

Greenford High School Pupil Premium Strategy 2019/20

1. Summary information					
School	Greenford High School				
Academic Year	2019/20	Total PP budget	£429,009	Date of most recent PP Review	N/A
Total number of pupils	1794	Number of pupils eligible for PP	438	Date for next internal review of this strategy	Oct 20

2. Current attainment		
	Pupils eligible for PP at GHS (national average)	Pupils not eligible for PP at GHS (national average)
% achieving 5A* - C incl. EM (2018-19 only) (5 9-5inc. EM)	52.75%	60.84%
Progress 8 score average	+0.5	+0.78
Progress 8 Score English	+0.88	+1.23
Progress 8 Score Maths	+0.83	+1.0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy Skills (and, in particular, reading ages) for pupils eligible for PP at KS3 are lower than for other pupils which prevents them from making progress in subjects across the curriculum.
B.	Students eligible for Pupil Premium may not make as much progress in the core subjects as other students without additional support.
C.	Some students eligible for PP do not achieve as highly as non-PP peers at KS4. This may be because they do not have access to a space to work at home and may not benefit from computer access and revision materials. Some parents of students eligible for PP may not be in a position to support students with homework and revision.
D.	According to our school data, students who are at risk of permanent exclusion due to continued behavioural issues are more likely to be those eligible for PP. Such behaviour issues are detrimental to learning for these students and those in affected classes.
E.	Certain cohorts of students make less progress than their non PP peers. Historically, Boys, More Able students
F.	Students eligible for Pupil Premium funding may not take part in trips and extra curricular activities or be able to fully participate in the life of the school due to aspiration, uniform and equipment issues.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Correlation between students eligible for PP and persistent absence.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of literacy in KS3 students eligible for PP and a reading age equal to their chronological reading age. Year 8 targeted intervention for reading.	<ul style="list-style-type: none"> ● Book Looks and lesson observations in English demonstrate that students are making progress in their literacy. ● Data from Accelerated Reader Reading Tests will demonstrate how the gap between reading age and chronological age is narrowed. Students tested twice annually.
B.	Students who are not making enough progress in core subjects have opportunities within the timetable to receive additional teaching and develop knowledge and skills which results in improved	<ul style="list-style-type: none"> ● Students will show progress in their literacy and numeracy skills at KS3 and an improvement in performance in GCSE skills at KS4.
C.	High Levels of KS4 Achievement supported by: *Access to a quiet space to work, appropriate resources and after school/holiday/weekend tuition for students not making the required progress in their subjects. *The opportunity to pursue vocational subjects for those students who do not wish to take more traditional GCSE subjects or EBACC. *Appropriate IAG and careers information.	<ul style="list-style-type: none"> ● Attendance at KS4 Study Club and possible 'graduation' from Study Club if sufficient progress in interim grades and 'Attitude to Learning' scores. ● Students to meet at least their minimum target grade for GCSE subjects; Progress of PP students to be in line with the rest of the year group. ● Successful completion of vocational courses at college or other providers. ● All year 11 students to have a personal careers interview.
D.	An alternative provision (The B.R.A.I.N) developed within school for students who are exhibiting behaviours likely to lead to permanent exclusion. This should be removed from mainstream curriculum but offer mentoring, counselling and tuition in core subjects so that students can eventually reintegrate into classes.	<ul style="list-style-type: none"> ● Successful completion of the BRAIN support programme. ● Reduced number of behaviour points for students. ● Avoidance of permanent exclusion where possible.
E.	Students eligible for PP in target groups (identified by applicable national or school trends and current data) are able to make the same progress or better progress than their peers. Examples include Boys' Achievement Cohort; More Able Students.	<ul style="list-style-type: none"> ● Students in identified groups show improved progress and Attitude to Learning scores as a result of support given. ● Students have Progress 8 scores comparable to their non-PP peers where possible.
F.	Enable students who are eligible for PP funding to participate fully in the life of the school and encourage aspiration for achievements outside and beyond school.	<ul style="list-style-type: none"> ● All students eligible for PP have to opportunity to attend one trip or excursion during the school year.
G.	Students eligible for Pupil Premium funding attend school regularly and attendance does not cause concern.	<ul style="list-style-type: none"> ● Reduction in persistent absence in this group.

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Improving Classroom Pedagogy					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will impact be measured?	Staff lead	Review date?
A: High levels of literacy in KS3 students eligible for PP and a reading age equal to their chronological reading age.	Provide opportunities within the timetable for students who are not making enough progress in literacy to receive additional teaching. All students receive curriculum, Accelerated Reading lesson, mastery lesson.	<p>The need to address weak literacy in year 7 and 8 students will be tackled by additional literacy lessons taught instead of History and Geography but using the humanities content.</p> <p>A very small number of students will not learn a language in year 7 but will have intensive support in reading: decoding, vocabulary acquisition, comprehension and inference.</p> <p>Students who have not met the required standard at the end of KS3 find it very difficult to access the broader curriculum on entry to secondary school.</p>	Improvement in reading ages/specific reading skills based on baseline testing at the start of year 7. Students are tested twice during the academic year (Easter, summer).	Whole School Leader for Literacy Supported by the Head of English and KS3 Co-ordinator in English	July 2020
	Impact Review of 2019-20 strategies	<ul style="list-style-type: none"> • Book Looks and lesson observations in English and literacy lessons demonstrate that students are making progress in their literacy. • Teacher records of in class intervention/buddy reading show progress in reading, along with regular target setting. • Teachers keep records on the progress and ability of these students, showing progress in their spelling, sentences and independent reading skills. • Data from Accelerated Reader Reading Tests (STAR reading) demonstrate how the gap between reading age and chronological age is narrowed. • In addition, weekly notes are taken by teachers, librarians or reading buddies to record the improvements made by students in lessons. Regular target setting is set by teachers and achieved by students. These targets are reviewed every half-term. 			

	<p>Ensure that literacy is a priority in all subjects and that student with weak literacy are supported across the curriculum.</p> <p>Whole School Literacy Lead and Lead Practitioner to focus on this.</p>	<p>Achievement in subjects across the curriculum can be hampered by weak literacy. We will provide staff with training and strategies to help students access written texts, develop vocabulary at every opportunity and write accurately.</p>	<p>A comprehensive programme of training is offered to teachers at all stages of their career: ITT; NQT; Second Year Teachers; Excellent Teachers; Teachers new to GHS.</p> <p>Learning walks and lesson observations should show that teachers are taking opportunities to develop literacy wherever possible.</p>	<p>AHT Learning and Teaching and Whole School Literacy Co-ordinator.</p>	<p>July 2020</p>
	<p>Impact Review of 2019-20 strategies</p>	<p>During 2019/20 we piloted a change to the literacy programme for students in year 7 and 8 switching from purely literacy based interventions to humanities lessons taught by English teachers and with a heavy focus on literacy. Learning walks and book looks suggested this was a successful development in our provision, allowing the weakest students in KS3 to still access the full breadth of the curriculum while adapting it to allow them to access the content and build skills that would support across the curriculum. We continue to develop and refine this programme. As they are in smaller groups, they are given more opportunities for one-to-one intervention and support from their teachers where live marking occurs in each lesson so students are getting feedback in the moment and able to make improvements.</p> <p>Whole staff training focused on closing the vocabulary gap, a significant issue in particular amongst the most disadvantaged students and those potentially high attainers from non-English speaking households. Key strategies given to support students in class, such as bracket definitions, 10 word challenges; using higher level academic vocabulary; taking time to explain tier two words (academic, high frequency words, but not the most commonly taught subject specific words). Lesson observations saw this beginning of the adoption of these strategies in different subject areas, particularly at KS3 but this is something we need to return to when the current situation eases to embed more fully.</p>			
	<p>Assess the reading levels of students on entry in year 7 and utilise Accelerated Reader to ensure that pupils with low reading ages on entry at KS3 have at least a reading age equal to their chronological age by the end of year 8.</p>	<p>Through this strategy we want to develop the confidence of all students involved and help make reading a habit for them, particularly if they do not experience literacy rich environments at home. As this intervention will benefit all subjects, not just English, we hope it will be the first step on the path of sustained improvement in achievement.</p>	<p>Increase in Reading Age, shown through periodic testing so that students have a reading age equivalent to their own by the end of year 8 or at least making progress towards this.</p>	<p>Whole School Leader for Literacy</p>	<p>July 2020</p>

	Impact Review of 2019-20 strategies	<ul style="list-style-type: none"> Data from reading ages show that the students in the literacy classes have made an average of 2 years progress over the year. Reading ages tested demonstrate how the gap between reading age and chronological age is narrowing. Students are tested twice in the year. The majority of the PP students progress at least one year through these interventions with some impressively showing 3 years progress. In addition, data from Accelerated Reader Reading Tests (STAR reading) demonstrate how the gap between reading age and chronological age is narrowed. In addition, weekly notes are taken by teachers, librarians or reading buddies to record the improvements made by students in lessons. Regular target setting is set by teachers and achieved by students. These targets are reviewed every half-term. 			
Total budgeted cost					£35,526
B: Students who are eligible for PP and not making enough progress in core subjects have opportunities within the timetable to receive additional teaching and develop knowledge and skills.	<p>Additional literacy lessons for students in KS3 who have not made expected progress in English and KS3.</p> <p>Additional lessons at KS4 for core subjects to improve progress where students are struggling.</p>	<p>Students in KS4 may opt to/be advised to take Booster English/Maths and Science to support their achievement in this subject. Small group teaching offers better opportunity for more personalised feedback and the opportunity to make accelerated progress in GCSE skills.</p>	<p>Improvement in key writing skills evidenced through book looks and teacher assessment. Over time, improvement in the interim grades of this cohort.</p> <p>Improvement in reading ages/specific reading skills based on baseline testing at the start of year 7.</p> <p>Reduction in the achievement gap between Pupil premium students and others in the cohort in individual subjects and 5*-C incl EM</p>	<p>AHT Pupil Premium DHT Curriculum Core HODs</p>	<p>July 2020</p>
	Impact Review of 2019-20 strategies	<p>Students who have not shown enough progress in English are given additional Booster lessons - students work on their core literacy skills at word and sentence level. In addition, regular Golden Marking moments and assessment continue to show the progress of these students. As they are in smaller groups, they are given more opportunities for one-to-one intervention and support from their teachers.</p> <p>The introduction of Timetables Rockstars and Numeracy Ninjas at KS3 has had a positive effect on the outcomes of students' numeracy skills. Book looks and observations showed students were engaged with their mathematics and were able to make links to real life contexts. At GCSE, students continue to work on their skills checks at the beginning of each lesson and as a result, there are less numeracy errors in mock</p>			

exams and assessments. Personalised feedback through Pinpoint Learning and Mathswatch has enabled students to work on the gaps in their knowledge. Small groups of intervention supported students in becoming more confident in their mathematical skills and progress was seen in our internal data.

Slight increase in the GCSE achievement gap - from 7% to 8% - between PP and non-PP in E/M 5+ Basics, but offset by an overall increase in this measure of 9% to 68% which is well above the NA.

A significant increase in the PP P8 score from +0.54 to +0.86 demonstrating excellent progress and much improved performance, although the gap with non-PP widened a little to almost a third of a grade.

The curtailment of the planned additional classes and intervention sessions due to the lockdown almost certainly impacted negatively upon PP student progress relative to non-PP in core subjects.

Total budgeted cost £287,864

Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will impact be measured?	Staff lead	Review date?
<p>C: High Levels of KS4 achievement for students eligible for PP.</p>	<p>Provide a comprehensive programme of Saturday and holiday revision sessions for GCSE subjects.</p>	<p>Many of our students need additional support with organising and managing their revision. Having specialist staff available in a more relaxed environment to deliver sessions maximises the effectiveness of this revision time particularly in the Spring term and Easter holidays.</p>	<p>Achievement of students assessed at Interim meetings.</p> <p>Attendance for revision sessions monitored and non-attendance challenged. Informal discussions with pupils regarding the impact of sessions.</p>	<p>AHT KS4 Achievement.</p> <p>Study Club Leader</p>	<p>August 2020</p>
	<p>Impact Review of 2019-20 strategies</p>	<p>Some sessions ran in the Autumn term, for which there was good attendance, as well as immediately after Christmas, but we had multiple sessions booked for the Spring term which, unfortunately, had to be cancelled due to lockdown.</p> <p>The aim of sessions, run by class teachers for their specific students, was to address knowledge and skills gaps to ensure the best chance of progress after the mock exams and which are usually high impact.</p>			

		Some funding from these sessions was re-allocated to printing revision packs, revision guide procurement, E-learning resources etc.to support depts. in the best possible way.			
	Provide students with an appropriate space and support and resources to complete homework, coursework, revision and independent study at KS4 through GHS Study Club.	At KS4, in recognition of the increased independent learning load students have to tackle, we run Study Club for a selected cohort of students four nights a week. The majority of Pupil Premium students in year 11 are part of this group. In addition to providing a quiet space dedicated to homework, TAs are employed to support students with organisation and completion of independent learning tasks.	Periodically throughout the year, year 11 Interim grades and PPE results are assessed to see if SC students are making progress in their learning. We also assess the number of homework concerns raised by staff to ensure students are organised and using private study time effectively.	AHT KS4 Achievement. Study Club Leader	August 2020
	Impact Review of 2019-20 strategies	<p>The switch to a subject specific evening timetable at Study Club allowed students to be more focussed and goal-oriented. Even where students were eligible for 'graduation' they usually chose to remain.</p> <p>Post 16 student tutors ensured Mathswatch content was completed on schedule and extra Maths revision and practise carried out using dedicated booklets. This was further honed by explicitly linking KS4 students to the same mentor week after week to ensure consistency and accountability.</p> <p>MyTutor Science tuition was launched to allow specific targets set by class teachers to be addressed by an online tutor team. Other KS4 students were able to access GCSEpod/ Educake and engagement increased.</p> <p>Elevate sessions were delivered to our Study Club cohort - in particular our boys' and girls' achievement groups - focussing principally on time-management, motivation, study and revision skills.</p> <p>We employed gap-year tutors and SEN Achievement Workers to monitor and assist students and this meant that, overall, we continued to enjoy very high levels of attendance.</p> <p>However, we are reviewing our provision in the light of social distancing guidelines, etc. and are looking to provide a more bespoke, personalised approach to increase overall engagement in the sessions.</p>			

	Provide opportunities for students who prefer more vocational or practical subjects to attend college as one of their GCSE options	Some students who have aspirations for a particular or more practical career may become disengaged if forced to follow a purely academic course. In giving students opportunities to follow a partially vocational path, we hope to keep them in full time education and training for longer, hopefully supporting them to eventually obtain an apprenticeship	<p>We would hope to reduce the number of attitude to learning concerns in students</p> <p>Lately, we have amended our mission statement to promote the value of apprenticeships and we will track how students take this path as school leavers.</p> <p>Ultimately we want to reduce the number of students becoming NEET when they leave GHS to a minimum.</p>	AHT Vocational Lead	August 2020
	Impact Review of 2019-20 strategies	<p>Due to lack of affordable wider provisions across the borough vocational courses have not been an option.</p> <p>Moving forward, we need to provide more opportunities for students to receive guidance on further and higher education, training and apprenticeships so they can make informed decisions about future study and careers options regardless of socio-economic background.</p>			
	Provide opportunities for students to receive guidance on further and higher education, training and apprenticeships so they can make informed decisions about future study and careers options regardless of socio economic background..	Aspiration is commonly considered an issue for students from disadvantaged backgrounds. Research from the Education Endowment Fund (EEF) regarding aspiration suggests that in fact most pupils do have aspiration, it's the knowledge of how to reach goals such as university which more commonly limits a child's potential. To combat this, we ensure all our pupils have access to at least one university visit before year 11 and careers interviews help guide their choices at Post -16.	<p>Monitor that all students have had access to a careers interview. Follow up where issues arise.</p> <p>Ensure all students have the opportunity to attend a university open day in year 8/9/10.</p>	Year 11 Team and IAG Lead Teacher	Jul 2020
	Impact Review of 2019-20 strategies	<ul style="list-style-type: none"> All Y11 students were given an opportunity for a careers meeting over the course of the year and accessible information about Connexions meetings at the start of the Autumn term. 			

		<ul style="list-style-type: none"> • Guidance interviews conducted in person or remotely with almost all Y11 PP students last academic year, providing them with a detailed guidance summary with an agreed action plan. A very small number of PP students chose not to engage in the offer for an interview. • Y11 form visits in Autumn term 2019 to provide detailed information about P16 options and inform students about the Connexions service. • Students have not had the opportunity for an in-person visit to a university due to Covid 19, however opportunities for virtual university summer schools, extra-curricular activities and open days were advertised to students by form tutors and via Google Classroom. • In Autumn Term 2019 a group of PP boys and the Girls' Achievement cohort were taken on a trip to a careers and higher education fair where they could meet employers and higher education representatives. 					
					£32,457		
D: A reduction in the number of behaviour concerns and permanent exclusions in pupils who are eligible for Pupil Premium funding.	An alternative provision (The B.R.A.I.N) developed within school for students who are exhibiting behaviours likely to lead to permanent exclusion. This should be removed from mainstream curriculum but offer mentoring, counselling and tuition in core subjects so that students can eventually reintegrate into classes.	The emotional wellbeing of students can have a huge impact on their ability to engage with lessons and become effective learners. Some students require more intensive help and for students who struggle with appropriate behaviour for learning we will provide alternative provision in the BRAIN (Behaviour and Results by Addressing Issues Now)	The inclusion manager and SLT lead for behaviour will monitor the impact of this intervention closely. We hope to see a reduction in fixed term exclusions, lower behaviour concerns in targeted students and better coping strategies from the pupils we are supporting in this way.	AHT Behaviour	Jul 2020		
	Impact Review of 2019-20 strategies	Students who attended The BRAIN have remained in school and continue to have interventions as needed. Going forwards, a decision has been made that the provision needed a review and possible revamp at a later stage where the funding and resource which was needed could be afforded.					
					£34,987		

<p>E: Students eligible for PP in target groups (identified by applicable national or school trends and current data) are able to make the same progress or better progress than their peers. Examples include Boys' Achievement Cohort; More Able Students,</p>	<p>Support 'More Able' pupil premium students to achieve the best possible GCSE results and prepare for entry to Russell Group universities at the end of year 13.</p> <p>HODs to report specifically on progress of more able students (those targeted 7-9)</p> <p>Talks and trips to be organised to universities to raise aspiration of this cohort.</p> <p>A/A* evening for More Able students to raise aspiration.</p>	<p>The Sutton Trust Report of (2015) suggested that highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average. We must be mindful to support ALL Pupil Premium students regardless of ability.</p> <p>It will be part of the role of HODs and the data lead to track gifted PP students to ensure they are fulfilling their potential.</p>	<p>Achievement of PP A/A* students monitored at interim meetings throughout the year and HODs will be asked to comment specifically on their achievement in exam analysis. Progress 8 scores for Higher band pupils can be compared to national results for this cohort.</p>	<p>AHT Data AHT KS4 Achievement</p>	<p>August 2020</p>
	<p>Impact Review of 2019-20 strategies</p>	<p>Higher Band PP students achieved a P8 score of +0.4 which, although positive, was significantly below the non PP P8 score of +1.21.</p> <p>It was even more striking that PP HPA boys, in particular, were only marginally above zero so, while it appears that this cohort was one of the biggest casualties of the lockdown, it is a group that needs to be addressed much more proactively, with fresh approaches.</p> <p>PP HPA girls P8 score was much higher at +0.78 so they responded better to interventions.</p>			

