



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The Liverpool Institute for Performing Arts against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The Liverpool Institute for Performing Arts's ambition and strategy as detailed in the 2019-20 access and participation plan:

Access is our biggest area of challenge, which has not been made easier, given our specialisms, by the wider challenges of cuts to arts funding and curriculum in many schools. As with earlier access agreements, in 2019/20, we invested the highest proportion of our additional fee income towards outreach and access strategies, with a predominant focus on engaging with more prospective applicants from underrepresented groups and reducing barriers for these students within our application process, including at the audition/interview stage. Our intention is to maintain gradual levels of progress and reduce the fluctuations in performance against our targets.

Our analysis of entry by underrepresented groups led us to decide that a strong and effective focus is still required at the access stage for all the underrepresented groups, plus the development of some fresh initiatives for disabled pupils, those from BAME groups, mature learners and those from care backgrounds. We are also keen to reduce gaps in representation for our courses, for example, more males into dance/females into sound technology, and to raise awareness of our making performance possible courses, which disadvantaged students may be less aware about.

We continued with a portfolio of outreach activities directed at targeted state schools and colleges. This included more comprehensive bespoke support for a series of partner providers at both pre and post-16 level, as well as ad-hoc delivery with non-partners. These sessions sit alongside and support recruitment towards an established two-year progression programme for local Year 10 and 11 students, which runs outside of school times, and our Year 12 residential summer school (Get Set). These projects are exclusively targeted at students from one or more of the key underrepresented groups who are interested in the performing arts, ensuring they can take part in intensive opportunities to experience what it might be like to study with us. Participants from these programmes are tracked through the use of HEAT in order to assess how many subsequently apply successfully to LIPA and other higher education destinations.

Collaboration remains pivotal to effective practice moving forward. We have developed close working relationships with a number of theatres, arts organisations, music hubs, and cultural education partnerships locally to help us fulfil our aims. We also continue to work with other local HEIs collaboratively, where it will benefit local learners, including through the UniConnect partnership.

We believe the use of students and graduates is crucial in delivery and review of our outreach. They can draw from their experiences of studying with us and of the realities of working within the performing arts economies post-graduation. We work closely with these graduate ambassadors to design and assess the content of our outreach sessions, ensuring they are meaningful and effective.

In terms of trying to reduce barriers at the application stage, our educational requirements are relatively low, opening the door to a wider pool of applicants. We take a holistic approach when considering applicants and audition/interview a high proportion of applicants. Our policy is to ensure that those making selection decisions take contextual information into account.

We recognise that low income can act as a significant barrier to attending a single audition, or multiple auditions (which increases the likelihood of successful application). We, therefore, offer audition fee waivers and travel grants to applicants with a POLAR quintile 1 postcode to lessen the barrier this can create.

We believe that interest in the performing arts needs to be nurtured early and sustained over a long period. This means that, for some disciplines, it is impossible to gain entry to a small and specialist institution, such as ours, without significant practice, often starting young. Through our Learning group, we have incorporated two free schools, LIPA Primary school and LIPA Sixth Form College, into our existing governance and organisational structure. We believe that close working with these by our widening participation team, current students and staff puts us in a unique position for achieving learner attainment and progression outcomes. We also support our primary school and sixth form college with activity in LPNs to ensure that they attract a higher proportion of WP learners. We have a strong expectation that many students, who enter study with the non-degree parts of our learning group, will have or develop an interest in applying to one of our degree programmes (or similar courses elsewhere).

We continued with our investment in our mainstreamed strategies for student support and success with a few additional strategies, specifically aimed at students from POLAR3 Q1, which we continue to evaluate. We have a highly developed student support culture and a strong track record of providing a comprehensive range of individually tailored and flexible support for students. This was highlighted in our QAA report in 2015.

