

Pupil Premium Strategy 2018/2019

Strategy Aim – To ensure there is no gap between the Progress 8 score of pupil premium and non pupil premium students

Success Criteria

- All Pupil Premium students to achieve or exceed their expected levels of progress
- Learning within lessons enables all Pupil Premium students to make good or better progress
- Pupil Premium students will achieve a positive Progress 8 score
- The attendance of Pupil Premium students is above 97%

What are the Main Barriers Faced by the Disadvantaged Students of Christ the King Catholic Voluntary Academy?

1. Parental Engagement

There are many factors that contribute to the performance of students in receipt of the Pupil Premium. Nationally, the 'gap' between the performance of students in receipt of the Pupil Premium and their peers remains a significant concern. Since the introduction of the Pupil Premium, significant progress has not been made in narrowing the gaps in attainment and progress between Pupil Premium students and their peers, who are not in receipt of the Pupil Premium.

A significant factor in the performance of Pupil Premium students is disengaged parents, who perhaps, did not have a positive experience of school themselves. As a result, some parents do not see attendance, punctuality and aspiration as important factors and do not support the school to ensure that their child is present, on time and fully engaged in the life of the school.

The response of the school to this 'barrier'

In an attempt to combat this, Christ the King Catholic Voluntary Academy has employed a Family Support Worker in an attempt to engage with parents and raise the aspirations of these parents for their children. The role of the Family Support Worker is to engage and work with some of the most vulnerable, disengaged families in our community. This role will involve ensuring that additional invitations are sent out via email, text and via phone calls to inform parents of students who are in receipt of the Pupil Premium that parents evenings are occurring. The Family Support Worker will be the link between home and school for some of our most vulnerable Pupil Premium students. Attendance at parental events will be closely monitored by the Assistant Principal with responsibility for Pupil Premium funding, and they will also act as a liaison between home and school, contacting parents of Pupil Premium students on a regular basis to inform them of their child's Attitude to Learning and progress in school.

2. Behaviour

Statistically, some students in receipt of the Pupil Premium present particularly difficult challenges with regards to behaviour. They may accrue more behaviour points in the school than their non Pupil Premium peers and while this may be a generalisation, we are more likely to face 'challenging' situations later in the school-life of Pupil Premium students than their peers. Whilst we attempt, in as many situations as possible to avoid permanent exclusions and time in isolation (ISR), there are times when the student needs an alternative to school-life in order to have an opportunity to succeed.

The Response of the School to this 'Barrier'

For these reasons, Pupil Premium funding has been used to employ a 'Behaviour for Learning Manager' to oversee behaviour across the school and to work directly with students on ensuring that their behaviour is 'school appropriate.' The Behaviour for Learning Manager works with some of the most challenging students in school to ensure that they are meeting the standards required of them.

Some students may be put forward to attend 'Stop and Think' sessions, which focus on student actions and allow them to reflect on their behaviour and what would be an appropriate course of action in a given scenario. Pupil Premium funding is also used in the most extreme cases of poor behaviour, to support 'alternative provision,' which gives students the opportunity to complete a college course or GCSE subjects outside of school through 1:1 tuition in order to give them every chance to succeed. Christ the King CVA rarely permanently exclude students and where other schools may permanently exclude more regularly, we aim to give students every opportunity to be successful in life, in whatever form that may take. One way of ensuring that this takes place is through the use of Alternative Provision.

We have created the new role of 'Pupil Premium Learning Support Assistant' who will focus specifically on providing in lesson support for Pupil Premium students in all year groups. The Pupil Premium Learning Support Assistant will engage with students during lesson time, liaise with parents/teaching staff and support pupils both individually and in groups to improve their academic progress.

The Assistant Principal with responsibility for Pupil Premium funding will also monitor the behaviour of all Pupil Premium students, particularly focussing on Pupil Premium students in Years 10 and 11. The Assistant Principal with responsibility for Pupil Premium funding will also mentor a group of Pupil Premium students who are working below their expected levels of progress, to help and support them with their attitude to learning to improve their attainment in all subjects.

The Behaviour for Learning Manager will support Pupil Premium students who have behaved poorly and offer them strategies to improve their behaviour when they return to lessons. Sixth form students will act as peer mentors during tutor time, supporting Pupil Premium students who have displayed poor behaviour in lessons, and working with those Pupil Premium students who require a positive role model in school.

