**Pupil premium strategy statement: Longmeadow Primary School**

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| 1. **Summary information** | | | | | |
| **School** | Longmeadow Primary School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £174, 240 | **Date of most recent PP internal Review** | Sept 2018 |
| **Total number of pupils** | 383 | **Number of pupils eligible for PP** | 132 | **The date for the next internal review of this strategy** | Jan 2019 |

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| 1. **Current Outcomes** | |  |  |  |
|  | *Disadvantaged Pupils* | *Non-Disadvantaged* | *Other pupils Nationally* | *RAG Rating* |
| **% Pupils achieving the expected standard in reading writing and maths** | 68% | 56% | 64% | The gap is +4% |
| **Average progress in reading** | - 0.57 | -3.29 | - | +2.27 |
| **Average progress in writing** | -0.72 | +1.06 | - | -1.78 |
| **Average progress in maths** | -1.70 | -0.52 | - | -1.18 |
| Within the 2018 Y6 cohort:   * 42% of the Year 6 cohort were eligible for PPG funding * 24% of the disadvantaged pupils had an identified SEND * 57% of the disadvantaged group had complex vulnerabilities relating to their needs | | | | |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
| When deciding how to spend the Pupil Premium Grant (PPG) it is important that we look at the potential barriers to learning faced by pupils entitled to PPG in the context of our school. The reasons for underachievement are many and varied and could include:  o Social, emotional and mental health difficulties  o Poor emotional resilience and self-regulation skills impact on many pupils’ ability to work collaboratively and to accept a degree of challenge in their learning  o Mental health difficulties  We have identified the following as key issues for our pupils: | |
| **In-school barriers** *(issues to be addressed in school)* | |
|  | Progress rates of pupils who are disadvantaged, particularly in writing and maths |
|  | Low levels of language development for disadvantaged pupils including low levels of speech and language development and delay on baseline entry to the EYs. |
| **C.** | Low levels of resilience emotionally and in relation to learning activities. |
| **D.** | The complex nature of how pupil premium children are affected by further disadvantage i.e. pupil premium with SEND/pupil premium with high mobility |
| **External barriers** *(issues which also require action outside the school, such as low attendance rates)* | |
| **E.** | Attendance of disadvantaged children including persistent absentees. |
| **F.** | Parental engagement |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | To accelerate the progress and attainment of disadvantaged pupils, particularly those with complex additional needs | Pupils receiving PPG will make expected progress and in many cases exceed expected progress across the school, including those with complex needs |
|  | Pupils leave reception with good levels of communication and language. Levels of spoken language remain consistently high across the school. | Communication and language attainment data rises at the end of the reception. Support continues throughout KS1. |
|  | Enhanced support is provided to support children with social, emotional and mental health needs across the school through a therapeutic approach to behaviour management. | CPOMs behavioural incidents show a reduction in behaviour incidents. Case studies show the impact of the specific intervention. Parents engage with the work. |
|  | The progress of the disadvantaged group and any correlating factors are tracked successfully across the school year. Quality first teaching and specific interventions identify these early, making a direct impact on progress. | Case studies and pupil progress meetings show that the disadvantaged group has progress that is rising rapidly. |
|  | Attendance of the disadvantaged group will improve across the school | Absence rates for disadvantaged pupils will reduce by 0.5% from 2018-2019. |

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| **5. Key Sources of Evidence – What is the rationale and evidence for our pupil premium spending?** | | | | |
| **Source** | | | **Summary of Evidence – what it tells us** | |
|  | [School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)  [London and non-London schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)  [Research Report](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)    Department for Education – May 2018 | High-performing primary schools, regardless of location, had highly-developed evidence of:   * Shared sense of purpose - *greater cohesiveness, sense of shared purpose and values that were shared amongst all staff, pupils and parents, as well as high staff morale* * Using data - *more consistent in their engagement with data, and were more likely to use evidence-informed support strategies* * Engaging parents - *work with parents to develop their expectations for their children. High-performing primary schools, in particular, employed a dedicated member of staff to provide outreach and support for parents and families, rather than assigning this function to existing teaching staff.* * High-quality teaching - *prioritised individualised staff training, and paid particular attention to the deployment and training of support staff* * Strong & visionary school leadership - *a number of cultures and practices relating to school leadership, corroborating existing literature linking school effectiveness to strong and visionary leadership (Ofsted, 2013; Demie and Maclean, 2015).* | |
