

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	Thames Valley School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amanda Makoka
Pupil premium lead	Matthew Sharpe
Governor / Trustee lead	Helen Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,744
Recovery premium funding allocation this academic year	£6,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,704

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to ensure that all pupils in receipt of pupil premium are achieving in line with their non-pupil premium peers, that they have a quality of life which enables them to flourish, and they are able to progress to qualifications, or further education establishment of their choice, to achieve a desired career in the future. We want our pupils to be fully rounded citizens which contribute wholly to society and are able to transcend their economic or social situation in the future.

Our key focus is:

- To continue to ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school
- To continue to ensure the outcomes for pupils in receipt of pupil premium is at least in line with those of peers in school across the curriculum
- Ensure the wellbeing needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment and that they have a quality of life and positive mental health when moving on to the next part of their academic career.
- To ensure that pupils in receipt of pupil premium can regulate effectively, enabling them to take a full and active part in society.

This new Pupil Premium Strategy (2021 – 2024) draws on a variety of aspects of school experience. We have utilised an analysis of pupils attitude to self, and school, as well as an analysis of behaviour approaches and regulatory experiences, intermingled with an understanding of the experience of pupils in terms of learning and teaching. We have explored the range of intersectional challenges our pupils face, in addition to their ASC diagnosis, which has both informed our approach. We utilise the Education Endowment Foundation as a basis for understanding interventions which are considered and researched based. We also use our knowledge and experiences as part of the National Autistic Society to inform interventions which will ensure success. As we move as an organisation to focus on developing and improving the quality of life of both our pupils, and their families, we have ensured that our approach encapsulates this focus, and anticipates and plans for the development of pupils, their families and our staff so that the knowledge and skills required to affect lasting improvements are secure.

Our strategy plan aims to achieve these objectives through a careful, detailed monitoring of pupil premium students, which addresses attendance, outcomes,

wellbeing, and regulation as well as exploring the future aspirations of the child. Interventions will be targeted to individuals, or small groups. Some may be applicable to non-pupil premium pupils too. Form Tutors are responsible for monitoring the progress of all pupils within their tutor group, and the Senior Leadership Team discuss those disadvantaged in both Senior Leadership Team meetings, and safeguarding meetings. This is then overseen by the Deputy Principal, working alongside the school SENCo and Quality of Life Manager. A termly review is conducted by the tutor which is then used to inform the termly overall review which is then reported to the Governing Body.

Key Principles:

In line with the Education Endowment Foundation, we agree with the key principles outlined in *The EEF Guide to The Pupil Premium*, which are:

1. Schools can make a difference
2. Evidence can help
3. Quality teaching helps every child
4. Implementation matters
5. Support middle and high attainers too

In addition, we have identified further key principles we believe in as a school:

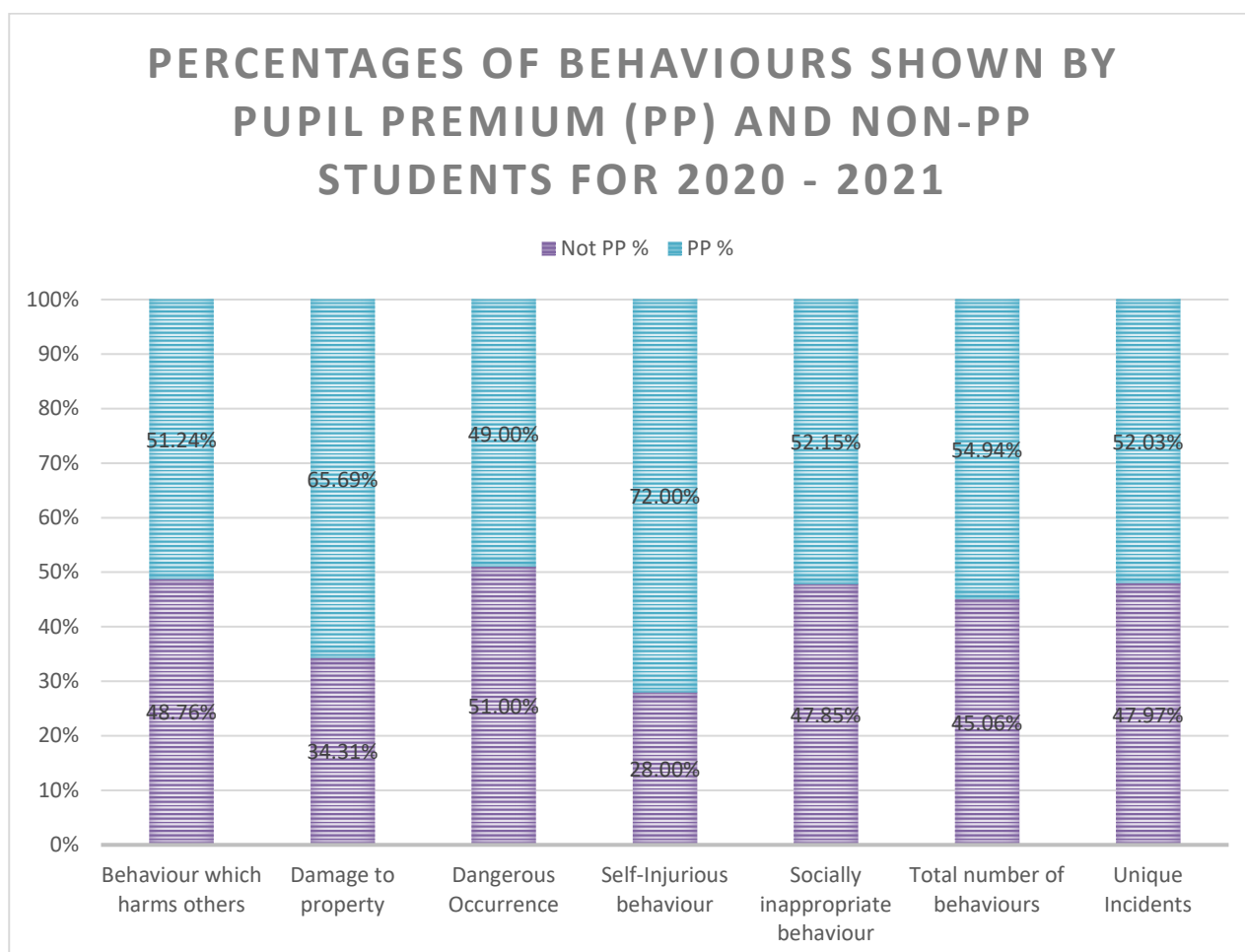
- Thames Valley School has a commitment to raise achievements for pupils who are eligible for Pupil Premium and knows these pupils must make faster progress than non-eligible pupils and is determined to achieve this.
- Thames Valley School never confuses eligible pupils with low ability and strives to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
- Thames Valley School creates an overall package of support aimed to improve the quality of life of our pupils and tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first-hand experiences and development of literacy and numeracy skills.
- Thames Valley School uses assessment systems to track and enable thorough analysis of data to identify pupils who are under achieving and why.
- Thames Valley School directs resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- Thames Valley School uses data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.