3. Low Aspiration

Some students at Christ the King Catholic Voluntary Academy may have low aspirations which we are keen to address. Many may not believe that they will go on to further study or to university. They may not believe that education is important and that it is to be valued. They may come from families where no one has been to university or studied A-levels before and as result, they do not aspire to be successful in the education field. As a result, they may not feel that they are capable of going to university or that it is their 'destiny.' This is a real challenge for any school and in this respect, Christ the King CVA is no different to any other education setting.

The Response of the School to this 'Barrier'

We believe that meaningful Information, Advice and Guidance is vital in ensuring that students are given the information they need to be aware of the opportunities that education gives them. As early as Year 8, students are encouraged to think about their future, about their aspirations, about where they are going in life and the qualifications and skills they will need in order to achieve their dreams. In an attempt to ensure that as few students as possible leave school 'NEET' (Not in Education, Employment or Training), Pupil Premium students are given additional careers advice, funded by the Pupil Premium, to ensure that their needs are met and that they leave Year 11 with the right information and an awareness of 'where they are going' next in life. Sixth form students will act as peer mentors to specific Pupil Premium students, discussing further education with them and promoting the benefits of being successful in school. The Assistant Principal with responsibility for Pupil Premium funding will also mentor a group of Pupil Premium students who have the ability to attend further education but who may need to heighten their aspirations.

4. Lack of Equipment and Resources

In some cases, the parents of Pupil Premium students do not have the financial means to equip their child with the equipment and resources they need to be successful. This immediately places them at a significant disadvantage to their peers. Lack of IT equipment, mathematical equipment, revision guides, revision resources and other school equipment hampers the progress of these students and prevents them from achieving in-line with other students, who are not in receipt of Pupil Premium funding.

The Response of the School to this 'Barrier'

Christ the King CVA places a proportion of Pupil Premium funding into equipment and resources in an attempt to narrow the 'attainment gap.' In previous years, iPads and laptops have been provided to students requiring IT equipment to benefit their education. We also have provided 'Maths packs' containing all of the necessary Maths equipment (including a scientific calculator) and all Pupil Premium students receive a free revision guide for all subjects where they are required. This ensures that they are not at risk of lacking the necessary equipment that their non-disadvantaged peers may have. We also provide Pupil Premium students with a £25 donation towards their uniform costs, as well as having a

stock of shoes and uniform on site for students to access if they are not dressed correctly when they attend school. Students in Year 11 will also be given a revision pack containing highlighters, flashcards, pens and other equipment required to revise appropriately.

5. Poor Attendance

In some cases, Pupil Premium students have lower levels of attendance than their peers. This may be due to the financial implications of a student travelling via bus to school as at Christ the King CVA, the vast majority of students travel by bus. Poor attendance has a significant impact on a student's learning and we aim to ensure that our students attend school every day.

The Response of the School to this 'Barrier'

Christ the King CVA places a portion of its Pupil Premium funding into providing bus passes for individual students who have poor attendance. This ensures that Pupil Premium students are able to attend Christ the King CVA and that their attendance is in line with non Pupil Premium students. The Assistant Principal with responsibility for Pupil Premium funding will monitor the attendance of Pupil Premium students and liaise with students and parents should attendance levels drop below 97%. The Family Support Worker will work with Pupil Premium students whose attendance is below 90% to increase the time that they are in school. They will also monitor and improve the attendance of all Pupil Premium students so that it is at least in line with non Pupil Premium students.

6. Independent Learning

In some cases, Pupil Premium students are less likely to complete their homework as they may not have the resources available to them at home, in order to complete it. It may also be the case that Pupil Premium students do not enjoy working at home and therefore do not complete homework. This can lead to students not making the same level of progress as their non Pupil Premium peers as the work does not get completed.

The Response of the School to this 'Barrier'

Christ the King CVA places a portion of its Pupil Premium funding into running an after school homework club in the Learning Resource Centre. This takes place on a Monday – Thursday from 3.05pm – 4.30pm and from 3.05pm- 4.00pm on a Friday. Pupil Premium students are invited to attend the homework club and this is led by a member of staff who offers support and advice to attending students. During these sessions, students will also have access to ICT equipment and the internet where required.

