

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 academic year) funding to help improve the attainment of our disadvantaged students.

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 King's School
Number of pupils in school	1039
Proportion (%) of pupil premium eligible pupils	26.3% (274 students)
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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jo Cross, Director of School Improvement
Pupil premium lead	Jo Cross, Director of School Improvement
Governor / Trustee lead	Richard Amery

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,400
Recovery premium funding allocation this academic year	£58,512
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	£336,912

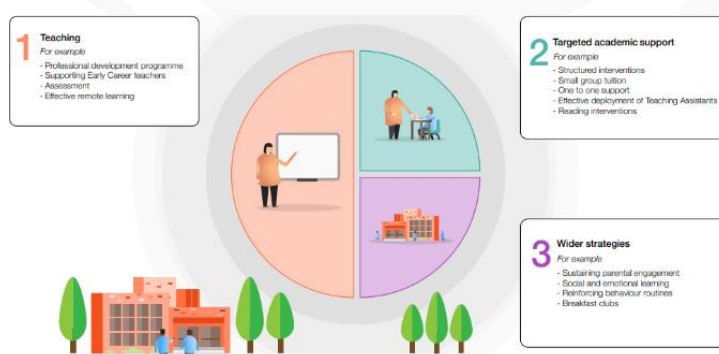
## Part A: Pupil premium strategy plan

### Statement of intent

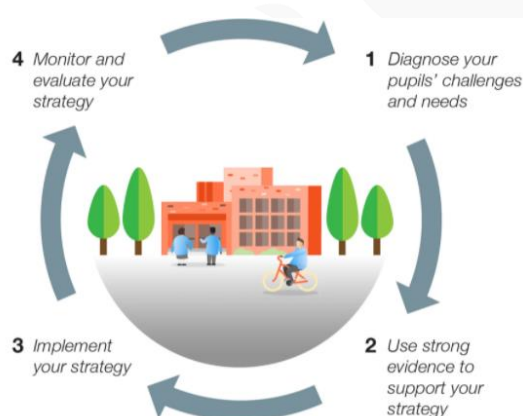
The intention is that all students, irrespective of their background or challenges they face, make outstanding progress and achieve highly across all subject areas. The focus is to support disadvantaged students (DS) to achieve that goal, including those who are already high performers.

We identify student need and base our strategies around this. Our strategies focus on students' needs rather than any labels that might be ascribed to them. We have considered the challenges faced by our vulnerable students, such as those who have carers and a social worker. A tiered approach is at the core to our strategy. By this we not only aim to support disadvantaged students, but all students through a three tiered model:

1. Teaching
2. Targeted Academic Support
3. Wider Strategies



No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to make progress. The development of the strategy is cyclical and considered an integral part of the existing school development planning. The four steps below will be used to develop and sustain our strategy over the next three years:



This strategy will address the challenges disadvantaged students face and the evidence-based research will drive the implementation. Research has been drawn from a wide range of literature which includes:

- DfE guidance on Pupil Premium
- The Education Endowment Foundation (EEF) teaching toolkit

- Addressing the Disadvantaged (Marc Rowland, 2021)
- EEF national disadvantaged study
- Localised evidence and collaboration with Pontefract Academies Trust
- National Education Trust practical guide on Pupil Premium

The objective is to narrow the attainment gap between disadvantaged and non-disadvantaged students, nationally and also within internal data.

The target is clear: for all disadvantaged students to exceed national expected progress of 0 at the end of key stage 4, to raise engagement and aspirations, and enrich students' experiences during their journey at The King's School.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment</b></p> <p>The previous two years has seen some fluctuation in outcomes since the last validated results in 2019. In 2022, although there was half a grade improvement from 2019 despite being 0.06 off the target of 0. Pleasing that 4+/5+ targets were met to improve life chances of these students. However, there is still work to do regarding DS outcomes. 22-23 saw a fall in progress to -0.28 due to the achievement of a number of hard to reach students and strategies are being developed to avoid this issue in the future. Of the 44 DS in 2023, 22 made above or significantly above progress.</p> <p><i>NB - Attainment is the culmination of the strategy, the challenges identified below will act as key levers in achieving this outcome.</i></p>
2	<p><b>Literacy</b></p> <p>In 2023, In Year 7, the reading age of PP students is significantly below the average reading age of their NPP peers. Of the Year 7 cohort, 51% of the PP students (28/55 students) have a reading age that is below their chronological reading age and interventions are in place to address this.</p> <p>In Year 8, the gap is wider. 75% of PP students (41/55 students) have a reading age below their chronological reading age.</p> <p>Of the bottom 20% of readers in each year group, in Year 7, 35% are PP and in Year 8 38% are PP.</p>
3	<p><b>Attendance</b></p> <p>Prior to the pandemic there was green shoots for DS data. Data was 91.7% for DS which was above national average, showing year on year improvement.</p>