- Thames Valley School ensures class teachers know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.
- The Local Governing Body is ambitious for pupils and closely monitors the schools' effectiveness in closing the gap between different groups of pupils.

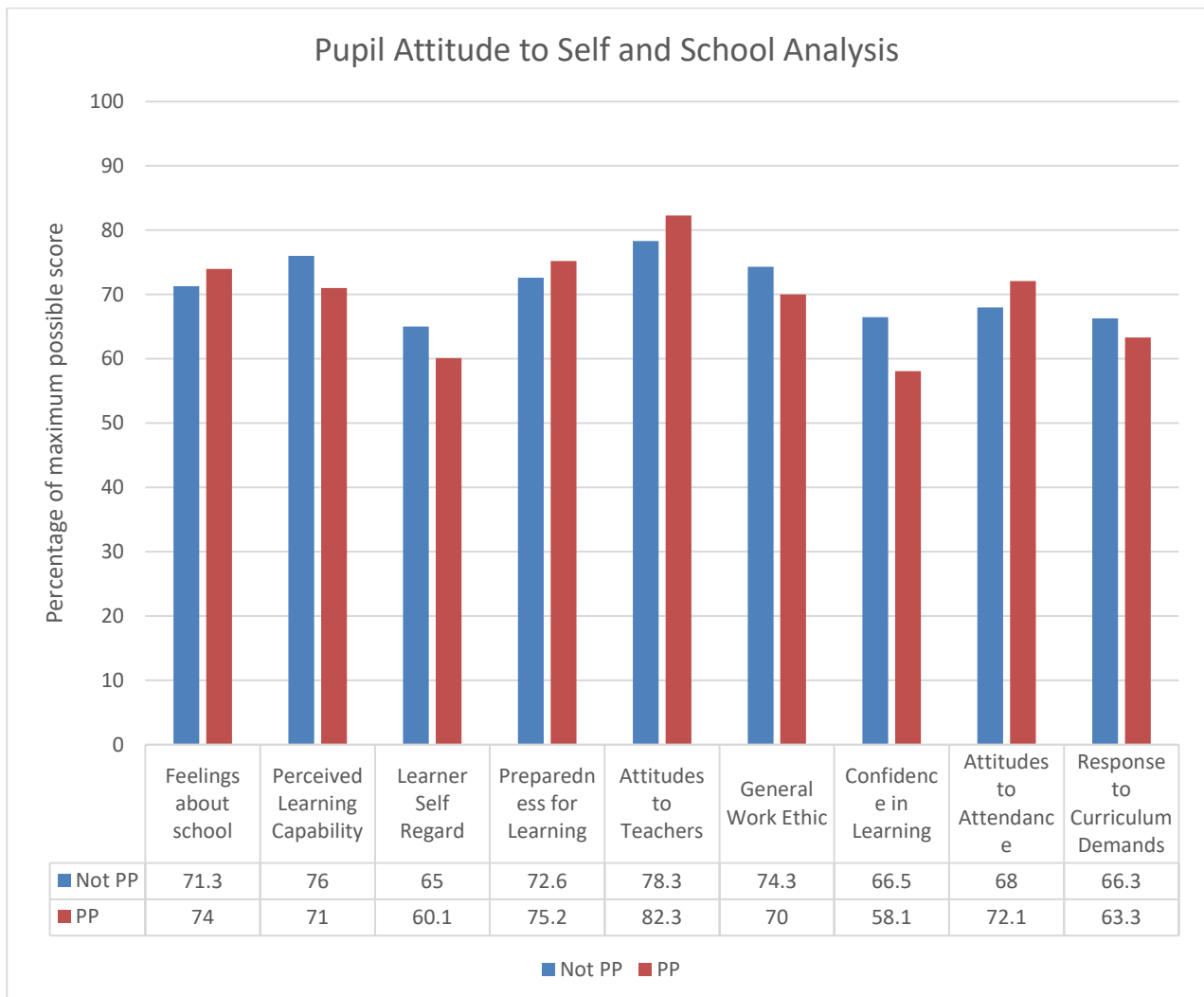
Challenges

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

The chart below demonstrates some of the regulation and communication challenges faced by those eligible for pupil-premium when compared with their non-PP peers.

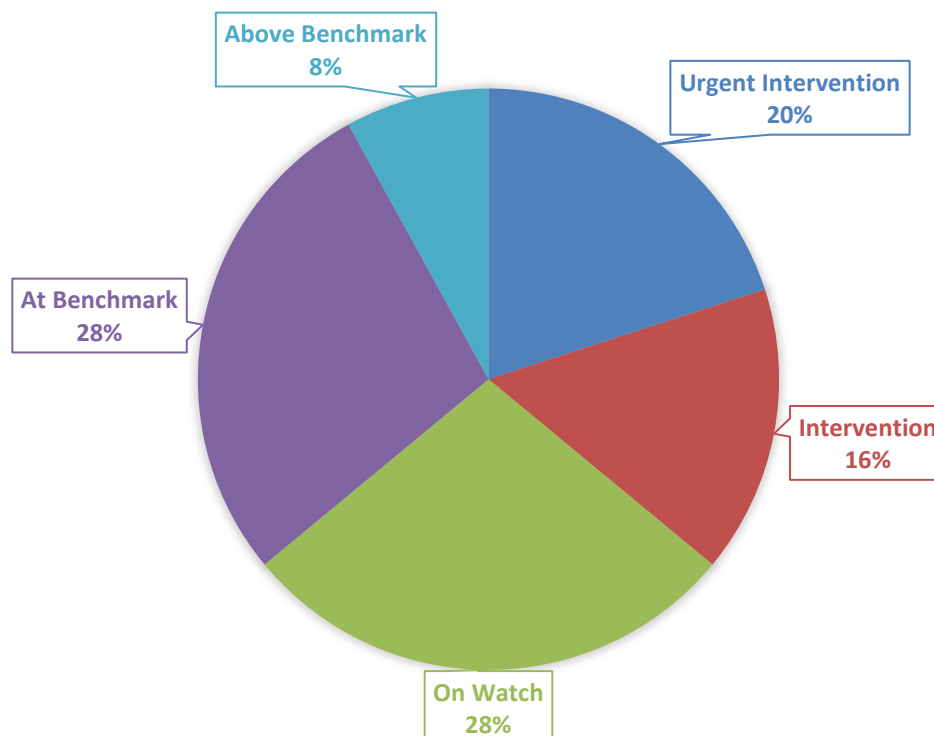


Overall attendance figures show that those entitled to Pupil Premium have an average percentage attendance of 72% which is below that of their non-PP peers, and well below the expected attendance of pupils. Whilst some of this will be due to the various national lockdowns, positive attendance contributes significantly to eradicating gaps in knowledge.



Pupil premium students have a lower perceived capability as a learner when compared with their non-PP peers. This shows their feelings about their ability as a learner to achieve academic success. Pupil premium pupils also have a lower learner self-regard. Learner Self-regard measures a learner's sense of self-efficacy in the long term. The generic equivalent is called "self-esteem"; however, Learner Self-regard is much more focused on learning, and consequently has a greater correlation with achievement than standard measures of self-esteem. According to the assessment, pupil premium students general work ethic is slightly lower compared to their non-disadvantaged peer group, and their confidence in learning is significantly lower. Pupil Premium students also scored lower on their response to curriculum demands which measures *school-based motivation*. It is a learner's motivation to use, and persist in the use of, the skills and strategies they have learned to undertake and complete tasks set within the school's curriculum.

PUPIL PREMIUM ACCELERATED READER ANALYSIS



36% of the pupil premium cohort require interventions, and a further 28% of pupils are classified as being on the watch list. Pupil premium students make up 70%+ of each of those cohorts, suggesting that these pupils have further challenges in reading when compared with similar pupils from their cohort. This data is based on the July 2021 and September 2021 STAR Reader assessments.

