

Pupil Premium strategy / Self Evaluation

ACLE HIGH SCHOOL

1. Summary information					
School	Acle Academy				
Academic Year	2021/22	Total PP budget	£137, 631	Date of most recent PP Review	Internal Sept. 2021 External 2017
Total number of pupils	537 (Sept 2021)	Number of pupils eligible for PP	123 (Sept 2021)	Date for next internal review of this strategy	July 2022
2. 2021 Attainment Year 11 (TAG)					
Progress 8 Score		Attainment			
Whole School +0.18 Pupil Premium -0.32		Whole School 48.22 Pupil Premium 36.35 English 9.94 (PP 7.88) Maths 9.42 (PP 7.06)			
		Overall English 9-5 57% English 9-4 71% Pupil Premium English 9-4 47% English 9-5 29%			
		Overall Maths 9-5 63% Maths 9-4 72% Pupil Premium Maths 9-5 41% Maths 9-4 41%			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	For some students eligible for PP, literacy and numeracy skills are lower than age related expectations, which prevents them from making good progress in a range of subjects across KS3 and KS4.
B.	Low level of attainment on entry. Some PP students were adversely affected by the impact of school closures in light of the Covid-19 pandemic; they had limited access to/engagement with remote learning, and will have significant gaps in their knowledge and skills
C.	A number of HPA PP students are not meeting the stretch required to attain grades 7-9 at KS4 – this can be attributed to a lack of motivation, organisation, study skills and/or resources
Additional barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for students eligible for PP (particularly FSM) is below national average and causes them to miss learning which impacts on progress
E.	Some of our PP students have limited access to opportunities, resources and enrichment that would promote wider learning beyond the classroom. This has been worsen by Covid-19.
F.	A significant number of our disadvantaged students have safeguarding, social, emotional, and mental health concerns. This has an impact on their wellbeing, motivation and being able to access the learning.

4. Intended outcomes (Specific outcomes and how they will be measured)		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Teachers become more evidence informed in applying effective teaching strategies in their classrooms to maximise student progress to endeavour to close the PP progress gap. Students will have more explicit instruction in either literacy, feedback or metacognition and as a result will boost their skills, progress and, in turn, their attainment.	All PP students meet or exceed targets as a result of quality first teaching. All staff are fully aware and equipped to meet the emerging needs of PP students. PP VIP policy consistently used as part of quality first teaching to support PP progress
B.	PP students to make close the gap against their peers in Literacy and Numeracy. This will support with vocabulary acquisition and transferable numeracy skills which will support progress overall.	PP students to meet their expected reading age by end of KS3. Use of targeted interventions to ensure PP students make similar progress with numeracy and literacy across KS3 as those not eligible for PP.
C.	For PP students to enjoy the wide range of enrichment activities we have on offer at Acle Academy and to feel that they are part of our school community. A wide range of extra-curricular activities will be offered to tap into our children's passions, children will be able to learn new skills, and increase pupils' confidence and resilience encourage pupils to be more aspirational	Wide participation by PP students to match that of non PP students taking part in after school clubs, peri- music lessons and other enrichment activities and extracurricular opportunities. PP VIP strategy consistently applied to any opportunities provided by school. PP 25% to be implemented and supported by invitation and preselecting.

D.	Attendance will increase for disadvantaged students – including using external agencies to support students' reintegration. For PP attendance to be 'good' compared to national attendance (96%).	<p>Attendance officer will promptly call families who have an absent child without reason. PP VIP applied.</p> <p>Extremely poor attendance (below 90%) will be challenged and support offered to families, through fast and clear communication. In line with our relational approach the aim is to understand and identify any issues behind the attendance concern, and put support and strategies into place.</p> <p>Increased engagement with parents, through track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students.</p> <p>Half termly review of data tracked and swift support and actions put in place.</p>
-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5. Planned Expenditure

