

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. This document will be reviewed in the light of 2017 summer outcomes.

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	Deputy Headteacher – Curriculum
LE	Lesley Brown	Basics Champion (BC)
SH	Sue Hodges	Transition Champion (TC), Subject Leader, ICT
SAC	Sarah Cunningham	Student and Parent Support Adviser (SPSA)
MJD	Melissa Dennis	Deputy Headteacher - Inclusion
SJS	Stuart Sinclair	Assistant Headteacher - Personnel
LT	Lesley Taylor	Assistant Headteacher - Community
GT	Gill Trim	Data manager
CG	Caroline Granville	Assistant Headteacher – Teaching and Learning
LCS	Lara Sutherland	Assistant Headteacher - Sport Subject Leader, PE
JF	Jenny French	Deputy Subject Leader, English
NT	Neil Thomas	Subject Leader, English
HLR	Heather Reinecke	Subject Leader, Maths
BK	Beth Kellham	Deputy Subject Leader, Maths
JG	James Gardner	Subject Leader, Performing Arts
AJE	Andy Emerson	Science Teacher, Guild Leader 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
AB	Amy Barker	Office Manager and attendance lead
SL/ML		Subject Leader(s) / Middle Leader(s)
GL		Guild Leader(s)
NG	Nikki Gould	Work Experience Coordinator
DC	Dave Crocker	Maths teacher
SD	Sam Davey	Librarian

Strand	Actions	Key staff	Timescale	Cost	Impact / Actions
Quality First Teaching					
QFT	Continue focus in SLT and ML observations on the progress of pupil premium students as per whole school priority.	SLT CG lead on obs form	Introduced October 2016 Updated Observation form September 2017	Nil	I: Raise profile, focus on this cohort and increasingly sub groups within this for which we generate data – girls/boys, high/mid/low prior attainment. A: CG to update observation form.
QFT	Ensure Autumn term exam reviews and Spring term mid-term reviews continue to have focus on progress of PP cohort in each class and subject.	SKL	Autumn and Spring terms 2017/18	Nil	I: Raise profile, focus on this cohort and increasingly sub groups within this for which we generate data – girls/boys, high/mid/low prior attainment. A: SKL to write review document template.
QFT	Build on evaluation of role of ‘Basics Champion’ with a focus on addressing gaps in the knowledge of PP students in Year7. To also include; Production and sharing of My Coombe Dean PP plan with teaching staff targeting gaps in knowledge for inclusion in Leading Learning folders – distributed by end of September 2017 Meetings of PP team to plan and monitor progress (SKL, SH, LB, SAC) Ensuring parents have a point of contact as their child progresses through Year 7 in addition to the tutor. Opportunity for LB to develop skills in TA work.	SKL, LE	Role introduced September 2016 Twice per term	Top-up funding £19K	I: Inform subject teacher of gaps of students. Allow more frequent discussion of progress of the PP cohort than TAC allows. Continue to develop primary links as a means to support High Prior Attaining students when they start CD. A: 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 (SKL) – target specific starting point, mid point and end point assessments (SH).
QFT	Share strategies employed in areas of the school that have less significant or positive gaps.	CG, JG	Use of T&L meetings across 2017/18 as well as use of developing T&L blog/online platform	24% of CG leadership allowance	I: Training taken place with Sisra update in September 2017, staff can now access information specific to the PP cohort with ease through Classcharts and Dr Stuart Atkinson reports as well as Sisra. A: 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 (SKL). JG to develop T&L blog, contributions monitored, shared and encouraged by CG. (JG, CG)
QFT	Develop cross-curricular links to English work specifically in addition to support for reading half hour, particularly in humanities.				I: Students see links and are able to develop skills across the curriculum, not taking key learning aims in isolation A: English department consider use of starter time for key exercises to target gaps based on pupil level data from KS2 SATs.