As our purpose is achieving sustained work for our graduates, so our curriculum design is inextricably linked to progression outputs, which we generally evidence via the outcomes of the DLHE and our own survey of graduates four years after they have left us. We have sustained links with employers too as evidenced by the fact that we provide placement and/or showcase opportunities, depending on the discipline, to ensure effective exposure to employers. All disciplines run masterclasses that bring in well-established practitioners. Our disciplines run annual See Me Now conferences, when graduates return to speak with current undergraduates and relate experiences and lessons learned from professional work. Given our overall strong performance in the area of student progression into work, we have concluded that we should largely continue with our previous proportions of levels of investment and with our mainstreamed strategies for progression.

We have compiled an evaluation matrix, that plots the evaluation strategy across all of our outreach projects, and hope that a longer period of using the HEAT database will lead to efficiencies in our monitoring and evaluation. We are eager to improve our evidence base, particularly in relation to student success and progression activity, and will continually review how we can build better evaluation methodologies into targeted activities at these two stages of the student lifecycle.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The Liverpool Institute for Performing Arts of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The Liverpool Institute for Performing Arts's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

| Reference Number (lifecycle stage) | Description | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target | Comparison year | Actual performance in comparison year | Target self-assessment |
|------------------------------------|--|---|---------------|-------------------|-------------------|------------------------------------|-----------------|---------------------------------------|------------------------|
| T16a_01 (Access) | Percentage of young entrants from state schools or colleges. Baseline year 2009/10 | Other (please give details in Description column) | 90.7 | 96 | 96.5 | Percentage | 2019-20 | 92.4 | No progress |
| T16a_02 (Access) | Percentage of young entrants from SEC 4-7. Baseline year 2009/10 | 2011-12 | 28.3 | n/a | n/a | N/A (see description / commentary) | 2019-20 | | Expected progress |
| T16a_03 (Access) | Percentage of young entrants from LPN. Baseline year 2009/10 | Other (please give details in Description column) | 11.2 | n/a | n/a | N/A (see description / commentary) | 2019-20 | | Expected progress |
| T16a_04 (Student success) | Non continuation rates. Baseline year 2009/10 | Other (please give details in Description column) | 3.8 | 2.5 | 2.5 | Percentage | 2018-19 | 10.61 | No progress |
| T16a_05 (Student success) | Non continuation rates - young entrants from LPN (Polar2). Baseline year 2009/10 | Other (please give details in Description column) | 0 | n/a | n/a | N/A (see description / commentary) | 2018-19 | | Expected progress |

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|------------------------------|---|---|-----------|-------|-------|------------------------------------|---------|------|-------------------|
| T16a_06 (Student success) | Non continuation rates - mature entrants. Baseline year 2009/10 | Other (please give details in Description column) | 0 | 0 | 0 | Percentage | 2018-19 | 3.6 | Limited progress |
| T16a_07 (Access) | Percentage of mature entrants from LPN. Baseline year 2009/10 | Other (please give details in Description column) | 12.5 | 15.5 | 15.5 | N/A (see description / commentary) | 2019-20 | | Expected progress |
| T16a_08 (Access) | Conversion rate of applications to acceptances LPN. Baseline year 2009/10 | Other (please give details in Description column) | LIPA data | 6.5% | 6.5% | Percentage | 2019-20 | 7.1 | Expected progress |
| T16a_09 (Access) | Conversion rate of applications to acceptances SEC 4-7. Baseline year 2009/10 | Other (please give details in Description column) | LIPA data | 6.5% | 6.5% | Percentage | 2019-20 | 8.1 | Expected progress |
| T16a_10 (Access) | Percentage of young entrants from LPN. Four year average (from 2009-2013) | Other (please give details in Description column) | 9.35 | 12.85 | 13.35 | Percentage | 2019-20 | 9.7 | No progress |
| T16a_11 (Student success) | Non continuation rates - young entrants from LPN (POLAR3). Baseline year 2014/15 | 2014-15 | 0 | 0 | 0 | Percentage | 2018-19 | 4.55 | Limited progress |
| T16a_12 (Access) | Percentage of mature entrants from LPN. Baseline year 2009/10 | Other (please give details in Description column) | 12.5 | 15.5 | 15.5 | Percentage | 2019-20 | 13.2 | No progress |
| T16a_13 (Access) | Percentage of Black and Ethnic Minority students. (Baseline = 3 year average of 2013/14, 2014/15 and 2015/16) | Other (please give details in Description column) | 6.41 | 6.75 | 7 | Percentage | 2019-20 | 9.67 | Expected progress |

