et al 2013 (https://www.researchgate.net)</p> <p>Hayes 2010 (https://www.tandfonline.com)</p>	<p>groups will be assigned a learning mentor</p>	
<p>Attendance and Behaviour Coordinator (portion)</p>	<p>Attendance of DA learners will continue to increase and be in line with their non DA peers</p> <p>PA of DA learners to decrease and be in line with their non DA peers</p> <p>Behaviour incidents of DA learners will decrease and be inline (proportionally) with their non DA peers</p> <p>Exclusion rates of DA learners to decrease and be in line with (proportionally) their non DA learners</p>	<p>Behaviour interventions have been shown to improve progress (3+ months)</p> <p>Attendance in school is paramount for all learners to make progress</p>	<p>Home visits, where necessary, to be conducted</p> <p>Inclusion Quality Mark demonstrates our strength in our multi-faceted approach towards inclusion</p>	<p>Half-termly reviews of behaviour incidents DA vs non DA</p> <p>Half termly reviews of attendance and exclusion rates</p>

Educational psychologist	<p>DA learners in need of the EP remain in school with an attendance above 95%</p> <p>Improve P8 of DA learners who access EP to be in line with their non DA peers</p>	Some of our more vulnerable learners are in need of a wide ranging support network. Our approach to inclusion ensures the best possible provision for all our DA learners	Any DA learner who presents with additional needs (behaviour, social, attendance, progress) will be / can be referred to our SEND / safeguarding team	Termly updates with safeguarding / support team regarding access and attendance
Target English and Target Maths (already included above under staffing)	Improvements in P8 for DA learners and headline figures for English and Maths (4+/5+/7+)	<p>Targeted support and smaller classes sizes have been shown to have positive impacts on progress</p> <p>There is evidence that smaller class sizes can have a positive impact on progress (+3 months, EEF)</p>	<p>Monitoring and targeted of DA learners in need of such support is key</p> <p>QA of departmental data tracking systems</p>	<p>Each data collection point</p> <p>Post mock exams</p>
CAMHS	<p>Attendance of DA learners to be at least 95%</p> <p>Happy, healthy young learners</p> <p>Improve P8 of DA learners to be in line</p>	Provision of additional, yet targeted support to our most vulnerable DA learners will keep them in school, engaged with their learning leading to improved outcomes	<p>DA learners in need are referred to appropriate teams via FT / LL /SEND team</p> <p>Safeguarding lead has overall oversight of provision for learners in need</p>	Half termly reviews of access and support provided

	with their non DA peers			
Behaviour and social support programme	<p>Attendance of DA learners to be at least 95%</p> <p>Happy, healthy young learners</p> <p>Improve P8 of DA learners to be in line with their non DA peers</p>	Provision of additional, yet targeted support to our most vulnerable DA learners will keep them in school, engaged with their learning leading to improved outcomes	<p>DA learners in need are referred to appropriate teams via FT / LL /SEND team</p> <p>Safeguarding lead has overall oversight of provision for learners in need</p>	Half termly reviews of attendance and exclusion rates
Enrichment beyond the curriculum				
<p>Enrichment and Aim Higher</p> <p>Improve Aspiration, character and cultural capital.</p>	<p>All DA learners in Years 10-11 to have access to a Russel Group University visit</p> <p>DA learners to be prioritised for cultural capital events</p> <p>All DA learners to be in receipt of enrichment opportunities, both curium based and extra curricula</p>	DA learners often lack the cultural capital and experiences to aspire to higher education and specialise employment	<p>Strategic selection of DA learners for visits / cultural capital events ensuring all DA learners have access to this provision</p> <p>1:1 interviews to further guide selection</p>	Termly review of current offer / learners who have accessed provision (impact)

	All year 10 and 11 DA learners to be in receipt of 1:1 personalised CEIAG and interview			
Families and Communities				
Uniform clothing grant	Attendance of DA learners continues to improve and be in line with non DA peers	Uniform can often be a barrier to learning for DA learners. Removal of this barrier should improve attendance and therefore progress of DA learners	Uniform provision is delivered through the Aspire Centre with dedicated staff for inclusion and support	Half termly reviews of attendance
PP / LAC focus from Assistant Headteacher - increased intervention and support for achieving greater parental engagement for the benefit of learners attainment.	1:1 interviews for all DA learners Improved attendance of DA learners at Parents Evening Reduction in DA NEET figures Improved P8 score of DA learners to be in line with their non DA peers	DA learners often lack the cultural capital and experiences to aspire to higher education and specialise employment	AHT for DA provision to ensure all DA learners are offered to all DA learners	Termly review of overall strategy / update documents and adapt provision where necessary

<p>Ensure all learners have access to ICT to be able to access Remote Learning</p>	<p>DA learners are able to maintain full curriculum in the event of lockdown. Reducing the possibility of increasing gaps with their non DA peers</p>	<p>The quality of live lessons being delivered ensures that learning continues to take place.</p> <p>Learners without ICT complete hard packs of resources that are well designed and run alongside the scheduled school curriculum but without the teacher interaction, lacks the impact of remote learning.</p>	<p>Assistant Heads for KS3/KS4 liaise with Learning Leaders to follow up ICT audit to ensure gaps are filled.</p> <p>Where it is not possible to provide ICT learners will be classed as vulnerable and therefore can come into school during a lockdown to use the ICT in school.</p>	<p>ICT survey ran termly to identify any change in circumstance.</p>
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