Pye Bank Pupil Premium Strategy Statement

September 2021 to July 2024

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.

Contents

School and Funding Overview

Detail	Data
School name	Pye Bank CE Primary
Number of pupils in school	425 + Nursery
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-24 Strategy aims and activities outlined below are for 2021-22 but reviewed annually in line with three year overview intended outcomes.
Date this statement was published	September 2022
Date on which it will be reviewed	Interim reviews termly Annual Review: July 2023
Pupil premium lead	Rhea Kurcewicz
Governor / Trustee lead	Steve Chew

Detail	Amount
Pupil premium funding allocation this academic year	£299,160
Recovery premium funding allocation this academic year	£31,320
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	£330,480

Part A: Pupil premium strategy plan

Statement of intent 2021-24

At Pye Bank we aim for all pupils to achieve their full potential regardless of educational and socio-economic barriers. Through increased intentionality and precision, provision for our pupil premium (PP) children, particularly but not exclusively, those who are identified as the lowest 20% will be highly effective in meeting learning learning needs.

We believe that in order for our children to meet their potential the following must be true:
- ✓ *All children access highly effectively quality first teaching, with all approaches taken reviewed regularly and developed based on research*.
- ✓ All children are supported to fully access a high quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.
- ✓ Children are fully supported to make excellent progress in reading and no children suffers 'reading failure': early reading is central to the work of the school.
- ✓ Barriers to learning for pupil premium children must be precisely identified, particularly when needs are more complex.
- ✓ The needs of each individual are fully understood by leaders and teachers.
- ✓ Children are precisely targeted for high quality intervention.

We will know we have been successful when:
- Engagement with learning, the curriculum and school life, of the Pupil Premium children is high …

and as a result
- … an increased proportion of PP pupils make above expected progress and begin to catch up when necessary. A greater proportion meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard they make at least good progress from their starting points.
- …the gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs falls behind the expectation.
- … monitoring shows that PP pupils *'know and remember more'.*

Challenges

Challenge number	Detail of challenge
1 COVID	Following school closure for COVID a number of Pupil Premium (PP) pupils are highly likely to have suffered the greatest detriment in terms of attainment and progress. The school offered a high quality Virtual School throughout the closure but a number of pupils have not accessed this, or the paper packs provided. This may continue to be an issue if the school or year groups have to close again.
2 COMPLEX NEEDS, including language	A high number of pupil premium pupils in each cohort, have an additional vulnerability. These include language needs (EAL and Sp/Lang), mobility, SEND, PSE/behaviour needs and family instability. This leads to a greater requirement for more personalised support for learning and pastoral needs.
	Approximately 72% of pupils have English as an Additional Language: For some pupils this impacts on pupils's vocabulary development and there are gaps within language. The level of vocabulary, as well as a range of speech and language needs, has impacted significantly on attainment and progress and although much has been put in place to address this, it remains an ongoing challenge. Many pupils have lower level language acquisition with approximately 5% of pupils across school are NTE. *Vocabulary development impacts on high prior attaining Pupil Premium pupils too.*
	The language needs can impact on pupils's ability to read the greater depth standard, particularly in English and further work is required to support this area.
3 Mobility	*Mobility*: there is a higher level of mobility particularly within the later year groups, where a number of pupils join with low level language acquisition. This makes it more complex for teachers in terms of assessment, consistency of provision and the development of a mastery curriculum (See 1)

4 Early Reading	♦	There is evidence that children have fallen behind in reading, particularly the disadvantaged. There is a need to accelerate progress in early reading so that no child falls into reading failure.
	♦	The baseline for many pupils in terms of early language, reading and comprehension is low. Some PP pupils do not have additional reading beyond the school and a number only use home language outside of school hours. This impacts on the speed and fluency within reading.
5 Attendance and behaviour	♦	Parent/carer capacity to support Attendance and on occasion Behaviour: Socio-Economic Deprivation leads to challenges in managing attendance and requires additional support to ensure good and better behaviour. Without additional support this could have a significant impact on learning and achievement. The challenges faced, alongside some parents' ability to support language development, impacts on progress and attainment.
	♦	The % of families taking extended leave or holidays has had a significant impact on attendance prior to the closure, particularly in half terms 1 and 6 each year. This impacts disproportionately on PP pupils who struggle to catch up on their return.
	♦	Some children within school have SEMH needs at a range of levels, particularly following Lockdown but also as a result of socio-economic deprivation. As a result some children struggle to regulate their emotions and lack the language to discuss their feelings.
6 Parental engagement /support	♦	There are many challenges facing families in the community and a number have suffered hardship.
	♦	Parental Engagement with learning is not consistent across all families, particularly linked to Virtual Learning during closure. For many families support is good but some pupils, for a variety of reasons, are not fully supported with learning at home. This impacts on pupil progress, self-esteem and aspiration.