|  | [Evaluation of Pupil Premium - Research Report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf)  Department for Education – July 2013 | * Some pupil premium support focused on wider issues in pupils’ and families’ lives, particularly where schools perceived these to be a ‘barrier to learning’ and felt that dealing with these would lead to improved attainment * In general, schools had been providing support for pupils they saw as disadvantaged before the introduction of the pupil premium, and the most common resource they used when deciding how to spend the pupil premium was their own experience of what works * Most were working with other schools, their local authority (LA) and/or external providers in order to provide support for pupils * The type of support most likely to be considered very effective was additional staff | |
|  | [The pupil premium: an update](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379205/The_20pupil_20premium_20-_20an_20update.pdf)  Ofsted – July 2014 | * Schools that are committed to ‘closing the gap’ and that have robust tracking systems show the most improvement * Weak leadership and governance is an obstacle to effective pupil premium spending | |
|  | [Teaching & Learning Toolkit](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit)  Education Endowment Foundation (EEF) – October 2018 | Based on these criteria, the most successful interventions include:   * Meta-cognitive and self-regulation strategies * Effective feedback practices * Oral language interventions * Reading comprehension * Phonics * The use of digital technology * One-to-one tuition | |
|  | The Pupil Premium: Making it work in your school  Oxford School Improvement (OSI) - 2016 | Oxford School Improvement (OSI) is an improvement service for primary schools provided by Oxford University Press. It has produced a report looking at the impact of specific interventions funded by the pupil premium. One of the interventions considered is increasing parental engagement.  Research shows that if parents engage with their child’s education, the attainment of the child will increase by 15% no matter what the social background of the family. The document suggests that the following strategies are effective at increasing parental engagement:   * Creating a welcoming environment for parents * Sending good news home * Encouraging support at home * Changing conversations so that they are structured and focus on really listening to parents’ point of view | |
|  | [The Pupil Premium – Next Steps](https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf)  Sutton Trust - July 2015 | The research into the next steps for pupil premium recommended the following:   * Continue paying the pupil premium on the basis of disadvantage, not prior attainment. * Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively. * Concentrate on better results for pupil premium children, rather than narrowing the gap | |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017/18** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **First Quality Teaching**   *To accelerate the progress and attainment of disadvantaged pupils, particularly those with complex additional needs*  *Pupils leave reception with good levels of communication and language. Levels of spoken language remain consistently high across the school.*  *Enhanced support is provided to support children with social, emotional and mental health needs across the school through a therapeutic approach to behaviour management.*  *The progress of the disadvantaged group and any correlating factors are tracked successfully across the school year. Quality first teaching and specific interventions identify these early, making a direct impact on progress.* | | | | | |
| **Chosen action / approach** | | **How will you ensure it is implemented well?** | **Staff lead** | **Review** | **Cost** |
| **To provide high-quality leadership of outcomes for disadvantaged pupils:**   * Close monitoring of first quality teaching through appropriate line management * To manage the design of appropriate intervention timetables and monitor the impact of these * To track and monitor outcomes for disadvantaged pupils * Target, provide and signpost appropriate support for disadvantaged pupils and their families * To observe first quality teaching and coach and mentor where necessary * To implement initiatives to improve outcomes for disadvantaged outcomes * To report on outcomes to the local authority and the school’s governing board | | Performance Management | **HT** | Performance management cycle  FGB  PPG Governor | £31,411 |
| **Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively (Sutton Trust Recommendation, 2015):**   * All school leaders to attend HfL training for analysing school performance * A teacher to represent each year group at the local authority moderation clusters * School to continue to develop exemplification materials to represent assessments - led by school leaders * Work with local schools to complete external moderations * HT to lead data training internally within the school * Take part in specialised projects relating to improving outcomes for disadvantaged groups (reading fluency, spelling SOS, maths progress project, Y5 writing) * School to develop a professional library for staff and leaders to encourage a culture of professional reading | | Staff meetings to include discussion on relevant research  Performance management to include targets related to relevant reading  Planning to be driven by assessments and research | HT  Line managers  Teachers | Termly | £7,000 |
| **Total budgeted cost** | | | | | £38,411 |

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| 1. **Targeted support**   *To accelerate the progress and attainment of disadvantaged pupils, particularly those with complex additional needs*  *Pupils leave reception with good levels of communication and language. Levels of spoken language remain consistently high across the school.*  *Enhanced support is provided to support children with social, emotional and mental health needs across the school through a therapeutic approach to behaviour management.*  *The progress of the disadvantaged group and any correlating factors are tracked successfully across the school year. Quality first teaching and specific interventions identify these early, making a direct impact on progress.*  *Attendance will improve for the disadvantaged group.* | | | | | |
