

Budmouth Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school

School overview

Detail	Data
School name	Budmouth Academy
Number of pupils in school	1503
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mike Hoffman - Principal
Pupil premium lead	Mark Cavill – Vice Principal
Governor / Trustee lead	David Herbert, Regional CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£316,000 of which £10, 200 is available to spend
Recovery premium funding allocation this academic year	£ 45,531
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£316,000 and £45, 531 Total = £361, 531 (£55, 731 to spend)

Part A: Pupil premium strategy plan Statement of intent

Budmouth Academy is committed to ensuring every student eligible for the Pupil Premium benefits directly via this additional funding and is in no way disadvantaged when compared to their peers.

Proportion of disadvantaged pupils at Budmouth Academy 2021 – 2022:

Year 7 – 72 Year 8 – 73 Year 9 - 71 Year 10 – 81 Year 11 – 77 Year 12 – 27 Year 13 - 31

We will ensure each qualifying student has:

guaranteed help towards revision materials and necessary equipment.

guaranteed access to a Careers Advisor for advice and guidance.

guaranteed access, where appropriate, to bespoke individual tuition and support and intervention activities.

guaranteed financial support, where appropriate, to attend curriculum trips and activities to support learning.

guaranteed access to programmes such as, the PiXL Edge (programme to recognise and reward school and community involvement) and Duke of Edinburgh where appropriate.

guaranteed access to individual support from the Learning Support Centre, Student Support Centre, the appropriate Head of School, Counselling or Emotional Literacy support, focusing on areas such as building self-confidence, improving attendance, anger management, mediation or emotional support and guidance if appropriate.

guaranteed access to after school homework clubs in the Resources Centre and support for time management, organisational skills or revision techniques if appropriate. Guaranteed SEND support where required.

We aim to:

ensure all students eligible for the Pupil Premium make outstanding academic progress and achieve beyond expectations.

ensure there is transparency, through our reporting mechanism, to demonstrate how and why this funding has been spent.

ensure any differences made to the learning and progress of students eligible for the Pupil Premium are shown within performance data and inspection evidence.

ensure that we recognise that not all students who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the Pupil Premium funding to support any students or groups of students the Academy has legitimately identified as being socially disadvantaged.

ensure parents/carers of disadvantaged children understand they can make a positive contribution to their children's achievement in the Academy by engaging in relevant training and recognising that parent/carer's involvement makes a difference.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our main challenge is to improve the quality of teaching and learning across the school. This will then improve the outcomes of all students, including the disadvantaged. We want to ensure that all teachers are aware of the needs of disadvantaged students in the classroom. We need to ensure that all teachers develop their knowledge of how to support and motivate disadvantaged students and improve outcomes through high quality Continuing Professional Development (CPD) and quality assurance processes.</p> <p>Our analysis of Progress data and understanding of current performance suggests gaps in disadvantaged students' learning and these gaps must be closed.</p> <p>Latest Key Stage 4 outcomes:</p> <p>English and Maths Grade 4+: Disadvantaged = 56%. Non-Disadvantaged = 80%</p> <p>English and Maths Grade 5+: Disadvantaged = 23%. Non-Disadvantaged = 57%</p> <p>EBACC Average Point Score: Disadvantaged = 3.54. Non-Disadvantaged = 4.61</p> <p>Attainment 8: Disadvantaged = 41.6. Non-Disadvantaged = 53.38</p> <p>EBACC Entry: Disadvantaged = 22.95%. Non-Disadvantaged = 34.66%</p>
2	<p>Another challenge is that disadvantaged students may not enjoy the same opportunities as their peers in school. Payment will be made where appropriate to support this e.g. Peripatetic lessons, Duke of Edinburgh, Trips and Visits, Educational Resources/Equipment. We also continue to receive requests from disadvantaged families for support with uniform, equipment and help with other financial support. Therefore, we will continue to provide appropriate levels of financial support for disadvantaged students to ensure equality of opportunity. Disadvantaged attendance at extra-curricular and intervention programmes is also sometimes not as good as non-disadvantaged attendance. This gap needs to be closed.</p>
3	<p>Disadvantaged students with Social Emotional Mental Health (SEMH) are making less progress than their peers. Our analysis of pastoral support shows that we support a high number of students with SEMH issues. Our analysis of Behaviour data also shows that we need to develop understanding of the individual needs of each disadvantaged student as some disadvantaged students' behaviours are often more challenging than non-disadvantaged. This will be addressed through targeted support and a bespoke programme of intervention for disadvantaged students based on individual understanding of the situation via Heads of School, Subject Coordinators, Pastoral Support Leaders, Behaviour and Ethos Coordinators and Class Teacher.</p>
4	<p>Our attendance data over the last year indicates that attendance has a causal link between attendance and performance for all students – we need to ensure disadvantaged students have at least as good attendance as non-disadvantaged. Therefore, we need improved attendance figures for disadvantaged students to match or exceed non-disadvantaged students.</p> <p>There is a gap in attendance between disadvantaged and non-disadvantaged students:</p> <p>2020- 21 % Absence = 5.1%</p> <p>2020 - 21 % Absence of disadvantaged students = 9.3%</p> <p>And there is a gap in Persistent Absence between disadvantaged and non-disadvantaged students:</p> <p>2020 - 21 PA = 14.02%</p> <p>2020 - 21 PA of PP = 19.45%</p>