Intended outcomes for strategy 2021-24

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
♦ Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age, in Phonics, Reading, Writing and Maths	✓ PP pupils make rapid progress to catch up to their peers with a greater % reaching ARE, in line with their individual targets*. ✓ A greater proportion of PP pupils (particularly high prior attainers) being 'on track' to exceed the expected standard in Reading Writing and Maths, by the end of KS 2. ✓ Standards are raised for all pupil premium pupils in Year 6, 2, Year 1 phonics and FS, closing the gap on national outcomes at the end of each Key Stage, in line with targets set*. ✓ The vast majority of pupils, other than those cognitively unable or unready, reach the expected standard in Phonics. ** TARGETS SET FOR PUPIL PREMIUM PUPILS REPRESENT CLOSING THE GAP TARGETS.*
♦ Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books.	✓ Teaching in all year groups will be consistently good, with a further increase in the amount being outstanding. It is based on research informed practice (Teach Simply, Generative Learning and Rosenshine principles) ✓ Any PP child falling behind is identified quickly as a result of rigorous tracking and monitoring and this performance information is used to inform subsequent provision and timely intervention ✓ Precise use of interventions and tutoring, support all PP pupils where the school closure has had a negative impact in comparison to their peers. ✓ As a result of quality first teaching and effective use of precisely targeted interventions, targets are met for all pupil premium pupils across school (See Appendix 1 for targets*) ** TARGETS SET FOR PUPIL PREMIUM PUPILS REPRESENT CLOSING THE GAP TARGETS*
♦ Pupil Premium pupils' oral skills and vocabulary repertoire will continue to	✓ The systematic approach to the teaching of vocabulary will be fully embedded and pupils will apply learning within their writing.

improve over time with a focus on application the wider curriculum across the whole curriculum.	✓ The approach to vocabulary development and use of knowledge organisers, will have been extended to support pupils's development of a richer vocabulary and knowledge across the curriculum. ✓ Pupils will engage proactively within class discussions across the curriculum, using a wider range of more precise vocabulary. ✓ Planning across the curriculum will have more precisely identified Tier 2 and 3 vocabulary, ensuring opportunities to practice and revisit (orally and in written form) ✓ As a result of retrieval practice and the spiral nature of the, knowledge of vocabulary will be placed into long term memory- ***PP pupils will remember more!*** ✓ An increased % of pupil premium pupils across school, in line with targets, make at least expected progress each year and reach the expected standard.
◈ Attendance of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.	✓ The rigorous application of the attendance policy and in particular the layered system for intervention for attendance ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally. ✓ The admissions process and CME procedures are carried out in a timely way to ensure attendance and opportunities to engage with education are maximised. ✓ Pupil premium pupils are supported in a very timely way when a problem is identified through monitoring. ✓ Attendance in each year will continue the upward trajectory seen prior to 2019 when PP attendance was just above the national average. ✓ ***Targets for all pupils: 2021-22: 95%+ 2022-23: 96% 2023-24% 96.5%*** ✓ **Through precise identification and targeting, there will have been a significant *reduction in the % of pupil premium pupils who are PA: following COVID this will be reduced by 50%***
◈ Outstanding behaviour and behaviours for learning are achieved by all pupil premium pupils, and lead to high level engagement with the curriculum, evidenced through exclusion, serious incident and class monitoring data.	✓ The PSHE curriculum will be high quality and will support the development of pupils's resilience and learning behaviours. Behaviours for learning are increasingly strong and engagement across the curriculum is high. This impacts on progress and achievement. ✓ All Pupil Premium pupils will be demonstrating high level of engagement within the curriculum. ✓ Pupils will have quickly reconnected with learning following closure and the high standards of behaviour quickly re-established for the vast majority of pupils. ✓ Systems for monitoring behaviour and PSED lead to the appropriate PP pupils being identified for support, according to need. This will lead to the quality delivery of intervention. ✓ Pupils identified as requiring additional intervention will make strong measurable gains, ✓ The % of exclusions for pupil premium pupils continues to decrease. ✓ The % of serious incidents for pupil premium pupils continues to decrease. ✓ The % of PP pupils losing play times and/or spend time in buddy class. ✓ Behaviour across school continues to be at least good with increased evidence of outstanding behaviour.
◈ An increased number of Pupil Premium pupils will be making a wider contribution to school life and/or engaging with wider opportunities	✓ The vast majority of Pupil Premium Pupils will have taken part in enrichment activities (Extra curricular clubs and responsible roles etc). Where this is not the case there is a clear rationale for why. ✓ Pupil Premium pupils will engage with wider opportunities such as School Council, Spirit Council, Social Action Crew, junior librarians, mini-police etc ✓ Engagement within these activities will have a positive impact on pupils PSED, behaviour and achievement.
◈ ***Short term goal:** To ensure continuity in Learning through systems to support distance learning in the event of a school closure or isolation period* ◈ **Long term goal**: to raise the aspiration and ambition of pupil premium pupils and their families, through increased engagement with learning.	1. *The system for remote learning will remain in place in the event of a school closure or isolation period. This will be understood by pupils and families and Pupil Premium pupils will be supported to access the provision fully. Learning will be high quality and relevant to the objectives being covered at the time.* 2. An increased range of opportunities for parents/carers to engage with learning will be in place and will lead to: - *an increased % of parents/carers of PP pupils engaging positively with pupils's home learning and the learning taking place in school.* - *Parents/carers will access workshops provided by the school.* - *Identified pupils and parents will place increased value on learning.*

