

Coombe Dean Pupil Premium Raising Achievement Plan - Closing The Gap

Planning in this Raising Achievement Plan ‘RAP’ takes into account feedback from a visit to review provision to close the gap by Justine Hocking (external SIP consultant) on 19th November 2015, national research, most notably the July 2016 Education Policy Institute report; Divergent pathways: the disadvantage gap, accountability and the pupil premium by Jo Hutchinson and Sir John Dunford as well as analysis of our own data and circumstances as a school. A summary of the report was provided for all staff in the Staff Insight publication on 3rd October and this was also highlighted at a whole-school training event on the same day.

This action plan focuses on 5 broad strands that have been identified as areas that the school is seeking to address as analysis of outcomes and records from previous cohorts of students show that these contribute to the progress made by students identified by the Pupil Premium (FSM Ever6) indicator. The identified strands are: *Quality First Teaching, Raising Staff Awareness, Attendance, Curriculum Enrichment and Curriculum Entitlement, Parental Engagement*.

In the cost column, ‘nil’ serves as an indication that there is no specific additional cost for this provision, however this work is undertaken by the staff identified in addition to their responsibilities. Key members of staff and their roles in the school identified by initials in the RAP are:

SKL	Stuart Koehler-Lewis	Assistant Headteacher – Curriculum
LE	Lauren Entwistle	Basics Champion (BC)
MJD	Melissa Dennis	Assistant Headteacher - Inclusion
SJS	Stuart Sinclair	Assistant Headteacher - Personnel
AEC	Ann Cox	Deputy Headteacher - Data
LT	Lesley Taylor	Assistant Headteacher - Community
GT	Gill Trim	Data manager
CG	Caroline Granville	Associate Assistant Headteacher, Subject Leader, English
LCS	Lara Sutherland	Associate Assistant Headteacher, Subject Leader, PE
JF	Jenny French	KS3 English Lead
NT	Neil Thomas	Deputy Subject Leader, English
HLR	Heather Reinecke	Subject Leader, maths
BK	Beth Kellham	KS3 maths Lead
AJE	Andy Emerson	Science Teacher and Classcharts lead
SJC	Samantha Collings	Post-16 Leader
KG	Kevin Green	Key Stage Leader (KSL)
RNW	Richard Woodland	Headteacher
NJM	Nicola Macrae	Inclusion Manager
SAC	Sarah Cunningham	Student and Parent Support Adviser (SPSA)
LG	Lesley Graham	Attendance Clerk
SL		Subject Leader(s)
GL		Guild Leader(s)
SD	Sam Davey	Librarian

Strand	Actions	Key staff	Timescale	Cost	Impact review and initial planning for 2017-18
Quality First Teaching					
QFT	Establish comments in SLT observations that specifically address the progress made by PP students.	SLT	Introduced October 2016	Nil	PP-specific section added and discussed as a part of all observations serving to reinforce the priority with this cohort in professional conversations. Further enhance impact 2017-18, refocus observation forms on school priorities.
QFT	Introduce a mid-term review document with a focus on progress of the PP cohort.	SKL	January-March 2017	Nil	Document including specific focus on PP students used to reinforce the focus encouraging MLs to explore relative progress Ensure that future reviews have a focus on 'the gap'.
QFT	Embed and evaluate role of 'Basics Champion' with a focus on addressing gaps in the knowledge of PP students in Year 7. To also include; <ul style="list-style-type: none"> Production and sharing of My Coombe Dean PP plan with teaching staff targeting gaps in knowledge for inclusion in T&L folders – distributed 4/11/16 Meetings to plan and monitor progress between SKL, LE and SH (NPQSL) Visits focusing on arrangements surrounding transition and closing the gap in primary school Ensuring parents have a point of contact as their child progresses through Year 7 in addition to the tutor. 	SKL, LE	Role introduced September 2016 Distributed w/c 31/10 Twice per term Visit took place 20/10 and planned for w/c 31/10	Top-up funding £19K	Colleague performing role as basics champion left post 30/6. Post advertised for new colleague from September 2017 – Lesley Brown appointed to post. Job description reviewed and parent governor review taken place. Focus on progress of identified students Extension to incorporate Y7 and 8 with new post as SH has a formalised role within the PP team to support progress See separate review document Increase frequency of meetings of 'PP team' to include SAC, SH, LB and SKL. Enhance trackability of progress of PP and catch-up cohort within existing whole-school arrangements to include target-setting for Years 7-11
QFT	Focus during staff training on specifically targeting the needs of the PP cohort. To include; <ul style="list-style-type: none"> Examples shared during 3/10 T&L meeting included priority or strategic seating (annotated Classcharts), priority feedback in line with school's policy on Feedback. Sisra training on applying the filter to compare progress of PP students with 'other' (Dr Stuart Atkinson to further enhance this work). 	SKL, SJS, CG, HLR	Use of T&L meetings across 2016/17 Meetings in 2015/16 and on 1/9/16, full staff meeting on 30 th Jan 2017.	Nil	Training taken place, staff can now access information specific to the PP cohort with ease through Classcharts and Dr Stuart Atkinson reports as well as Sisra. Consider role of Stuart Atkinson reports alongside improved functionality of Sims. Further training needed on use of Sisra EAP including dashboard features to allow for focus on PP cohort.
QFT	Use of the 'departments H drive' on the school network for sharing materials and information relating to PP cohort.	All staff	Folder created October 2016, updated across academic year	Nil	Some initial content, some use of staff workroom to share resources but blog planned for 2017 led by JG to encourage engagement of staff in conversations about T&L.

