

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023-24 academic year 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	The Folkestone School for Girls
Number of pupils in school	1220
Proportion (%) of pupil premium eligible pupils	13.69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 23
Date on which it will be reviewed	July 24
Statement authorised by	Mark Lester, Principal
Pupil premium lead	Lisa Chan, Director of Pastoral Care
Governor / Trustee lead	Sally Williamson

Funding overview

Detail	Amount(£)
Pupil premium funding allocation this academic year	139,241.67
Recovery premium funding allocation this academic year	33,258
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total	172,499.67

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

Our pupil premium strategy aligns with our school ethos and values, vision and curriculum, other school development plans and existing practices to ensure sustained impact. There is not an over-reliance on targeted academic support, using for example, online tutors. This has been tried here across years, and across providers, and whilst there was some very limited positive feedback from students for mathematics, intervention of this nature this was not the case for English or for Science. Despite the effort of class teachers in supplying academic information to tutors to identify knowledge gaps, the sessions were unpopular with students, who reported that they preferred having their own class teachers as alternative teachers, with alternative explanations confused their understanding rather than supported it.

We also considered that students simply having more tuition thrust upon them either reduced their 'free time' and consequently student engagement was a struggle or sessions arranged in school time meant other

subjects were disrupted and so tuition was actually counter-productive. In summary, we found logistics to be challenging to secure student engagement without impacting on curriculum time in school. Tutoring therefore should not be seen as a magic bullet (it's impact here was minimal) and nor is it sustainable. However, we continue to make limited use of online tuition where appropriate and in particular to provide for students who are unable to attend school due to ongoing physical or mental health problems.

Having vastly reduced the no. of qualifications that students sat under the previous leadership – from 14 to 10 GCSEs, and having reduced class sizes in Maths, English and Science, we also believed strongly that curriculum time and support provided was ample and that addressing aspirations and self-efficacy was the way forward in supporting academic outcomes, emotional health & well-being and personal development in parallel – all three of which we see as central tenets of an outstanding quality of education. Education cannot simply be 'done to' and instead must be 'engaged with'. Thus, our pupil premium strategy focus is much more on **High quality teaching** and **wider strategies** than it is dependent on **targeted academic support** which, from experience, requires far greater effort and resource but is less sustainable and secures less impact.

Students eligible for the pupil premium do not, of course, all share the same needs. So, whilst for some students targeted and personalised support or intervention may be necessary, this is not always the case and Pupil premium funding therefore need not always be spent on direct interventions for named students. Instead, it may be spent on staffing and/or systems which improve outcomes for all students, including those eligible for the pupil premium. As a school then we continue to invest in staffing and systems which:

- secure a whole school ethos of attainment for all
- address incidences of poorer behaviour and attendance
- deliver high quality teaching for all
- meet individual learning needs
- Build character, self-confidence & self-efficacy given that '**self-efficacy is significantly correlated with educational and employability performance and motivation**'

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and secure the highest grades possible across our academic curriculum. However, The Folkestone School for Girls is not content to consider purely academic outcomes and instead through our 'whole child, every child' ethos, also contribute significantly to much broader student outcomes and to impact on self-efficacy. This stems from our belief that "qualifications are what our girls get; they do not define who they are and will play only a part in shaping the people they will become. Our academic curriculum, therefore, is only a part of what we do". In recent years national agendas have focused on 'narrowing the gap' or 'closing the gap'. At the Folkestone School for Girls, we are not only interested in narrowing, or closing, academic gaps but also in 'filling gaps' for our disadvantaged students – creating memories, opportunities and experiences (cultural capital) they can talk about in later life. Thus, we also encourage all our girls to explore other interests and to take part in the wider life of the school through an extensive co-curricular offer in the FSGBacc programme.

Although disadvantaged students at FSG outperform their non-disadvantaged counterparts nationally, we are not content in simply 'levelling up' for disadvantaged students academically and instead, through initiatives such as The FSGBacc, Combined Cadet Force, Duke of Edinburgh, Teentech, International School Status, Turing Scheme & The Ivy House Award aim to level up for all our students in terms of cultural capital too - so that all can benefit from outstanding opportunities and experiences more akin to those at private schools. We have been demonstrably successful in this area with some 88% of the school routinely taking part in extra-curricular activities and **NO GAP between disadvantaged and non-disadvantaged** participation. Some 400 students are working through their DoE Award Programme; we have some 300+ cadets in our CCF Contingent and were, with over 100 students, one of the largest school cohorts for the National Citizenship Service programme in Summer 22.

Similarly, we have a wide array of school trips and in the past academic year 77% of disadvantaged students have been on a school trip. A gap of just 7% with the non-disadvantaged figure of 84%.

Stakeholder voice is extremely complimentary about our extra-curricular offer and its impact on students self-confidence and aspiration.