7. Educational Visits

In some cases, the parents of some Pupil Premium students do not have the financial means to allow their child to attend educational visits and trips which can benefit a pupil's self-esteem, aspirations and understanding of the society that we live in. This immediately places them at a significant disadvantage to their peers. These educational visits are often related to the course that they are studying, and not attending the course can lead to students falling behind with their knowledge and understanding of specific topics that are vital elements of the course.

The Response of the School to this 'Barrier'

Christ the King CVA places a portion of its Pupil Premium funding on making a donation to the cost of educational trips and visits for Pupil Premium students. Each specific visit must develop the educational understanding of the student or improve the aspirations or self esteem of each student attending. The Assistant Principal with responsibility for Pupil Premium funding will decide on whether funding will be granted for each educational visit.

8. Extraordinary Personal Circumstances

It is often the case the Pupil Premium students experience extraordinary personal circumstances during their school life which cannot be accounted or planned for. These incidents often have a negative impact on the learning process and prevent Pupil Premium students from focussing on their studies, thus affecting the sole aim of this strategy.

The Response of the School to this 'Barrier'

We have employed a Family Support Worker whose primary focus it to engage and work with some of the most vulnerable, disengaged families in our community to create a close relationship between our school and the home life of our Pupil Premium students. This will help to break down any potential misconceptions of school life and help to emphasise the importance of education to parents/carers. The School Counsellor works with many of our Pupil Premium students to raise their self-esteem as well as to offer support and guidance for students who may require further support both in and out of school. Sixth form students will act as peer mentors to certain Pupil Premium students who may require a positive role model in school or who may require further support in everyday life. The Assistant Principal with responsibility for Pupil Premium funding is a safeguarding officer as is the Behaviour for Learning Manager. This will ensure that Pupil Premium students gain the correct support when they are in school, as both will have a thorough understanding of the situation that each student faces and adapt the curriculum support accordingly.

9. Below Expected Levels

Although this may be a generalisation, it may be the case that Pupil Premium students become disengaged with school life from a young age. This may cause these students to fall behind their peers in relation to their expected levels of progress at the end of Key Stage 2 and hamper their progress for the remainder of their time at secondary school.

The Response of the School to this 'Barrier'

We recognise that some Pupil Premium students will arrive at Christ the King CVA in Year 7 with below expected levels of progress in English and/or Maths. With that in mind, we have an early intervention programme aimed at Key Stage 3 students to allow them to experience faster progress in Literacy by reading on a daily basis and being tested on each piece of text that they read. We also employ English and Maths mentors who will work with small groups of Pupil Premium students to ensure pupils are making expected levels of progress in Maths and English, especially focussing on students who achieved below expected levels at the end of Key Stage 2. We will be ensuring that the Pupil Premium Learning Support Assistant provides in lesson support for Pupil Premium students who are working below expected levels, to improve their academic progress.

Pupil Premium Spending Plan

The Pupil Premium Spending Plan outlines how Christ the King CVA will use the Pupil Premium funding to achieve the main aim of the strategy and alleviate the barriers outlined above.

<u>Strategy Employed</u>	<u>Estimated Cost (2018-2019)</u>	<u>Relevant Barrier</u>	<u>Evidence Estimate*</u>	<u>Specific aims and outcomes</u>	<u>How will we know if it has been effective?</u>	<u>Impact</u>
Employment of an Assistant Principal with responsibility for Pupil Premium funding		1,2,3,4,5,7,8		<ul style="list-style-type: none"> To have a Senior Leader of the academy who leads the strategic direction of Pupil Premium expenditure across the school To have a Senior Leader with the designated responsibility of leading the direction of the school with regard to the Pupil Premium 	<ul style="list-style-type: none"> There is a coherent and strategic direction for Pupil Premium expenditure, where the impact of each strategy employed is monitored and evaluated Go4Schools data will be regularly monitored as per the Assessment, Recording and Reporting calendar Barriers to learning will be analysed and addressed by the Senior Leadership Team Student Voice will indicate that students feel supported and valued 	
Family Support Worker		1,3,5,8	☆☆☆	<ul style="list-style-type: none"> To engage with the most vulnerable and disengaged families of Pupil Premium students To make families of Pupil Premium students aware of the support available to them To provide a link between home and school for families of Pupil Premium students To promote intervention and parent's evenings for families of Pupil Premium students To improve the attendance of Pupil Premium students To reduce the Persistent Absenteeism among Pupil Premium students 	<ul style="list-style-type: none"> Increased attendance of Pupil Premium student's families at intervention evenings Greater engagement of our most vulnerable and disengaged families of Pupil Premium students Improved attendance of Pupil Premium students Reduction in the Persistent Absenteeism of Pupil Premium students 	
Employment of a Behaviour for Learning Manager		2,5,8	☆☆☆☆	<ul style="list-style-type: none"> To manage the behaviour of Pupil Premium students To coordinate a 'Stop and Think' behaviour programme so that students reflect on their behaviour and focus on how to improve it 	<ul style="list-style-type: none"> A year-on-year reduction in the number of behaviour points accrued by Pupil Premium students and the number of students on Alternative Provision 	

