

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Fairfax Academy
Number of pupils in school	1589 Year 7 - 13 1304 Year 7 - 11
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mr S Castle
Pupil premium lead	Mr C Hetherington
Governor / Trustee lead	Miss S Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,950
Recovery premium funding allocation this academic year	£0
School Led Tuition Grant (academic coaches)	<b>£0</b>
Pupil premium funding <b>carried forward</b> from previous years	£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	£328,950.

# Part A: Pupil premium strategy plan

## Statement of intent

At Fairfax Academy, we are unwavering in our commitment to support all students, regardless of their starting points or the challenges they may face. Our Pupil Premium Strategy is guided by our Trust values of Ambition, Dedication, Integrity, Excellence, and Tradition, reflecting our aspiration for every student to achieve their full potential and succeed both during their time with us and beyond.

We believe in fostering high aspirations for all students, ensuring that they aim for and achieve outstanding progress across the curriculum, including the EBacc. Our aim is to empower every student to excel and realise their dreams. Our dedication to every student drives our efforts to provide not only academic support but also enriching experiences that promote personal growth. We strive to equip our pupils with the essential skills in literacy, numeracy, and the relevant knowledge needed to engage meaningfully with society. Central to our strategy is the belief that great teaching is the most significant factor in improving pupil outcomes and closing the disadvantage attainment gap. We invest in our staff's continuous professional development, ensuring they are equipped with the skills and strategies necessary to meet the diverse needs of our students.

In alignment with the Fairfax Way, we establish clear standards, expectations, and behaviours that govern our academy community. We promote Ambition, Respect, Kindness and Safety, fostering a culture of collaboration where every member is encouraged to contribute positively.

Our strategy emphasises robust diagnostic assessment, enabling us to identify and respond to the specific needs of our students. This ensures that all learners can access every aspect of the curriculum and achieve their potential.

While our Pupil Premium Strategy is designed to support disadvantaged pupils, it is also integral to our broader goals for sustained improvement across the Academy. We are committed to enhancing outcomes for all students, creating a pathway for success that benefits the entire Fairfax community.

Through our Pupil Premium Strategy, we aim to transform the academic and social experiences of our pupils, providing them with the powerful knowledge and skills they need to thrive in an ever-changing world. Together, we will break down barriers and build a brighter future for every learner at Fairfax Academy.

### **Objectives:**

- To raise the aspirations, attainment and improve the progress and life outcomes of disadvantaged pupils.

- To significantly close the attainment gap between disadvantaged pupils and their less disadvantaged peers.
- To ensure that middle prior attainment disadvantaged pupils make expected progress in Mathematics; English and EBACC subjects and is similar to their peers who are less disadvantaged.
- To narrow the attendance gap between disadvantaged and non-disadvantaged pupils.
- To reduce the number of fixed-term suspensions.

To participate in at least three extra-curricular activities throughout the year. **Our current pupil premium strategy works towards achieving the objectives above by:**

- Increasing the use of small group tutoring in English/Maths/MFL.
- Improving whole school student literacy to benefit the EBACC subjects.
- Employment of a mental health worker to work with disadvantaged pupils and families.
- Employment of a full-time behaviour support mentor
- Employment of a HLTA to facilitate a well-being room to support pupils with behaviour and SEMH needs.
- Specific targeted interventions through the Academy Improvement Plan for improving disadvantaged attendance and punctuality.
- Specific targeted intervention through the Academy Improvement Plan to improve the offer SEND students receive.
- Being able to offer specialist mentoring from Our Place.
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**The key principles of this strategy plan are:**

- Effective teaching and learning.
- Raising levels of literacy and numeracy.
- Raising aspirations.
- Raising attendance.
- Improving attitudes to learning and behaviour.
- Small group tuition and SEMH support.

## Challenges

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

Challenge number	Detail of challenge
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*\*The below challenges for disadvantaged students have been ascertained through extensive research, nationally. We have conducted a survey of all of our disadvantaged students and have devised this strategy utilising their voice.*

