



Awaiting full SLT and Governor ratification (Nov. 23)

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Highfields School
Number of pupils in school	1323 (278 PP)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	1 st review completed: September 2023 2 nd review: September 2024
Statement authorised by	A Marsh and governing body
Pupil premium lead	George Roberts Director of Catch Up (Engagement)
Governor lead	Emma Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,090.00
Recovery premium funding allocation this academic year	£66,240.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	Assumptions made that all PP & Recover Premium have been spent at year end
Total budget for this academic year	£337,330.00



Part A: Pupil premium strategy plan Statement of intent

Highfields School is an inclusive, comprehensive school. We are determined that each child will be the best they can irrespective of their socio-economic background. Since the pandemic we have seen both nationally and locally a disproportionately negative effect on progress and therefore life chances of students from more disadvantaged backgrounds. This only intensifies our resolve to further support PP students through our strategy below.

Our whole school improvement plan (Big 3) is itself biased towards making improvements which, if realised, will have a particularly positive effect on the outcomes of disadvantaged students. This plan is underpinned by evidence explored and evaluated by senior and middle leaders in the formulation phase of the plan in February-May annually.

In 2021 we appointed two senior leaders, Director of Catch Up (Engagement) and Director of Catch Up (Curriculum), whose key focus is on closing the achievement gaps in the school, particularly those pertaining to disadvantaged students. In 2023, we augmented this capacity further and added another 2 days per week of Director-level support for PP and students at risk of underachievement (SARU). These directors monitor closely both the achievement of PP students and the impact of school policy and practice on PP students. Furthermore, the Director of Catch Up has spent much time focussing on the design of curriculum 23/24 on the needs of the least able and including our 278 PP students.

We know from benchmarking work across our trust of strong schools that disadvantaged students in many schools achieve in line with ours. However, the fact that this is a shared challenge makes us no less determined to take it on.

Our key focus is the quality of lessons as this is where we are most able to affect outcomes for disadvantaged students given that it accounts for 5 hours per day of intervention for up to 7 years. For some time, our CPD and QA regime has trained teachers to introduce and embed strategies which are likely to particularly influence the outcomes of disadvantaged students. For example, 'cold call' ensures that teachers target key students (particularly disadvantaged) to check that they are understanding the key ideas of the lesson and to ensure that they are active and engaged in the learning journey. This reduces passivity, promotes engagement and provides an early indication of PP students' misunderstanding, falling behind, or falling short of expectations. In June 2023, PP students had hugely improved their approaches to learning (ATL) in two of our key year groups with higher proportions of PP students: Y8 ATL 2.1 and Y9 ATL 2.2.

This work is led by Directors of Catch Up. They also seek to adjust other policies and practices to favour PP students. For example, we have adopted virtual parents' evenings in Y7-11 because they make attendance easier for some PP families who find it difficult to come into school for practical or psychological reasons. The software involved also allows us to track closely the attendance patterns of PP families. A second example of adapting policy to favour PP is to be found in our 'fast track' early interview process, in which we make productive matches between Y9 PP learners and their Y10 curriculum offer.

We have invested in and developed our early help offer (EHO) which intervenes to arrest the cycles of underachievement in more deprived sections of our community. Our EHO manager supports a high number of families with PP children both at Highfields and its feeder primaries.



We also play a role in local regeneration projects designed to address the effect that pockets of deprivation have on the life chances of many children growing up in those areas. Our objective is to bring about a situation where socio-economic background does not limit students' learning, behaviour, aspiration, educational progression, happiness or inclusion at Highfields School.

Our targets are based not on arbitrary and unachievable figures but on steady improvement from our current positions (we have, however, not focused too much on recent precedents exam outcomes due to the relative insecurity of pandemic era data).