	Following the pandemic, this has decreased for the previous academic year (21-22) overall attendance was 92.1% compared to DS attendance at 86.5%, making this a clear area of focus for rapid improvement. For 22-23, the overall DS attendance was 87.4% compared to whole school of 92.8%. Whilst an improvement of nearly one percent from the previous year, still a key area of focus.
4	<b>Engagement and Aspirations</b> Historically, disadvantaged students have lower engagement in co-curricular activities and trips than their non-disadvantaged peers.
5	<b>Cultural Capital</b> Disadvantaged students have often experienced a lack of wider experiences compared to 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
<b>Priority 1</b> <b>Literacy</b> Close the literacy gaps for disadvantaged students at KS3 to allow a seamless transition to KS4.	<ul style="list-style-type: none"> <li>The gap in KS3 reading outcomes in year 7 and 8 has reduced the reading aged gap from 25 months to 20 months after the first year.</li> <li><b>All</b> KS3 students identified and prioritised through the literacy strategy support for students not meeting age-related expectation.</li> <li>Directed support for <b>all</b> EAL students unable to access curriculum.</li> </ul>
<b>Priority 2</b> <b>Curriculum</b> Embed the school's curriculum with a focus on improving oral language skills and vocabulary among disadvantaged students.	<ul style="list-style-type: none"> <li>ELT/Curriculum Focus weeks show a clear engagement in lessons, student voice, work scrutiny and on-going formative assessments:               <ul style="list-style-type: none"> <li>Assessments and observations indicate significant improved oral language used amongst disadvantaged students; this is evident when triangulated with other sources of evidence through CF week.</li> <li>A whole school curriculum which enables students to fully realise</li> </ul> </li> </ul>

	<p>their potential and be happy well-rounded members of society.</p> <ul style="list-style-type: none"> <li>○ A curriculum designed to have breadth, depth, rigour, progression, enjoyment, fellowship and relevance.</li> <li>○ A whole school curriculum underpinned by consistent language and strategies for developing literacy and meta cognition.</li> </ul>
<p><b>Priority 3</b></p> <p><b>Learning and Progress</b></p> <p>Students to achieve positive progress 8 figure in line with the School Improvement Plan (0).</p>	<ul style="list-style-type: none"> <li>• Develop and implement high quality teaching and learning which engages and inspires students to make sure they make strong progress.</li> <li>• Robust tracking and monitoring systems to ensure that all students make strong progress and that effective interventions are in place when necessary.</li> <li>• External outcomes of KS4 data meeting school improvement targets of 0 (Alps 5) for disadvantaged students.</li> </ul>
<p><b>Priority 4</b></p> <p><b>Attendance</b></p> <p>Improved attendance of disadvantaged students above national.</p>	<ul style="list-style-type: none"> <li>• Attendance for all students to be <b>95%</b>.</li> <li>• Attendance for those that are disadvantaged to be at least <b>93%</b>.</li> <li>• For PA to be no higher than <b>15%</b> whole school.</li> <li>• For PA to be no higher than <b>15%</b> for those that are disadvantaged.</li> </ul>
<p><b>Priority 5</b></p> <p><b>Engagement and Aspirations</b></p> <p>Improve the engagement and aspirations of disadvantaged students across all key stages.</p>	<ul style="list-style-type: none"> <li>• DS are well signposted in their transition from year 6 through to year 7.</li> <li>• All DS receive additional support with an accumulation of 3 hours support with the school's careers advisor.</li> <li>• Post-16 and NEET figures continue to improve on from the previous year.</li> <li>• Students have raised aspirations and a clearer understanding of Post-16 options.</li> <li>• <b>0%</b> NEET and evidence to be provided by the in-school careers service.</li> </ul>