QFT	<p>Planning to strengthen provision around transition. To include;</p> <ul style="list-style-type: none"> • Additional transition day for PP students in Summer term to support understanding of the incoming cohort • Continuation of the Summer School led by the Pilgrim Centre with increased input from the school • At least 2 termly meetings between secondary and primary colleagues within PAAC • Further developing the sharing of 'best piece of work' currently supplied by Primary Schools to support transition. • Training for CD staff on KS2 SATs to better understand the challenge KS2 students have been used to. • Consideration of development of thinking and learning skills including problem solving, resourcefulness and resilience to include audit of impact of current taster days. • SH NPQSL project to focus on transition 	<p>SKL, LE, SH (NPQSL) – BK, JF, CG</p> <p>SC from Goosewell – LC from Wembury?</p>	<p>Primary representatives meeting with KS3 En and Ma reps, BC and PAS held October 2016. June / July 2017 July 2017</p> <p>Termly, Autumn, Spring, Summer</p> <p>Plan over 2016/17, in place June 2017</p> <p>Term 3/4 2017</p> <p>For staff training July/September 2017</p>	<p>Cover for 7 members of staff for 1 period x4</p>	<p>PP transition day took place 26/6/17 attended by 21 of incoming PP cohort</p> <p>Summer School 2017 over 2 weeks – PP numbers: 24/61 funded (39%)</p> <p>1 large PAAC meeting took place October 2016 with follow-up visits by Coombe Dean and Plymstock School staff leading to sharing of good practice in maths and English departments.</p> <p>Best piece of work to be circulated with students in Year 7 through 'best pieces of work book'.</p> <p>SAT and KS2 training scheduled for 1/9/17 led by Mount Wise Primary School</p> <p>Review impact of Summer School through use of student voice. Encourage departmental planning based on input from Mount Wise colleagues to include cross-curricular themes shared between English and hums. Workbook idea to share best piece of work across curriculum areas.</p>
QFT	<p>Standing item of agenda for each department meeting held – progress of PP students to include minuted records of discussions and sharing of strategies / focus.</p>	<p>SL</p>	<p>Requirement introduced from November 2016</p>	<p>Nil</p>	<p>Improved consistency of approach</p> <p>Through SLT links, further pursue focus in department minutes</p>
QFT	<p>Use of tracking data via the Sisra tool along with staff training to be able to easily identify any gaps between the progress of PP students and 'others'. To also include;</p> <ul style="list-style-type: none"> • Use of Dr Stuart Atkinson reports from November 2016 to further demonstrate gaps that may exist in data. 	<p>SKL, AEC</p>	<p>September 2015</p> <p>November 2016</p>	<p>Sisra tool cost: £3K per annum</p> <p>Dr Stuart Atkinson report £250 annually</p>	<p>Sisra used more widely by staff, 3 training sessions taken place and filter function used.</p> <p>Consider use of Dr Stuart Atkinson reports versus Sims functionality and Sims dashboard. Develop impact of SLT links responding to data harvested.</p>

