



Maiden Erlegh School Pupil Premium Strategy Statement

Interim Review: January 2022

Progress against intended outcomes

Year 11, Autumn 2021

	Cohort	KS2 APS	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma
All	100%	30.03	95%	84%	89%	76%	88%	71%
Male	48%	30.41	93%	79%	92%	81%	90%	75%
Female	52%	29.69	97%	88%	86%	71%	86%	69%
Gap	3%	0.71	5%	9%	6%	10%	4%	6%
DA	10%	27.60	78%	63%	63%	33%	63%	30%
Not DA	90%	30.28	97%	86%	92%	81%	91%	76%
Gap	81%	2.68	19%	23%	29%	47%	28%	46%
FSM	7%	27.37	85%	70%	70%	35%	70%	30%

Attainment

Value Added Indicators	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL	Av Ebacc
All	1.10	0.91	0.96	1.40	1.05	1.68	1.68	0.69	5.81
Male	0.99	0.59	1.04	1.39	0.81	1.72	1.56	0.40	5.69
Female	1.19	1.19	0.89	1.41	1.26	1.65	1.80	0.96	5.93
Gap	0.21	0.60	0.15	0.02	0.45	0.07	0.24	0.56	0.24
DA	0.79	0.79	0.53	1.04	0.71	1.37	0.68	-0.23	3.86
Not DA	1.13	0.92	1.01	1.44	1.08	1.72	1.78	0.78	6.02
Gap	0.33	0.13	0.47	0.39	0.37	0.35	1.10	1.01	2.17
FSM	0.91	1.00	0.63	1.17	0.78	1.40	0.99	0.00	4.09

Progress

Year 10, Autumn 2021

	Cohort	KS2 APS	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma
All	100%	29.68	96%	87%	95%	84%	93%	81%
Male	49%	29.36	96%	83%	94%	82%	91%	78%
Female	51%	30.00	96%	90%	96%	85%	95%	83%
Gap	1%	0.63	1%	7%	2%	3%	4%	6%
DA	11%	28.65	97%	80%	90%	67%	90%	63%
Not DA	89%	29.81	96%	87%	96%	86%	93%	83%
Gap	78%	1.16	1%	7%	6%	19%	3%	20%
FSM	8%	28.57	96%	78%	91%	65%	91%	61%

Attainment

Value Added Indicators	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL	Av Ebacc
All	1.31	0.96	1.35	1.45	1.45	1.51	1.83	1.31	5.92
Male	1.10	0.62	1.35	1.35	1.10	1.52	1.61	0.95	5.65
Female	1.50	1.31	1.35	1.55	1.78	1.50	2.04	1.65	6.18
Gap	0.40	0.69	0.00	0.19	0.68	0.02	0.43	0.71	0.53
DA	1.00	0.74	1.02	1.34	1.07	1.37	1.39	0.87	5.19
Not DA	1.34	0.99	1.39	1.46	1.49	1.53	1.88	1.35	6.01
Gap	0.34	0.25	0.37	0.13	0.42	0.16	0.49	0.48	0.82
FSM	0.93	0.71	1.08	1.26	0.98	1.31	1.27	1.05	5.20

Progress

Year 9, Autumn 2021

	Cohort	KS2 APS	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma
All	100%	30.12	97%	90%	94%	89%	94%	86%
Male	54%	30.19	97%	88%	93%	87%	92%	83%
Female	46%	30.05	98%	93%	95%	92%	95%	90%
Gap	8%	0.14	2%	5%	2%	6%	3%	7%
DA	10%	27.87	90%	69%	79%	62%	76%	55%
Not DA	90%	30.39	98%	93%	96%	92%	96%	90%
Gap	79%	2.52	9%	24%	17%	30%	20%	34%
FSM	9%	28.25	88%	67%	83%	63%	79%	54%