5	The recent Covid related lockdowns have also affected the mental health of some of our disadvantaged students and this has had an impact on their ability to engage with school. Our analysis of pastoral support suggests that we need to continue to offer emotional support and address any lack of cultural, academic, and early- educational experience at home through providing such opportunities at school.
6	Literacy levels of disadvantaged students are not in line with non-disadvantaged students especially regarding incoming Year 7 students. This needs to be addressed early on in Year 7 so that gaps are closed in preparation for KS4.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>By 2023/24, disadvantaged pupils to achieve top quartile for progress and achieve national average for attainment for disadvantaged compared to Pupils in similar schools based on FFT 20.</p> <p>Grade 5+ English and Maths:36%</p> <p>Grade 4+ English and Maths: 63%</p> <p>EBacc Average Point Score: 4.5</p> <p>Attainment 8: English = 4.8/Maths:4.3</p> <p>EBacc entry:75%</p>
<p>Improve and sustain participation of disadvantaged students in interventions and extracurricular and enrichment activities.</p> <p>Address any lack of cultural, academic and early- educational experience at home.</p>	<p>Disadvantaged students enjoy the same opportunities as peers in school. These students gain access to Peripatetic lessons, Duke of Edinburgh, Trips and Visits, Educational Resources/Equipment. We will support disadvantaged families with uniform, equipment and help with other financial support. Therefore, we will continue to provide appropriate levels of financial support for disadvantaged students to ensure equality of opportunity. High engagement from disadvantaged students in the extra-curricular and intervention programmes on offer to ensure enriched cultural, academic experience. Disadvantaged attendance at extra-curricular and intervention programmes is at least as good as non disadvantaged attendance.</p>
<p>Improve understanding of individual needs of each disadvantaged student in relation to behaviour so that they make progress in line with their peers.</p> <p>Provide targeted support to a high number of disadvantaged students with Social Emotional Mental Health (SEMH) issues.</p>	<p>Train staff in new systems especially the use of de-escalation and instructions on the use of the Class Exit. Increase the number of students receiving pastoral support within the Student Support Centre through targeted group sessions/interventions. Increased number of students receiving pastoral support due to the employment of 4 x Behaviour and Ethos Co-ordinators. Role of tutor to be clearly defined and pastoral support offered at beginning of each academic day.</p> <p>Student questionnaires will report improved behaviour in lessons in 2021/22.15% reduction in Class Exits. 20% reductions in number of Subject Removals. Learning Walks will evidence a better climate for learning in 2021/22. SEMH disadvantaged students make progress in line with SEMH non disadvantaged students.</p>