| **Chosen action/approach** | **How will you ensure it is implemented well?** | **Staff Lead** | **Review** | **Cost** | |
| **Improved outcomes for disadvantaged children in communication and language by the end of the Early Years Foundation Stage, from low baseline data.**   * Targeted support from a Communication and Language Assistant through targeted interventions and support during child-initiated learning. | CL data  WellComm Screening Analysis  Pupil progress meetings  Case studies | EYs LEader | Termly | £12,092 | |
| **Targeted interventions to support the needs of disadvantaged pupils at risk of falling behind:**   * Targeted support from non-class based interventions TA in KS1, LKS2 and UKS2 * 90 hours of support per week across the school * Delivery of planned intervention for disadvantaged pupils to accelerate progress and raise achievement and attainment * Pre and post-teaching activities to support first quality teaching * Liaison with the class teacher and teaching assistant and phase leader to provide optimum support * Liaison with parents to increase parental engagement | Performance management of intervention TAs  Pupil progress meetings | SLT / Phase leaders | Termly | £37, 082 | |
| **Strengthen in-house attendance improvement:**   * Continue to rigorously and robustly track all pupils attendance with a focus on improving disadvantaged pupil, particularly persistent absentees * Review strategies for supporting children who are persistently late (inclusion team/family worker / AIO / external agencies) * Use school dog as a strategy to enable a meet and greet service (Murphy’s morning walk) engaging children to get to school on time * Engage in the Department for Education’s ‘Magic Breakfast’ initiative. A fully funded program allowing breakfast for all children in the school to raise the proportions of disadvantaged children not eating breakfast and eradicate school hunger – school to contribute £2,000 to initial set up (initiative gives £500) * Attendance officer to continue to offer attendance surgeries and seek advice and support from phase leaders / HT when necessary | Attendance case studies | HT  Attendance officer  AHT (Magic Breakfast lead) | Termly | £6,329 | |
| **Targeted support for children with social, emotional and mental health needs**   * Run targeted interventions for trauma and protected behaviours * Specialised drawing and talking sessions to be available to pupils * Develop provision within the Rainbow Room – half calm down space – half classroom for teaching * 1 x school INCo – non class based qualified teacher to run Rainbow Room full time * School INCo and Head of Inclusion to support with SEND / behavioural strategies used during first quality teaching through effective coaching and mentoring * INCo to transition pupils back from exclusions, ensuring their successful reintegration. * Inclusion team to raise general knowledge and skills across the school by leading staff training and 1:1 sessions * INCo to engage with parents to build strong parental relationships for disadvantaged pupils with complex needs * INCo to engage with external agencies, cascading key messages and delivering and implementing advice, alongside other staff * Inclusion team to support with reactive behaviour management across the school * Inclusion team to support children with complex behaviours and learning needs through intervention groups to accelerate their progress to improve outcomes for vulnerable groups linked to PPG * Specialised training for INCo to run high-quality interventions relating to trauma and mental health * INCo to be mental health lead across the school * Weekly inclusion team meetings to identify key children with a focus on disadvantaged pupils – led by Head of Inclusion * Head of inclusion to monitor the data of disadvantaged pupils with SEND | Behaviour case studies  PPG case studies  Boxall profiles | Head of inclusion | Termly | £51,012 | |
| **Total budgeted cost** | | | | | £106,515 |

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| 1. **Other approaches**   *To accelerate the progress and attainment of disadvantaged pupils, particularly those with complex additional needs*  *Enhanced support is provided to support children with social, emotional and mental health needs across the school through a therapeutic approach to behaviour management.*  *Attendance will improve for the disadvantaged group* | | | | |
| **Chosen action/approach** | **How will you ensure it is implemented well?** | **Staff Lead** | **Review** | **Cost** |
| **Improve parental engagement:**   * Appoint Family Worker to work within the school 52 weeks a year. Worker to work with vulnerable families. * Improve parental engagement including holding coffee mornings/stay and plays etc * Provide a wide range of support for disadvantaged families including attendance, routines, and standards of behaviour, basic needs, and communication with the school. * Act as a support and referral to specialist services for disadvantaged parents * School to run WOW days with parental engagement / open door workshops / stay and plays etc. Monitor attendance of disadvantaged families * Phase leaders to increase parental engagement in phases including persistent absence / vulnerable families | PPG case studies  Attendance registers for parental events/parents evening | Head of Inclusion | Termly | £25,694 |
| **Wider opportunities for disadvantaged pupils:**   * Opportunity to learn a musical instrument (cello and tenor horn) across Y4 * Additional staff clubs (art / lego / reading / homework etc) | Subject leader data analysis | SLs | Termly | £1,620 |