Attainment

	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL	Av Ebacc
All	1.47	1.03	1.11	1.67	1.81	1.82	2.03	1.49	6.27
Male	1.28	0.74	1.10	1.52	1.50	1.80	1.90	1.15	6.13
Female	1.70	1.38	1.13	1.84	2.16	1.85	2.19	1.87	6.44
Gap	0.43	0.63	0.04	0.31	0.66	0.05	0.29	0.72	0.31
DA	1.35	0.93	1.14	1.41	1.71	1.42	1.70	1.33	4.80
Not DA	1.49	1.05	1.11	1.70	1.82	1.87	2.07	1.50	6.44
Gap	0.14	0.11	0.03	0.29	0.11	0.45	0.37	0.17	1.64
FSM	1.26	0.93	0.96	1.24	1.67	1.32	1.56	1.18	4.81

Progress

Year 8, Autumn 2021

Progress

	EOY8	F	M	Gap	NoDA	DA	Gap
Cp		-0.25	-0.22	-0.03	-0.23	-0.24	0.01
Sc	-0.2	-0.27	-0.22	-0.05	-0.24	-0.27	0.03
Te		-0.31	-0.21	-0.10	-0.27	-0.11	-0.15
Eu	-0.3	-0.27	-0.26	-0.01	-0.28	-0.31	0.05
Ma	-0.3	-0.31	-0.25	-0.06	-0.27	-0.34	0.07
Hi		-0.33	-0.32	-0.01	-0.32	-0.30	-0.02
Gg		-0.37	-0.37	0.00	-0.37	-0.32	-0.05
Rp		-0.39	-0.42	0.03	-0.40	-0.45	0.05
Blank							
Es		0.29	0.22	0.07	0.28	0.08	0.18
De		0.24	0.24	0.00	0.23	0.43	-0.20
Mu		0.05	0.09	-0.04	0.07	0.02	0.05
Dr		-0.08	0.03	-0.11	-0.02	0.02	-0.04
Ar		-0.09	-0.05	-0.04	-0.07	-0.03	-0.04
Fr		-0.17	-0.12	-0.06	-0.14	-0.11	-0.03
Pe		-0.39	-0.22	-0.17	-0.29	-0.33	0.05
Tot		-0.22	-0.18	-0.05	-0.20	-0.20	0.00

Year 7, Autumn 2021

Progress

	EOY 7	F	M	Gap	NoDA	DA	Gap
Te		-0.05	-0.09	0.04	-0.07	0.01	-0.09
Sc	0.0	-0.07	-0.07	-0.01	-0.07	-0.05	-0.02
Eu	-0.2	-0.07	-0.11	0.04	-0.10	-0.04	-0.06
Hi		-0.16	-0.20	0.04	-0.19	-0.07	-0.12
Gg		-0.17	-0.20	0.02	-0.19	-0.06	-0.13
Ma	-0.2	-0.17	-0.21	0.03	-0.19	-0.19	0.00
Rp		-0.26	-0.28	0.02	-0.27	-0.19	-0.08
Cp		-0.61	-0.61	0.00	-0.63	-0.45	-0.18
Blank							
Fr		0.08	0.07	0.01	0.08	0.04	0.05
Dr		0.07	0.06	0.02	0.06	0.05	0.01
Mu		0.03	0.04	0.00	0.04	0.03	0.00
De		0.01	0.06	-0.05	0.03	0.01	0.02
Ar		0.02	0.01	0.01	0.02	0.03	-0.01
Pe		0.00	0.01	-0.01	0.01	0.00	0.01
Es		0.00	0.01	-0.01	0.00	0.00	0.00
Tot	0.0	-0.11	-0.12	0.01	-0.12	-0.07	-0.05