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: £ 170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop excellence within teaching and increasing engagement, with a focus on strategies to ensure learning is placed in long term memory: pupils to know more and remember more - Further increase the culture of high expectations of ALL pupils: a belief that all can make excellent progress from their starting points and that the quality of all outcomes matters. - Increase teacher knowledge linked to 'Teach Simply' teaching model, using Tom Sherrington 'Walkthrus' as a key driver. - Develop 'resident experts' will be identified linked to different elements of the Teach Simply model: Rosenshine, Generative Learning, Memory/Schema and Retrieval - Develop an agreed/consistent approach to the metacognition and self-regulated learning, based on current research. An implementation plan for 2023/24 will be in place. - Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise	Internal data and monitoring outcomes Making the Difference Programme Research EEF Toolkit: Meta-cognition and Self-regulation Research linked to Research ED In Action publications, Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser) Marc Rowland: Addressing Educational Disadvantage	1-4
To develop excellence within teaching for vulnerable learners and increase their engagement in learning, particularly when challenged - Develop an even greater level of intentionality in developing excellence within provision for pupils with additional needs: raising aspirations and expectations even further. - Develop a clear strategy to supporting pupils with complex SEND needs in the Early Years and Key Stage 1. This will ensure all pupils access an appropriate level of provision, ensuring safety and social and emotional wellbeing are considered - Further develop assessment and profiling of PP pupils with more complex needs/multiple barriers to learning, through the use of Locke and Beech 'Teaching Talking', so that needs are identified accurately and quickly. - Through CPD, mentoring and On Track meetings, staff are supported to use a range of strategies to meet needs and where necessary provide additional high quality provision within quality first and through targeted intervention - Strengthen triangulation between Pupil on Track meetings and Targeted Support Register to ensure that any pupils at risk of falling behind receive appropriate timely intervention	*As above +* *EEF Toolkit: Teaching Assistants and MITA research* *EEF Guidance Report: Special Educational Needs in Mainstream Schools*	1-4