| **Educational Assistance Dog:**   * To provide attendance support for persistent absentees from the disadvantaged group – meet them in the morning for Murphy’s morning walk * Provide specific reward time for disadvantaged pupils with SEMH needs * Provide reading support for reluctant readers in the disadvantaged group * Provide highly motivational movement breaks for children in the disadvantaged group with complex additional needs * Highly motivational ensuring disadvantaged children have positive experiences at school | Individual case studies  School dog case studies | HT | Termly | £2, 000 |
| **Total budgeted cost** | | | | £29,314 |
| **Total Spend** | | | | £174,240 |

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| 1. **Review of Expenditure** | | | | |
| **Academic year** | **2017/18** | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | | **Estimated Impact** | **Lessons Learned** | **RAG Rating** |
| To accelerate the progress and attainment of disadvantaged pupils.  To provide enhanced support to meet the social, emotional, and mental health needs of pupils across the school. | | * Cohort analysis sheet embedded across the school to monitor the data of disadvantaged pupils rigorously * Provision extended into KS1 successfully from Easter 2018 showing a rise in phonics from midpoint reviews. * All data broadly in line with the previous year, apart from Y6 which maintained in line with National figures. Disadvantaged pupils outperformed other pupils nationally for RWM in Y6. * High-quality tracking of disadvantaged pupils through pupil progress meetings * Reporting of outcomes for disadvantaged pupils to the local authority and governing board * Specialised training for teachers through phase meetings * Targeted support for disadvantaged pupils and their families (i.e. attendance; child protection; family support; behaviour support; interventions) * Timetabling and reviewing intervention support to accelerate the progress of disadvantaged pupils | Maintain provision. |  |
| All staff follow a new therapeutic approach to managing children’s behaviour (based on the Herts STEPs approach).  Children with complex social, emotional and mental health needs will be supported back into a place for learning more successfully.  Parents will be more engaged in the process.  Disadvantaged children supported by an inclusion assistant to self-regulate their behaviours using repair/restore / reflect method. | | * All staff trained in Hertfordshire STEPS, therapeutic approach and consistent model across the school * Development of behaviour pathway and hierarchy of behaviour, consequences and rewards * Parental events to share this with all stakeholders * CPOMs behaviour logs show a reduction in behaviour incidents moving forward. Case studies show successful interventions for disadvantaged pupils. * Weekly inclusion meetings to review the pupils with the highest needs * 11 children with complex needs received ENF funding following successful bids from the inclusion team * Case study format reviewed and developed to monitor vulnerable children * Individual children well supported and enabled to ‘feel safe in school’ as shown in pupil's voice | Inclusion assistant moved into class-based role due to the complex nature of the cohort.  Develop a one-page behaviour blueprint to support ‘at a glance’ for staff.  Case studies evidence high impact - maintain provision. |  |
| Improve the quality of maths to help all children achieve the new assessment criteria standards, particularly around mental fluency. | | * CLIC maths taught consistently across all year groups * Higher evidence of fluency in children’s books * The online program supports teachers planning of CLIC * Higher evidence of manipulatives in learning environments using checklists and monitoring * Pupil's voice shows children know what to use to help them in their learning in maths * Maths results declined in KS2 for disadvantaged pupils, bringing them below National others. Maths results also declined in KS1 with the gap widening for disadvantaged pupils, compared to their non-disadvantaged peers. | Embed non-negotiables for maths.  Embed further strategies for maths to ensure the teaching of using and applying and mastery alongside fluency techniques.  Decision made not to re-run this strategy and instead take part in a maths progress project with HfL. |  |
| Continue to improve the quality of reading to help all children achieve the new assessment criteria standards, particularly in KS2. | | * Mis-cue analysis materials enabled secure assessments to be completed in KS1, allowing for high-quality teacher assessments * The library has been developed into a more child-friendly area. Parents see this as a strength of the school. Disadvantaged pupils with complex needs frequently choose this area as their ‘safe space’. * Reading results declined in KS1, although tighter measures for teacher assessment were evident using strategies such as Miscue analysis for disadvantaged pupils. In KS2 the difference was successfully diminished for disadvantaged pupils with them outperforming other pupils and performing broadly in line with other pupils nationally (77% disadvantaged and 80% others). | Look for ways to engage disadvantaged boys in reading across the school.  Decision made not to re-run this strategy and look for alternative means for engaging children in reading. |  |

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| 1. **Targeted support** | | | |
| **Chosen action/approach** | **Estimated Impact** | **Lessons Learnt** | **RAG Rating** |