Intended outcome	Success criteria	Mid-year review
<p>Progress gaps because of Covid-19 related periods of interrupted learning, close:</p>	<p><i>-Analysis of DCP data highlights a continual narrowing of progress and attainment gaps</i></p> <p><i>-Positive relationships established with parents (AHOYs)</i></p> <p><i>-All students have learning resources that they need.</i></p> <p><i>-Appointment of in-house Maths/English tutor</i></p>	<p>X9 students in Y11 have been identified as requiring personal tuition, which will begin in the spring term with the newly appointed tutor. X9 students have been identified as requiring personal English tuition, which will begin in the spring term. DCP2 scores to confirm impact of this intervention...</p> <p>In Y11 maths, there are 13 students who are one grade below and are all foundation students. We have placed these in the Maths intervention groups for this half term and early indicators show evidence of improvement. Progress as a whole continues to demonstrate positive value-added.</p> <p>(Student A) needs checking on (set 3b – is higher suitable. Predicted 4) – PPE papers will be reviewed. There are 6 students who are 2 or more grades below. Individual interventions have been issued in these cases, although some have significant attendance concerns and are receiving interventions separately through the pastoral team. All PP students have been provided with revision guides and calculators. Maths are planning for a PP breakfast to take place before PPE2.</p> <p>Progress and provision for disadvantaged students in Computer Science discussed during Standards meeting, including useful strategies to ensure that learners have the resources they need and that their progress is tracked particularly carefully...</p> <p>-Bespoke letters sent to parents following PPE results, including details of suggested revision guides and workbooks (Combined Science)</p> <p>Senior staff have met with Y11 PP-entitled students in completing a personalised VESPA, as well as discussing PPE preparation and what resources are required to progress further.</p> <p>'Monday club' has been launched, providing bespoke support to disadvantaged learners where this is required. (Y11)</p> <p>21/30 parents of Y10 students attended parents' evening in the autumn term, with those that did not attend having been contacted by the A(HOY)</p> <p>Disadvantaged students discussed during Standards Meeting with the Computer Science team, including strategies to diagnose the main issues and to close gaps. SB will ensure that students have the resources they need and liaise</p>

		<p>with AHOY in this regard. Communication with home will take place.</p> <p>RP - PP revision guides given to the 27 Year 10 PP students; List of 7 PP students who are just one grade below BM for predicated emailed to staff to ask them to ensure they are providing targeted questioning, priority marking and one on one support when necessary</p> <p>X2 successful appointments (one in maths, one in English) in providing bespoke, in-house tutoring to students from disadvantaged backgrounds.</p> <p>Developing Best Practice week (November/December 2021) to included learning walks and student voice meetings with senior staff. Findings overwhelmingly positive and are planned for discussion among senior leaders on Wednesday 12th January.</p> <p>Attendance team are meeting with A(HOYs) on Tuesday 18th January to review attendance and agree a strategy to tackle persistent absence and lateness to school.</p>
<p>Staff CPD prioritises quality-first teaching and learning:</p>	<p><i>Challenge as the basis of pedagogy is evidenced in all lessons</i></p> <p><i>Standard & quality of work is consistently high; no difference exists between disadvantaged & non-disadvantaged students.</i></p> <p><i>Students understand how their learning is sequenced; interleaving in classrooms allows them to make connections to existing knowledge & prior learning as evidenced in lesson observations and through student focus group responses.</i></p>	<p>Whole school CPD on Wednesday 1st September focused on 'sequencing, learning and metacognition'...</p> <p>Whole school CPD on Monday 27th September focused on tackling disadvantage...</p> <p>Whole school CPD on Monday 1st November focused on incorporating challenge for mastery learning...</p> <p>Whole school CPD on Monday 10th January, focusing on 'nurturing the metacognitive classroom'. Positive feedback from colleagues, including one who commented that:</p> <p><i>"I just wanted to say thank you so much for the CPD session on Metacognition the other week. I used the reflection questions after giving Year 8 back an assessment the next day and it completely transformed the attitude of lots of the students to working on their targets (especially those who had not achieved as highly as they wanted to and had not put a lot of effort into their preparation). I will definitely be using them as part of the assessment feedback routine in the future!"</i></p> <p><i>"Thanks for the article on blue pen highlighting, it was interesting to read and something we will think</i></p>