QFT	<p>Planning to strengthen provision around transition. To include;</p> <ul style="list-style-type: none"> • Continue additional transition day for PP students in Summer term to support understanding of the incoming cohort • Consider continuation of the Summer School led by the Pilgrim Centre with possibly increased input from the school – student and parent voice also needed • Continue to facilitate 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. • SH role to have a proportion focused on role as ‘transition champion’. 	SKL, LB, SH, BK, JF, CG	<p>June/July 2018</p> <p>July / August 2018</p> <p>September 2017 Autumn Term 2017</p> <p>September 2017</p> <p>September 2017</p> <p>2017-18</p>	<p>Cost of transition day approx. £245 inc. cover</p> <p>Subsidy of PP places at Summer School £2000 approx.</p> <p>Materials cost £50</p> <p>Charge for delivery £tbc</p> <p>24% of TLR, 3 periods £9000</p>	<p>I: Support understanding of the level of understanding and progress made by new intake to impact upon curriculum delivery and content. Provide access to opportunities for PP cohort specifically. Build confidence in their own ability and focused interventions on students.</p> <p>A: Best piece of work to be circulated with students in Year 7 through ‘best pieces of work book’ (SKL/LT/SH). SAT and KS2 training scheduled for 1/9/17 led by Mount Wise Primary School (60% PP)(SKL). Review impact of Summer School through use of student voice (LB/NG). Encourage departmental planning based on input from Mount Wise colleagues to include cross-curricular themes shared between English and humanities (NT/CG/SKL).</p>
QFT	<p>Standing item of agenda for department meetings held – progress of PP cohort to include minuted records of discussions and sharing of strategies / focus / what the data is telling us.</p>	SL	2017-18	Nil	<p>I: Department focus collectively likely to have more impact than whole school oversight.</p> <p>A: Through SLT links, further pursue focus in department minutes (SLT).</p>
QFT	<p>Use of tracking data via the Sistra EAP 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> <p>Use of Sims or Dr Stuart Atkinson reports to further demonstrate gaps that may exist in data.</p>	SKL, SLT, SLs	<p>September 2017</p> <p>November 2017</p>	<p>24% of Sistra tool cost per annum</p> <p>Dr Stuart Atkinson report £250 annually</p>	<p>I: Sistra allows filtering by cohort and will allow subdivision by sub groups such as prior attainment.</p> <p>A: Training needed on Sistra EAP. Consider use of Dr Stuart Atkinson reports versus Sims functionality and Sims dashboard. Develop impact of SLT links responding to data harvested.</p>

QFT	Focus on successful strategies and their impact in the classroom, to include; Work with CG, SH, LB, JF, BK to adapt departmental practice based on what we learn from primary colleagues and data from KS2 to impact at KS3. Investigate whole school literacy drive to include whole school starter activities focusing on strands of weakness as identified in KS2 data. Building on grammar training for English colleagues with training for all staff to follow – Babcock	CG, JF, BK, LB, SH, NT, MLs	2017-18 Autumn Term 2017 2017-18		I: Cross-curricular links highlighted for students to enhance progress in a number of areas. Develop the strengths students have as a result of the KS2 curriculum and take a more united approach to tackling gaps that are identified by KS2 data. A: Investigate whole school literacy drive to include whole school starter activities focusing on strands of weakness as identified in KS2 data (SH, LB, NT, JF). Grammar training for English colleagues taken place with training for all staff to follow with a focus on cross-curricular themes including SpAG (JF, NT).
QFT	Appointment of an Assistant Head Teacher with a focus on Teaching and Learning including specifically high PA PP students.	CG	2017-18	24% of LS payment	I: Capacity to better share where things are working and support where things need improvement (i.e. where the gap is in excess of 0.30). A: Focus on PP T&L strategies (CG)
QFT	Target setting across PP cohort fully aspirational. 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.	SKL	Targets in place October 2017	Nil	I: aspirational nature of target-setting is transparent and understood giving all stakeholders something to aim for. A: Guide for parents, students and staff to be launched September 2017 to include clear methodology as well as inclusion of target bands and aspirational targeting in reporting from Y7-11.
QFT	Action plan to address gap in outcomes in English and maths	NT, JF, HLR, BK	Identified and in place by October 2017	Nil	I: Clear direction and use of data to support effective targeting of resources. A: Review movement of gap and actions for 2017-18.
QFT	Action plan to address gap in outcomes in subjects where the gap is greater than -0.5		Identified and in place by October 2017	Nil	I: Clear direction and use of data to support effective targeting of resources. A: Review movement of gap and actions for 2017-18.
QFT	Focus through Autumn term and mid-term reviews on progress of PP cohort – discussions to look at effective approaches to be shared across departments.	CG, SL, SKL	In place by January 2017	Nil	I: Clear focus highlighting what the story the data is telling A: Documents focused on highlighting gaps and comparing progress of cohorts (SKL)
QFT	Opportunities for SLs to look at the impact of school policy across curriculum areas i.e. sharing of use of feedback and other PP strategies.	CG	ML meetings	Nil	I: Valuable experience, carousel model allowing for interactive sharing of good practice. A: Continue cross-curricular facilitation of sharing