<p>Improved attendance to National Average for all students including disadvantaged students. We need improved attendance figures for disadvantaged students to match or exceed non disadvantaged student</p>	<p>Attendance for the whole cohort is at or above NA. Improved attendance figures for disadvantaged students to match or exceed non disadvantaged students. Any patterns of non-attendance are identified and addressed. Any students with significantly low attendance to be referred as necessary. Differences between disadvantaged/SEN students and non-disadvantaged students' will be less than 2%. Students subject to attendance plans will see improved attendance of at least 5% following intervention. The % of students being celebrated for over 97% attendance increases by 5% from 2020.21 % of the whole cohort who are PA is below 13% % of disadvantaged students' PA is not more than 2% below their non-disadvantaged peers.</p>
<p>Improved support for disadvantaged students through bespoke programmes of intervention based on individual understanding of their situation via Heads of School, Subject Coordinators, Pastoral Support Leaders, Behavior and Ethos Coordinators and Class Teachers.</p>	<p>Produce a clear action plan for disadvantaged pupils' participation in the wider curriculum. Track attendance to extracurricular activities. Revision guides issued to all disadvantaged students in Y10 and 11. Free equipment provided to all disadvantaged students to ensure this isn't a barrier to their learning. Analysis of PP data at each data drop for Y7-11 along with interventions and the impact of these. Focussed 'Learning Review' on SEND and Disadvantaged students, separate from the ongoing triangulation by Subject Coordinators. Intervention and the National Tutoring Programme to be targeted at underperforming disadvantaged students. Individual review with Heads of School and pastoral teams of disadvantaged students at tracking points and interviews with students to gauge how things are progressing and if barriers are being removed. Action plan agreed where appropriate to assist students in improving progress where necessary. Tracking behaviour/attendance and progress data to see impact on increased engagement.</p>
<p>Improved Literacy levels of the Disadvantaged. 12.11% of Year 7 students reading below age related expectations</p>	<p>New Tutor Curriculum will integrate literacy skills into delivery of Literacy skills across the school Drop Everything and Read programme in tutor time is structured to improve reading ages. Whole staff training to ensure all tutors are confident with Tier 1-3 vocabulary and Frayer diagrams. Targeted intervention at KS3: LIFT, Inference, Reading and Phonics programmes. Intervention in Learning Support Centre including 1:1 Speech and Language Therapy, 1:1 Dyslexia support will take place. Direct Instruction programme and use of Lexia for lower attaining students in Year 7. 12.11% of Year 7 students reading below age related expectations. Reading age test data will show that this number will reduce after specific LIFT interventions.</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: **£1500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vice Principal will reinforce and outline Budmouth vision for T and L in September 21.</p> <p>Teaching Development Group: Lead Practitioners will lead on CPD and whole school instructional coaching programme from September 21.</p> <p>Sustained focus on outstanding teaching and learning to raise achievement for all, thereby increasing achievement for disadvantaged students.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium#:~:text=The%20pupil%20premium%20strategy%20is%20embedded%20with%20a,selected%20on%20the%20basis%20of%20strong%20educational%20evidence.</p> <p>The Great Teaching Toolkit Evidence Review June 2020: https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p> <p>And a report from the DFE on the standard for teachers' professional development July 2016 stated that: 'High-quality professional development requires workspaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other.'</p> <p>Hattie's view of CPD in, 'Visible Learning for Teachers 2012', suggests that 'the biggest effects on student learning occur when teachers become learners of their own teaching'. Focussed training for TAs and teachers therefore would enable them to be aware of expectations and to plan effectively to improve their impact on PP progress.</p>	1, 5
<p>Clear use of Data at each tracking point using a 'PP first' approach to ensure each student's needs are met.</p>	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1, 2
<p>Clear use of Behaviour Data to track and implement strategies to ensure less removals from lesson and completion of all work.</p> <p>New integrated Learning Support Centre and Student Support Centre will support targeted students with their behaviour.</p>	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	3, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke programme of intervention for disadvantaged students based on individual understanding of situation via Heads of School, Subject Coordinators,, Pastoral Support Leaders, Behaviour and Ethos Coordinators and Class Teacher. In class recommendations created for each disadvantaged student via Heads of School and Progress Files.</p>	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1, 2, 6</p>
<p>Improve the Literacy levels of the disadvantaged and all students through whole school literacy strategies and bespoke interventions.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p> <p>https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p>	<p>6</p>