Academic Year	2021-22
---------------	---------

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy , provide targeted support and support whole school strategies

i. Quality Teaching for All

Action	Intended Outcome	What is the evidence and rationale for this choice	How will you ensure that it is implemented well	Staff Lead	When will you review implementation
<p>Whole School CPD- Metacognition/ Feedback.</p> <p>Departmental CPD through the 'WalkThrus'</p>	<p>Teachers become more evidence informed in applying effective teaching strategies in their classrooms to maximise student progress Students will have more explicit instruction in metacognition, and feedback which should boost their skills, progress and, in turn, their attainment.</p> <p>Improved rates of progress for students</p>	<p>Best Practice (EEF +8 months)</p> <p>The EEF Teaching and learning Toolkit suggests that these strategies will enable disadvantaged students to make up to 8 months additional progress when employed successfully in the classroom</p>	<p>High Quality CPD for teachers, with clear and practical strategies which can easily be implemented in the classroom.</p> <p>Sharing of good practice through HOFs, teaching and learning google classroom and use of CPD credits.</p> <p>Department meetings with focus on feedback and metacognition strategies as part of PP VIP.</p> <p>Department link meetings with SLT - Pupil premium focus in</p>	SNE / CSK	<p>Reviewed through staff questionnaires bi-annually and through classroom presence and observations should demonstrate that strategies are being put into practice.</p> <p>A final review of the strategy will take place in the summer term, when planning net years CPD cycle.</p>

	eligible for PP (particularly FSM)		meetings with SLT to discuss progress, achievement, intervention and PP VIP applied of Pupil Premium students.		
GL Assessments to support diagnosis of disadvantaged students individual learning needs.	Diagnostic testing of disadvantaged pupils will enable us to ascertain any specific academic or pastoral barriers that individuals may face, so that bespoke strategies and interventions can be provided to support learners. Staff feel more confident in supporting their disadvantaged Learners.	The EEF suggest that investment in diagnostic testing will enable schools to be more evidence informed in supporting the bespoke needs of individuals, rather than a generic approach to interventions.	GL assessments will be analysed by progress tutors, shared with staff in spotlight briefings, and to SLT Link, progress tutors will use assessment data to inform intervention within the classroom in conjunction with HOF in regard to adapting the curriculum, and as part of more individualised intervention if needed.	SNE/ RCA	Feedback Report in SLT Link and action Plan, 3 times a year. (To be shared with PP Lead) Feedback in Impacts Reports. (Teaching and Learning) October January July
Whole school Literacy strategies, including vocabulary acquisition, tiered vocabulary and Pixl unlock strategies.	High levels of progress in literacy and numeracy at KS3 for those eligible for PP.	Evidence from the EEF indicates that reading comprehension approaches improve learning by an additional five months' progress across an academic year. These approaches appear to be particularly effective for older readers (Aged 8 or above) who are not making expected progress.	Regular review of progress through in Reading Comprehension interventions and through data provided by internal assessments. Standing agenda on SLT link meetings with HOF link. Hof to share evidence of good practice from faculty once a term.	HWA/ RCA	January, April Progress Tutor to analyse impact of reading comprehension interventions and share with PP Lead and SLT link. To ensure whole school literacy strategies are implemented through departments, demonstrated through learning walks, book

					looks, and lesson observations. Feedback as part of Impact report; January, April, and Sept
Monitoring of Impact 4Matrix as part of tracking analysis. Provision Map to inform intervention put into place, and overall provision provided for PP students	Improved rates of progress for students eligible for PP (particularly FSM) AT KS4) Staff feel more confident in supporting their disadvantaged learners, as well as providing a clear focus for department in terms of intervention and support.	Use of provision map software to monitor interventions for all students. Use of 4 Matrix to monitor progress at KS4. These systems allow tracking of progress across whole school, department and individual level.	4Matrix to be used by all HODs/HOFs to analyse data after each tracking point. Part of dept tracking analysis will focus on PP progress, identify students who are underperforming and put support in place. Provision map to be used to monitor interventions at an individual level. To provide feedback to PP Lead and SLT with regards to PP students identified as needing further intervention.	JSA/ LFR	HOF to report to Progress Lead after each tracking point via tracking analysis. Progress Lead to feed back to PP Lead. Termly monitoring of Provision Map to be shared with PP Lead in Link meeting and staff Spotlights. Analysis of PP input, January, April, and Sept to feed into Impacts Reports.
Total Budgeted Cost					20 000
ii. Targeted Support					
Action	Intended Outcome	What is the evidence and rationale for this choice	How will you ensure that it is implemented well	Staff Lead	When will you review implementation
National Tutoring Programme National Tutoring programme – Continued small group intervention in English and Maths	English/Maths tutor to work on skills and knowledge bespoke to the individuals needs in order to boost progress and attainment.	Evidence shows that there is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and this is likely to have grown	Students’ progress data is closely monitored, to show rationale for what students are selected to take part in the programme, ensuring that focus is on PP students.	SNE	At the end of each assessment cycle. English and Maths Tutors to report to SLT Lead for teaching and learning.