A	<p><b>Dispositional</b></p> <ol style="list-style-type: none"> <li>1. Literacy and numeracy: Many students arrive from primary school below the national average in terms of academic outcomes.</li> <li>2. Motivation and aspiration for education: Behaviour incidents for disadvantaged pupils are far higher than non- disadvantaged students. Students demonstrate lower resilience levels, often due to community associated barriers. As a result, suspensions for disadvantaged students, are higher than non-disadvantaged.</li> <li>3. Support networks: Some students report that they don't have support outside of school or do not know who to ask for support.</li> <li>4. Wellbeing: Increasing levels of SEMH issues for our pupils, demonstrated through increased incidents of panic attacks and general anxiety and low self-esteem.</li> </ol>
B	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>1. School curriculum: Students who struggle to fully access the curriculum across subjects fail to achieve the same outcomes as their peers.</li> <li>2. SEMH: An increased level of SEMH attributes to not being able to fully access the curriculum.</li> </ol>
C	<p><b>Situational</b></p> <ol style="list-style-type: none"> <li>1. Travel: Increasing cost of living is impacting on affordability for students and families to purchase bus passes or drive to school each day.</li> <li>2. Access to ICT and technology: Most students report having mobile access to the internet, however some students report not having a laptop, computer or tablet that would allow them to complete schoolwork</li> <li>3. Curriculum resources: The cost of purchasing additional equipment or resources which support learning may mean students are not able to fully access their learning.</li> <li>4. Opportunities: A limited cultural capacity and social mobility is evident in students from disadvantaged backgrounds.</li> </ol>
D	<p><b>Institutional – guided by student voice which is completed in year 9 to inform and refine our intervention and mentoring strategy for year 9 – year 11:</b></p> <ol style="list-style-type: none"> <li>1. Not being proud of what they do at school.</li> <li>2. Not having the skillset to learn new knowledge.</li> <li>3. Not asking for help or having skills to problem solve things for themselves.</li> <li>4. Unable to self-regulate.</li> <li>5. No motivation to do well at school.</li> <li>6. Not knowing which career path to pursue.</li> </ol>

## 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
Disadvantaged students to achieve positive progress in comparison to similar schools nationally.	Progress 8 measures will improve for disadvantaged students. (TBC due to official data)
Narrow the gap between the attainment of PP students and the attainment of non-PP students nationally.	Attainment 8 gaps will close.
Narrow the gap between disadvantaged and non-disadvantaged students for percentage of Grade 4+ and Grade 5+ in English and maths.	Percentage of grade 4+ and 5+ in English and Maths to increase.
Improved attendance of disadvantaged students to national average and reduction in the number of students identified as persistent absence.	Attendance of disadvantaged students will improve to at least the national average for all students.
Reduction in disadvantaged exclusions.	Reduction in disadvantaged exclusions year on year.
Disadvantaged students achieve more positive praise points than non-disadvantaged	More rewards are achieved for disadvantaged than non-disadvantaged.
Disadvantaged participation increases	Every disadvantaged student participates in three extra-curricular activities.

## 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; Literacy Programme; SLE work)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed a whole school literacy development programme including a tutor time reading programme and tier two and three	<a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>	A1

vocabulary homework.		
To improve the quality of teaching across the Academy so that a greater proportion of teachers demonstrate highly effective teaching that is adapted to meet the needs of disadvantaged students in the classroom.	<a href="#">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	B1 & C3
Small group tuition for disadvantaged students making less than expected progress in English, Maths and Science. Tuition and school-based tutoring.	<a href="#">Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</a>	A1, A3, B1, B2 & C3
Establish a strong ECT mentor team to accelerate the development of high-quality teaching in ECT staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	B1, B2 & C3
To establish a strong culture of supportive coaching for teachers that improves quality of education across the academy.	<a href="https://www.arkteachertraining.org/coaching-with-ark-teacher-training/">https://www.arkteachertraining.org/coaching-with-ark-teacher-training/</a> <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a>	A1, A2, B1, B2 & C3
To develop a strategy for ensuring that students catch up on missed work so that SEND and PP students are not disadvantaged by absence	<a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a> <a href="https://www.teachstarter.com/gb/blog/hacks-to-help-students-catch-up-on-missed-work-2/">https://www.teachstarter.com/gb/blog/hacks-to-help-students-catch-up-on-missed-work-2/</a> <a href="#">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	A4 & B2

## Targeted academic support (Academic Coaches; MFL SLE input; Elevate Education)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Targeted Maths and English interventions at KS3 and KS4 for low attaining disadvantaged students. Covid catch up? fund to be spent on academic coaches in Maths; English and Science. (appointed and employed by the academy.)</p>	<p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/mathematics-in-key-stages-3-and-4">Mathematics in Key Stages 3 and 4   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>A1, A3 &amp; B1</p>
<p>Targeted subject interventions at KS4 for low attaining disadvantaged students.</p>	<p><a href="https://educationendowmentfoundation.org.uk/pupil-premium-guidance">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>A1, A3 &amp; B1</p>
<p>Employment of tutors in English and Maths through the School Led Tuition Grant. These tutors will work initially with Year 7 students, the English tutor will do targeted reading intervention.</p>	<p><a href="https://educationendowmentfoundation.org.uk/pupil-premium-guidance">Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/pupil-premium-resource-evidence-brief.pdf">Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>A1, A3 &amp; B1</p>
<p>Increase student target grades to one grade above FFT to raise aspirations.</p>	<p><a href="https://educationendowmentfoundation.org.uk/aspiration-interventions">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>A2 &amp; D1?</p>
<p>Payment support towards school trips ensuring that all students get the opportunity to enrich their learning in offsite activities.</p>	<p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>A2, A3 &amp; C4</p>
<p>Run study skills sessions to ensure students</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>A1, A3 &amp; B1</p>