Challenge number	Detail of challenge
1	Engagement– continuing issues for some pupils with social, emotional, mental health needs in association with their ASC, which impact on behaviour, wellbeing and learning. As noted in the PASS assessments their response to curriculum demands is lower, and their confidence and work ethic is generally lower.
2	Communication – the need to develop communication skills across the age and ability range, to address their needs and develop a greater awareness of all forms of communication, including speech and written communication. Pupil Premium students have accounted for 52% of socially inappropriate behaviours which includes swearing, shouting and inappropriate comments.
3	Self-Regulation – The need to develop and improve self-regulation to engage in learning for longer periods of time. Pupil Premium students account for 52.03% of unique incidents.
4	Gaps in learning due to previous educational history, or challenges arising due to inconsistent engagement in lessons, and limited focus for

	long periods of time. 64% of pupil premium students require monitoring or intervention for reading.
5	Self-Esteem - continuing issues for some pupils with social, emotional, mental health needs in association with their ASC, which impact on their self-esteem and perception of themselves as a learner.
6	Attendance, including throughout the national lockdown, was limited and impacted on engagement and learning.

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
By the end of the academic year 2023-2024 pupils will have increased levels of engagement in lessons, depending on their starting point, and engagement for learning score 4 will be infrequent.	All pupils will engage for an individually specified amount of time, which will be planned for, enabling the pupils and teachers to maximise the amount of lesson time, and the amount of progress made. Engagement for learning scores of four will be rare. PASS assessments will demonstrate increased confidence and work ethic in line or exceeding that of their peers.
By the end of the academic year 2023-2024 pupils will have developed a wider range of self-regulation strategies, through individual therapies or other adult support, that can be used across lessons, unstructured times, and in the wider community.	All pupils will have developed skills and strategies which support self-regulation and will be able to utilise these (some independently, others with prompting) in a variety of situations. This There will be a reduction in behaviours of concern which are demonstrated overall from Pupil Premium students generally.
By the end of the academic year 2023-2024 the vast majority of pupils will have improved their reading ages from their individual starting points.	All pupils who are identified as requiring intervention will be provided with appropriate support regularly throughout the academic year, and will make appropriate progress from their starting point.
By the end of the academic year 2023-2024 pupils will have improved their overall performance in the written components of the English curriculum.	All pupils will be able to write for an appropriate audience, with or without support. GCSE results in English Language will be grade 4 or above. All pupils will be entered into an appropriate qualification for English.

<p>By the end of the academic year 2023-2024 all pupils will have any gaps in learning identified and a plan implemented to reduce the gaps in knowledge.</p>	<p>All pupils and families will know the gaps in knowledge and skills that are evident in each subject, and consistent support will be implemented across the subjects, and in a targeted way for each pupil to reduce those gaps. As a result, pupils will meet or exceed their predicted estimates in all subjects.</p>
<p>By the end of the academic year 2023-2024 almost all pupils will have developed their sense of self, and improved their overall self-esteem in line with their peers.</p>	<p>PASS assessments will show an increase in learner self-regard and their perceived learning capability when compared with their previous scores as individuals, and as a cohort.</p>
<p>By the end of the academic year 2023-2024 the vast majority of pupils will have demonstrated attendance in line with national averages.</p>	<p>Almost all pupils will have 95% attendance.</p>

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: £ 9,000

Activity	Evidence that supports this approach			Challenge number(s) addressed
CPD in using Building Learning Power, or other metacognition strategies to support pupils' approaches to learning.	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>			1, 3, 4, 5
Implementation Cost:	Evidence Strength:	Impact (Months)		
1/5	4/5	+7		
CPD in teaching and learning pedagogy and strategies.	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.</p> <p>Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less</p>			1, 3, 4, 5

	<p>effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.</p> <p>Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning. We will explore training from Walkthrus (https://www.walkthrus.co.uk/) to support teaching and learning more generally.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#nav-downloads</p>							
<p>Subject Specific Learning Mentors</p>	<p>According to the EEF, Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The allocation of subject-specific learning mentors is so that they can provide targeted support (although this may not be outside of the classroom). The evidence suggests that pupils can move forward up to 5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <table border="1" data-bbox="395 1317 1249 1478"> <thead> <tr> <th data-bbox="395 1317 805 1406">Implementation Cost:</th> <th data-bbox="805 1317 1008 1406">Evidence Strength:</th> <th data-bbox="1008 1317 1249 1406">Impact (Months)</th> </tr> </thead> <tbody> <tr> <td data-bbox="395 1406 805 1478">3/5</td> <td data-bbox="805 1406 1008 1478">3/5</td> <td data-bbox="1008 1406 1249 1478">+4</td> </tr> </tbody> </table>	Implementation Cost:	Evidence Strength:	Impact (Months)	3/5	3/5	+4	<p>3, 4, 5</p>
Implementation Cost:	Evidence Strength:	Impact (Months)						
3/5	3/5	+4						