Challenges

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

Challenge number	Detail of challenge
1	<i>Disadvantaged students do not make as much progress in public exams as their non-disadvantaged peers</i>
2	<i>Disadvantaged students tend to not have the same ability to self-regulate and take ownership of their own learning as their peers including such areas as revision and exam preparation</i>
3	<i>Disadvantaged students need more feedback and a greater focus from their teacher than their non disadvantaged peers</i>
4	<i>Disadvantaged students have a disproportionate number of consequences as a result of their disengagement with their learning and school community</i>
5	<i>Disadvantaged students tend to have lower aspirations than their peers and they are less likely to develop their interests through wider curriculum opportunities</i>
6	<i>Disadvantaged students are more prone to lower attendance and PA than their peers</i>
7	<i>Disadvantaged students from key areas in school catchment are likely to unachieved against their non-disadvantaged peers</i>
8	<i>Disadvantaged students tend not read with as much understanding as their non-disadvantaged peers and this affects their progress and enrichment</i>

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	Challenge	Success criteria
1	<i>Disadvantaged students do not make as much progress in public exams as their non-disadvantaged peers</i>	Disadvantaged students improve on their outcomes including at GCSE Source: SISRA/ Performance league tables Y11 2022/23: Average total Attainment 8 (A8) 34.98. Average total Progress 8 (P8) -0.32. 9-5 English & Maths (EM) 21.4% 9-4 EM 52.4%.



		We aim to improve progress and attainment towards benchmarks A8 38.0 9-5 EM 28% 9-4 EM 57%.
2	<i>Disadvantaged students do not have the same ability to self-regulate and take ownership of their own learning as their peers including such areas as revision and exam preparation</i>	<p>Disadvantaged students' Approach to Learning (ATL) improves over time towards an average of 2.0</p> <p>Particular focus years below due to upcoming GCSE exams and percentage of PP in year group. All statistics below from summer 2023 data capture:</p> <p>Year 8 PP ATL (key year - 25% PP) – 2.1. Year 10 PP ATL (key year - 27% PP) – 2.2. Y11 PP ATL – 2.5.</p>
3	<i>Disadvantaged students need more feedback and a greater focus from their teacher than their non disadv peers</i>	<p>Attendance at Y7-11 parents evenings improves over time. Directors of Catch up (Engagement) and year teams work tirelessly to engage PP families in parents evening.</p> <p>In Y7 2021-22 76.2% of PP families booked appointments and 52.4% of PP families attended these appointments. In Y7 2021 81.1% of families attended appointments, with 87% of families booking appointments. In Y8 2022-23, 78% of targeted PP families attended.</p> <p>In Y7 2022-23, 87% of families booked appointments, with over 91% attendance. Targeted PP families achieved 70% attendance.</p> <p>In Y8 2021-22 71% of PP families booked appointments. 53.% of PP families attended these appointments, this was an increase from 51% when students were in Y7. In 2022-23, 71% of targeted PP families attended in the same year group in Y9.</p> <p>In Y10 2022-23, 90% of families booked appointments, with 91% of these attending. 62% of targeted PP families attended.</p> <p>In Y11 2022-23 83% of families booked appointments, with 86% of these attending. 84% of Team Year 11 (focus group with over 50% PP) attended.</p>
4	<i>Disadvantaged students have a disproportionate number of consequences as a result of their disengagement with their learning and school community</i>	<p>Fewer disadvantaged students are suspended and permanently excluded as a proportion of the school population (16.6%) <i>Source: census/SIMS</i> 35% of all suspensions year-to-date (YTD) are PP students (20/56)</p>