To ensure that all pupils make at least good progress in reading across school, with those falling behind making measurable accelerated progress.
- Early Reading Development: embedding the approach to the teaching of reading introduced within Years Rec-Year 2, with a stronger link to Phonics and a three-step approach: Decoding, Speed and Prosody and Comprehension. Use of new texts, support pupils to read phonically decodable books at home.
- Continue to develop and maintain excellence within the teaching of Phonics in FS/KS 1 and for pupils not yet at the standard across KS 2- development of the use of Rocket Phonics books and approach through ongoing professional development.
- Refine tracking and diagnostic assessments for phonics to ensure precise and rapid intervention for those at risk of falling behind.
- Further development of the consistent use of Cracking Comprehension: ongoing monitoring and mentoring with targeted support for staff where appropriate to ensure progress is maximised.
- Increase the opportunities to read across the wider curriculum: evaluate the texts used and the amount of opportunity to read in key subject areas.
- Language acquisition:
  1. *Ongoing evaluation of Vocabulary teaching to ensure consistency and evaluate of impact*
  2. *Development of precise vocabulary instruction within the wider curriculum*
  3. *Use of racing to English resource for pupils at low level language acquisition.*
  4. *Increased intentionality within FS 1 and 2, in line with new EYFS curriculum and sustained shared thinking approach.*
Additional TA capacity within FS 1 and 2 to target language needs and developmental needs: 2 TAs and 1 Apprentice- this will support language screening and development of early intervention for Speech and Language through small group language support.
	Internal data and monitoring outcomes
	EEF Toolkit: Reading Comprehension Strategies
	EEF Toolkit: Homework and Phonics, DFE Reading Framework Document and research into validated Phonics Programmes
	
	Research linked to Vocabulary development
	Bringing Words to Life: I Beck
	Alex Quigley: closing the vocabulary Gap
		2 and 4

Ensure access for all Pupil Premium pupils to a high quality curriculum which is developed in line with pupil's needs and the school context: - Focus subject developed to ensure a quality curriculum progression is in place and good and better teaching: Religious Education. - Embedding and consolidating of all foundation subjects to ensure all children access quality first teaching and achieve well. - Develop a clear assessment system for key curriculum drivers of History, Geography and Science, in order to impact further on pupil progress. - Targeted support and bespoke CPD, to ensure the quality of curriculum and fidelity to the school's approach continues to be consistently embedded and delivered in light of staff changes.	OFSTED Curriculum development research and subjects reviews	1-4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £125,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and early reading intervention support - In FS and KS 1 embed the system for catch up phonics and early reading intervention to ensure no child falls behind- reteach opportunities. - Continue to ensure all staff have a clear knowledge of who their PP pupils are and the Targeted Support Register precisely identifies PP with more complex needs. - Refined use of half-termly diagnostic assessments, including close monitoring for ongoing accelerated progress. - Introduce half-termly Phonics Progress Review meetings for F2, Y1 and Y2 teachers to ensure diagnostic assessments are used to support accelerated progress. - Establishing a Reading for Pleasure approach and an extra-curricular reading club to target and inspire PP pupils.	Internal data and monitoring outcomes EEF Toolkit: Reading Comprehension Strategies DFE Reading Framework Document and research into validated Phonics Programmes EEF Toolkit: Oral Language Intervention and small group intervention	2 and 4
Language Acquisition and development - Ensure wider access to the LEAP and VIP programme to support language development in FS 2 and Y1 through training up further members of staff. - Use of Racing to English video sessions and resources to support PP pupils (particularly those identified as having low level language acquisition. - Introduce the SVO approach to enable interactions, provision and teaching to be more accessible for disadvantaged pupils with speech, language and communication needs.	EEF Toolkit: Oral Language Intervention and small group intervention	2
Other targeted interventions: - Small group one to one and tutoring support from qualified teacher throughout Autumn Term. - Development of strategies for pre-teach and re-teach in core subjects to ensure if a child falls behind they quickly catch up: PP pupils are targeted within Data Meetings for the sessions, using Shine intervention software to gap fill through these sessions, supporting pupils to access quality first. - Rapid intervention sessions will also provide opportunities to teach and reinforce retrieval practice skills. - Booster interventions for Year 6 pupils: morning and after school support is provided in a targeted way by teachers and senior leaders. - Year 6 pupils to be allocated a laptop for home for holiday learning and homework.	EEF Toolkit: Digital Technology and Homework EEF: Extending School Time EEF: Small Group Intervention EEF: Digital Technology	1-4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *124,250*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development and Self-regulation - Embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability	Internal data and monitoring outcomes EEF Toolkit: Social and Emotional Learning	2, 3, 5