QFT	<p>Focus on successful strategies and their impact in the classroom, to include;</p> <ul style="list-style-type: none"> • development of coaching triads between staff with a focus on progress of PP cohort and in class provision. • Work with LE, JF, BK to adapt departmental practice based on what we learn from primary colleagues and data from KS2. • Investigate whole school literacy drive to include whole school starter activities focusing on strands of weakness as identified in KS2 data. • Grammar training for English colleagues with training for all staff to follow – Babcock • Email 1st Feb and in staff insight about pupil premium strategies. 	JF, BK, LE, SLs	<p>1st whole school drive before Xmas 2016 Termly 2016/17</p> <p>Termly 2016/17</p> <p>Further examples at least termly in 2017 based on impact November 2016</p>		<p>Triads didn't develop following role of Intervention post stopping.</p> <p>Following visit to primary schools, examples, information and strategies shared within English and maths departments. Bookmark use in maths one example of impact of these visits.</p> <p>Investigate whole school literacy drive to include whole school starter activities focusing on strands of weakness as identified in KS2 data.</p> <p>Grammar training for English colleagues taken place with training for all staff to follow with a focus on cross-curricular themes</p>
QFT	Appointment of an Associate Assistant Head Teacher with a focus on the ethics of excellence.	CG, SLT	2016/17	Cost of 2 additional periods approx. £3000	Post now formally Teaching and Learning Assistant Headteacher from Sept 2017
QFT	Consideration of meaningful and achievable homework tasks, what this means for the PP cohort on an individual level and how this fits in with the school policy which is being reviewed for February 2017.	SKL, SLs, students and parents	Consultation Autumn Term 2 2016 for Phase 1 February 2017 and Phase 2 September 2017	Nil	Move to Classcharts for setting of Independent Learning
QFT	<p>Target setting across PP cohort fully aspirational.</p> <ul style="list-style-type: none"> • Sharing with staff methodology of how targets are set and reinforce that a target remains broadly the same from Y7-11. • Sharing of Dr SA targets which respond to the most recent A8 data. 	AEC	Targets in place November 2016	Nil	Clarity not achieved, improved understanding of 7-11 flightpath.
QFT	<p>Action plan to address gap in outcomes in English</p> <ul style="list-style-type: none"> • Identification of PP lead within department 	CG, NT, SKL	Identified and in place by December 2016	Nil	To be reviewed in September and October 2017 when gap from summer 2017 outcomes known.
					Review movement of gap and actions for 2017-18

QFT	Action plan to address gap in outcomes in maths <ul style="list-style-type: none"> • Identification of PP lead within department 	HLR, SKL	Identified and in place by December 2016	Nil	To be reviewed in September and October 2017 when gap from summer 2017 outcomes known. Review movement of gap and actions for 2017-18
QFT	Focus through mid-term review on progress of PP cohort – discussions to look at effective approaches to be shared across departments in March 2017.	SL, SKL	In place by January 2017	Nil	Review and identify in the light of 2017 outcomes where departments are most successful in closing the gap.
QFT	Opportunities for SLs to look at the impact of school policy across curriculum areas i.e. sharing of feedback at meeting in October.	SKL	SL meetings	Nil	Valuable experience, carousel model allowing for interactive sharing of good practice. Continue cross-curricular facilitation of sharing
QFT	Use of Classcharts to clearly identify PP students in line with priority / strategic seating and rewards	SKL, CG, AJE	From September 2016/17	Classcharts subscription	Seating plans feature of T&L folders New rewards approach launched September 2017 Ensure proportionate representation of PP students at rewards evening. Continued inclusion of seating plans in Leading Learning folders.
QFT	Development and production of My Coombe Dean PP plan for use by staff in T&L folders. Use of Classcharts and teaching and learning folders in all classrooms to include My Coombe Dean PP plan to further enhance information available to teaching staff to impact upon delivery	SKL, GT	In place September 2017	Admin time	Year 7 PP plans distributed to staff Training for staff on SATs to support understanding of what the information means and how this can be supported. Development of starter idea.
QFT	Introduction of T&L folders as source of information for class teachers to impact upon awareness and understanding of the PP cohort.	SJS, SKL	In place, September 2016, continuous development	Admin time available for teaching staff to update	Introduced and plans for development in September 2017 – inconsistent use. Sharing of good practice ready for September 2017
QFT	Book scrutiny to take place in March 2017 focusing on work of PP students.	SKL, AEC, SLT	March 2017, repeated Summer term 2017	Nil	Framework for work scrutiny being developed for September 2017 including 3 week department review cycles
QFT	Use of communication with home to specifically target PP students for praise to ‘nudge’ learning conversations at home, raise aspirations and expectations following book scrutiny.	SKL, CG	2016/17	£250 for rewards postcards	General use of rewards cards due to imbalance with rule enforcement. Some trialling with positive responses. Points score monitoring possible from September 2017