QFT	Continued use of Classcharts to clearly identify PP students in line with priority / strategic seating and rewards	All staff	2017-18	24% of Classcharts subscription	I: Enhanced data accessibility relating to progress of PP cohort informs planning more readily and supports more targeted plugging of gaps. A: 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	Review, further 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	LB salary	I: Enhanced data accessibility relating to progress of PP cohort informs planning more readily and supports more targeted plugging of gaps. A: Review PP plans this year and their impact (LB) and produce and monitor use of for this year.
QFT	Use of Leading Learning folders as source of information for class teachers to impact upon awareness and understanding of the PP cohort.	SJS, SKL	2017-18	24% of Justyna time	I: Folders provide platform for enhanced data accessibility relating to progress of PP cohort. A: Sharing of good practice ready for September 2017 (staff contacted to share folders for 1st September)
QFT	Book scrutiny to take place during departmental review cycles focusing on work of PP students compared to that of 'others'.	SLT	2017-18	SLT/ML time	I: Priority given to PP work to monitor and challenge gaps. A: Framework for work scrutiny being developed for September 2017 including 3 week department review cycles
QFT	Use of new rewards system to specifically target PP students for praise to 'nudge' learning conversations at home, raise aspirations and expectations following book scrutiny.	CG, SKL – all staff	2017-18	24% of rewards budget	I: Inspiring 'can-do' approach, ensuring students feel valued and rewarded for their efforts. A: Points score monitoring possible from September 2017
Raising Staff Awareness					