<p>with selected students, based on gap in progress as a result of Covid-19.</p>	<p>Closing the gap between PP students and non-PP students.</p>	<p>significantly since school closures. There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.</p> <p>The National Tutoring Programme (NTP) will help boost the learning of those pupils most affected by the impact of missed time in school during the pandemic.</p> <p>We know from the EEF that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	<p>and students who are identified as underachieving will receive fortnightly/weekly tuition.</p> <p>Data assessment on entry to programme and exit, to show impact of intervention and that gaps in learning has been addressed.</p>		<p>Analysis of data to be shared with PP lead and feedback via Impact reports, January, April, and Sept.</p>
<p>Progress Tutor led numeracy and literacy intervention.</p>	<p>High levels of progress in literacy and numeracy at KS3 for those eligible for PP</p>	<p>Use of targeted literacy and numeracy interventions to ensure PP students make similar progress with numeracy and literacy across KS3 as those not eligible for PP.</p> <p>Both programmes have data which shows they are effective in improving student's literacy and numeracy.</p> <p>Evidence from the EEF indicates that reading</p>	<p>Data analysis at each tracking point to show impact. To be shared in link meeting, and feedback to PP Lead.</p>	<p>HWA/NHA / NWH</p>	<p>At each tracking point throughout the year, to be reported on via the impacts report.</p>

		comprehension approaches improve learning by an additional five months' progress across an academic year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Individualised instruction such as that provided by Maths Whizz improve learning by 2 months progress across an academic year.			
Total Budgeted Cost					50 000
iii. Wider/ Other Approaches					
Action	Intended Outcome	What is the evidence and rationale for this choice	How will you ensure that it is implemented well	Staff Lead	When will you review implementation
Attendance Support	Increased attendance rates for students eligible for PP. To have a clear and supportive system in place, to address any PP attendance concerns quickly and to improve relationships with PP families' overtime.	To identify the reasons why students are not attending school and put provisions in place for them to access education and begin a re-integration programme.	Attendance discussed at link meetings with SLT link, standing point on PP update. PP update half termly, with PP concerns to be shared with PP lead, including provision put into place. Letters about attendance to parents / guardians. Attendance Support worker contacting/visiting/meeting all parents/students who are PA or at risk of PA	NBL	Half termly feedback from attendance lead, to monitor input and PP attendance, provision and support. Analysis of PP attendance data termly, to feedback into Impact reports.
Personal Development-Focus on SEMH building	Improved rates of progress for students eligible for PP	Evidence from the EEF indicates that social and emotional learning	Careful selection of students to take part in interventions, via	CSK	After each event, through students evaluation.

resilience and confidence.	(particularly FSM) AT KS4 Improved attitude to learning of students eligible for PP	programmes can have an impact of up to 4 months progress across an academic year. The benefits generally come from the students improved attitude to learning and social relationships at school.	collaboration with pastoral team. To base intervention groups on evidence from PASS survey completed by students. To ensure that any intervention has a clear rationale and outcome, linked to the particular need of group of students.		January, April and Sept. – in line with impacts reports.
Pastoral Support	Improved rates of progress for students eligible for PP Improved attitude to learning of students eligible for PP at KS4 Increased attendance rates for students eligible for PP.	Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. The results show on average students making four months' progress across an academic year. Student specific interventions will have a greater impact. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Students identified through behaviour, SG monitoring and progress data for targeted support. Termly review of PP students who have had intervention via reflection or engage. Use of Provision Map to monitor Pastoral intervention. Should meet at least our PP 25%, and PP VIP strategy. PP Pastoral support as a standard point in SLT link.	NBL	Termly analysis, to feedback into Impacts report. January, April and Sept.