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|--------------------------|---|---|------|------|------|------------|---------|------|-------------|
| T16a_14 (Access) | Percentage of White economically disadvantaged males. White, male, from POLAR3 quintile 1 neighbourhood. (Baseline = 2016/17) | 2016-17 | 4.79 | 5.25 | 5.5 | Percentage | 2019-20 | 4.03 | No progress |
| T16a_15 (Progression) | Percentage of graduates from LPNs (P3Q1) in employment or further study (where destination is known), using DLHE survey cross referenced against P3Q1 flag. (Baseline = 3 year average for 2013, 2014 and 2015 graduates) | Other (please give details in Description column) | 90 | 91 | 91.5 | Percentage | 2016-17 | 100 | No progress |

Other milestones and targets

| Reference Number (lifecycle stage) | Description | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target | Comparison year | Actual performance in comparison year | Target self-assessment |
|------------------------------------|---|---|--|--|--|------------------------------------|-----------------|---------------------------------------|------------------------|
| T16b_01 (Access) | Yr 10 and 11 progression framework | Other (please give details in Description column) | 70 | 75 | 75 | Headcount | 2019-20 | 68 | No progress |
| T16b_02 (Access) | Collaborative activities working with other HEIs and local theatres | Other (please give details in Description column) | 2 | 2 | 2 | Other | 2019-20 | 2 | Expected progress |
| T16b_03 (Access) | Working in partnership with the LIPA Primary School to ensure the number of students eligible for free school meals matches or exceeds the national average for free school meals | Other (please give details in Description column) | n/a | n/a | n/a | N/A (see description / commentary) | 2019-20 | | Expected progress |
| T16b_04 (Access) | Number of partner secondary schools. Baseline 2010/11 | Other (please give details in Description column) | 9 | 8-11 | 8-11 | Other | 2019-20 | 8 | Expected progress |
| T16b_05 (Access) | Number of Local FE College partners. Baseline year 2010/11 | Other (please give details in Description column) | 3 | 10 | 10 | Other | 2019-20 | 10 | Expected progress |
| T16b_06 (Access) | We will continue to explore the use of contextual data | 2013-14 | Contextual data to be used in admissions process | Contextual data to be used in admissions process | Contextual data to be used in admissions process | N/A (see description / commentary) | 2019-20 | | Expected progress |
| T16b_07 (Access) | Audition fee waivers and travel grants | 2011-12 | 52.5% take up | 55% take up | 55% take up | Percentage | 2019-20 | 63.8 | Expected progress |
| T16b_08 (Access) | Foundation Certificate fee waivers and cost of living contributions | 2013-14 | 4 | 2 | 2 | Percentage points | 2019-20 | 2 | Expected progress |

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|---------------------|--|---|-------|------|------|------------------------------------|---------|------|-------------------|
| T16b_09 (Access) | Foundation Certificate fee waivers and cost of living contributions, if reductions in SO funding or DSA for dyslexic students | 2013-14 | 6 | 2 | 2 | N/A (see description / commentary) | 2019-20 | | Expected progress |
| T16b_10 (Access) | Number of students engaged over all WP activities | Other (please give details in Description column) | 1650 | 1890 | 1930 | Headcount | 2019-20 | 3416 | Expected progress |
| T16b_11 (Access) | Number of WP activities each year | Other (please give details in Description column) | 50 | 140 | 150 | Headcount | 2019-20 | 169 | Expected progress |
| T16b_12 (Access) | Yr 12 summer school | Other (please give details in Description column) | n/a | 65 | 65 | Headcount | 2019-20 | 9 | No progress |
| T16b_13 (Access) | Working in partnership with the LIPA Primary School to ensure their intake includes a number of pupils from under-represented groups | 2014-15 | 49.5% | 50% | 50% | Percentage | 2019-20 | 49.4 | Limited progress |