Raising Staff Awareness					
RSA	<p>Governance focus on PP cohort</p> <ul style="list-style-type: none"> • Focus of visit by CoG, Julia Green in October 2016 • Consideration of Governors playing an enhanced role in support of PP students or a group containing PP students • Termly reports on progress as measured by the school looking at progress of PP cohort presented at Governors meetings • Nominated PP Governor to focus visit on progress of PP students compared to ‘other’ students 	Julia Green, governing body, SLT	2016/17	Nil	Nominated Governor Mark Raggett – met with SKL June 2017 to discuss PP provision, involved in recruitment of Basics Champion 30/6 - planned involvement in PP team meetings during 2017-18. Specific reference to progress of PP cohort in 3 data reports for Governors.
RSA	Production of displays in communal staff areas focusing on PP matters – updating of PP attendance in staffroom	SKL, Sam Davey, JG, MJD	Progress check w/e 4/11, displays in place w/e 11/11	Admin time	Displays in staffroom
RSA	Use of Staff Insight to share research on PP strategies used in other settings as well as across the school	NED, JG	2016-17 Examples – SI 3/10/16 – 6/2/17	Nil	Refer to QFT section – development of T&L blog
RSA	Enhancement of staff awareness of KS2 arrangements	SH, SKL	Spring/Summer Term 2017 – carousel – LC does prep, SC does marking?	Time for primary colleague	Planned September 2017
RSA	<p>Further development of data awareness amongst SLT and across teaching staff looking at trends over time: are there subgroups which are key? Is there a gender issue? Are some subjects more successful than others? What do starting points tell us?</p> <ul style="list-style-type: none"> • AEC to compile 3 year trends with commentary along with story of KS2 data? 	AEC, GT, SKL	November 2016	Admin time, Nil	2015-19 data available and shared with MLs, SLT and governors. KS2 data doesn’t expose gaps. Data now available by prior attainment, gender, SEN and PP/other
RSA	Revisit focus of the tutor on PP students.	MJG, KSL, GL	December 2016	Nil	Role and impact of tutor with specific PP focus to be revisited 2017-18

RSA	TAC meetings to have as a focus the progress of PP students with minutes and actions shared across key middle leaders	SKL, MJD, NAM	Termly	Nil	PP focus as minuted in TAC meetings. PP progress to be considered at PP team meetings during 2017-18 to allow more frequent focus.
Attendance					
ATT	Sharing of attendance figures for PP cohort and 'other' cohort with weekly updates in the staffroom	MJD	April 2016	Nil	Updated weekly in staffroom
ATT	Ensuring that students are aware of their attendance with updates at least once per month.	MJD, KSL, GL	November 2016, ongoing	Nil	Monitored through tutor and by GLs
ATT	Focus of EWO on attendance of PP, particularly PA group with swift intervention once school avenues exhausted building on work from 2015/16 <ul style="list-style-type: none"> 'hitlist' of students displayed in the staffroom 	MJD, EWO	2016/17	Nil (beyond EWO time)	Details of students in receipt of 'action' detailed in staffroom
ATT	Development of role of Lesley Graham (Inclusion Clerk, attendance) to allow close monitoring of PP patterns and sharing with KG and GLs, tutors <ul style="list-style-type: none"> What input does LG need to action this focus? 	MJD, Lesley Graham	October 2016+	Additional hours for LG	Appointment of full time attendance clerk to facilitate analysis of data surrounding PP attendance.
ATT	Role of Key Stage Leader and Guild Leaders in pursuit of 95% attendance for PP cohort to include enhanced involvement in TAC meetings with other SLs.	GLs, Inclusion team	2016/17	Nil	Attendance scheme with focus on Y11 PA students saw an improvement in attendance of majority of students during summer term of Year 11.
ATT	Role of tutors in pursuit of 95% attendance for PP cohort in line with whole school focus on attendance. <ul style="list-style-type: none"> Tutor review scheduled for December 2017 with a focus on pursuit of 95%+ attendance for PP students 	Tutors, Inclusion team	2016/17	Nil	Review attendance figures for 2016-17 and gap PP to 'other'. Tutor evening planned pre-Xmas to allow for earlier intervention.
ATT	Fortnightly updates on attendance with specific actions shared with staff and displayed in staffroom.	MJD	In place, Feb 2017	Nil	Actioned – staff awareness enhanced with clear opportunity to keep updated.