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach			Challenge number(s) addressed
<i>Accelerated Reader</i>	<p>The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p>Based on the promising findings from this small study, EEF has now funded an effectiveness trial, to see if the results can be replicated for a larger number of schools.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/</p>			2, 4
	Implementation Cost:	Evidence Strength:	Impact (Months)	
	1/5	3/5	+3	
<i>One-to-One Tuition</i>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>			4, 5
	Implementation Cost:	Evidence Strength:	Impact (Months)	

	3/5	3/5	+5	
<i>Learning Mentors / TDT Team deliver bespoke interventions around anger management, literacy and numeracy.</i>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>			2, 3, 4, 5
	Implementation Cost:	Evidence Strength:	Impact (Months)	
	3/5	3/5	+4	
<i>Individualised, targeted therapy programmes for pupils, including Art Therapy, and Music Therapy.</i>	<p>Therapies have been identified as a need for our pupils and individualised baseline assessments will be undertaken by the therapists prior to intervention, and then progress will be individually tracked.</p>			1, 2, 3, 5

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

Budgeted cost: £10,704

Activity	Evidence that supports this approach			Challenge number(s) addressed						
<p><i>Develop the role of the Key Worker to support the family further, and engage parents and carers in the education of the pupil.</i></p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; • and more intensive programmes for families in crisis. <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <table border="1" data-bbox="391 1312 1244 1518"> <thead> <tr> <th data-bbox="391 1312 759 1417">Implementation Cost:</th> <th data-bbox="759 1312 1005 1417">Evidence Strength:</th> <th data-bbox="1005 1312 1244 1417">Impact (Months)</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 1417 759 1518">1/5</td> <td data-bbox="759 1417 1005 1518">4/5</td> <td data-bbox="1005 1417 1244 1518">+4</td> </tr> </tbody> </table>			Implementation Cost:	Evidence Strength:	Impact (Months)	1/5	4/5	+4	4, 6
Implementation Cost:	Evidence Strength:	Impact (Months)								
1/5	4/5	+4								
<p><i>Individualised rewards which provided based around the TVS Principles of Thoughtful, Valued and Safe.</i></p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; 2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and 			1, 2, 3, 5						

<i>BBAT, and functional behavioural assessments to support the development of targeted SPELL profiles and PBS Plans.</i>	<p>3. More specialised programmes which are targeted at students with specific behavioural issues.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>			
	<p>Implementation Cost:</p>	<p>Evidence Strength:</p>	<p>Impact (Months)</p>	
	<p>2/5</p>	<p>2/5</p>	<p>+4</p>	
<p><i>Provide those eligible for pupil premium with an updated / refurbished laptop for use in school, and that can be used at home.</i></p>	<p>This will enable pupils to access their education both in school, support with extended learning, and access education remotely if required. Furthermore, this will ensure that independence is developed whereby pupils are unable to handwrite due to their needs.</p>			<p>4, 5, 6</p>