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

| Financial year | 2019-20 | | |
|-------------------|---------------------|------------------|------------------|
| | Predicted spend (£) | Actual spend (£) | Difference (ppt) |
| Access investment | £290,000.00 | £252,000.00 | -13% |
| Financial Support | £126,040.00 | £127,000.00 | 1% |

4. Action plan

Where progress was less than expected The Liverpool Institute for Performing Arts has made the following commitments to increase the rate of progress against their targets.

| Reference Number | Steps that will be taken in the future to make expected progress against target |
|------------------|--|
| T16a_01 | We are no longer actively working towards a state school target. |
| T16a_04 | Overall performance on retention is regularly reviewed by our Directorate. We conduct an annual exercise reviewing the usage of our student support services and associated activities which allows us to consider budget and service needs. |
| T16a_06 | We do not believe additional steps are necessary. |
| T16a_10 | We will continue with the measures we have taken and review opportunities to enhance our work with these groups. We have also implemented some new activities within our 5 year APP aimed at engaging with more PQ1 students nationally, both face to face and virtually. |
| T16a_11 | We do not believe additional steps are necessary. |
| T16a_12 | Our target in our 2020/21-2024/25 APP relates to increasing the proportion of mature entrants, although we do also have a target around entrants from PQ1 neighbourhoods and will look at intersectionality of characteristics. Having developed virtual outreach work during the pandemic, we think providing activities virtually for mature learners, who are not in education settings, will be more effective than trying to encourage them to travel to attend these as in person events. We will continue to look to collaborate with organisations which |

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| | we feel can help us to identify and engage with older learners with an interest in our discipline areas. |
| T16a_14 | We do not have a direct target relating to this in our 2020/21-2024/25 APP, but we recognise from this analysis that we should set a further internal ambition to raise the proportion of male participants on our future outreach programmes. |
| T16a_15 | We do not have a specific target around progression from 2020/21. However we are reviewing ways that we can further support our students with positive progression outcomes over the next few years given the significant impact of the pandemic upon the performing arts industry. |
| T16b_01 | This is an activity recruitment target and therefore we do not have a direct target relating to this in our 2020/21 to 2024/25 APP. Recruitment to this programme has been significantly affected by COVID-19 during 2020/21 - through school closures restricting our capacity to promote to target pupils and lesser uptake of virtual activities - but we will continue to promote, deliver, develop and evaluate this programme across our five year plan. It remains a key project for us in engaging with students from underrepresented groups at KS4 stage as part of a strategy to increase the proportion of entrants from underrepresented groups to both us and HE in general. |
| T16b_12 | If virtual delivery of the event is required in 2020/21 due to Covid, we intend to adopt additional proactive marketing measures such as social media campaigns and extended targeted mailouts to lessen the impacts upon recruitment of targeted participants to this summer school. |
| T16b_13 | We are no longer actively working towards this target but will continue to work with LIPA Primary School through a bespoke outreach offer and in supporting their promotion to underrepresented and disadvantaged communities as part of a strategy to engage pupils who meet the criteria for our targeted outreach projects at an early age. |

5. Confirmation

The Liverpool Institute for Performing Arts confirms that:

| Student engagement | |
|---|-------------------------|
| Have you worked with your students to help them complete the access and participation plan monitoring student submission? | |
| No | |
| Have you engaged with your student body in the design, evaluation, and monitoring of the plan? | |
| No | |
| Verification and sign off | |
| The Liverpool Institute for Performing Arts has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider. | |
| Yes | |
| Accountable officer sign off | |
| Name | Mark Featherstone-Witty |
| Position | CEO/Principal |

Annex A: Commentary on progress against targets

The Liverpool Institute for Performing Arts's commentary where progress against targets was less than expected.