know how to prepare learning and examinations.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	
Employ two new Teaching Assistants to support targeted students in lessons: 1 TA for Year 11 and 1 for LAC.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	A4 & B2
Increase spare stationery, calculators, uniform and books stock to ensure that all students have access to equipment as required.	<a href="https://educationendowmentfoundation.org.uk/using-pupil-premium-eeef">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	C2 & C3
Students are supported with bus passes as required.	<a href="#">Travel passes for pupils from low income families   Birmingham City Council</a>	C1
Supporting students with funding towards instrumental lessons as required.	<a href="https://educationendowmentfoundation.org.uk/using-pupil-premium-eeef">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	C3, C4
Supporting students to participate and complete the Duke of Edinburgh Bronze and Silver awards.	<a href="https://educationendowmentfoundation.org.uk/using-pupil-premium-eeef">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Benefits of DofE - The Duke of Edinburgh's Award</a>  <a href="https://educationendowmentfoundation.org.uk/aspiration-interventions-eeef">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	C4
Introduction of an explicit behaviour curriculum to ensure all students know how to behave in and around the academy.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	A2
Raising Post 16 aspirations through Unifrog	<a href="https://educationendowmentfoundation.org.uk/aspiration-interventions-eeef">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	B1

and BCU opportunities and guidance		
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## Wider strategies (Attendance Intervention; Pastoral Intervention; RAAPPS Co-ordinators; Family Support Worker and Specialist Mentoring)

This section was written following research into effective pupil premium strategies:

[Pupil Premium Guidance.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Pupil-Premium-Guidance.pdf)

[Pupil-Premium-201821.pdf \(dixonsta.com\)](https://www.dixonsta.com/Pupil-Premium-201821.pdf) – Dixons Academies Trust Pupil Premium Review

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted interventions</b>		
Use of FFT aspire to identify students susceptible to attendance issues.	<a href="https://www.educationendowmentfoundation.org.uk/The-EEF-Guide-to-the-Pupil-Premium/">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://fft.org.uk/fft-aspire/">https://fft.org.uk/fft-aspire/</a>	A2, B1 & c3
Targeted interventions for students in the new behaviour hub	<a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	A2, A3 & A4 D
Appointment of an allocated TLR holder (RAAPPS co-ordinator) to engage with students and increase attendance.	<a href="https://www.thirdspacelearning.com/Ofsted-Pupil-Premium-Accountability-2021-Guidance-for-School-Leaders/">Ofsted &amp; Pupil Premium Accountability 2021: Guidance for School Leaders (thirdspacelearning.com)</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/Attendance-REA-report.pdf">Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="https://www.whmat.acemy/The-5-Foundations-Framework-Washwood-Heath-Multi-Academy-Trust/">The 5 Foundations Framework - Washwood Heath Multi Academy Trust (whmat.acemy)</a>	A2, A3, BA, C3, D2
Part-time attendance assistant in position to support the Attendance Officer.	<a href="https://www.educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://www.educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	A2, C1

<p>Increased intervention through targeted mentoring with risk of NEET students in order to reduce DA NEETS.</p>	<p><a href="#">Disadvantaged schools leading the way for careers education : Unifrog Blog</a></p>	<p>D6</p>
<p>Introduce specialist workshops and mentoring sessions based on PP survey which highlights pupils with particular dispositional, situational, knowledge and institutional barriers. (e.g Our Place)</p>	<p><a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>A 1-4 D 1-6</p>
<p>Identifying students who require specialist targeted wellbeing, SEMH and behavioural support who are most at risk of continued disengagement.</p> <p>(Wellbeing Suite and New Hub)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>A4, A2, C4, D1-6</p>
<p>Increase capacity in pastoral staffing by employing two new Assistant Head of Years, ensuring all year groups have one sole</p>	<p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>D1 - 6</p>

Assistant Head of Year.		
Introduction of 6 <sup>th</sup> Form Senior Team mentors to support with supported learning and raising aspirations.	<a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	C4, D1-6
Employ a SEMH lead to develop support packages for students who struggle with SEMH	<a href="https://www.educationendowmentfoundation.org.uk/pupil-premium-guidance">Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</a>	D1 - 6
Employ a behaviour mentor to support students who are continuously in a cycle of poor behaviour. Interventions and work to take place in the new Behaviour Hub	<a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	D1 - 6
Tailored whole school responses to student survey responses to Institutional barriers.	<a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	