		<p>In 21-22, 57% of suspensions were PP students (100/176) In 2022-23, 42% of suspensions were PP students (54/128) – <i>this improvement is even despite predicted higher standards held by teaching and support staff following CPD and training.</i></p> <p>Disadvantaged students are less and less represented in disruption to lessons and learning: 2022-23, 34.4% of C2s were given to PP students and 40.3% of C3s were given to PP students. <i>Again, taking into account higher standards held by teaching and support staff following CPD and training.</i></p> <p>More disadvantaged students will attend wider curriculum opportunities which build their engagement with the school community</p> <p><i>Source: Internal data from director of engagement (SMB).</i> In June 2022, PP participation in wider curriculum was Y7 54.5%, Y8 25%, Y9 35%, Y10 24.1% Y11 31.8%.</p> <p>In June 2023, PP participation in wider curriculum was 53%, whilst 47% of non-PP attended extra-curricular clubs in the same period. Y7 75.4% of PP, Y8 81.8% of PP, Y9 53.1% of PP, Y10 28.9%.</p>																					
5	<p><i>Disadvantaged students tend to have lower aspirations than their peers</i></p>	<p>More disadvantaged students progress into challenging KS4 qualifications (incl EBacc), sixth form and higher education. A particular focus might be on why PP students appear more likely to do languages and perhaps less likely to do triple science.</p> <p><i>Source: Internal data from director curriculum</i></p> <table border="1" data-bbox="788 1641 1441 1951"> <thead> <tr> <th></th> <th>PP students</th> <th>Non-PP students</th> </tr> </thead> <tbody> <tr> <td>Y11 22/23</td> <td></td> <td></td> </tr> <tr> <td>Y11 23-24</td> <td></td> <td></td> </tr> <tr> <td>Cohort</td> <td>45 46</td> <td>161 161</td> </tr> <tr> <td>EBacc</td> <td>12 (26.7%) 12 (26.1%)</td> <td>71 (44%) 91 (56.5%)</td> </tr> <tr> <td>Triple Science</td> <td>7 (15.5%) 9 (19.6%)</td> <td>63 (39.1%) 75 (46.6%)</td> </tr> <tr> <td>Languages</td> <td>25 (55.5%) 22 (47.8%)</td> <td>104 (64.6%) 103 (64.0%)</td> </tr> </tbody> </table>		PP students	Non-PP students	Y11 22/23			Y11 23-24			Cohort	45 46	161 161	EBacc	12 (26.7%) 12 (26.1%)	71 (44%) 91 (56.5%)	Triple Science	7 (15.5%) 9 (19.6%)	63 (39.1%) 75 (46.6%)	Languages	25 (55.5%) 22 (47.8%)	104 (64.6%) 103 (64.0%)
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		<p>Y13 23-24 (current): Cohort 113 students, 11 Free School Meals (FSM) Ever, 6. 3 of these are English as an Additional Language (EAL) students and 6 are bursary students. Prediction average grade B- compared to non-FSM B. 7 bursary students in total with an average predicted grade of B. Non-bursary students have an average prediction of B also.</p>
6	<i>Disadvantaged students are more prone to lower attendance and PA than their peers</i>	<p>Attendance of disadvantaged students as a group improves towards 96% Internal attendance data: All YTD (Nov '22) 93.86%; PP 90.8% All (22/23) 92%; PP 88% All YTD (Oct 23) 93.4% (National 92.3%); PP 90.2% (National 87.5%).</p>
7	<i>Disadvantaged students from key areas in school catchment are likely to underachieve against their non-disadv peers</i>	<p>School supports the achievement of Hurst Farm Regeneration Project objectives Currently 133 students from y7-13 live on the Hurst Farm estate. This is 10% of the school population. Of the 133 students, 66 are PP. This is 49.6% of the Hurst Farm students.</p>
8	<i>Disadvantaged students tend not to read with as much understanding as their non-disadvantaged peers and this affects their progress and enrichment</i>	<p>Reading ages of PP students improve significantly from beginning of Y7 to end of Y8 (figures below are 2023 cohorts): Y7 PP average reading age: 11 years 1 month Y8 PP average reading age: 12 years 1 month</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: £ 287,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback: Cold call Next steps Targeted book looks	EEF Toolkit: Feedback (+6 score, very high impact for very low cost based on extensive evidence) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,3
Virtual parents' evenings	As above EEF Toolkit Feedback EEF (+6 score, very high impact for very low cost based on extensive evidence)	1,3