<p>Improve tracking and monitoring of attendance for all students to ensure disadvantaged students have at least as good attendance as non-disadvantaged.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted support for high number of students with SEMH issues through the pastoral manager</p>	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting the simple things right Charlie Taylor s behaviour checklists.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p>	<p>3</p>
<p>Address any lack of cultural, academic and early-educational experience at home through extra curricular activities and interventions. . Payment will be made where appropriate to support this e.g. Peripatetic lessons, Duke of Edinburgh, Trips and Visits, Educational Resources/Equipment.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p>	<p>2</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

National Tutoring Programme

Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be dis-advantaged, including those who are high attainers.

One to one tuition | EEF (educationendowmentfoundation.org.uk)

Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF

February and Easter 21 Intervention and Revision Sessions for Year 11 PP students

Total budgeted cost:

£316,000 PP budget and £45, 531 PP Recovery Premium. Total = £361, 531

£55, 731 to spend = £10,000 disadvantaged budget and £45, 531 PP Recovery Premium.

£45, 531 Recovery Premium will be allocated to NTP and February and Easter Revision Sessions.

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 pupils in the 2020 to 2021 academic year.

Review: Last year's aims and outcomes 2020 – 21

Ebacc entry

All: 31.65%

PP: 21.54%

EBacc entries has seen a significant increase for disadvantaged students with a 10% increase, going from 13% entry in 2020 to 21.54% in 2021 and an EBacc APS increasing from 3.31 in 2020 to 3.54 in 2021.

Attainment 8 Overall: 50.55

PP: 38.59

Overall A8: There has also been a steady improvement in overall attainment. A rise of 8 points between 2020 and 2021.

Standards are broadly in line with the national figures from 2019.

Percentage of Grade 5+ in English and Maths Overall 5+ in English and Maths: 47%

(Target: 46%)

Overall 4+ in English and Maths: 72%

(Target: 72%)

PP 5+ in English and Maths: 22.95%

Non-PP 5+ in English and Maths: 57.39

PP gap: -34.44%

Learning reviews carried out by SLT and Aspirations demonstrate improved behaviour and engagement in lessons.

Subjective opinion of Aspirations is that position has improved from 'Inadequate' but may not yet be consistent enough to be 'good'. CPD sessions directed for all staff in Google calendar. Whole school instructional coaching programme, Department agendas and CPD INSET will continue to promote and share high quality classroom practice.

Evaluation and next steps:

Class numbers will not be reduced next academic year; however, the Academy will continue with mixed groups in KS3 for all subjects other than Maths. This approach in Maths has improved behaviour and progress in our current KS3 cohort.

Disadvantaged lead – Vice Principal (VP) next year will meet Termly with Heads of School to discuss behaviour of targeted PP students.

Subject Removal System is having a positive impact on all students' behaviour and robust support and sanctions are in place for students who exhibit challenging behaviour

Whole Academy and targeted learning walks conducted show increased use of objectives, success criteria, questioning, modelling, scaffolding, concise input, and plenaries. Whole Academy CPD schedule continued throughout Covid; however, the plan was amended to consider the change in CPD need.

VP will outline the consistent vision for good practice in every lesson on

September INSET Day. Whole school instructional coaching programme launch in September. QA systems will evaluate impact and be monitored by VP. The school's Teaching Development Group comprised of Lead Practitioners teachers will continue to deliver high quality CPD throughout the year.