<p>Enrichment (Sport, trips and extracurricular opportunities)</p>	<p>To enable disadvantage students to fully participate in practical music lessons, which would usually be funded by parental contributions.</p>	<p>The EEF indicates that sports participation can have an impact of up to 2 months progress across an academic year. The school provides these sports clubs for students so can participate in sports they might not have the opportunity to outside of school.</p>	<p>Attendance at activities monitored to ensure PP students are accessing this provision.</p> <p>Monitor uptake and invitation to enrichment activities, ensure that PP25 and VIP is followed.</p> <p>PP students voice of what enrichment they would like to see on offer.</p> <p>Provision map to analysis whole school picture of Enrichment uptake of PP vs Non-PP students.</p>	<p>CSK</p>	<p>Termly analysis, to feedback into Impacts report.</p> <p>January, April and Sept.</p>
<p>Rising Aspiration including CIAG</p> <p>PP Study Skills Tailored programme. Focusing on teaching them specific metacognition and self-regulation approaches</p> <p>Brilliant Club</p>	<p>Improved rates of progress for students eligible for PP</p> <p>Improved attitude to learning of students eligible for PP at KS4</p> <p>Application of metacognition and study skills from programme to be implemented in the classroom.</p> <p>All PP students will apply for and start a post 16 provision – No NEET.</p>	<p>Evidence from the EEF suggests that aspiration interventions have little impact across a year in terms of academic progress; however, research shows that they have a positive impact of student’s self-esteem, self-efficacy and self-belief, which develops motivation and engagement.</p> <p>Targeted support from the careers advisor will ensure all students have a post 16 placement.</p>	<p>High attaining PP students targeted for Aspire 9 mentoring and Stretch Intervention.</p> <p>All PP HAPs to have taken part in Brilliant Club.</p> <p>All students eligible for PP at KS4 will have a 1:1 meeting with the career’s advisor as part of VIP.</p>	<p>CSK</p>	<p>Termly analysis to feedback into Impacts report.</p>

Financial Support – Access to resources and technological support.	All disadvantaged students have access to resources to aid their revision and preparation for GCSE exams – leading to better attainment in their terminal examinations. To enable disadvantage students to fully participate in practical elements of technology and art courses, which would usually be funded by parental contributions.	Accessing curriculum Students wearing the correct uniform that is clean, smart and tidy can help to make students feel part of the school community and make them fit in with their peers. Although evidence from the EEF suggests that the impact on academic improvement is minimal, it is still an important factor that contributes to students attending school and improving their behaviour when they are here	Improved attendance and progress – students will feel part of school, will have the correct equipment and revision guides to support progress. To ensure that disadvantaged students are not excluded from any element of the curriculum (including extracurricular).	CSK	Pupil Voice feedback part of 360 review. End of year analysis on spend and review considering following year allocated spend.
Total Budgeted Cost					67 631

6. Review of expenditure				
Previous Academic Year		2020-2021		
I. Quality of Teaching for all				
Action	Intended Outcome	Estimated impact (Did you meet the success criteria?)	Lessons learned (and whether you will continue with this approach)	COST
Funding Progress Tutor-English	To improve outcomes in English for disadvantaged students	In consultation with Head of English, it was decided that further in-class support would a good alternative to extra intervention to ensure that skills were more clearly embedded in subject specific contexts. To this end, extra support was put into place in a year 9 class with a high proportion of PP students. This involves one-to-one guidance in lessons and, on occasion, taking groups of PP students out of	Regular meetings between all stakeholders. Have a staff lead within in the English department to co-ordinate intervention. Approach will continue, but will be reviewed to ensure that nay intervention work is conducted in line with SOLS taught in main classroom. Also, to review SOLS in line of GL assessments outcomes.	21.500