	<p><i>Metacognitive strategies are used by students in helping them to establish ownership over their learning. Lesson visits, focus group evidence, feedback from parent information workshop.</i></p> <p><i>High-ability provision particularly includes a focus on HAP and HAP+ disadvantaged learners as evidenced by improved DCP scores, participation on Gold and Silver programme, matriculation into the sixth form, challenge evidenced in lesson visits/observations.</i></p>	<p><i>about as a department. I think we might start this at Foundation level as at GCSE and A level we are having a big push on highlighting work on the assessment objectives by the students.”</i></p> <p>Developing Best Practice week (November/December) highlighted strong provision for disadvantaged learners. This involved learning walks across all year groups, and student focus groups. <i>Full report available.</i></p> <p>Assemblies to all year groups in the spring term will focus on developing the metacognitive learner from within.</p> <p>Parents will be introduced to the concept of metacognition in the spring term, and will be provided with helpful, workable strategies that will assist them in empowering their children to take greater ownership of learning processes.</p> <p>11 out of 18 development observations specifically highlight evidence of effective metacognitive skills in learners.</p> <p>The re-accreditation of the NACE award in the Autumn of 2021 demonstrates that teaching methodology typically incorporates high degrees of challenge which serve all learners (especially those from disadvantaged backgrounds) well.</p> <p>X8 students eligible for the Silver and Gold programme have been engaging in the sessions offered so far.</p>
<p>Teaching staff receive SEN-specific CPD so that all learners thrive at school:</p>	<p>- <i>Negligible/diminished progress and attainment gaps</i></p> <p>-<i>Lesson observations highlight skilful differentiation</i></p> <p>-<i>SEN/PP students make positive</i></p>	<p>Whole-school CPD, 1st September: ‘ASD Resource Base and behaviour re-set’ training...</p> <p>Conference Day, Thursday 2nd September: Bespoke SEN-related briefings with teaching staff relating to individuals in their care.</p> <p>Conference Day, Thursday 2nd September: SEN drop-in (inclusion) opportunities.</p> <p>12 out of 18 development observations completed before Christmas specifically highlight strengths seen in lessons relating to SEN-provision.</p>