<p><b>Priority 6</b></p> <p><b>Cultural Capital</b></p> <p>Implement a broad range of co-curricular experiences both within and outside the classroom to equip disadvantaged students with the knowledge and skills required to become 'well rounded' individuals.</p>	<ul style="list-style-type: none"> <li>• Inclusivity in all trips/events assessed prior to authorisation through new trips procedure; a minimum of <b>30%</b> are DS with an offer which subsidises for subject trips.</li> <li>• Embed a KS3 graduation programme which allows all PP students to 'graduate'.</li> <li>• Provide a wide range of free co-curricular and leadership opportunities to support students' confidence and personal development.</li> <li>• Delivery of high quality SMSC and assemblies throughout the academic year.</li> </ul>
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#### 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: £88,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff CPD:</i></p> <ul style="list-style-type: none"> <li>○ <i>Quality First Teaching.</i></li> <li>○ <i>LSA Support.</i></li> <li>○ <i>CPD Suite (PAT).</i></li> <li>○ <i>Coaching clinics.</i></li> </ul>	<p>Embedding dialogic teaching across school. This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p>Ensure that classroom provision meets the needs of all learners through the use of the PAT CPD suite.</p> <p>To provide support to class teachers and LSAs in order to support those with SEND and working in the bottom 20% of learners with quality first class teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</a></p>	<p>1, 2, 3</p>

	<a href="https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter">https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter</a>	
<p><i>Student Identification of reading ages:</i></p> <ul style="list-style-type: none"> <li>○ <i>Accelerated Reader.</i></li> <li>○ <i>Star Reader Tests.</i></li> </ul>	<p>As part of the assessment cycle, Accelerated Reader assessment packages will ensure that progress is measured and intervention is implemented and pitched at the correct stage to ensure sustained progress. AR tests will support teacher assessment and inform pupil progress meetings – informing discussion about the progress and achievement of our disadvantaged students.</p> <p>Additionally, the Fresh start literacy package will help support students with significantly low reading ages.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/</a></p>	1, 2, 3

<p><i>Reading comprehension strategies:</i></p> <ul style="list-style-type: none"> <li>○ <i>One Wakefield Literacy strategy.</i></li> <li>○ <i>PAT literacy operating model.</i></li> </ul>	<p>Reading comprehension strategies involve the teaching of explicit approaches and techniques students can use to improve their comprehension of a written text.</p> <p>Accelerated Reader programme is effective for weaker readers as a catch-up intervention at the start of secondary school. Additionally, this strategy promotes independent reading that is pitched and tracked. This will allow students to find a love for reading.</p> <p>The three-year trend in reading has continued to rise, however, attainment for PP needs to improve with literacy a key lever in this process. This programme will support early intervention and support both key stages to continue this upward trajectory in terms of PP progress and attainment.</p> <p>Support staff will be trained in the implementation of the Accelerated Reader programme both at a leader level, class teacher and support assistant.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p> <p><a href="#">Accelerated Reader   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Reading comprehension strategies   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 3</p>
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<p><i>Reading literacy intervention:</i></p> <ul style="list-style-type: none"> <li>○ <i>Reading ages.</i></li> <li>○ <i>Reading lessons.</i></li> <li>○ <i>Star Reader.</i></li> <li>○ <i>Ruth Miskin.</i></li> <li>○ <i>Diamond Reading.</i></li> <li>○ <i>Non-fiction focus.</i></li> </ul>	<p>Evidence to support this strategy suggests small group tuition approaches can support students to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment.</p> <p>Small group literacy interventions with LSA/Teacher for disadvantaged children not making expected progress in reading, writing and maths across both the Key Stage 3 and the Key Stage 4 curriculum.</p> <p><u>Small group tuition   EEF</u> <u>(<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</u></p> <p><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></u></p>	<p>1,3</p>
<p><i>Oral Language interventions:</i></p> <ul style="list-style-type: none"> <li>○ <i>Talk the Talk.</i></li> <li>○ <i>Yipi Yap.</i></li> <li>○ <i>Modelling.</i></li> </ul>	<p>Oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Through the schools 'talk the talk' and 'Yipi Yap' programmes, there is a specific focus on oral language development. This strategy will support students who are behind their peers in oral language development and the targeted use of approaches may support some disadvantaged students to catch up with their peers during these sessions.</p> <p><u>Oral language interventions   EEF</u> <u>(<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</u></p>	<p>1, 2, 5</p>
<p><i>Metacognition teaching and learning strategies:</i></p> <ul style="list-style-type: none"> <li>○ <i>One Wakefield.</i></li> </ul>	<p>Metacognition and self-regulation approaches to teaching will have a priority focus for all students.</p> <p>There will be a CPD offer to train staff on the theory behind metacognition and the implementation of strategies with a focus of DS.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. A priority is a focus on students remembering more information for a longer period.</p> <p><u>Metacognition and self-regulation   EEF</u> <u>(<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</u></p>	<p>1, 2, 3</p>