RSA	Governance focus on PP cohort Focus of visit by Governors across year Further consideration of Governors playing an enhanced role in support of PP students or a group containing PP students 3x annual reports on progress as measured by the school looking at progress of PP cohort presented at Governors meetings and feeding into MAT requirements. Nominated PP Governor to focus visit on progress of PP students compared to 'other' students	Governing body/MAT standards committee.	2017-18	Nil	I: Additional layer of accountability, encouraging challenging questions about progress of PP students. A: 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	Enhancement of staff awareness of KS2 arrangements	SH, SKL	September 1 st 2017	Mount Wise fee	I: Support understanding of the level of understanding and progress made by new intake to impact upon curriculum delivery and content. A: Planned September 2017
RSA	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?	SKL, GT	2017-18 - at each data point	24% of GT salary	I: 2015-20 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 to open dialogue and focus. A: Continue to share (SKL)
RSA	Revisit focus of the tutor on PP students.	MJG, KSL, GL	2017-18	Nil	I: Daily contact, key adult, first port of call and oversight of the progress of the child – impact potential not to be underestimated (1h20 per week). A: Role and impact of tutor (including with specific PP focus) to be revisited 2017-18 following 2017 Y11 exit survey.
RSA	TAC meetings to have as a focus the progress of PP students with minutes and actions shared across key middle leaders	SKL, MJD, NJM	Termly	Nil	I: Focus of group of professionals on this cohort monitoring progress. A: PP focus as minuted in TAC meetings. PP progress to be considered at PP team meetings during 2017-18 to allow more frequent focus (PP team).
Attendance					
ATT	Sharing of attendance figures for PP cohort and 'other' cohort with weekly updates in the staffroom	MJD	April 2016	Nil	I: Staff awareness A: 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	I: Student are aware of the import of attendance. A: 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 'Hitlist' of students displayed in the staffroom	MJD, EWO	2017-18	24% of EWO salary	I: Swift intervention and actions to raise expectations for this cohort. A: Details of students in receipt of 'action' detailed and highlighted as PP in staffroom
ATT	Development of role of Allison Morrish (Inclusion Clerk, attendance) to allow close monitoring of PP patterns and sharing with KG and GLs, tutors What input does AM need to action this focus?	MJD, AM	September 2017	24% of AM salary	I: Monitoring and processing/analysis of attendance data to support interventions to improve. A: 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. Role of tutors in pursuit of 95% attendance for PP cohort in line with whole school focus on attendance.	KSL, GLs, Tutors, Inclusion team	2017-18	24% of TLR for KSL, GL	I: Students in school and in lessons stand better chance of learning and making progress! A: 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	2017-18	24% of attendance clerk's time	I: Raised staff awareness of their role in supporting attendance, making actions taken clear to all. A: Continue updates and highlight PP students (MJD/AM).
ATT	Production of an attendance advice sheet for parents	MJD, GLs, AM, SAC	Autumn Term 1, 2017	Online?	I: Ensure responsibility for attendance is shared and the implications of low attendance are clear. A: 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	January 2018	Nil	I: Monitor that our spend on CEE is ensuring at least a level playing field in terms of access. A: Survey carried out to provide current picture across the PP cohort and support measurement of impact of PP bursary. (DC)

CEE	Use of a PP bursary fund to remove barriers to curriculum entitlement and enrichment opportunities and build on some of the positive outcomes comparing PP access with 'other' access.	SKL, MJD, NAM	2017-18	Bursary fund allocated for 2017-18 – 14K	I: through increased awareness, allowing access for a proportion of the fund for families supports access to a range of materials and opportunities. A: Track each individual spend on students and gather student voice to determine impact. (SAC)
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	2017-18	Nil	I: target better responses from exit survey as current, updated programme is experienced by all year groups over 2-3 more years, Y11 exit survey suggested SMSC wasn't a strength. A: Applied Learning plan implemented, reviewed and written for 2017-18 (LCS/LT).
CEE	Allocate a proportion of PP fund (currently 15K) for small group, year group and individual tuition in maths, English and possibly science. Use of 'slack periods' to be directed at supporting PP cohort progress (along with progress of outliers).	SKL provide funding, HLR, NT, BK, JF, RMD		£30 per hour	I: Directly trackable impact on PP students – starting point data, selected for specific purpose and tracked through improvement – communication teacher to tutor. A: Develop a bank of tutors to support this work (SKL, NT, HLR, RMD).
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 December 2017 	SJC, LT, SAC	January-April 2017 Taking place throughout terms 1-4	Nil	I: Y11 exit survey suggested CSW interviews helped them be aware of options post-16 and 18 A: Continue 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 (SJC).
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 Consider strategic and responsive staffing arrangements. Specific consideration of the impact of the 7 th set in English, maths and science vis a vis the potential to direct PP funding more specifically and measurably.	CG, SLT, SLs, MLs	September 2017 and ongoing	Nil	I: Setting arrangements reviewed, increased consideration within budgeting constraints of placement of PP students to ensure optimum placement. A: Review impact of setting arrangements and placement of PP students, particularly where students are under-performing. Review impact of 'bonus staffing' in science, English and maths (SKL)
CEE	Analysis of PP accessing of post-16 provision	SJC	September 2017	Nil	I: better understanding of destinations of PP cohort linked to A: Post-16 team to analyse retention figures by postcode and status.