		<p>the lesson for teaching episodes directly linked to SOL content to offer more bespoke support. Tracking throughout the year, shows that whilst in year 7 PP students are making progress it is not in line with non-pp students and there is still a significant gap between PP and Non PP in year 7. On the other hand, in year 8 and 9 the gap is narrowing. This is most evident in year 8 where there was a significant focus on intervention.</p> <p><i>Awaiting full impact report from RCA</i></p>		
Funding Progress Tutor- Maths	To improve outcomes in maths for disadvantaged students	<p>Staff changes half way through the year, including Covid restrictions had an impacts on intervention able to take place. In particular on the year 7 nurture group.</p> <p>Several initiative were not able to take place, or only able to run partially, such as Maths leaders, Maths Revision Conference, and period 6 intervention.</p> <p>Tracking data through the academic year at KS3 is not very clear. Whilst students have made progress, the gap between pp and non-pp has remained the same.</p> <p>Awaiting full impacts report from NWH and Maths progress lead.</p>	<p>Greater collaboration between Maths Specialist lead, Progress Tutor and Head of Faculty.</p> <p>Review of impact of period 6 intervention. Structure of intervention.</p>	21.500
Literacy Intervention	To improve whole school implementation of literacy strategies across faculties.	<p>Work on whole school initiative on oracy and word origins has continued, these are now identified on all Departments SOL overviews, and RCA is supporting departments to creating departmental PiXL unlock mats which will be used across the school.</p>	<p>Clear structure of data collection at start, mid and end of intervention, to demonstrate impact. Line manager to monitor closely.</p> <p>CPD and clear support with strategies for teachers to implement on a whole school basis. Sharing of good practice.</p>	5000

		<p>Literacy development is evident from Learning Walks but there is still inconsistency across the school and departments need time to implement and build the use of teaching of word origins into the curriculum.</p> <p>Whole school literacy strategy, 15 by 15 introduced to promote reading across the academy has been successful, and is implemented through form time and library sessions through the English department. <i>Waiting impact report from Progress Tutor.</i></p>	<p>15-by-15 stagey has been developed through the use of whole class readers in form groups, this will continue to be developed throughout next year.</p> <p>Introduction of virtual library, and SOAR app to develop literacy on a whole school basis.</p>	
Monitoring if Impact - Provision map	Implementation of Provision Map to be able to monitor intervention taking place across the school, and to identify any pupils not having had any interactions.	<p>Provision map is now used to log all academic intervention, SEND interventions all work completed via engage and reflection, as well as extracurricular interventions or enrichment opportunities.</p> <p>This will give us an overview of the provision across the school for pupil premium students, to ensure PPVIP and PP25 is followed.</p>	<p>Continued work with certain areas to ensure all is logged, and for PP lead and SENDCO to start to analyse whole school provision and PP provision in particular to ensure that interventions in order to tackle some of the identified barriers to learning is in fact put into place.</p> <p>Further training for staff using the system, and for senior staff on the analytic side of the tool is needed.</p>	2000
2. Targeted Support				
Action	Intended Outcome	Estimated impact (Did you meet the success criteria?)	Lessons learned (and whether you will continue with this approach)	COST
To ensure funding and access to private counselling if available for our most vulnerable students.	To improve levels of well-being through access to counsellor, to ensure they are able to participate in classroom learning and to improve attendance.	<p>Several students have had access to counselling and feedback from engage and students are positive. The service and what we can provide at school is oversubscribed and there is a waiting list for counselling support within school.</p> <p>Awaiting full repost form Engage.</p>	<p>Mental health continues to be an issue for many students and a concern for many of our students, in particular post Covid.</p> <p>With mental health and wellbeing being one of our whole school focuses and part of the SDIP this will continue to be part of our overall strategy for disadvantaged students.</p>	5500