<p><i>Access to an extensive co-curricular programme including physical activity, arts and social and emotional learning with an emphasis on promoting 'Character'.</i></p>	<p>The term 'Character', means a set of attitudes, skills and behaviours. An extensive co-curricular can help develop self-control, confidence, social skills, motivation and resilience. Character that is thought to underpin success in school and beyond.</p> <p>There is a focus on increasing engagement and cultural capital of disadvantaged at The King's School.</p> <p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. There is a broad programme of the co-curricular for all students with a particular focus on disadvantaged student participation.</p> <p><u>Physical activity   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><u>Life skills and enrichment   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>3, 5</p>
<p><i>Social and emotional learning, Wellbeing and Mental Health:</i></p> <ul style="list-style-type: none"> <li>○ <i>Wellbeing school strategy.</i></li> </ul>	<p>Social and emotional skills are essential for students' development. They support effective learning and are linked to positive outcomes in later life.</p> <p>Within school, students experience the I-heart curriculum and form time assemblies which allow the explicit teaching of SEL which aims to teach students both DS and NDS the five core competencies:</p> <ul style="list-style-type: none"> <li>• Self-awareness;</li> <li>• Self-regulation;</li> <li>• Social awareness;</li> <li>• Relationship skills; and</li> <li>• Responsible decision making.</li> </ul> <p>The school wellbeing strategy is based on uncovering built-in resilience and wellbeing across our entire school community. It is about the happiness of our staff and our students.</p> <p>We recognise that great wellbeing, is often referred to as resilience. This comes from understanding, self-insight and knowledge. The school aims to create a culture for all students through:</p> <ul style="list-style-type: none"> <li>• Outstanding teaching and learning.</li> </ul>	<p>3, 5</p>

	<ul style="list-style-type: none"> <li>• Outstanding pastoral care.</li> <li>• Development of the individual.</li> <li>• Friendship groups.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