				<ul style="list-style-type: none"> To mentor individual students where poor behaviour is a barrier to learning To educate students if they have behaved in an unacceptable manner as they reintegrate back into school 	<ul style="list-style-type: none"> The behaviour of Pupil Premium students will be managed more effectively and efficiently The most challenging pupils will receive 1:1 specialist behaviour mentoring The 'Stop and Think' programme will be successful in reducing the number of behaviour points being accrued Student Voice will indicate that this intervention has been successful 	
Pupil Premium LSA		2,9	☆☆	<ul style="list-style-type: none"> To provide academic support for Pupil Premium students during lesson time To liaise with parents to inform them of their child's progress To liaise with teaching staff to provide relevant and challenging resources for Pupil Premium students 	<ul style="list-style-type: none"> Improve the academic performance of Pupil Premium students that they are supporting in lessons Improve the ATL of Pupil Premium students that they are supporting in lessons 	
Challenge Program Assertive Mentoring	£0	1,2,3,5	☆☆☆	<ul style="list-style-type: none"> Pupils in receipt of the Pupil Premium are given priority status, as they are mentored by a member of the Senior Leadership Team or a middle leader of the school 	<ul style="list-style-type: none"> Pupil Premium students will feel more confident and prepared as they approach their GCSE examinations Pupil Premium students will be supported in creating a revision timetable Pupil Premium students will be mentored by leaders in the school and as a result, make and exceed expected levels of progress Challenge Group leaders will liaise with parents on a regular basis Student Voice will indicate that students have been well-supported by those involved in the programme 	
Peer Mentoring	£0	2,3,5,8	☆☆☆☆	<ul style="list-style-type: none"> Students in sixth form to mentor Pupil Premium students during tutor time 	<ul style="list-style-type: none"> Reduced amount of behaviour points given for tardy marks for Pupil Premium students 	

				<ul style="list-style-type: none"> • Sixth form students to ensure that Pupil Premium students are happy in school and that their needs are met • To discuss sixth form life with Pupil Premium students and promote high aspirations among Pupil Premium students 	<ul style="list-style-type: none"> • Increased aspirations of Pupil Premium students to aim for further education • Increased number of Pupil Premium students who attend sixth form/further education 	
Residential Visits		3,7	☆	<ul style="list-style-type: none"> • Students who otherwise would not be able to attend residential experiences have access to funds to allow them to do so 	<ul style="list-style-type: none"> • Attending a residential offers a Pupil Premium student the opportunity to 'get away' from daily routine and reenergise • Student confidence will increase and Pupil Premium students will have the same opportunities as their peers to attend residential visits • Pupil Premium students will have greater aspirations because of these trips and will undertake new life experiences which they may not usually have access too 	
Additional Careers Guidance		3		<ul style="list-style-type: none"> • PP students are given additional careers guidance and advice in an attempt to prevent them becoming NEET the following year 	<ul style="list-style-type: none"> • Students will be able to make an informed decision about their future • Pupil Premium students will receive professional advice and guidance on decisions, which need to be made about their future • There will be a reduction in the number of NEET Pupil Premium Students • Student Voice will indicate that's students are well-prepared for their future 	
Revision Guides		4		<ul style="list-style-type: none"> • Pupil Premium students are issued with revision guides for each of the subjects they study 	<ul style="list-style-type: none"> • Pupil Premium students will be more prepared for exams and will be better equipped at revising more effectively • Pupil Premium students will be better equipped to face their exams 	