High-quality teaching ensures that all our students receive an outstanding academic education. Staff turnover is extremely low and staff therefore have many years of experience in their specialist subject areas. Low turnover of course also ensures continuity for students and maximises progress as staff have enhanced expert knowledge of the pupils in their care. Reduced class sizes in Years 10 and 11 in Mathematics, English & Science in particular supports student progress in these most vocational of subjects. All students follow a rigorous academic curriculum framed around the EBacc suite of qualifications, but we are also able to offer a wide choice of option subjects to ensure that students are able to study subjects that reflect and pursue their own strengths, interests and aspirations. We have high expectations of all students and thus all students prepare for and sit 10 x GCSE (or 11 in the case of separate sciences). Homework, collaborative learning approaches, Mastery, Metacognition and self regulation) (+5/+7 impact on EEF toolkit) are all used where appropriate to impact on outcomes and with demonstrably effect. The school is routinely 'well above average' and within the top 10% of schools nationally with a P8 score for 2019 at 0.77 and a 5-year average P8 score at that time of 0.58 (0.33 for Disadvantaged students)

Targeted Academic Support

Our experiences show this to be much less effective in terms of impact and yet much more effort in terms of human and financial resources. Nonetheless students eligible for the pupil premium do not all share the same needs and so, for some students targeted and personalised support or intervention may be necessary. We utilise our own teaching and pastoral staff for assertive mentoring and also have a student led peer mentoring/tutoring programme. (+5 impact on EEF toolkit). We have also, in the past, used targeted 'active revision' sessions over key holidays which combine academic input with personal development activities such as mountain biking /climbing/archery to increase engagement. As the demands of the 'normal school year' and our normal school offer have improved though we have felt that the few additional hours 'in the classroom' that these provide do not provide value for money. More importantly curriculum changes made mean more time for each subject/qualification as part of the normal school year – leaving students and staff free to enjoy their holidays and improve well-being. A number of subject specific software packages are also supported by the school and of course some, limited extra tuition is provided for identified students where we can ensure engagement. Curriculum trips are subsidised, revision guides and text book resources provided for home, Art supplies, even a digital camera for Photography – all as in any school. A much bigger thrust of our efforts however here at FSG, in supporting pupil premium students alongside all students is through our personal development and character education programme, The FSGBacc and through an extensive and enhanced pastoral care provision – which is labour intensive and resource heavy but has invaluable impact on the students and is held in high regard universally by all stakeholders. Indeed it is the USP of the school.

In line with our whole school commitment to personal development & character education through our new FSGBacc programme, we also target expenditure on aspiration raising events and opportunities which we believe could be the key to 'closing the gap'. Hence, our 'Red Letter Day' initiative which aims to offer tailor made opportunities to seek to raise such aspirations. We are, for example an InvestIN partner school, an organisation that provides inspirational career experience opportunities in some of the world's most desirable professions. As a partner school we are eligible for up to 3 bursaries per term for our disadvantaged students. We also have links with organisations such as the Smallpiece Trust, who focus on providing STEM opportunities.

Wider strategies

Our huge investment in pastoral care, far in excess of the norm for similar selective schools, enables those students who are struggling to achieve, to receive individualised support through mentoring, well-being activities, group therapy work, counselling and access to a wide range of external support providers as we seek to remove any or all barriers to learning. We are demonstrably successful; outstanding results (Progress 8 at 0.77 in 2019 & a 5 year average P8 score of 0.58) and the sheer volume, and levels of engagement with our Personal Education and Character Education Programme, The FSGBacc – which just 4 years into existence has recruited over 400 students for DoE, 300+ cadets, offers dedicated curriculum time in Years 7/8/9 and 10, FSGBacc camps as part of our transition package, and extends into post 16 with our new FSGAmbassador programme. Parental engagement is also used well at FSG (+4) and stakeholder satisfaction is remarkable with some 98% of parents confirming they would recommend FSG.

A research project by the University of Edinburgh on behalf of Gordonstoun School found that a curriculum such as ours “leads students to develop personal responsibility, teamwork and leadership skills; Students develop a generalised personal confidence and resilience on which they are then able to draw when facing new challenges both at school and beyond”. “Trying a wide range of challenging activities, alongside a diverse group of students, with the expectation to ‘give it a go’ appears to yield positive and lasting outcomes”

A similar survey, carried out by the University of Northampton’s Institute for Social innovation and Impact on Cadet Forces in the UK similarly found that **‘cadets have improved self-efficacy because of the activities they undertake’** resulting in increased social mobility, improved educational outcomes, improved mental and physical wellbeing & enhanced employability. It concludes:

“participation in the Cadet Forces has significant positive impacts on young people, increasing their performance at school and improving their employment and career prospects. The impact is particularly strong for those cadets that suffer economic and other disadvantages; it is very possible that being a cadet is, for a young person from an economically disadvantaged background, a key factor that enables them to achieve positive life outcomes,”