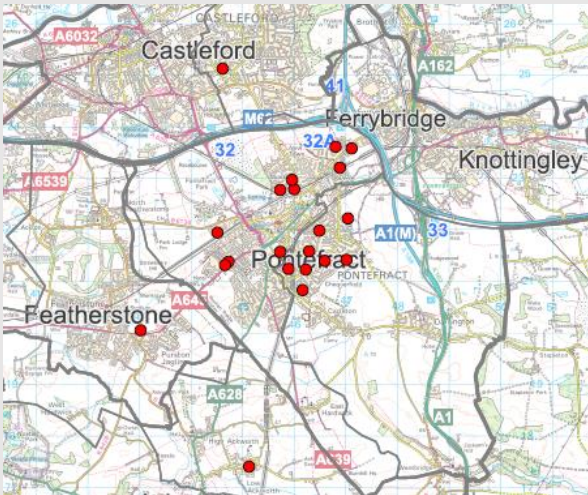
Budgeted cost: £97,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focus meeting agenda set around disadvantaged students</i>	<p>Standardised diagnostic assessments will be utilised to identify individual pupil need which is directly linked to the achievement and improvement cycle including teaching and learning and academic intervention.</p> <p>Specific Focus meetings identify students for specific academic interventions. The attendance team will target DS students to improve attendance to school, achieve and co-curricular. DS are prioritised for careers support in year 11. This starts in Key Stage 3.</p> <p>Teacher and Subject A&amp;I sheets at both key stages with interventions are clearly highlighted. There will be a specific focus and interventions for DS and SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/</a></p>	1,2,3,4
<p><i>One-to-One tutoring:</i></p> <ul style="list-style-type: none"> <li>○ <i>Kip McGrath.</i></li> <li>○ <i>Impress.</i></li> <li>○ <i>EAL support.</i></li> </ul>	<p>Research has found that, on average, one-to-one tuition is very effective at improving pupil outcomes. This one to one tuition is an effective strategy for providing targeted support for students that are identified as having low prior attainment.</p> <p>Short, regular sessions over short periods show optimum progression in terms of rapid progress.</p> <p><u>One to one tuition   EEF</u> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1,2,3,4

<p><i>Achieve sessions</i></p>	<p>When designing the achieve curriculum, disadvantaged students are a priority.</p> <p>Evidence to support this suggests small group tuition approaches can support students to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment.</p> <p>Specific and targeted intervention sessions, across all subjects, focus on raising attainment of disadvantaged students.</p> <p><u>Small group tuition   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1,3</p>
<p><i>Mentoring and Academic Monitoring</i></p>	<p>Mentoring in education involves partnering a young student with an adult, who acts as a positive role model.</p> <p>The aims are to build confidence and relationships, to develop resilience and character and raise aspirations, rather than developing specific academic skills or knowledge.</p> <p>Evidence shows, using this strategy alongside 1:1 and group interventions, can help to raise aspirations. In particular for the disadvantaged.</p> <p><u>Mentoring   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 3, 4</p>
<p><i>Careers/Transition</i></p>	<p>By aspirations we mean the things our students hope to achieve for themselves in the future.</p> <p>To meet their aspirations about careers, university and further education we aim to incentivise improved attainment through prioritising events for our disadvantaged students.</p> <p>The aim is for our students to work alongside the school's career advisor closely with post 16 providers in the community. This includes, open days, transition events and careers talks which is an extended version of what is offered through the curriculum and form times.</p> <p><u>Aspiration interventions   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	

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

Budgeted cost: £92,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral Care:</i></p> <ul style="list-style-type: none"> <li>○ EWO appointment.</li> <li>○ Breakfast club.</li> <li>○ Homework club.</li> <li>○ Attendance incentives.</li> <li>○ Transport hot spot.</li> <li>○ Parental engagement.</li> <li>○ Shine.</li> <li>○ Sparks.</li> </ul>	<p>The aims of the pastoral strand of the strategy is to address the challenges identified as; behavioural, self-confidence, parental engagement and support.</p> <p>The EEF Pupil Premium Guide recommends that “<i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance.</i>”</p> <p>An appointment of a EWO with a purpose to intervene with key disadvantaged students and their families who are ‘persistently absent’.</p> <p>Breakfast clubs and homework clubs can help support DS in terms of nutrition, learning environment and resourcing.</p> <p>Termly attendance rewards to be offered with a ‘reasonable adjustments’ being made for disadvantaged students.</p>  <p>Increased parental engagement for our disadvantaged students through proactive and supportive strategy for all year groups; involving the ‘One Wakefield’ programme.</p>	1, 2, 3, 4, 5



	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>The route will be plotted against these postcodes to effectively offer a door to door service.</p>	
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Total budgeted cost: £ **£278,400**

## 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 students in the 2022-23 academic year.

In terms of evaluating last year's strategy, we cannot evaluate what did not happen. Rather, it is important for us to be realistic about what we achieved during a challenging time on a number of levels.

Data over the last 3 years is not entirely comparable due to Covid-19 meaning a reduction in course content, delivery and assessment in some areas have not allowed for external examinations to take place. However, internal trends show an increase in internal outcomes across all students and in particular, an increase in outcomes for DS students.