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| Target reference number: T16a_01 |
| How have you met the commitments in your plan related to this target? |
| We have always targeted our WP activities towards state schools and colleges. We have intensive partnerships with 8 schools and 10 colleges. We have also delivered a higher number of outreach activities this year with state schools/colleges or pupils from these schools than we had expected to work with (T16b_11), despite the challenges of the pandemic. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| No |

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| Target reference number: T16a_04 |
| How have you met the commitments in your plan related to this target? |
| The reason why this target is included is not because it's a WP target, but because it is intended as a benchmark for comparison when looking at the non-continuation rates for students from WP groups in other targets and allowing us to assess whether mainstream and targeted support activities are working for these WP groups. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| We appointed a new post: a Student Wellbeing Co-ordinator to help us address a trend we had spotted of increased student non-continuation. The post began in March 2020, around the same time that the lockdown happened |

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| Target reference number: T16a_06 |
| How have you met the commitments in your plan related to this target? |
| Yes (see commentary for greater context). |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| No |

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| Target reference number: T16a_10 |
| How have you met the commitments in your plan related to this target? |

Yes. We have a number of measures in place relating to supporting access for students from LPNs. Much of our schools targeting is aimed at schools with high proportions of PQ1 learners. We deliver an intensive summer school targeted towards students from PQ1 areas. Students from PQ1 are given a flag and considered contextually within our admissions process. We also offer audition fee waivers and travel grants to students from PQ1 postcodes to reduce cost as a barrier to attending. We run a pre-audition/interview phone call service for all PQ1 applicants. All of these activities were offered in 2019/20, however recruitment to Get Set summer school was low in summer 2020 due to pandemic, which may affect % of 2021 entrants.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

Target reference number: T16a_11

How have you met the commitments in your plan related to this target?

Yes (see commentary for greater context)

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

Target reference number: T16a_12

How have you met the commitments in your plan related to this target?

We formed partnerships with 10 FE colleges in targeted areas, which aimed to increase our capacity for reaching older learners. We provided more outreach activity than we have done before during this year with an Access to HE course run by NYT, including offering external auditions to their students. We did not offer a project linked to our Management course aimed at mature learners because we were due to undertake this work after Easter and therefore we found it very difficult to deliver this project during the pandemic.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

Target reference number: T16a_14

How have you met the commitments in your plan related to this target?

Students from this group would have been eligible to attend any of our targeted outreach programmes. Typically only about 25% of participants identify as male. We also ran a Boys Dance event in September 2019 as we recognised an underrepresentation of males on this

course. This was free for participants and was widely advertised including to schools/colleges/dance organisations in POLARQ1 areas.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

Target reference number: T16a_15

How have you met the commitments in your plan related to this target?

Yes as much as possible. Some 2019/20 activity moved virtually or took a different form due to the pandemic.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

Target reference number: T16b_01

How have you met the commitments in your plan related to this target?

Yes. This progression framework programme was delivered in 2019/20.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

Target reference number: T16b_12

How have you met the commitments in your plan related to this target?

Yes. Our Year 12 residential summer school (Get Set) was delivered as planned, but switched to a virtual event in summer 2020 due to the Covid-19 pandemic. Closure of schools and colleges in March made it very difficult to recruit to this project and we had a high level of dropouts due to students preferring a residential and on campus experience. For those that attended we provided very similar content to previous years (and evaluation showed excellent feedback). This summer school was extended from 3 days to 5 days in this year to ensure students got similar contact hours (with an appropriately spread out allocation of screen time).

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

This was a project recruitment target which was largely affected by the impacts of the Covid-19 pandemic.

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| Target reference number: T16b_13 |
| How have you met the commitments in your plan related to this target? |
| Yes, where able. Activities aimed at supporting transition to LIPA Primary School for young people and families from LPNs which were intended in summer 2020 were not delivered in the same way due to impacts of the pandemic and therefore did not require originally agreed support through WP. Outreach work did take place with LIPA Primary pupils; this included some face to face activities and recordings, which replaced planned face to face assembly sessions, after March. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| No |

Annex B: Optional commentary on targets

The Liverpool Institute for Performing Arts's commentary on any of the targets listed in [Section 2](#).