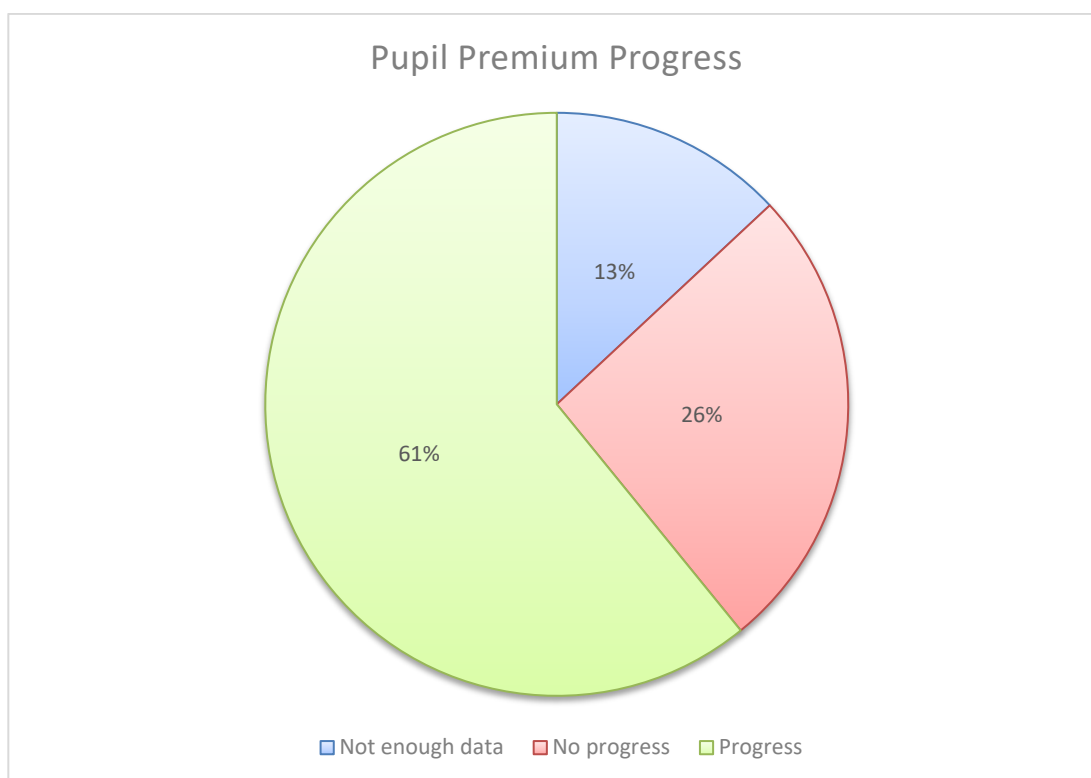
Total budgeted cost: £31,704

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.

During the academic year 2020 to 2021 we continued to explore the use of Accelerated Reader, and as demonstrated below, 61% of pupils from the pupil premium cohort made progress related to developing their reading ability.



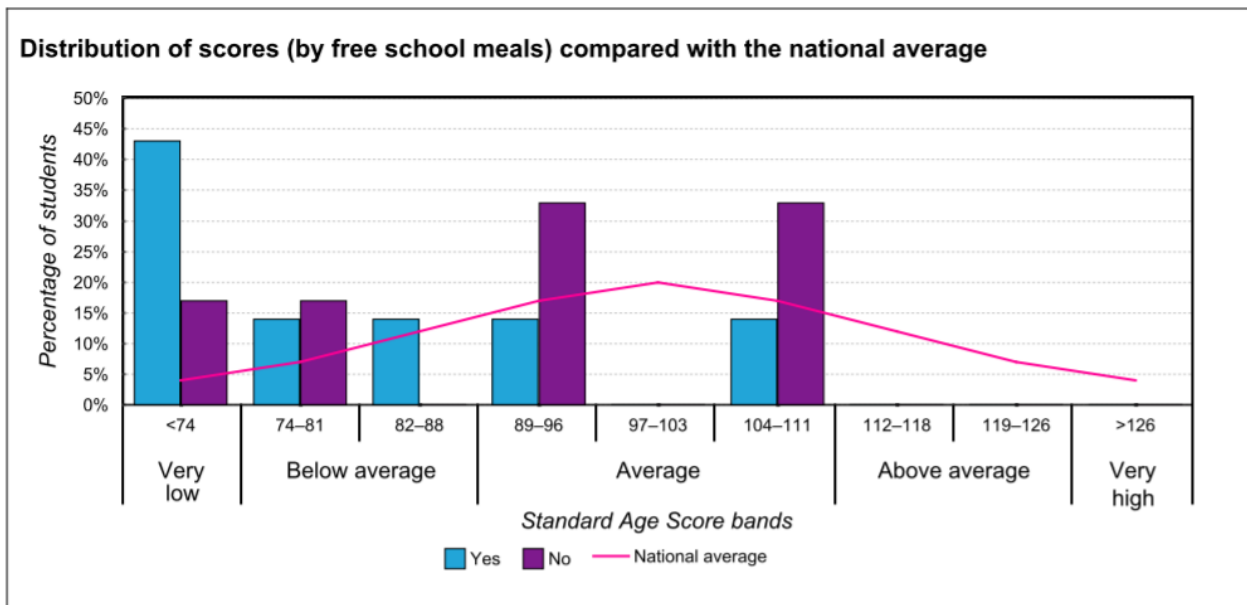
This contributed positively to our desired outcome of improving the progress of pupils in English and Maths. From the teacher assessed grades for the academic year 2020 – 2021:

- 100% students achieved 9-1 in English Language
- 100% students achieved 9-1 in Maths
- 49% of all grades achieved were above target.

One of our planned outcomes was to improve attendance, however, this was challenging due to the various national lockdowns which impinged on this target. Whilst, as a specialist setting, we remained open for all pupils, some took the decision for their child

to remain at home. Over the Spring Term 2021 there was a concerted effort to have as many pupils in school as possible (47% of secondary pupils), and there was a significant increase in the number of pupils attending site compared to the spring and summer terms of 2020. Attendance at parents evenings was an area we wished to improve, but this was faced with challenges due to Covid-19 and as such all meetings were held remotely. The vast majority of parents attended the annual reviews for their child, but there continued to be limited engagement during parents' evenings.