Progress: Understanding of current performance and next steps in learning to ensure no gaps

RAP meetings for English and Maths focus of strategies to support and challenge underachieving disadvantaged students in Years 10 and 11

VPs now linked to RA curriculum areas will take a disadvantaged first approach.

Bespoke programme of intervention for disadvantaged students based on individual

understanding of situation via Heads of School, Subject Coordinators, Pastoral Teams and Class Teacher needs to be repeated in the next academic year 2021/22 as Covid restrictions prevented this happening in full.

Evaluation and next steps: .

Mentor process will take place for key students. Heads of School will create disadvantaged progress reports for underperforming students and share teaching and learning strategies with teachers

Home Learning Completion

End of first term following implementation. Learning Support sessions continue for underachieving students including Yr 7 Programme of Direct Instruction and Lexia intervention.

Use of Google Classroom and loaned laptops enabled disadvantaged students to access GC during lockdown.

Tutor sessions during lockdown provided ongoing support for disadvantaged students.

Homework setting and completion rates is reviewed and monitored by SLT.

Evaluation and next steps:

New Tutor Curriculum introduced in 2020/21. This programme will need monitoring in the new academic year for improved consistency across all tutors. Re-launch with Y10 and Y11 tutors a DEAReviser programme along with centralised resources, videos and techniques

Literacy levels of the Disadvantaged low ability group

DEAR training took place, but the process was halted due to Covid Restrictions. Programme of Lexia intervention and Direct Instruction trialled in Learning Support for Year 7 underachieving disadvantaged. New Tutor Curriculum introduced in 2020/21. This programme will need monitoring in the new academic year for improved consistency across all tutors. Re-launch with Y10 and Y11 tutors a DEAReviser programme along with centralised resources, videos and techniques.

Lead Practitioner appointed with Literacy responsibility will lead the Literacy Across the Curriculum in the next academic year.

Attendance – causal link between attendance and performance for all students – ensure disadvantaged has at least as good attendance as non-disadvantaged.

Attendance bus has a positive impact on disadvantaged attendance. VP meets with AO fortnightly to assess disadvantaged students' attendance rates. Attendance Process is employed as necessary.

Evaluation and next steps:

These strategies need to continue in the new academic year especially after the impact of Covid restrictions.

Appropriate levels of financial support for disadvantaged students to ensure equality of opportunity

During Lockdowns and student self-isolations, the school continued to offer and supply Free School Meals to eligible parents.

Budget for equipment/ books and uniform: Pastoral teams to give equipment e.g. (Chromebook for Hegarty)/ Uniform where needed / equipment / revision guides.

Evaluation and next steps:

This will continue in the next academic year. Review via disadvantaged spending spreadsheet and through checking the in-class

Recommendations are followed where requests are made. Free School Meals administrator keeps a record of disadvantaged spend.

High number of students with SEMH issues

Covid restrictions adversely affected some of these students' behaviour so this action will need to be repeated next year. Evaluation and next steps: We will be appointing 4 Behaviour and Ethos Coordinators to support Heads of School, Subject Coordinators and Pastoral Support Leaders to create a culture of constant improvement from September 2021. The Student Support Centre and Learning Support Centre will also be fully staffed and

There is sometimes a lack of cultural, academic and early- educational experience at home.

Covid restrictions affected extracurricular, and intervention programmes this year. This action will need to be repeated in earnest next year as things improve.

Evaluation and next steps:

Disadvantaged attendance at extra-curricular and intervention programmes needs to be encouraged by Heads of School and Pastoral Teams. All Y11 students to have a careers / next steps interview before Feb HT. Visits to higher institutions increases aspirations will need to continue.

The school should increase the number of visitors from the top universities.

Externally provided programmes

Programme	Provider
LIFT	Internal training and provider
Lexia	https://www.lexialearning.com/
National Tutoring Programme	My Tutor