<i>Think pair share and other discursive and collaborative techniques</i>	EEF Toolkit: Collaborative learning Approaches (+5 score, high impact for very low cost based on limited evidence)	1, 2
<i>Restorative approaches</i>	EEF Toolkit Behaviour interventions (+4 score, moderate impact for low cost based on limited evidence)	1, 2, 4
<i>Self-regulation: approach to learning Metacognition Stretch and challenge Worked examples/ modelling</i>	EEF Toolkit: Metacognition Self-regulation EEF (+7 score, very high impact for very low cost based on extensive evidence)	1,2, 4
<i>Wolfpack (a common and consistent approach to management of behaviour and AtL in lessons)</i> <i>Restorative approaches-self regulation</i>	EEF Toolkit: Behaviour interventions (as above) EEF Toolkit Metacognition (as above)	1, 2, 4
<i>Plan for Reading Y9 PP reading group Y7 & Y8 Book Buzz</i>	EEF Toolkit: Reading comprehension strategies (+6 Very high impact for very low cost based on extensive evidence) EEF Toolkit: Oral Language Interventions (+6 Very high impact for very low cost based on extensive evidence) Alex Quigley, Closing the Reading Gap, Closing the Literacy Gap	1, 8
<i>Seating strategy</i>	EEF Toolkit: Behaviour interventions (As above)	1, 4
<i>Sweet-spot- stretch and challenge for every student</i> <i>Operation Articulate (Big 3 project with a focus on students being able to communicate orally about their learning and lives).</i>	EEF Toolkit: Individualised instruction (+4 Moderate impact for low cost based on limited evidence)	1, 3
<i>Additional planning time (30 mins above minimum PPA) to enhance quality of teaching</i>	EEF Toolkit: Feedback and other core teaching techniques (as above)	1



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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English and maths day 13 Jan- at least 50% need to be PP</i>	Outcomes 2022 9-5 PP too low	1
<i>Funding or part-funding of revision guides for all PP Y11</i>	EEF Self-regulation	2
<i>English and maths PP students are given sixth form mentor one form time per week</i>	EEF mentoring	2
<i>Mentoring from SLT and GCSE Year Teams (Team 11 and Team Y10)</i>	EEF mentoring	2
<i>Virtual parents' evenings</i>	EEF Feedback EEF Parental engagement	3
<i>Y11 Maths PP revision group (100% PP)</i>	Outcomes 2022 9-5 PP too low EEF mentoring	1 3
<i>English Intervention (33.3% PP)</i>	EEF mentoring	2
<i>Maths Intervention (29.2% PP)</i>	EEF mentoring	2
<i>PP students in Year 9 22-23 prioritised for GCSE Options Interviews to ensure correct subject choices are made to increase attainment and engagement.</i>	Outcomes 2022 9-5 PP too low	1

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rise High – Project with Derby University focusing on raising	EEF	5



aspirations and promoting HE Currently 29 in Y8 (52% of the group are PP students).		
Music lessons for PP students	Arts participation EEF	5
Discover US Y10/Y11: A programme working with the University of Sheffield raising aspirations and promoting HE. In Y11, 100% of cohort are PP. Y10 cohort currently being set up (Oct. 23)	Progression figures nationally show that fewer PP progress to university than their non-disadv peer	5
Involvement in Hurst Farm Regeneration Project. This involves working with the community centre to build relationships with the local area. Students from HF are also involved in the decisions made and opportunities available at the centre.	Evidence suggests that PP families struggle to access events involving transport without support	7
Enhanced offer from early help team and year teams for attendance and wellbeing	Evidence suggests that PP families present with more domestic challenges and attendance issues (the latter often caused by the former)	6
Transport costs for certain students	Evidence suggests that PP families struggle to access events involving transport without support	5
Support with school trips	Evidence suggests that PP families struggle to access school trips without support	5
We Are Highfields Award. An award run by Stephanie Biggs (Director of Catch Up, Engagement) which all students in y7-11 have been entered for. The award encourages and rewards involvement in lessons, wider curriculum and leadership opportunities. This is a new award for 23-24,	Evidence in schools suggests that PP far less likely to access wider curriculum events which we have found to enhance students' relationship with school and its staff	5