to discuss and debate and understanding of protected characteristics. - Embed whole school approach to the use of the Zones of Regulation to support emotional wellbeing and give a common language for expressing feelings and emotions. - Use of Zones of Regulation work with individuals (PP pupils identified through Targeted Support Register) led by Learning Mentor. - Introduce the ELSA programme to further support the emotional wellbeing of targeted individuals. Access to the 6 day training programme for Learning Mentor and allocation of half a day a week of her time. - Targeted Transition programme for Year 6 PP and vulnerable pupils during the year.		
Attendance: - Re-establish full systems for monitoring and managing attendance, with a particular focus on PAs. - Introduce daily monitoring of PP pupils struggling with attendance, using individual family action plans when required. - Access to free breakfast club provision for all to support attendance and wellbeing. - Promote the importance of attendance with parents, class teachers and individual children through Dojo, Family Newsletter and displays. Engage all teachers in supporting attendance. Introduce attendance newsletters. Focus on reducing the number of term time leave.	Internal data and monitoring outcomes Data analysis	5
Behaviour - Full Pastoral Support programme created in response to Target Support Register, with clarity of individual targets and time linked interventions. - Whole school initiatives, such as Step Up September, Positive Playtimes and Behaviour Sprints with staff, to reinforce and embed expectations and standards. - Continue forensic monitoring of behaviour data to identify all pupils whose behaviour is a barrier to their own and other pupils' learning. - Embed the Tiered Approach in order to strengthen the joined-up process for supporting pupils to improve their behaviour. This will include a more systematic approach to the use of one-page profiles.	Internal data and monitoring outcomes EEF Toolkit: Behaviour Interventions Creating a Culture: How school leaders can optimise behaviour: Tom Bennett and DFE	5
Pupil Engagement Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning: - Extra Curricular activities targeting Sport, Reading, Music and Art for all pupils but with clear allocation, encouragement and targeting of pupils with additional needs. - Target PP pupils for mini police, pupil council, Social Action Crew, classroom jobs and Worship council when appropriate • Ensure *Curriculum enrichment including: Forest School work, Drama, drumming/mask making workshops, Space dome, dance workshops, Art project workshops, local visits, memorable experiences, animal workshops theatre company visits etc*	EEF Toolkit: Arts and Sports Participation	5
Parental Engagement and support programme - Work with identified families to support and sign post when required, including support through Fare Share initiative, Foodworks Charity, housing support, mental health work, parenting etc.	EEF Toolkit: https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-	6

- Develop the Community Hub as a 'warm space' for parents to use during the day. Develop use of the Hub to support the school's work with the Eat Smart initiative and the continued use of FareShare. - Run a range of parental workshops linked to Jigsaw, RSHE and understanding protected characteristics, the importance of attendance supporting keeping pupils safe in the community, supporting understanding of phonics and early reading and essential skills support for Maths. - Family workshops linked to Maths and Reading for Pleasure. - Targeted parental programmes linked to behaviour, attendance and SEND. - Introduce monthly support groups for families with children with Autism. - Reinstate the Reading Volunteer training and programme.	parents-to-support-pupilss-learning/)	

Total budgeted cost: £419,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

In July 2021, the attainment gap between our disadvantaged pupils and non-disadvantaged pupils was greater than before the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. **By July 2022, however, the gap had significantly diminished. The difference between the percentages of all pupils from F2-Y6 achieving the expected standard and disadvantaged pupils from F2-Y6 achieving the expected standard had reduced to 1% in Reading, 5% in Writing and in Maths the percentage was equal.**

Overall absence among disadvantaged pupils was in line with their peers, and lower than the Sheffield average for all pupils. Absence was 0.2% higher than their peers in 2021/22 and persistent absence 0.1% higher. This outcome demonstrates good impact of the strategy to improve attendance for our disadvantaged pupils.

Our observations and assessments, including the recent Ofsted report (July 2022), demonstrate that pupil behaviour remained good last year, but challenges in relation to wellbeing and mental health remain higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Analysis of attendance at after-school clubs shows that 49% of pupils attending all clubs across the school were disadvantaged. This demonstrates some under-representation in disadvantaged pupils attending clubs, as 56% of the school population were classes as disadvantaged in 2021-2022.

The above overview of outcomes, and outcomes from the recent OFSTED inspection (July 2022) demonstrate that we on track to achieve the outcomes that we set out to achieve by July 2024, as stated in the Intended

Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.