| Reference Number | Optional commentary |
|------------------|--|
| T16a_01 | |
| T16a_02 | This target has been previously discontinued. |
| T16a_03 | This target has been previously discontinued. |
| T16a_04 | |
| T16a_05 | This target has been previously discontinued. |
| T16a_06 | Due to our small numbers, the percentage makes this look higher/more significant; in reality it relates to non-continuation of only one student from this group due to personal circumstances. In addition, we would argue that our performance actually demonstrates a positive outcome as our non-continuation rate for mature students is much lower than our overall non-continuation rate which was what this target was intended to monitor. |
| T16a_07 | This target has been previously discontinued. |
| T16a_08 | |
| T16a_09 | |
| T16a_10 | We have used POLAR4 rather than POLAR3 here as this is the dataset now used for HESA reporting. |
| T16a_11 | Due to our small numbers, the percentage makes this look higher/more significant; in reality it relates to non-continuation of only one student from this group due to personal circumstances. In addition, we would argue that our performance actually demonstrates a positive outcome as our non-continuation rate for PQ1 students is much lower than our overall non-continuation rate which was what this target was intended to monitor. NB: We have used POLAR4 rather than POLAR3 as this is most recent dataset. |
| T16a_12 | |
| T16a_13 | |
| T16a_14 | We have used POLAR4 rather than POLAR3 here as this is the dataset now used for HESA reporting. |
| T16a_15 | We have used the last set of DLHE figures: 2016/17, as advised by OfS, due to the subsequent switch to Graduate Outcomes survey which is conducted differently. This performance relates to a small number of graduates where a response to the survey was provided (13 out of 20 graduates). |
| T16b_01 | Numbers for summer elements of the programme (July 2020) were reduced due to COVID-19 impacts. |

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| T16b_02 | |
| T16b_03 | This target has been previously discontinued. |
| T16b_04 | |
| T16b_05 | |
| T16b_06 | |
| T16b_07 | Scheduled selection events from 20th March onwards moved online so travel grants/audition fee waivers weren't offered for these. Any applicants who had already booked non-refundable travel/accommodation for cancelled on-site audition/interview events were offered reimbursement from us. Takeup of travel grants for events in March (pre-lockdown) were lower than expected, despite some selection events taking place: concerns about Covid-19 risk may have impacted on attendance here. |
| T16b_08 | |
| T16b_09 | This target has been previously discontinued. |
| T16b_10 | Engagement with schools/colleges and individual students was more challenging after March due to the pandemic, but we still managed to engage with a larger number of learners across this year than we had originally intended when initial targets were set. Pre-pandemic numbers are based on direct headcount of outreach recipients. Online event numbers have been calculated on the number of views of pre-recorded resources or attendee counts for live events; however it should be noted that for some online activities were we unable to identify individuals taking part, so we have been less able to check on double counts of students etc. We have also chosen not to include student numbers for any virtual outreach events where the platforms were controlled by the school/college and they were unable to provide attendee numbers, so theoretically the number of individuals we engaged with in 2019/20 could be even higher. |
| T16b_11 | This relates to a mixture of face to face and virtual events. |
| T16b_12 | |
| T16b_13 | We have chosen not to include NS-SEC information in assessing performance of this target this year as its use has been discontinued by HESA so the percentage is based on the % of our primary school pupils who have met, at least, one of three criteria, rather than, at least, one of four criteria: either that they have been in receipt of free school meals or pupil premium, live in LPN (POLAR4 Q1) or are care experienced. Had we chosen to collect NS-SEC data through requesting this from parents (as we have done for previous reporting) we are confident that this target would have been easily met. We also reverted to use of POLAR4 (rather than POLAR3) as the most recent dataset but if we had used POLAR3 which the target was set against, the percentage would be 53.9%, i.e. target met. Although we haven't used this measure, it is also worth recognising that 84.3% of LIPA primary pupils are from IMD quintiles 1 or 2, and therefore we believe that we can demonstrate that our work with LIPA Primary School is targeted at a high proportion of pupils from underrepresented backgrounds. |