					<ul style="list-style-type: none"> • Pupil Premium students will have the same opportunity as their peers who may have revision guides • Student Voice will indicate that the revision guides are of benefit and are used effectively 	
Uniform and Bus Passes		4,5	☆	<ul style="list-style-type: none"> • Students who otherwise may not have access to the correct uniform do so • CTKCVA now keeps a stock of uniform to assist in this issue when necessary • Students are able to arrive to school safely and on time 	<ul style="list-style-type: none"> • Students will not be concerned with 'not being like their peers,' having the correct uniform at all times • Pupil Premium students will have the correct uniform, which will prevent them from being punished • Pupil Premium students will arrive in school on time and do not miss any learning/lesson time • Students will feel at home and comfortable in school in the correct uniform • Improved punctuality for some Pupil Premium students • Student voice will indicate that students are well supported 	
After School Homework Club		6	☆☆☆	<ul style="list-style-type: none"> • Homework club to run Monday – Thursday till 4.30pm and Fridays till 4.00pm in the LRC • Specific Pupil Premium students to be invited to these after school sessions 	<ul style="list-style-type: none"> • Reduced number of behaviour points that Pupil Premium students receive for a lack of homework • Increased attendance of Pupil Premium students at homework club 	
School Counsellor		2,3,8	☆☆☆☆	<ul style="list-style-type: none"> • To engage with the most vulnerable and disengaged Pupil Premium students • To improve the self-esteem of Pupil Premium students who require support 	<ul style="list-style-type: none"> • Increased attendance of Pupil Premium students • Improved emotional health and well-being of Pupil Premium students 	
Employment of an English Mentor		9	☆☆☆☆	<ul style="list-style-type: none"> • To support students eligible for the Pupil Premium of all year groups with English 	<ul style="list-style-type: none"> • The number of Pupil Premium students exceeding and making expected levels of progress in English will increase and the 	

				<ul style="list-style-type: none"> To provide specialist 1:1 and small group tutoring for underperforming Pupil Premium students Particular focus on Year 11 students, Year 7 students and Looked After Children for this academic year 	<ul style="list-style-type: none"> 'gap' in attainment will be significantly reduced Students are making greater progress in English than in other subjects, especially in controlled assessment, where absence may lead to students having incomplete files Year 7 students will make accelerated progress and will be in line with their peers by the end of the academic year 	
Employment of a Maths Mentor		9	☆☆☆☆	<ul style="list-style-type: none"> To support students eligible for the Pupil Premium in all year groups with Mathematics To provide specialist 1:1 and small group tutoring for underperforming Pupil Premium students Particular focus on Year 11 students and Year 7 students for this academic year To offer additional Maths lessons to Pupil Premium students in need of them, as well as support with homework and areas of concern 	<ul style="list-style-type: none"> The number of Pupil Premium students exceeding and making expected levels of progress in Maths will increase Year 7 Pupil Premium students will make accelerated progress and will be in line with their peers by the end of the academic year 	
LIT Programme (KS3 Literacy Programme)		9	☆☆☆	<ul style="list-style-type: none"> An early intervention programme aimed at KS3 students to allow them to experience faster progress in Literacy 	<ul style="list-style-type: none"> Students will make gains in Year 7 in their English levels Impact further up the school as students' literacy will improve 	
February and Easter Intervention Sessions		3,9	☆☆☆	<ul style="list-style-type: none"> Staff are paid to support Pupil Premium students during February and Easter holidays 	<ul style="list-style-type: none"> Pupil Premium students will attend the sessions All students will have full and complete controlled assessment folders Increase in students self-confidence in subjects and Assertive Mentoring data clearly demonstrates improvement in the performance of Pupil Premium students in relation to their peers 	

					<ul style="list-style-type: none"> • Student voice will demonstrate the effective use of the time and worthwhile intervention 	
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How well do ‘Disadvantaged’ Students Achieve in Comparison to their Peers at Christ the King CVA?

Since its inception in April 2011, the government has seen the Pupil Premium as being vital in combatting the poor attainment of this vulnerable group of young people. Across the country, the Pupil Premium has struggled to have the desired impact, as the ‘gap’ between the number of Pupil Premium students achieving 5 ‘good grades’ (grade C or above) at GCSE, including English and Maths and their peers has been consistently around the 27% mark. i.e. the number of Pupil Premium students achieving 5 A*-C has consistently been around 26-28% less than their peers.