ATT	Production of an attendance advice sheet for parents	MJD, GLs, LG	Autumn Term 2, 2016	Nil	Part of development of parental support planned for 2017-18
Curriculum Entitlement and Curriculum Enrichment					
CEE	Facility for range of activities accessed by PP students to be gathered and analysed	RNW	October / November 2016	Nil	Survey carried out to provide current picture across the PP cohort and support measurement of impact of PP bursary. Repeat survey in 2017-18 and measure impact
CEE	Use of a PP bursary fund to remove barriers to curriculum entitlement and enrichment opportunities	SKL, MJD, NAM	October 2016 – first review of applications (1K awarded), ongoing	Bursary fund allocated – 12K	Bursary applications monitored through TAC meetings termly, impact seen in survey outcomes. Increase breadth of impact of bursary through increased funding for 2017-18, better monitoring of who has what through finance spreadsheet.
CEE	Coherent plan to address applied learning at Coombe Dean to raise impact and broaden experience to positively impact upon social development and social exposure.	LT, LCS	July 2016 for 2016/17	Nil	Applied Learning plan implemented, reviewed and written for 2017-18.
CEE	Investigate home tutoring for identified PP students as a tool to enhance progress in English and maths specifically <ul style="list-style-type: none"> Seek experience and advice from Plymstock School Additional opportunities for PP students in English, maths and science 	SKL	November 2016 for February 2016 February 2017 in response to mocks	£25-30 per hour	Lack of available quality tutors prevented this planned method, PP-focused tutoring for Year 11, 10 and 9 taking place during June and July. Create budget specifically ringfenced for tutoring – two currently planned models – weekly tutoring and holiday tutoring
CEE	Investigate option pathways chosen by PP students in Year 11 <ul style="list-style-type: none"> Priority interviews with Clare Halfyard from Careers Southwest Priority interviews surrounding options process with SJC and Post-16 leadership team Involvement of SAC Employability fair 6th December 	SJC, LT, SAC	January-April 2017 Taking place throughout terms 1-4	Nil	Priority CSW interviews, employability fair took place and planned for 2017. Continuation of quality IAG. Review PP numbers into 6th form and destinations of those that leave CD.

CEE	Development of work looking at setting arrangements with a particular focus in English, maths and science on staffing of key groups to support progress of PP students <ul style="list-style-type: none"> Consider strategic and responsive staffing arrangements 	SLT, SLs	October 2016 and ongoing	Nil	Setting arrangements reviewed, increased consideration within budgeting constraints of placement of PP students. Review impact of 'bonus staffing' in science, English and maths
CEE	Use of Employability Passport and scrutiny of progress made by PP students, seeking of opportunities to enhance progress and development of this cohort	LT, GLs, KSL, SAC	2016-17	Nil	Review of Employability Passport impact across tutor groups for all students
CEE	Analysis of opportunities for PP students to have responsibility within the school	RNW	November 2016	Nil	Survey completed showing distribution – consider for planning for 2017-18
CEE	Seek opportunity for Y7 PP students to broaden their cultural capital.	LE, SH	December 16th 2016, possibly July 2017 depending on evaluation of December visit	£418 plus cover for 1 teacher (internal if possible)	Theatre visit took place December 2016 – review in separate folder Plan as part of Y7 PP offer
CEE	Explore and plan a Packtypes project for the summer term 2017 involving PP students in Year's 7 and 8 and their families aimed at raising aspiration	SKL, LE, SH, SAC, Will Murray, PT founder	Summer term 2017	Tbc.	Challenges have stalled the progress of the project despite initial planning – Packtypes Lite project scheduled for July 18 th
CEE	Year 7 publication created by Y7 PP students.	LE, SH	December 2016, ongoing	Cost of copying	Completed and in review folder
CEE	Years 8-11 – opportunities for careers-related events to raise aspirations and awareness of life beyond school	SAC	Events throughout the year	Cost of transport	See separate review folder Focus on platform like Survey Monkey or Outlook forms to enhance student voice and assessment of impact.
Parental Engagement					
PE	Targeted parents' evening for Year 11 on same evening as tutor evening to focus on the PP cohort and progress, particularly in Eng, ma and sci	SKL, NT, HLR, RMD, MJD	February 2017	time	19/28 PP families attended. Review of impact following release of outcomes to include attendance. PP-specific evening planned for 2017-18