	<i>progress gains/DCP data.</i>																																																																																																																				
<p>Progress of students studying languages is in line with their non-disadvantaged peers.</p>	<p><i>Sixth form linguists provide weekly support.</i></p> <p><i>Monitoring of DCP data; progress</i></p> <p><i>-Students have access to essential resources that they need.</i></p>	<p>An initial discussion with the HOD German took place in December 2022 and plans are now coming together to begin using sixth form linguists to help support students in the main school.</p> <p>Y11, Spring 2022:</p> <table border="1" data-bbox="767 562 1310 719"> <thead> <tr> <th></th> <th>F</th> <th>M</th> <th>Gap</th> <th>NoDA</th> <th>DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Fr</td> <td>-1.59</td> <td>-1.60</td> <td>0.01</td> <td>-1.60</td> <td>-1.46</td> <td>-0.14</td> </tr> <tr> <td>De</td> <td>-0.62</td> <td>-0.58</td> <td>-0.03</td> <td>-0.51</td> <td>-1.53</td> <td>1.01</td> </tr> <tr> <td>Es</td> <td>-1.04</td> <td>-1.19</td> <td>0.15</td> <td>-1.13</td> <td>-0.77</td> <td>-0.38</td> </tr> </tbody> </table> <p>Y10, Autumn 2021:</p> <table border="1" data-bbox="767 779 1294 880"> <tbody> <tr> <td>Fr</td> <td>-0.58</td> <td>-0.84</td> <td>0.26</td> <td>-0.67</td> <td>-1.14</td> <td>0.47</td> </tr> <tr> <td>De</td> <td>-0.28</td> <td>-0.38</td> <td>0.11</td> <td>-0.30</td> <td>-0.66</td> <td>0.36</td> </tr> <tr> <td>Es</td> <td>-0.34</td> <td>-0.25</td> <td>-0.09</td> <td>-0.26</td> <td>-0.76</td> <td>0.50</td> </tr> </tbody> </table> <p>Y9, Autumn 2021:</p> <table border="1" data-bbox="767 943 1270 1055"> <tbody> <tr> <td>Fr</td> <td>-0.38</td> <td>-0.48</td> <td>0.10</td> <td>-0.44</td> <td>-0.31</td> <td>-0.13</td> </tr> <tr> <td>De</td> <td>0.01</td> <td>-0.06</td> <td>0.07</td> <td>-0.02</td> <td>-0.20</td> <td>0.18</td> </tr> <tr> <td>Es</td> <td>0.49</td> <td>0.51</td> <td>-0.02</td> <td>0.49</td> <td>0.67</td> <td>-0.18</td> </tr> </tbody> </table> <p>Y8, Autumn 2021:</p> <table border="1" data-bbox="767 1122 1337 1227"> <tbody> <tr> <td>Fr</td> <td></td> <td>-0.17</td> <td>-0.12</td> <td>-0.06</td> <td>-0.14</td> <td>-0.11</td> <td>-0.03</td> </tr> <tr> <td>De</td> <td></td> <td>0.24</td> <td>0.24</td> <td>0.00</td> <td>0.23</td> <td>0.43</td> <td>-0.20</td> </tr> <tr> <td>Es</td> <td></td> <td>0.29</td> <td>0.22</td> <td>0.07</td> <td>0.26</td> <td>0.06</td> <td>0.18</td> </tr> </tbody> </table> <p>Y7, Autumn 2021:</p> <table border="1" data-bbox="767 1301 1385 1429"> <tbody> <tr> <td>Fr</td> <td>0.08</td> <td>0.07</td> <td>0.01</td> <td>0.08</td> <td>0.04</td> <td>0.05</td> </tr> <tr> <td>De</td> <td>0.01</td> <td>0.06</td> <td>-0.05</td> <td>0.03</td> <td>0.01</td> <td>0.02</td> </tr> <tr> <td>Es</td> <td>0.00</td> <td>0.01</td> <td>-0.01</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>MG/GL met with the four students in Spanish (Y11) who are at risk of not achieving a grade 4.</p>		F	M	Gap	NoDA	DA	Gap	Fr	-1.59	-1.60	0.01	-1.60	-1.46	-0.14	De	-0.62	-0.58	-0.03	-0.51	-1.53	1.01	Es	-1.04	-1.19	0.15	-1.13	-0.77	-0.38	Fr	-0.58	-0.84	0.26	-0.67	-1.14	0.47	De	-0.28	-0.38	0.11	-0.30	-0.66	0.36	Es	-0.34	-0.25	-0.09	-0.26	-0.76	0.50	Fr	-0.38	-0.48	0.10	-0.44	-0.31	-0.13	De	0.01	-0.06	0.07	-0.02	-0.20	0.18	Es	0.49	0.51	-0.02	0.49	0.67	-0.18	Fr		-0.17	-0.12	-0.06	-0.14	-0.11	-0.03	De		0.24	0.24	0.00	0.23	0.43	-0.20	Es		0.29	0.22	0.07	0.26	0.06	0.18	Fr	0.08	0.07	0.01	0.08	0.04	0.05	De	0.01	0.06	-0.05	0.03	0.01	0.02	Es	0.00	0.01	-0.01	0.00	0.00	0.00
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<p>Progress of students in English and Maths is in line with their non-disadvantaged peers.</p>	<p><i>1:1 tuition; termly review of progress.</i></p> <p><i>Sixth form volunteers to support reading in Y7; improved DCP evidence.</i></p> <p><i>Sixth form volunteers provide weekly support to</i></p>	<p>See data overview at the front of this document.</p> <p>Review of students who are not on track to get the 5-7. Each child's PPEs will be reviewed on a case-by-case basis to consider: How have their results compared? Check Higher / Foundation offer Are there any key players to make the focus of an intervention group? Maths leaders believe there may be an under-confidence in reporting of CA and PG based on covid-19 gaps. Big Revision Plan is in place.</p>																																																																																																																			