Year 9 and 10 Maths Analysis

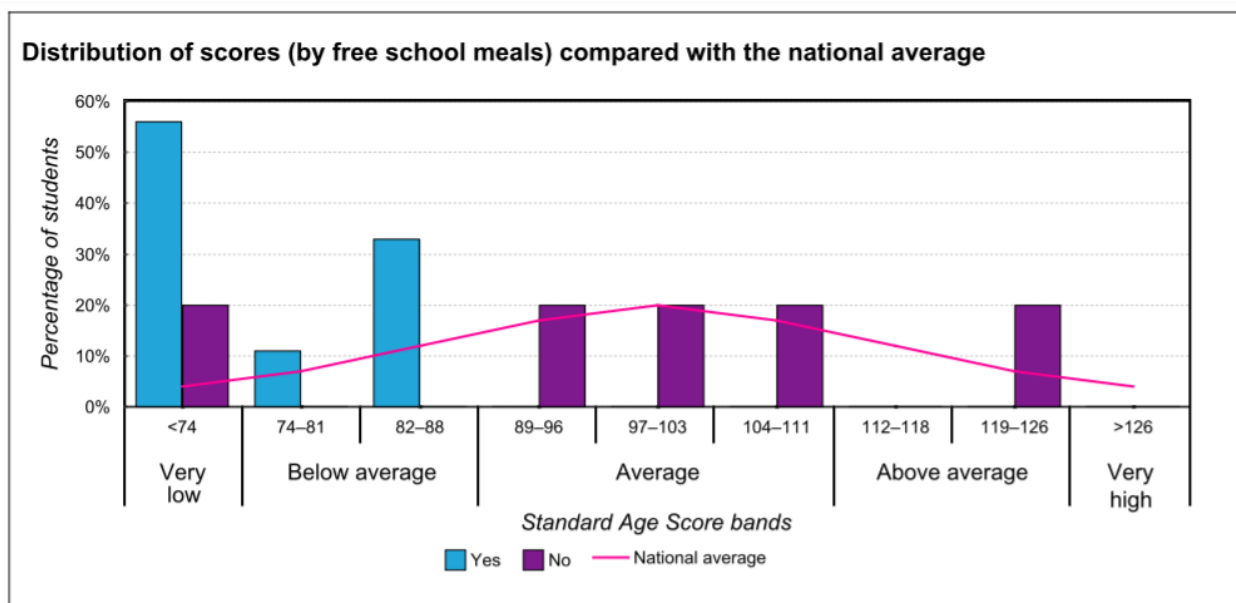


The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)	
			60	70 80 90 100 110 120 130 140
National average	-	100.0		•
All students	13	86.6		•
Yes	7	80.1		•
No	6	94.2		•

Those students identified as Free School Meals have a lower standard score than their non-FSM peers, and as such continued to perform 'very low' compared to the national average in maths.

Year 9 and 10 English

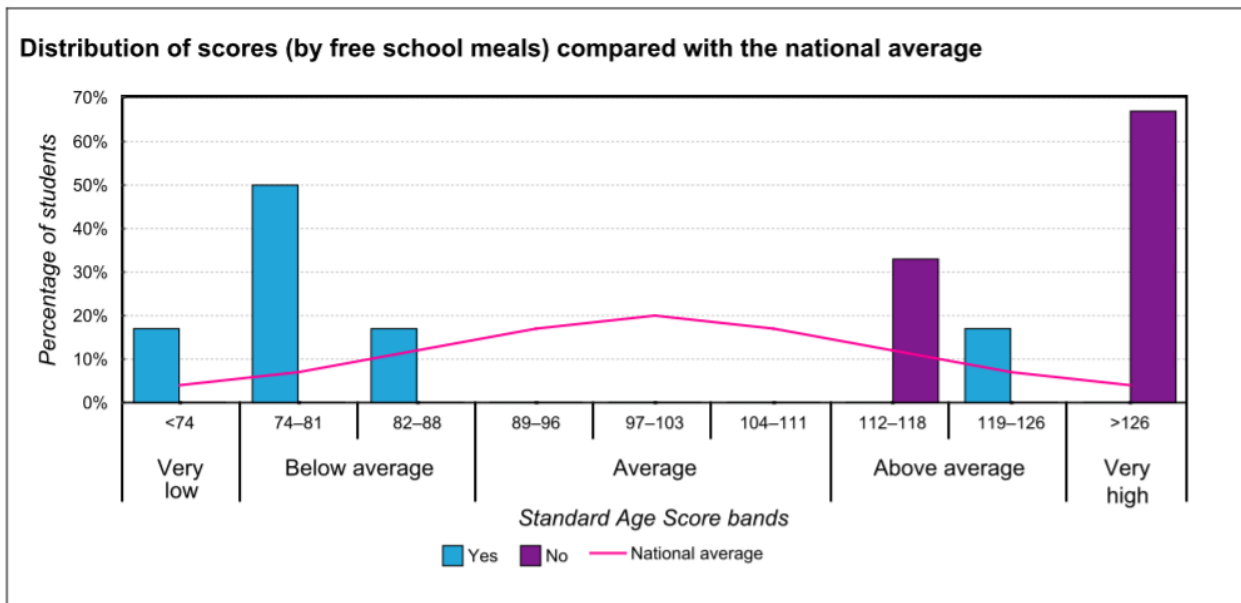


The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)												
			60	70	80	90	100	110	120	130	140				
National average	-	100.0													
All students	14	84.6													
Yes	9	76.3													
No	5	99.6													

Those students identified as Free School Meals have a lower standard score than their non-FSM peers which appears broadly in line with the national average for English, and as such continued to perform 'very low' and 'below average' areas compared to the national average in English.