To ensure that the engage team, is fully trained, and provision is made for intervention on the back of the work and student interaction with engage.	To improve levels of well-being/mental health through support via our engage team.	A large number of disadvantaged students continue to frequent Engage and require the PDBW support it offers. We know that through their work we have enabled students to cope and be able to stay in school. Awaiting full impacts report from Engage.	We will need to ensure that selection of students and provision made available is following the school PP VIP policy and PP25. Analysis of impact to be shared between SLT link and PP Link.	5500 20 000 (additional post created)
To raise the aspirations of disadvantaged students and to improve outcomes. CEIG Brilliant Club	All PP students to have had a 1-2 careers guidance appointment in line with PP VIP. All PP to have a post 16 destination secured- no NEET	67% of students who took part said that they would be more likely to apply to university than before taking part in the programme. All students achieved a 2:1 in their final essay – a great achievement! The programme gives students lots of extra information about university and how to get there raising aspiration.	The structure and approach of the programme is good, as students do engage with it really well. Next year we can go back to doing trips to the universities as previously the students have said that they enjoy this.	4500
3. Other Approaches				
Action	Intended Outcome	Estimated impact (Did you meet the success criteria?)	Lessons learned (and whether you will continue with this approach)	COST
To improve attendance of disadvantaged students	The funding is contribution to staffing costs and resources for attendance strategy in order to support PP students with attending school.	Whilst there is still a significant gap in attendance between Pp and non PP, particular in regards to PA. As far as our intended outcome with swift intervention, and contact with families to support with attendance we are meeting our intended outcomes.	We will continue to have a PP VIP focus as part of our attendance strategy, we will continue to explore how to further develop our relationships with PP parents, and further support families as a whole.	5000

<p>To create and develop a STEAM Ambassador Group as part of careers and raising aspirations.</p>	<p>To improve social mobility, develop STEAM and increased awareness of potential careers not normally considered. Engage student motivation- link to developing skills through STEAM ambassadors where a minimum of 50% will be pupil premium students.</p>	<p>Students have engaged well with the project, selected and used specialist tools, techniques and processes, developing subject knowledge and drawn upon disciplines such as mathematics, science engineering. Students engagement in lessons has been improved as well as awareness and enthusiasm in relations to potential careers not previously considered.</p>	<p>We will continue the development of the STEAM ambassadors with further collaboration with the science dept.</p> <p>In line with whole school SSIP to include trips and engagement with external providers and employers to further develop the enrichment opportunities for the students.</p>	<p>3500</p>
<p>Support for engagement Music lessons Revision material Parental engagement Uniform etc</p>	<p>This is extra funding to support disadvantaged students to access the music curriculum, to be able to widely participate in sports, to learn new skills and develop cultural capital.</p> <p>Funding so disadvantaged students have the same opportunities as their non-disadvantaged peers. Many of the academy theatre trips help with academic aspects for example theatre trips for English literature or Drama. As well as trips organised by the history dept.</p> <p>Making sure all student premium students have revision guides and resources for lessons. For example, provide GCSE students with all the study guides they need. Providing equipment for maths such as calculators or ingredients for food tech.</p> <p>Uniforms and transport support to ensure disadvantaged students have the opportunity to participate in enrichment activities and feel part of school</p>	<p>Positive impact: Sport Clubs are well attended.</p> <p>To enable disadvantage students to fully participate in practical music lessons, which would usually be funded by parental contributions</p> <p>Trips and Activity Days – with limited trips being allowed to take place due to Covid restrictions it is hard to measure impact. For trips which did take place, all PP students were able to access them, and PP VIP was applied to spaces. Level of support offered varied on individual circumstances.</p>	<p>Continue with Sport participation – monitor PP uptake and promote if needed. PP Pupil Voice on what extracurricular clubs they would like to take part in.</p> <p>Peri-music- continue to support and further encourage participation</p> <p>Continue to offer discounts to PP students for trips and for activity days.</p> <p>Review of parental engagement strategies to identify other methods of getting parents more involved in the school community</p>	<p>9500</p>

	community, wider support for parents to build relationships.			
--	--------------------------------------------------------------	--	--	--

Due to several initiatives not being able to go ahead due to Covid, we have carried 10.000 which will be part of our literacy strategy and provision of online facilities in 2021/22