improving on Life Skills Award run in 22-23.		
Fund uniform	Evidence suggests that PP families can struggle to meet the costs of uniform and this can create conflict between student and staff	2
<i>Student Leadership (Student Ambassadors)</i> 35% of Y7-11 <i>Ambassadors are PP students.</i>	EEF Toolkit: Peer Tutoring (+5 – high impact for very low cost based on extensive evidence). Evidence suggests that PP students are less likely to take up leadership roles due to a potentially reduced sense of belonging to the school.	3, 4

Total budgeted cost: £ 337,330

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Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Wider curriculum outcomes

In September 2022, Life Skills Award was introduced to students in Years 7-11 in response to relatively low PP engagement in extra-curricular activities. In 22-23, we saw higher PP attendance in wider curriculum than non-PP (53% vs 47%). During this time, year teams and form tutors focussed their efforts on encouraging PP students to attend wider curricular activities and staff offered a wide variety of opportunities at lunch times and after school.

Figures in green are from December 2021, with June 2022 in red and June 2023 in blue. Y11 data from June 2023 not included due to focus on attendance at revision sessions.

Year group	% of students involved in wider curricular	% of PP involved in wider curricular opportunities
7	62% 75.1% 83.8%	54.5% 69.8% 75.4%
8	40% 42.6% 70.4%	25% 25.9% 81.8%
9	35.7% 46.6% 55.9%	35% 29% 53.1%
10	36.9% 49.4% 33.0%	24.1% 24.2% 28.9%
11	47.5% 25.6%	31.8% 16.7%

Life Skills Award completion statistics can be found below:

Year group	% of students in year group who successfully completed the award	% of PP students in year group who successfully completed the award
7	63%	42%
8	27%	15%
9	36%	16%
10	10%	8.5%
11	19%	4.5%

In total, 345 students in Years 7-11 completed the award (32% of total number of students in Y7-11), whilst 51 PP students completed the award (19% of all PP).

A relatively low level of PP completion can be observed, particularly in Years 8-11. However, students had to pass an extensive checklist including a high percentage of attendance, positive reward points, values demonstrated in form times, attendance at extra-curricular clubs and engagement in PE lessons. Our main achievement was in attendance in wider curriculum, where we observed great success (as demonstrated on the previous page).



In 23/24, we are running an award called 'We Are Highfields Community Award', which will be tiered bronze, silver and gold to engage and challenge all students.

In addition, we are running Highfields Student Ambassadors in 23/24, with 35% of those ambassadors PP students from Years 7-11. This project aims to improve the experience of all students at Highfields, particularly those from disadvantaged backgrounds.

Progression outcomes

Progression: PP students who met the entry criteria for sixth form (average 4.0+ at GCSE): those achieving 4.0 - 5.0, **4 out of 8** came to sixth form; those achieving 5.0+, **6 out of 8** came to sixth form.

Progression of (former) PP to uni/apprenticeships 2021-22: out of 8 students, 6 went to university, 1 took an apprenticeship, one a gap year. No NEET.

Progression of Post-16 Bursary students to uni/apprenticeships 2022: 14 students (5 were also former PP): 9 went to university, 2 to apprenticeships, 1 to Art Foundation, 1 tbc, 1 did not complete the year (CAMHS and mental health). No NEET.

Awaiting progression outcomes for 22-23.