At local level in Nottinghamshire, the ‘gap’ is even wider and schools in the East Midlands perform even worse than many other areas across the country. In 2016 the ‘gap’ in attainment widened between pupils in receipt of the Pupil Premium and their peers. In 2015, 33.8% of students in receipt of the funding achieved 5+ A*-C grades including English and Maths, in comparison to 64% of students, not in receipt of the funding, as the gap widened by 1.3% to 30.2% from 28.9% in 2014. This places Nottinghamshire 2.8 percentage points above the national gap.

Whilst it is difficult to make year-on-year comparisons because of fluctuating numbers and the difference in the needs of the students from cohort to cohort, the table below demonstrates the performance of students at Christ the King CVA, who have received the Pupil Premium in 2016:

	2016
5+ A*-C GCSE (inc. English and Maths)	63.5%
‘Gap’ between % of PP and non-PP students achieving 5+ A*-C GCSE (inc. English and Maths)	-23.2%
5+ A*-C GCSE	57.6%
5+ A*-G GCSE	97%
‘Gap’ between % of PP and non-PP students achieving 5+ A*-G GCSE	1.3%
‘Gap’ between % of PP and non-PP students achieving 5+ A*-C GCSE	-17.2%
A*-C in English	89.2%
‘Gap’ between % of PP and non-PP students achieving A*-C in English	-
A*-C in Maths	68.2%
‘Gap’ between % of PP and non-PP students achieving A*-C in Maths	-

3+ Levels Progress in English	82.8%
'Gap' between % of PP and non-PP students achieving 3+ Levels Progress in English	5.1%
3+ Levels Progress in Maths	34.5%
'Gap' between % of PP and non-PP students achieving 3+ Levels Progress in Maths	-33.2%
4+ Levels Progress in English	13.8%
'Gap' between % of PP and non-PP students achieving 4+ Levels Progress in English	-15.5%
4+ Levels Progress in Maths	3.4%
'Gap' between % of PP and non-PP students achieving 4+ Levels Progress in Maths	-17.8%

2017 and 2018 Data

With the introduction of Progress 8 as a monitoring tool for schools, as well as the introduction of numerical grades, the table below outlines the achievements of Pupil Premium students in 2017 and 2018:

	2017	2018
Percentage of PP students achieving Level 4 or above in English	43.8%	82.1%
Percentage of non PP students achieving Level 4 or above in English	81.0%	78.2%
Percentage of PP students achieving Level 4 or above in Maths	21.9%	67.9%
Percentage of non PP students achieving Level 4 or above in Maths	69.8%	64.1%
Percentage of PP students achieving English and Maths at Level 4 or above	18.8%	67.9%
Percentage of non PP students achieving English and Maths at Level 4 or above	69.0%	59.0%
Percentage of PP students achieving English and Maths at Level 4 or above, plus 3 others at grade 4 or above	15.6%	50%
Percentage of non PP students achieving English and Maths at Level 4 or above, plus 3 others at grade 4 or above	65.5%	52.1%
Progress 8 figure for PP students	-1.19	-0.62
Progress 8 figure for Non PP students	-0.14	-0.29
'Gap' between Progress 8 figure of PP and non-PP students	-1.05	-0.33

When will the Strategy be Reviewed?

The Pupil and Ethos Committee of the Governing Body hold Senior Leaders to account for the effective spending of Pupil Premium funding in half-termly meetings. The attainment and progress data of this cohort is regularly reviewed in these meetings and Governors ensure that disadvantaged students remain at the forefront of the minds of Senior Leaders in school.

Senior Leaders review the strategies employed by the school in termly meetings (three times per year), at the start of the year, setting out the plan for the forthcoming academic year, midway through the year to monitor the impact of the strategies and at the end of the year to complete the end-of-year review of the strategy. All Senior Leaders play their part in this, discussing the strategies employed in detail and analysing their impact. As well as this, 'Pupil Premium students' are regularly discussed in all elements of the life of the school. For example, they are regularly discussed in Achievement Leader Meetings regarding attendance and progress, when discussing Teaching and Learning Strategies and in work scrutiny, where there is often a focus on students who are disadvantaged. In all areas of the life of our school community, the impact of decisions and change on this particularly vulnerable group of students is always considered.