	<p><i>feeder primary schools; improved reading, writing, spelling, maths scores.</i></p>	<p>En data is less reliable as not much movement will have occurred since Y9 DCP3 due to curriculum map focused on Ee content -suggest monitor as year develops; some of the below students identified in broader analysis but RO will flag the others to TE for monitoring/specific action moving forward; also see actions outlined below</p> <p>Year 7 English – Identify HAPs and DA students who are orange; start with x6 HAPs with behaviour cause for concern; further investigation re: the others. Share names with teaching colleagues</p> <p>X6 sixth form students have expressed a desire to use voluntary service time to support disadvantaged students in the main school. This will begin during the spring term.</p> <p>Developing Best Practice week (November/December 2021) confirmed that provision in Maths and English is strong. Learners have commented on feeling challenged in lessons and that they feel supported.</p>
<p>Reading culture is embedded across the school</p>	<p><i>-100% participation in Reading+ programme</i></p> <p><i>-100% participation in tutor reading programme.</i></p> <p><i>-90% parents agree 'my child enjoys reading'.</i></p>	<p>Tutor Reading Programme successfully re-launched in Sept 2021 in Years 7-9. All 7-9 students participating, including Purple Pathway and Indigo resource base. PP student contributions covered by the PP budget. Scheme to be reviewed later in year to refine further in terms of its operation and the text choices and to review whether this will be offered to Year 10 next year.</p> <p>Access to tutor reading programme improved by RO/Louise Shuttleworth securing RNIB Bookshare log-ons for SEN students (ASD, AGHD, Dyslexic as well as physical/visual impairment). This resource has been made available via communication home</p> <p>Reading Plus feedback not available right now but can provide a future update regarding its use by PP students in due course.</p> <p>Parent survey results will come in at end of year.</p>
<p>University of Reading partnership launched</p>	<p><i>-Y7 cohort have received visit from UoR representatives.</i></p> <p><i>-Y7 have visited campus as part of 'Aim Higher' day.</i></p>	<p>One initial meeting has taken place (summer term 2021) to discuss what our partnership with the University of Reading will look like, and a follow up meeting has been arranged for January 2022 in order to instigate the programme with disadvantaged students in year 7.</p> <p>'Excellent for Everyone' programme, cross schools project to tackle disadvantage and have impact. Meeting planned for 25.1.22 to discuss and get this started.</p>

	<i>-Positive feedback from students and their parents.</i>	
Attendance is in line with non-disadvantaged peers	<p><i>WPA Education Welfare Officer prioritises DA students.</i></p> <p><i>-Half termly attendance report shows gaps are closing.</i></p> <p><i>-Positive communication home in acknowledging improvement</i></p>	<p>Autumn Term, 2021 (1/9/21-15/12/21)</p> <p>Y7: 93.92% (non-PP); 89.41% (PP) 93.54% (Jan '22)</p> <p>Y8: 93.79% (non-PP); 90.63% (PP) 87.62% (Jan '22)</p> <p>Y9: 92.13% (non-PP); 85.96% (PP) 84.52% (Jan '22)</p> <p>Y10: 91.76% (non-PP); 79.67% (PP) 82.48% (Jan '22)</p> <p>Y11: 94.23% (non-PP); 80.34% (PP) 80.39% (Jan '22)</p> <p>67 students who are free-school-meals entitled currently have attendance at less than 90%. A strategy meeting with the SLG attendance coordinator, PP lead, and Assistant Heads of year took place on Tuesday 18th January and an action-plan has been devised.</p>