#### Key Stage 4

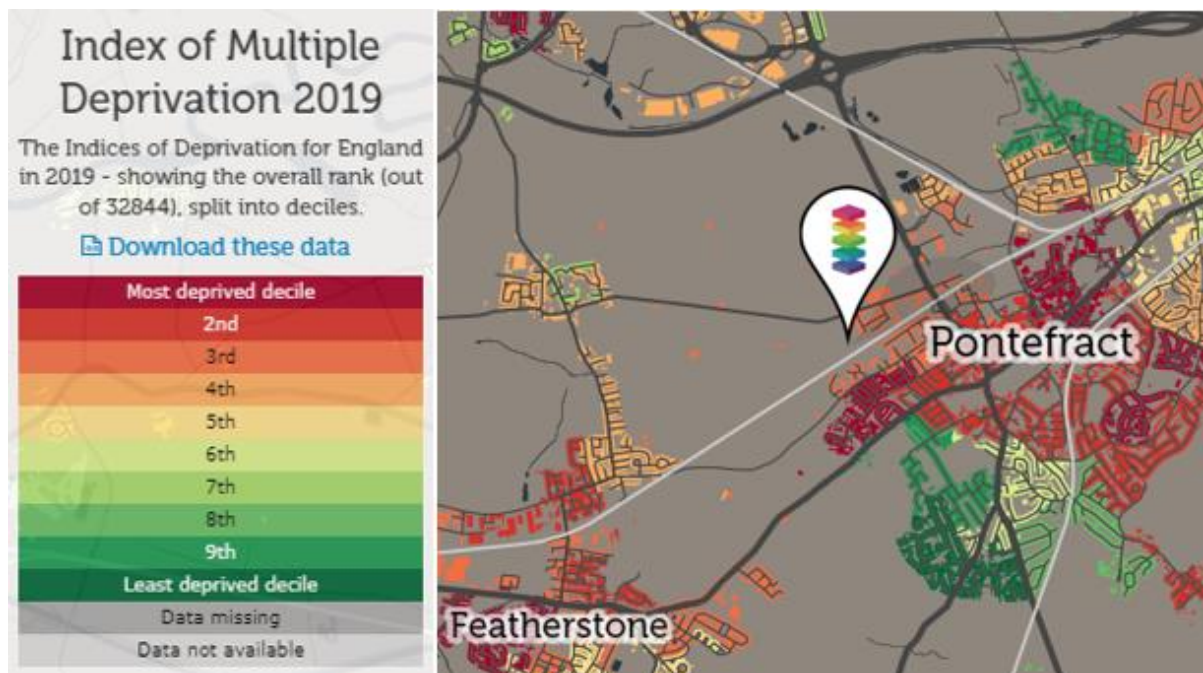
Year	Overall P8	Disadvantaged P8	Non-disadvantaged P8	Gap
2018	+0.21	-0.08	+0.31	-0.39
2019	+0.12	-0.49	+0.31	-0.8
2020 (CAGS)	+0.81	+0.16	+1.01	-0.85
2021 (TAGS)	+0.76	+0.26	+0.87	- 0.61
2022	+0.54	+0.06	+0.67	-0.61
2023	+0.55	-0.28	+0.77	-1.05

Themes throughout this report will be clear across the multi-faceted, cyclical approach. The four steps will underpin the approach and will be used to develop and sustain our strategy over the next three years.



### Further information (optional)

The King's School serves the community of Pontefract that is part of The Pontefract Academies Trust. The population of the town is 30,881. Contextually, Pontefract is one of the '5 towns' in the city of Wakefield. Linked to this context is a high rate of criminal activity, unemployment and safeguarding concerns such as domestic violence and drug abuse. Detailed in the index of multiple deprivation date, 2019.



Our approach to supporting our disadvantaged pupils is a whole school approach. The map above indicates the level of deprivation as a community. The arrow represents the position of The King's School.

Over the next three years, we will evaluate measures through short term, medium term and long term goals. It is vital, for the strategy to work, that we continually revisit goals, to tweak, adjust and evaluate them. We will consistently use milestones to 'check in' on progress.