**Total budgeted cost:** £291,900

## 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 2024 to 2025 academic year.

#### **Attendance**

One of the continued successes of the Pupil Premium (PP) strategy has been the sustained improvement in attendance. Building on the 1.2% increase from the 2023/24 academic year, PP students' overall attendance in 2024/25 rose by a further 2.5%, finishing at 88.5%. This demonstrates the effectiveness of ongoing targeted interventions. The improvement places PP attendance 2.3% above the national average and 3.0% higher than schools in similar contexts. The gap in attendance between PP students and the rest of the school continued to narrow. Notably, persistent absence (PA) rates improved by 2.9%, positioning the school 5.3% better than the national average—reinforcing the impact of our strategic approach and commitment to reducing barriers to regular attendance.

#### **Promoting Positive Behaviour Through Merits**

The strategy continues to demonstrate success in promoting positive behaviour among PP students. In 2024/25, PP students achieved an average of 127.5 merits, surpassing the previous year's average of 122.40 and maintaining a lead over the 2023/24 school average of 118.78. While this year's figure is slightly below the whole school average of 132 merits for 2024/25, it still reflects a strong and consistent performance from disadvantaged pupils.

Furthermore, 35% of the top 20 students for merit achievement were PP, marking a 5% increase from the previous year's 30%. This upward trend highlights the increasing effectiveness of the rewards system in motivating and celebrating the achievements of PP students.

#### **Reducing Negative Behaviours**

In 2023/24, there was a 12% reduction in negative behaviours compared to the previous academic year, reflecting a positive shift in overall student conduct.

Significant strides were also made in lowering suspension rates. The total number of suspensions dropped by 17.83% year-on-year. Among Pupil Premium (PP) students, suspensions decreased from 76 in 2022/23 to 59 in 2023/24, highlighting improvements in behaviour management and self-regulation

In 2024/25, this positive trend continued, with the total number of suspensions among PP students further decreasing to 48, giving a 19% reduction on the previous year..

This sustained reduction underscores the effectiveness of targeted interventions and the ongoing commitment to fostering a supportive and inclusive learning environment.

### **Academic Outcomes**

- Attainment 8 rose from 32.55 to 41.13 (+8.58), indicating a significant uplift in average grades across subjects.
- Grade 5+ in English & Maths increased from 10.9% to 40% (+29.1), showing major progress in higher pass thresholds.
- Grade 4+ in English & Maths improved from 39.1% to 63.9% (+24.8), reflecting broader success across the PP cohort. *(This is the highest of all schools locally and across out network)*
- Humanities pass rate jumped from 35.5% to 49.2% (+13.7).
- Modern Foreign Languages (MFL) improved from 71.4% to 85.7% (+14.3).
- Science (2+ passes) increased from 53.5% to 58.7% (+5.2).
- EBacc achievement rose slightly from 10.9% to 12.3% (+1.4), a positive step given the historically low participation among PP students.
- Number achieving 5 strong passes increased from 10.9% to 38.5%

*\*we will continue to implement and monitor our 27 month Road Maps for all pupils, which have targeted support for DA students. Our Road Maps map the provision students receive towards their examinations from March of Year 9 (when Options decided) to June of Year 11. This way students know exactly the programme on offer, and it is not reactive year on year, with a long term strategic plan in place.*

### **Destination Data**

Destination data is a strength, with 98% (49/50) students going on to their intended destinations and next steps. 16% of our students continued within our 6<sup>th</sup> Form and a further 4% enrolled within another 6<sup>th</sup> Form setting. 6% of students enrolled on an apprenticeship. The remaining 72% of students moved on to a FE college.

### **Conclusion**

The 2024/25 academic year has seen continued and measurable improvements across all key areas of the Pupil Premium strategy. From attendance and behaviour to academic outcomes and destinations, the data reflects the impact of a well-structured, long-term approach that prioritises equity, consistency, and high expectations. The rise in attendance and reduction in persistent absence, alongside improved behaviour and reduced suspensions, demonstrate the success of targeted pastoral interventions. Academic performance has significantly strengthened, with PP students achieving record outcomes across core and EBacc subjects, outperforming local and network benchmarks. The success of our 27-month Road Maps has ensured that support is strategic rather than reactive, giving students a clear and purposeful journey toward their examinations. Finally, our destination data confirms that PP students are well-prepared for their next steps, with nearly all securing their intended pathways. These outcomes affirm the effectiveness of our strategy and reinforce our commitment to closing the gap and enabling every disadvantaged student to thrive.