Year 9 and 10 Science



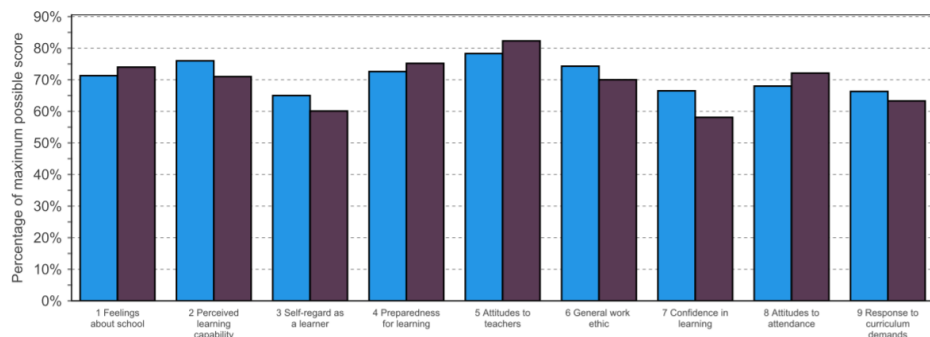
The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)										
			60	70	80	90	100	110	120	130	140		
National average	—	100.0					•						
All students	9	98.3					•	—	—				
Yes	6	84.7	—	—	•	—							
No	3	125.7								•	—	—	

Those students identified as Free School Meals have a lower standard score than their non-FSM peers which appears above the national average for science, and as such continued to perform 'below average' areas compared to the national average in science.

PASS factors analysed by free school meals

Free school meals mean percentages



	Free school meals percentiles								
	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
KS34 No	43.3	51.5	61.7	30.6	73.7	60.1	57.9	50.3	45.2
KS34 Yes	55.2	31.8	33.6	41.2	73.7	36.3	39.9	50.3	45.2

Progress can not be demonstrated currently as this was the first analysis of this time.

The academic year 2020 – 2021 marked the end of our pupil premium strategy. Overall, COVID-19 presented some challenges, however, progress has been made at reducing the gaps between pupil premium and the non-disadvantaged pupils.

Breakfast club was a success at setting up the pupils so they were ready to learn and engage, and provided the much needed stability of having food for some of our pupils. Pupils start the day with a nutritional breakfast aiding concentration and also establishing a fixed routine to the beginning of the day helping to prepare them for lessons which enables progress in attainment. Anxiety of the pupils is reduced after potentially over an hour of travelling in taxis from home to school. This has enabled the pupils to be calm and ready to engage in learning.

The vast majority of pupils in Key Stage 3 actively participated in the adventure learning programme. Pupils developed greater confidence in facing new challenges. Pupils developed new talents and abilities. Pupils have achieved ASA recognised swimming awards. Levels of confidence of the pupils has increased in taking part in other sports which has enabled them to take part in sporting competitions. The adventure learning curriculum led to a number of pupil premium students being awarded the Duke of Edinburgh Bronze award, and they were able to stay away from home for the first time.

Travel training was planned for, and at points implemented, however, this was impacted due to national restrictions. Pupils engaged with extensive travel training prior to the first national lockdown to develop confidence and self-awareness of using public transport in order to access their next steps after leaving Thames Valley. Yr 11 pupils successfully participated in work placement schemes developing independent skills ready for their next steps. This has led to one student gaining a summer internship with a national company as part of their Neurodiversity programme before attending college Sept 2019.

Careers guidance was provided previously, although during the academic year 2020 – 2021 careers guidance was inhouse rather than through Adviza as hoped, once again this was due to national restrictions being put in place. The majority of our pupils left school and entered further training; we are awaiting data on two pupils from the 2020-2021 academic year.

Pupils are able to communicate their emotions and develop an understanding how to self-regulate. Zones of Regulation is now established within the school and supports pupils with their behaviour. TDT have been a key part of the transition process for new pupils to ease anxieties as well as supporting existing pupils. TDT support was also provided at various times throughout the academic year, dependent on need. Through purchasing additional sensory equipment, this facilitated learning through sensory interventions. The range of equipment allowed therapy to take place both in classrooms

and the sensory area. Children are more regulated following interventions which reduced anxiety and increases their opportunities to thrive and achieve. Sensory equipment was also purchased and has been used depending on recommendations made by the TDT team.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance

Further information (optional)

As an organisation we continue to embed the NAS Quality of Life Framework across the school and within the curriculum. As a result of this, our approach to family engagement will evolve and improve over time. Equally, the understanding and analysis of the needs of our pupils, and their current attainment, alongside any gaps that they have will become increasingly clear and we will intervene with incisive accuracy. We are modifying our assessment system, and have recently introduced Personalised Learning Checklists (PLCs) which will allow staff, and eventually pupils and families, to identify any gaps in knowledge, skills or understanding, and then steps will be taken to support eradicating these gaps.