Examination outcomes for our Y11 2023 cohort (42 disadvantaged students):

Progress 8 score ALL 0.08

Progress 8 score PP -0.32 (21-22 - -0.58)

18 PP students (43.9%) had a positive Progress 8 scores

9 PP students (21.4%) achieved strong passes at grade 5-9 in both English and Maths

18 PP students (42.9%) achieved a strong pass in English and 11 students (26.2%) achieved a strong pass in Maths

22 PP students (52.4%) achieved standard passes at grade 4 or above in both English and Maths. 9.2% above the 21/22 figures.

26 PP students (61.9%) achieved a standard pass in English and 26 students (61.9%) achieved a standard pass in Maths. 5.1% and 9.6% respectively above 21/22 figures.

12 PP students (28.6%) entered the EBacc, and 29 students (59.5%) entered a Language (well above the national entry of all students for Languages of 43.4%).

Progress 8 scores in the different 'buckets': -0.29 in English, 0.05 in Maths, -0.64 for the 'open' bucket and -0.27 for Ebacc.

4 students have entered our sixth form and most others were successful in entering their first choice of next destination, ranging from apprenticeships in trades to Dance Colleges.

Estimated performance of 46 disadvantaged students in our current Y11 at the of Y10 in July 2023 was looking more positive compared to the 2023 Y11 cohort outcomes. We continue to



work tirelessly to ensure the best outcomes for our disadvantaged students through our Big 3 strategic plan and a range of newly targeted interventions.

In our current Y10, we have 54 disadvantaged students who year teams and teaching staff have worked hard with since Y8 to improve their approaches to learning. We are awaiting their first data capture results to give us an accurate prediction of their potential outcomes. This year, we have set up an early intervention Team Y10 with PP representation at 37.5% to allow us to meet with these students fortnightly to ensure the best possible start to their GCSEs. These students, along with students in Team Y11 (33% PP) were targeted for our Secrets to Success at GCSE evening in October.

Reading outcomes

In December 2021 average reading age for the current Y8 PP students was 11 years 1 month and for non-PP it was 12 years 1 month, so the gap was actually the same: one years reading age. Both groups progressed by 8 months between Dec 2021 and Sept 2022. In October 2023, average reading age of current PP students in Y8 was 12 years 1 month, with Y7 at 11 year 1 month.

Taking all qualitative and quantitative feedback into account we feel that our continued focus on reading is more than likely than not to raise the achievement of disadvantaged students moving forward and this explains our reinvestment in this strategy.

Overall, our qualitative evaluation suggests that it is more likely than not that our focus on reading is improving reading abilities OR not allowing them to deteriorate.

Attendance outcomes

21-22: PP Attendance – 90.8%; Non-PP Attendance – 94.61%
22-23 : PP Attendance – 88% ; Non-PP Attendance 92%
All YTD (Oct 23) 93.4% (National 92.3%); PP 90.2% (National 87.5%).

*In 21-22, 57% of suspensions were PP students (100/176)
In 2022-23, 42% of suspensions were PP students (54/128) – this improvement is even despite predicted higher standards held by teaching and support staff following CPD and training.*

Externally provided programmes

Programme	Provider
Rise High – Project with Derby University focusing on raising aspirations and promoting HE. Currently 29 in Y8 (52% PP), another cohort in Y7 is currently being established. Plans are also being drawn up to	Derby University
Discover US Y10 – Project with Sheffield Uni. The focus is working with students at KS4 to raise aspirations and promote HE. Y11 cohort is 100% PP and Y10 cohort is currently being built (Oct. 23).	University of Sheffield



Involvement in Hurst Farm Regeneration Project. This involves working with the community centre to build relationships with the local area. Students from HF are also involved in the decisions made and opportunities available at the centre. The community centre will be able to offer free course in outdoor skills, apprenticeships and WE placements. All of these being made available to our students with a particular focus on PP students.	Hurst Farm Project Manager
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Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
£1,600
The impact of that spending on service pupil premium eligible pupils
We have 6 students in receipt of this funding and respond to all requests received for items required by the student or the family.

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