PE	<p>Introduction of new role – Student and Parent Support Adviser (SPSA) to impact positively on engagement of parents to support progress of students – additional link between home and school</p> <ul style="list-style-type: none"> • Co-ordinating Articulatory Programme aimed at PP students in Year 9 in February 2017 • Co-ordinating STEM event for Year 9 girls in December 	SAC	Role introduced September 2016	£22K	<p>See separate review folder with events arranged during 2016-17. Introduction of PP-specific events and visits during 16-17 and most recently high PA Year 9 project.</p> <p>Focus on aspirational events and visits to include HE and avoid focus on trades. SPSA to be line-managed by SKL in 17/18 as part of PP team. Ensure SAC's focus is able to be on PP and not general Inclusion work. Parental workshops planned for 2017-18.</p>
PE	<p>Based on figures gathered in 2015/16 academic year, improve parental attendance at parents' evenings and tutor evenings such that there is no gap between the percentage of 'other' parents and PP parents that engage with the school.</p> <ul style="list-style-type: none"> • This may include provision of alternative opportunities for parents to engage with the school about the progress of their child(ren) and consideration of how these are recorded/held 	LE, SAC, SKL, MJD	2016/17	Nil	<p>Data gathered shows improvement in attendance to all evenings compared to 2015-16 bar one (Y8&9 tutor evening).</p> <p>Continue this focus of work as parents' evenings approach supported by alternative times for parents to visit as necessary.</p>
PE	Use of communication with home to specifically target PP students for praise to 'nudge' learning conversations at home, raise aspirations and expectations.	SKL, CG, SL	2016/17	£250 for rewards postcards	See QFT earlier
PE	Use of PackTypes project to support dialogue about PP students within and between school and home.	RNW, MJD, SKL	Staff training January 2016	£	Packtypes project away day 18 th July 2017
PE	Use of termly TAC meetings to identify key members of staff to support progress of PP students. To include: <ul style="list-style-type: none"> • Sharing of detailed minutes and actions with key members of staff 	SKL, MJD	Termly, 2016-17	Nil	TAC 1-6 took place during 2016-17. Continue during 2017-18.
PE	Write to all PP parents to make them aware of additional support available	SKL, MJD	November 2016	Postage approx.	<p>Letter written to Year 7 students followed up by Y7 meet the tutor evening.</p> <p>Create Basics Champion/SPSA booklet for PP parents and consider use of Facebook (inc. Service Premium families)</p>

Pupil Premium Funding Application Email to all staff, 3rd October 2016

Following on from info this evening and in this week's staff insight along with the Pupil Premium agenda in general, please find attached a Pupil Premium Funding application form. The intention is that this allocated stream of funding (from Pupil Premium Funding) works to directly impact upon and support PP students by helping to remove barriers to progress.

It may be that you have had a conversation with a parent as a teacher or tutor and are aware that a student needs certain equipment or access to materials or experiences that they otherwise can't access. It may be that you would like to provide an enrichment opportunity and the barrier to accessing this is financial.

Name: _____ Tutor Group: _____ Age: _____

OR Target Group (including no. of students): _____ Name of Applicant and relationship to target individual or group: _____

Identified Barriers to Learning	Planned Intervention	Cost per student and total cost	Benefits to Student or Group	Evaluation of Impact (in school)
Parenting support				
Literacy support				
Attendance support				
Aspiration development				
Cultural capital				
Health and well-being support				
Educational equipment				
Other				

If relevant, please attach a statement in support of the student's application. Here, you might outline the rationale for the bid (including any research you/they have done) and explain how this might support their development academically or socially. After the intervention, you may be asked to complete a short survey so that the impact can be assessed and considered alongside future applications.

Applications should be returned to the Inclusion Manager (tray in KEH office).

Date received:

Outcome of Panel:

Date of decision:

