

## Pupil premium strategy statement

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.

### School overview

Detail	Data
School name	The Kimberley School
Number of pupils in school	1192 Years 7-11 (1410 including VI form)
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September
Statement authorised by	Andrew George, Headteacher and Full Governing Body
Pupil premium lead	Chris Wharmby Assistant Headteacher
Governor / Trustee lead	G Hodgson Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,550
Recovery premium funding allocation this academic year	£30,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£231,000

# Part A: Pupil premium strategy plan

## Statement of intent

At The Kimberley School, we strive to enable every child to achieve or surpass their academic and social potential. Our aspiration is to enable disadvantaged students to attend, behave and achieve in line with their peers. Therefore, we believe that quality first teaching and a high quality curriculum underpins everything we do and will ensure most of the needs of our most vulnerable students are met. Our strategy to accelerate the progress of these students is therefore as follows:

### **Accelerate the progress of disadvantaged students through quality first teaching.**

- Ensure ambitious 'Kimberley School Targets' are set for all students in order to increase aspiration.
- Ensure all high ability disadvantaged students are put placed in top sets of Maths, English and Science.
- Ensure all staff are utilising progress data when planning lessons (evidenced through seating plans).
- Positive discrimination evident in lessons as well as bespoke feedback to allow disadvantaged students to make good progress.
- One Teaching and Learning Coach (TLC) is given project to ensure teaching and learning meets the needs of disadvantaged pupils across the school.
- Progress reviews and subsequent quality assurance activities are designed to ensure disadvantaged students remain high on the agenda whilst also assessing the overall quality of teaching and learning within the classroom.
- All staff to have access to an effective strategies toolkit to help with the planning and delivery of lessons and tips on providing effective feedback.
- All teaching staff to have at least one appraisal objective focused on the quality of teaching and learning within the classroom.

### **Relentless scrutiny of the performance of disadvantaged pupils' progress data and progress reviews following termly tracking points which is based on high quality assessment that allows us to identify underperformance and put in place effective additional support to break down any barriers and accelerate their progress towards their Kimberley School Target.**

- Rigorous assessments as per each subject's assessment policy to ensure accurate progress data (which errs on the side of caution) allows for additional support to be put in place for any disadvantaged student that are underperforming.
- Termly data overviews, allow the progress of the disadvantaged to be analysed and ensure additional support in place for those not on track.

- Class teachers document planned bespoke additional support for students that are below track – including disadvantaged students.
- Learning mentors deployed to provide one-to-one KS3 literacy sessions as well as literacy groups to support disadvantaged students identified as below track.
- Additional Maths and English support issued to KS4 students identified as underachieving, with a focus on disadvantaged.
- We conduct Year 11 Accelerating Progress meetings with class teachers looking at the progress of disadvantaged students
- Closing the Gap meetings for each Year group 7-11 after each data collection bring together key stakeholders to ensure that additional support is put in place for students who are underperforming
- Additional support budget to target underachieving disadvantaged students first to level the playing field e.g 1-1 speaking and confidence boost in languages

**Provide effective wider and pastoral support to ensure that engagement with disadvantaged parents/carers is high and that there is an improvement in behaviour, attendance and achievement of student in receipt of Pupil Premium.**

- Team of Student Support Assistants led by a Student Support Leader work proactively to remove obstacles around behaviour, attendance and welfare for disadvantaged students
- An attendance progress review takes place after data collection point to identify students, who's attendance is a barrier to their progress, and consider what actions are necessary to help them improve – scrutiny of disadvantaged pupils is included.
- Parents of disadvantaged pupils contacted prior to consultation evenings with a view to increasing communication with class teachers.
- Disadvantaged students are prioritised for their careers provision.
- Disadvantaged uniform/equipment/trips fund used to ensure students have the foundations to achieve
- YPL progress meetings after a grade run to look at the data and ensure the YPL is targeting the right vulnerable students – including disadvantaged.
- Team progress meetings take place following a data run allowing YPLs and tutors to discuss performance of under-achieving students – including the disadvantaged.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To accelerate the progress of disadvantaged students (particularly boys) to ensure Pupil Premium students meet or exceed their ambitious Kimberley School Target and in doing so narrow the gap with peers, with a particular focus on Maths, combined science, geography, business and RE.

2	Reduce the knowledge and skills gaps, particularly in numeracy and literacy that have arisen from lost learning time brought about by the Covid-19 pandemic in order to access the whole curriculum.
3	To enhance cultural capital of disadvantaged students in terms of experiences, career ambitions and ensuring they have high aspirations.
4	Improve the behaviour and attitudes to learning of disadvantaged students in order to reduce the number receiving a suspension. Disadvantaged boys are significantly more at risk of suspension than disadvantaged girls.
5	To improve the attendance of disadvantaged students to bring them into line with the rest of the school. Likewise, to reduce the number of disadvantaged students falling into persistent absence to bring about parity with non-disadvantaged students.

## Intended outcomes

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
Improve on 2019 overall pupil premium progress score and in particular, progress in Maths, combined science, geography, business and RE.	<p>By the end of our current plan, Progress 8 and key attainment gaps between disadvantaged and non-disadvantaged pupils is narrowed from 2019 outcomes.</p> <p>Relentless focus on disadvantaged students during progress reviews in place to identify any students requiring additional support.</p> <p>Evident increase in knowledge of key skills in numeracy shown through low stakes in class assessments, key skills starters, formal regular assessments and public examinations.</p> <p>Rigorous numeracy SOW established within 'study hubs' which are closely aligned to Maths lessons to enable KS4 students to accelerate their progress towards their KST.</p>
To improve reading comprehension and numeracy skills amongst identified disadvantaged students across year 10 and KS3.	<p>Amended SOW that fit in line with Subject improvement plans to establish knowledge and skills gaps so that teaching can be adjusted to meet the needs of students.</p> <p>Improvements in reading comprehension evidenced through Switch on Reading as well as improved engagement in lessons.</p> <p>Improvement seen from feedback given by tutors through National Tutoring Programme</p>

	as well as teacher assessments within Maths.
To achieve and sustain a culture of positive behaviour of our disadvantaged learners and reduce the number of suspensions they receive	Reduce the gap in suspension rates between disadvantaged and non-disadvantaged suspension rates.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience, leading to improved aspirations for all students through increased opportunities, roles and responsibilities within school.	<ul style="list-style-type: none"> <li>- 100% of year 11 disadvantaged students attend a careers meeting in year 11.</li> <li>- Gap between NEET figures for disadvantaged students and their peers is narrowed.</li> <li>- Increased number of disadvantaged students attending extra-curricular activities, evidenced through registers.</li> <li>- Increased number of disadvantaged students given a recognised responsibility within school, e.g. senior student, role within the school council.</li> <li>- Visit leaders to encourage attendance of disadvantaged on culture experiences.</li> </ul>
Improve attendance of disadvantaged students in comparison with Peers, including the number of students that fall into persistent absence.	<ul style="list-style-type: none"> <li>- Number disadvantaged students in PA will be in line or lower than non-disadvantaged students.</li> <li>- Disadvantaged students will achieve, or exceed, attendance percentages of peers.</li> <li>- Relentless focus on disadvantaged attendance during attendance reviews that follow a data run, with a view to actions being subsequently put in place to support identified students.</li> </ul>

## 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: £ 41,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise Teaching and Learning Coaches (TLCs) to deliver high quality CPD sessions as well as twilights and to develop and share whole school Teaching and Learning strategies such as developing student vocabulary.</p> <p>DHT to lead an INSET on promoting a positive school culture and managing behaviour effectively through the implementation of a new behaviour policy to provide support strategies that enhance teaching within the classroom.</p> <p>Teaching and Learning Coach to work with identified subjects and individual class teachers to help develop practice and accelerate the progress within those areas.</p> <p>AHT to lead a twilight session looking at the fundamentals of a lesson then help in accelerating the</p>	<p>“Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF guide to the Pupil Premium. June 2019.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/1-high-quality-teaching-eef">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements (Closing the Gap, EEF)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/15-key-lessons-learned-in-the-eefs-first-six-years-eef">15 key lessons learned in the EEF's first six years   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3 4</p>

<p>progress of disadvantaged pupils.</p>		
<p>Introduction of Pupil Premium Champions across subjects to further increase profile of disadvantaged students through leading subject meetings and increasing communication across teams.</p>		
<p>Subjects to review and develop the quality of teaching and feedback given to disadvantaged students to allow them to accelerate their progress.</p>	<p>EEF toolkit (2019) states that ‘providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.’  <a href="https://www.educationendowmentfoundation.org.uk/Feedback-EEF">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 4</p>
<p>Re-introduce the Accelerating Reader programme into year 7 and 8 English lessons in order foster independent reading, track student progress and identify students eligible for additional support.</p>	<p>The EEF toolkit suggests that ‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’  <a href="https://www.educationendowmentfoundation.org.uk/Reading-comprehension-strategies-EEF">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3 4</p>
<p>Subjects given additional planning and development time during twilights and subject meetings to hone in on teaching and learning strategies to accelerate progress of their disadvantaged students.</p>	<p>Putting Evidence to Work – A School’s Guide to Implementation recommends to ‘create a leadership environment and school climate that is conducive to good implementation. Set the stage for implementation through school policies, routines, and practices.’ EEF Guidance report.  <a href="https://www.educationendowmentfoundation.org.uk/Putting-Evidence-to-Work-A-School's-Guide-to-Implementation-EEF">Putting Evidence to Work - A School’s Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3</p>
<p>Individual class teacher meetings with Senior Leaders with have relentless focus</p>		<p>1 2 3 4</p>

on performance of disadvantaged.		5
To continue embed a culture of positive discrimination through ensuring disadvantaged students remain high on the agenda during line management meetings, within subject progress reviews and subsequent quality assurance processes.		1 2 3 4
Subjects to review and evaluate systems in place to identify gaps in knowledge and skills particularly in year 7 with a view to adjusting the curriculum to address these challenges.	The EEF's guidance on 'high quality teaching'. It states that it is 'important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.' <a href="https://www.educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1 2
Provide an additional support budget to allow staff access to support in accelerating progress of students when gaps in knowledge and skills have been identified	According to the EEF toolkit 'Individualised instruction can be an effective approach to increasing pupil attainment. On average, individualised instruction approaches have an impact of 4 months' additional progress.' <a href="https://www.educationendowmentfoundation.org.uk">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3 4 5

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

Budgeted cost: £148,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke online small group Maths tutoring to accelerate progress	The EEF Guide to the Pupil Premium, June 2019 suggests that targeted academic support has a consistently positive impact in	1 2

<p>of targeted students identified through progress reviews as part of National Tutoring Programme.</p>	<p>small groups and/or one-to-one structured interventions and is likely to be a key component in an effective PP strategy.  <a href="https://www.educationendowmentfoundation.org.uk">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>School led tutoring for targeted group of students underachieving in English.</p> <p>Switch on reading programme to accelerate progress and reading comprehension of an identified cohort of disadvantaged students.</p>	<p>EEF Toolkit suggests that ‘on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>‘Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored’.  <a href="https://www.educationendowmentfoundation.org.uk">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Year 11 GCSE Maths tutor group established to accelerate progress of students identified. Students reviewed termly following a data collection.</p>	<p>‘Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored’.  <a href="https://www.educationendowmentfoundation.org.uk">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Peer tutoring from VI form students to targeted KS4 disadvantaged students to develop literacy skills.</p>	<p>‘Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year.’ EEF guide to Pupil Premium June 2019.  <a href="https://www.educationendowmentfoundation.org.uk">Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3</p>
<p>Monitor and review quality of study hub/literacy group provision through rigorous quality assurance as well as developing numeracy/literacy schemes of work and curriculum statements</p>	<p>The EEF section on targeted academic support suggests ‘some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully’.  <a href="https://www.educationendowmentfoundation.org.uk">Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3</p>

in line with Maths and English faculties.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £69,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Greater co-ordination and raising the profile of extra-curricular activities, with closer tracking to encourage participation from more disadvantaged students. This is to be done through the use of pastoral and tutor teams, along with student notices.</p> <p>Raise the profile of roles and responsibilities available in school through tutor teams and staff notices to encourage greater participation from disadvantaged</p>	<p>The EEF toolkit acknowledges that limited research is available on aspiration intervention's. It does though acknowledge that if it is done, 'aspiration interventions [should] range in duration and may include within class approaches delivered by teachers, after school clubs, out-of-school programmes or mentoring led by paid staff or volunteers.'</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>A suggestion put forward by recent an external pupil premium review, also suggested that we should 'make pupils more aware of positions of responsibility which they can take on. Monitor any disproportionality between disadvantaged pupils and others'. A similar conclusion was drawn when looking at the extracurricular activities currently on offer by the school.</p>	1 3 4 5
<p>Introduction of attendance reviews following termly data runs with relentless focus on disadvantaged students and what actions are required to bring attendance of disadvantaged in line with peers.</p>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that a tiered approach will help to focus on key strategies. Attendance is the most significant non-academic barriers to progress in school</p> <p><a href="https://www.educationendowmentfoundation.org.uk">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Research by the EEF suggests that 'parental engagement has a positive impact on average of 4</p>	1 2 5

<p>Increased contact between pastoral year teams and home following attendance reviews.</p> <p>Student support teams to have greater focus on attendance and punctuality.</p> <p>Emotional health and well-being tutor group established to provide support for the most vulnerable disadvantaged pupils.</p>	<p>months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps'</p> <p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>As per the introduction of a new behaviour policy, the DHT to rigorously analyse behaviour data (included the performance of disadvantaged), in liaison with the responsible governor to ensure we have a good understanding about reoffending and patterns of behavioural issues.</p> <p>Seeking to reduce recidivism of suspensions and PEU of disadvantaged offenders through workshops with</p>	<p>According to the EEF toolkit, Behaviour interventions – 'both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.'</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 3 4 5</p>

<p>the behaviour mentor</p> <p>Introduction of an 'Interventions Audit' when a disadvantaged student has accrued several suspensions to ensure all support mechanisms and SEND avenues have been maximised</p> <p>Participation in switch-up programme to support behaviours, attitudes and emotional, health and well-being of a group of identified disadvantaged students.</p>		
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**Total budgeted cost: £ 259,787**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Performance Measures 2021	PP Students (44)	Non PP student (173)
Progress 8	TAGS used instead of exams	
Attainment 8	38.63	55.96
9-7 English/Maths	7%	20%
9-5 English/Maths	25%	58%
9-4 English/Maths	50%	84%
Attendance	87.12%	95.77%
Students achieving Ebacc	14%	27%

Performance Measures 2021	PP Students (2021)	PP students (2020)
Progress 8	TAGS used instead of exams	
Attainment 8	38.63	47.70
9-7 English/Maths	7%	4%
9-5 English/Maths	25%	32%
9-4 English/Maths	50%	62%

#### Assessment Outcomes:

Our internal assessments (TAGs) during 2020/21 suggested that the performance of disadvantaged pupils was lower than in 2019 (the last set of normal examination results). The targets set last year for attainment 8, percentage of Grade 5+ in English and Maths and numbers entered for Ebacc were not realised.

Analysis of the reasons for this indicate that the impact of the COVID-19 pandemic was particularly detrimental to our disadvantaged students. As a school, we did attempt to mitigate against this by prioritising disadvantaged students through increased parental contact, ensuring all had access to an online remote curriculum, delivery of online lessons and a CPD programme to upskill staff in trying to deliver a high quality curriculum from home. However, as evidenced in schools across the country, we found that our disadvantaged students were certainly adversely effected by the partial closure and

consequently were unable to fully benefit from our intended pupil premium strategy. Below is a summary of the impact of last year's strategy:

### **Quality of Teaching for All**

- ✓ CPD programme allowed for sharing of good practice to help staff work towards recovering gaps in knowledge and skills to meet the needs of their pupils as well as deliver live lessons remotely during the school closure.
- ✓ Remote curriculum established to ensure it corresponded with schemes of work within each subject. Some of the remote curriculum was replaced with live lessons during the school closure during the spring term.
- ✓ Subjects began to explicitly embed subject specific vocabulary into schemes of work.

Less effective practice:

- ✓ 'Talk for writing' was explored by a Teaching and Learning Coach with a view to implement the initiative across the school to recover literacy gaps. Upon review we felt as the strategy was not suitable to meet the needs of our disadvantaged pupils.

### **Targeted Academic Support**

- ✓ Maths tutor group established to provide additional support for identified disadvantaged students. Although outcomes are unclear due to TAG progress, feedback from pupils and staff suggest increased confidence and attitude towards maths.
- ✓ A robust quality assurance process is now in place to monitor the impact of various provisions offered by the learning mentors. This will be built upon this year to embed it as ordinary practice.
- ✓ The National Tutoring Programme was implemented for Maths across years 7-10, with disadvantaged students prioritised. In total 393 Maths lessons were completed and attendance was over 75%.

### **Wider Strategies**

- ✓ Attendance progress reviews established to increase the tracking of attendance (including disadvantaged pupils). Impact was not fully realised due to school closure and therefore will remain a priority moving forward into this academic year.
- ✓ Pupil Premium governor put in place to monitor progress of the strategy plan and hold senior leaders to account.
- ✓ Student Support Team prioritised communication and pastoral support for disadvantaged students during and after the school closure to ensure disruption to learning was minimised and that students were able to return to ordinary routines as quickly as possible.

Less effective practice:

- ✓ Attempts to increase the profile of positions of responsibility amongst the disadvantaged proved difficult due Covid measures meaning groups such as the student council were unable to meet. This action remains a priority for the forthcoming year.

### **Additional information**

- ✓ All 45 year 11 disadvantaged students were able to secure a place at VI form, college or acquire an apprenticeship following their GCSEs.
- ✓ Covid measures meant that parents evening appointments were held virtually using an online system. This ensured levels of communication with parents and carers remained high.
- ✓ Out of all suspensions (fixed term exclusions) last year, 55% of these were disadvantaged students compared to 45% non-disadvantaged. Boys accounted for 67% of the disadvantaged students to receive a suspension. In addition, of the students there were suspended more than once, 58% were disadvantaged. Reducing suspensions through a wide range of strategies continues to be a priority area of focus for the next academic year.

## Further information

In establishing our new pupil premium strategy for 2021-24, we combined a review of where the outcomes of the previous strategy had not had the desired impact along with findings from the pupil premium review that was commissioned just prior to the beginning of the pandemic. This not only allows us maintain a focus on areas where we feel that need further strengthening, but also gave us an external perspective on where our challenges lie.

The EEF's implementation guide has provided us with reassurance that the actions we are looking to implement can have a positive impact on student progress and this will be continually review throughout the duration of the strategy. Where necessary these approaches will be adjusted over time in order to secure better outcomes for our pupils.

In addition to the aforementioned actions, our pupil premium strategy will be supplemented by additional activities that are not being funded by the pupil premium or recovery premium. These include:

- ✓ Extending the length of tutor time to provide additional pastoral support for our most vulnerable and disadvantaged learners.
- ✓ Plan and deliver a new high quality Personal Development Curriculum that provides pupils with the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare themselves for life and work in modern Britain.
- ✓ Introduction of a behaviour consequences system to create a positive culture and climate for learning.
- ✓ Increasing the number of disadvantaged pupils accessing modern foreign languages to enhance cultural capital.
- ✓ Issue laptops to a group of identified disadvantaged students to support during remote learning and allow them to access agreed online tuition from home.