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	Approx. £418 plus cover for 1 teacher (internal if possible)	I: broaden awareness and horizons, inspire through new opportunities A: Plan as part of Y7 PP offer
CEE	Year 7 publication created by Y7 PP students. Opportunity to publish creative writing to build on visit by Leyland Perree in 2017.	LB, SH	2017-18	Cost of copying	I: Pride and ownership, opportunity to project manage A: Plan as part of work of TC and BC for Y7 PP cohort with focus on gaps identified in SAT PL data and English staff.
CEE	Years 7-11 – opportunities for careers-related events to raise aspirations and awareness of life beyond school	SAC, LB	Events throughout the year	Cost of advertising, transport and participation	I: ensuring that IAG is not missed by PP cohort and is more focused on aspirational opportunities, starting point to remove further barriers. A: SAC to liaise with NG, LT and CSW as appropriate
Parental Engagement					
PE	Targeted parents' evening for Year 11 to focus on the PP cohort and progress, particularly in Eng, ma and sci to include provision of additional resources such as revision guides.	CG, NT, HLR, MJD, SAC, SKL	February 2018	time	I: Review of impact following release of outcomes to include attendance. A: PP-specific evening calendared for 2017-18 (SKL)
PE	Continuation 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 and facilitator of opportunities: <ul style="list-style-type: none"> Working with NSSW on available opportunities for PP cohort Facilitating parent sessions Continuous student voice to feed in to PP team meetings and allow analysis of impact 	SAC	Role introduced September 2016	£22K	I: Improved communication and engagement, facilitation of events specifically for PP cohort, support of parents and students to remove barriers to progress and development A: 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 and that student and parent voice is taken and recorded following each event. Parental workshops planned for 2017-18 (SAC). Focus on platform like Survey Monkey or Outlook forms to enhance student voice and assessment of impact.

PE	Based on figures gathered in 2016/17 academic year, continue to improve parental attendance at parents' evenings and tutor evenings such that there is no negative gap between the percentage of 'other' parents and PP parents that engage with the school. This may include provision of alternative opportunities for parents to engage with the school	LB, SAC, Guild Leaders, SKL, MJD	2017/18	Nil	I: improved engagement with the school supports improved awareness of and investment in progress of young people. A: Continue this focus of work as parents' evenings approach supported by alternative times for parents to visit as necessary. Maintain records with KMD support to make year on year comparison. (LB/SAC)
PE	Use of communication with home to specifically target PP students for praise to 'nudge' learning conversations at home, raise aspirations and expectations linking in to new rewards system.	CG, AJE, SL	2017/18	24% of rewards budget	I: Encourage, target and reward success A: Introduce new rewards policy with facility to analyse PP engagement and frequency of reward via Classcharts
PE	Use of PackTypes project to support dialogue about PP students within and between school and home.	SH, PP team	Staff training January 2016	£Family Tins plus away days	I: Interventions and support for key families to develop success built around positive relationships. A: SH lead following WM training
PE	Continue use of termly TAC meetings to identify key members of staff to support progress of PP students. To include: Sharing of detailed minutes and actions with key members of staff	SKL, MJD, PP team	Termly, 2017-18	Staffing	I: Ensure focus on PP cohort and add additional capacity to termly TAC meetings. A: Schedule meetings of PP team 2 times per term (6-7 weeks) (PP team)
PE	Write to all PP parents to make them aware of additional support available	SKL, MJD	November 2016	Postage and printing approx. 24% of school cohort @ £125	I: Raise awareness and encourage engagement – support not threat A: Create Basics Champion/SPSA booklet for PP parents and consider use of Facebook (inc. Service Premium families) (SAC/LB)

Pupil Premium Funding Application

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: _____