| Raise the proportions of disadvantaged pupils who pass the Year 1 phonics screening.  Raise the proportion of disadvantaged pupils who pass the phonics re-check within Year 2 | * Phonics Boost intervention purchased alongside appropriate resources * Training for TA for Phonics Boost intervention occurred successfully * Staff absence and turnover limited the impact if the interventions throughout the year * Disadvantaged children who received the intervention in its entirety made accelerated progress * There is a direct correlation between disadvantaged boys with an identified SEND who did not attain pass their phonics screening check in Year 1 or Year 2 | Ensure key staff are identified within the school structure to deliver interventions  Ensure intervention time is protected across the school  Ensure the inclusion team become involved at an early identification stage to suggest strategies for disadvantaged children with SEND  Maintain provision with stable staff structure following restructure |  |
| To raise attainment in writing for disadvantaged pupils in KS1 | * Soft data and case studies show high impact from speech and language interventions for children in KS1 requiring these * External agencies such as SPLD base and Woolgrove and Greenside Outreach worked with the school to provide specialised support to disadvantaged pupils with an identified SEND * 4 pupils with an identified SEND moved onto alternative provisions throughout the course of last year. 2 had exceptional needs funding, 1 had an EHCP. One went to a specialist provision. * ELS intervention was developed across KS1 * Disadvantaged children who received interventions in their entirety made higher rates of accelerated progress in their writing * Staff absence and staff turnover impacted on the impact of the intervention * The gap between disadvantaged pupils and their non-disadvantaged peers diminished in writing at the end of KS1 in 2018. | Ensure key staff are identified within the school structure to deliver interventions  Ensure intervention time is protected across the school  Maintain provision with stable staff structure following restructure |  |
| Improve attendance figures for children on the Pupil Premium Register | * Robust tracking of all areas of children’s attendance (late, absence, etc). * Attendance officer worked alongside phase leaders and teachers to identify barriers and work with families to remove barriers * Attendance meetings held with parents for children <92% with attendance officer and then phase leaders if no improvement. * attendance reward/incentive including a non-uniform day and visual rewards started to support highlighting the importance of attendance * School dog used to greet pupils at the door * Attendance surgeries introduced by attendance officer (parents able to ‘drop in’ to discuss attendance matters * Attendance remained broadly in line with National at 95.6% (National 96% for 2017-18). The % of disadvantaged persistent absentees fell by 0.5% from 15.3 to 14.7 in 2017-18. | School dog worked as a large incentive for children and should be used moving forward  The supportive approach worked more effectively than punitive  Review leadership of attendance and consider how to maintain once HCC Attendance Improvement service reduces following Government reduction to Education Services Grant  Maintain provision. |  |
| Targeted support for children with social, emotional and mental health needs | * Pastoral support teaching assistant / Intervention TAs ran successful interventions including protective behaviours * Safe spaces developed to support children’s needs * Two disadvantaged children moved to specialist provision to meet their SEMH needs * The school INCo joined the school inclusion team as a qualified teacher to run the school’s Rainbow Room. Children now receive personalised teaching when they are too overwhelmed to be in a classroom environment. …./…. Children who regularly use the RR are disadvantaged children. | Providing a teacher ensures children can complete missed learning opportunities  This has had a good impact – maintain the provision |  |

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| 1. **Other approaches** | | | |
| **Chosen action/approach** | **Estimated Impact** | **Lessons Learnt** | **RAG Rating** |
| To provide enhanced support to meet the social, emotional, and mental health needs of pupils across the school. | * Where children are not hungry there is evidence of better levels of concentration * Pupil's voice shows that children do not always enjoy the fruit that is delivered | School have reviewed this as a strategy and decided to try the alternative strategy of ‘Magic Breakfast’ to allow children to eat immediately with more choice. To begin in January 2019 |  |
| Music lessons: opportunity to learn a musical instrument (cello/tenor horn) | * Pupils show high levels of engagement in these sessions including disadvantaged pupils * Staff engage with additional training and contributions from the school music service such as tea and symphony training sessions for CPD * Pupil's voice indicates that they enjoy these sessions * Parental voice indicates that they would like these sessions to stay in the curriculum | Good provision - maintain |  |
| To employ an experienced teacher, with a background in SEND and/or behaviour to run the school’s Rainbow Room. | * Case studies indicate a significant impact for individual disadvantaged pupils * Staff voice indicates that incidents of disruption in their classroom have diminished allowing them to teach, subsequently, disadvantaged pupils will have benefitted * Pupil's voice indicates that enjoy being in the Rainbow Room and see this as a safe space in the school * Behaviour incidents are declining in the school * Staff CPD on behaviour and specialist items such as attachment and trauma have been significantly improved | The Rainbow Room needs development to allow the INCo to catch up work that has been missed when not in a place for learning.  Maintain provision. |  |