	Develop a tailored programme of support for boys in year 11 at risk of not achieving 8 good GCSE grades.	Several years ago, based on the achievement gap between girls and boys a specific cohort of boys was selected who work intensively with a member of our very motivational pastoral/PE staff. The huge success of this project has been continued with a combination of mentoring activities and rewards that has had a strong impact of the achievement of this cohort.	<ul style="list-style-type: none"> Percentage of this cohort passing Maths and English Progress 8 scores of this cohort. 	Lead for Boys' Achievement AHT KS4 Achievement	August 2020
	Impact Review of 2019-20 strategies	<p>Despite excellent work by the Boys' Achievement lead, the PP students' outcomes were not as high as we hoped, with a negative P8 score, underlining the real challenges faced by this cohort.</p> <p>Nevertheless, the Basics 9-4 was 72% for the Boys' Achievement cohort as a whole which demonstrates a good, basic level of support, and something to build upon. We have streamlined our one to one support for this cohort going forwards.</p>			
Total budgeted cost					£11,741
Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date?
F: Enable students who are eligible for PP funding to participate fully in the life of the school	Ensure that all students can participate in at least one educational trip or visit each year.	Although we have a proud tradition of extra-curricular trips throughout the year, our enrichment week in July in which students take part in enrichment activities and other trips ensures that all students can go on one fully funded or partially funded excursion each academic year, supporting their wider cultural education.	<p>Ensure that all students take part in one trip or visit during the school year.</p> <p>Support students in need for more substantial trips, like MFL trips abroad.</p> <p>Encourage departments to offer pupil premium students reward places on trips.</p>	Enrichment week co-ordinator	Sept 2020
	Impact Review of 2019-20 strategies	Due to the global pandemic we were unable to run our usual Enrichment Week. Several trips went ahead, prior to government guidelines regarding travel and trips. We were able to go ahead with a planned trip to Berlin, however, that included PP students.			

	Enable all students to participate in additional music classes if they wish.	We recognise that achievement in school is not just about grades but about learning and developing the whole child, including their arts and cultural education. To this end, we want to ensure disadvantage is not a barrier to learning an instrument.	Monitor take up of instrument lessons for student eligible for Pupil Premium.	AHT PP Head of Music	Sept 2020
	Impact Review of 2019-20 strategies	In the autumn and spring terms of 2019/20, 19% of students taking instrumental lessons were pupil premium. Pupil premium students pay 25% of the standard cost of tuition. The lockdown in March 2020 meant all lessons were cancelled for the remainder of the academic year, which hampered our ability to develop our provision for pupil premium students.			
	Support the purchase of uniform, sports kit, equipment and travel in cases of genuine need.	In order to be a full part of the school students need to feel equal to their peers. Each year a small part of the budget will be used to help families provide uniform, kit and equipment.	N/A	AHT PP	Sept 2020
	Impact Review of 2019-20 strategies	Ongoing support of this cohort - overseen by the pastoral team and PE dept. to remove obstacles to inclusion.			
Total budgeted cost					£13,916
G: Students eligible for Pupil Premium funding attend school regularly and attendance does not cause concern.	Attendance officer to work with students who are frequently absent, particularly PP students with persistent absence.	Students who do not attend quickly become disengaged and cannot fully partake in their timetabled lessons or the wider life of the school.	Dedicated Attendance officer overseen by Safeguarding AHT. Support from year teams and teachers and catch up classes available to students struggling with attendance.	Attendance Officer AHT Attendance	Sept 2020
	Impact Review of 2019-20 strategies	In the autumn and spring terms of 2019/20, pupil premium attendance was an impressive 97% (whilst whole school attendance in the same period was 95.3%). The lockdown in March 2020 has altered how we address and support attendance with all students, whilst not losing focus on pupil premium students who seem to have been disproportionately impacted by the lockdowns.			

		There is ongoing support of this cohort - overseen by the attendance officer with support from Year Teams and learning mentors.
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			Total budgeted cost	£12,518
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Additional detail

*Please note our funding is allocated according to the financial year but we are required to report to parents each academic year so and therefore we used 2/3 of our 2018-2019 budget and 1/3 of our estimated 2019-2020 budget to calculate the above figures

In planning how to allocate the Pupil Premium (PP) funding, we have prioritised supporting areas that will address the most common barriers to learning for PP students. If an intervention is wholly focused on supporting PP students, we can fund it completely from the PP funding. If an intervention is open to all, we will fund it by 40% to reflect the percentage of our cohort that constitutes PP students further detail about this is available on request.

We will review our Pupil Premium Strategy in October once our results are published/validated and then use this information to amend our strategy for the following year.