We would assert that our FSGBacc programme has a similar impact on self-efficacy because of the activities they undertake. The Ofsted report, ‘Learning Outside the classroom’ concluded

“Such hands-on activities led to improved outcomes for pupils and students, including better achievement, standards, motivation, personal development and behaviour. The survey also found examples of the positive effects of learning outside the classroom on young people who were hard to motivate”

In combination then, the impact of our academic curriculum and our extensive co-curricular offer, through the FSGBacc is, naturally, most evident in our girls - who leave us after seven years well qualified and well rounded, with Duke of Edinburgh Awards, or experiences and 'soft skills' gained throughout their CCF career - ready for their onward journey and next adventure. Around 85% head off to higher education and around 65%, typically, are the first in their family to ever do so.

Our actions as a school, and as individual staff, are information driven and respond to evidence. We deploy staff and resources to deliver the best possible outcomes for all students. Our trustees, leadership team, and indeed all staff, share the highest aspirations and expectations for all students in our care and year on year deliver demonstrably outstanding academic outcomes for all students including those eligible for the pupil premium.

Case Study

As explained our ‘Red Letter Day’ initiative aims to offer tailor made opportunities to raise student aspirations. One such Pupil Premium FSG student who had always wanted to be a pilot was able to attend a 3 day residential course on Aeronautical Engineering at Kingston University during Year 11. Her ‘Red Letter Days’!

Her experience there is recounted below; she has since studied Maths, Physics & Chemistry at A-Level and is now studying Chemistry at Kingston University. This, of course, was to have been after her life changing trip to Nepal this Spring as part of our successful Turing Scheme bid to take 120 students, around 10% of our school population, on life changing and fully funded opportunities overseas to Cuba, Nepal, Morocco, Tanzania, Ibiza & Colombia. (until Covid-19 intervened)

Turing Scheme

Of all 120 travellers selected at FSG

- 97 were from households with an income of less than £25,000
- 48 students were eligible for Free School Meals
- 20 Students had a SEN
- 6 were young carers
- All 5 of our Children in Care were on the lists

Of the nearly 24,000+ schools in the UK just 114 made successful applications. The ‘average’ institution clearly had no travellers. The ‘average’ Turing institution had 45 travellers. **The Folkestone School for Girls had 120 and was the biggest school based project.** It was therefore a huge achievement to have been successful with such a bold and ambitious bid to take 120 students to 6 different destinations. An opportunity that quite simply most schools do not offer; most young people will never have. This funding was secured amid a global pandemic when schools, their staff and their leaders were stretched – often beyond capacity. It is testament then to FSG’s drive to do **‘everything we can’** that even under such testing circumstances we were able to press ahead with such plans - so bold in their scale and ambition. FSG has made a bold, ambitious and successful bid to provide life changing, once in a lifetime opportunities to some of our most disadvantaged students.

Amanda Spielman has stated that **“Everyone working in education must do everything they can to give this generation the best possible chance to fulfil its potential”**. Genuinely we believe that no other school lives up to that ‘everything’ quite like FSG and are absolutely confident that **we give every student the ‘best possible chance to fulfil their potential’**

Challenges

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

Challenge number	Detail of challenge
1	5 year Average = 0.58, Disadvantaged P8 score = 0.33 . Gap 0.22 Whilst there is obvious within school variation, it must be noted that disadvantaged students at FSG outperform non-disadvantaged students nationally (P8 = 0.13) Our challenge remains to celebrate their successes and achievements whilst continuing to challenge ourselves, and the students, to narrow that in-school gap
2	Attendance for disadvantaged students in 2018-19, the last ‘normal year’ was 91.8% compared with 94.4% for non-disadvantaged

3	<p>At the start of this 3 year plan, participation rates in extra-curricular activities for disadvantaged were 79% compared with 92% for non-disadvantaged. These figures are extremely high (for both) and must be the envy of most schools. Despite the ongoing impact of covid-19 on both student and staff attendance in the last academic year, this has improved significantly from the previous year. The challenge remains to close that gap and to engage some of our most disaffected students.</p> <p>2023 Disadvantaged engagement 88% Non-Disadvantaged engagement 88% No gap 2022 Disadvantaged engagement 79% Non-Disadvantaged engagement 92% Gap 13% 2021 Disadvantaged engagement 57% Non-Disadvantaged engagement 73% Gap 16%</p>
4	<p>Proportion of disadvantaged students requiring level 3+ (Intensive and specialist) pastoral support in 2021 is 19.5% compared with 7% for non-disadvantaged. We'd like to see this reduced – particularly in older year groups as evidence that our early intervention strategies are successful.</p>

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
Further improved academic progress of disadvantaged students	<ul style="list-style-type: none"> • P8 Disadvantaged FSG to remain above national non-disadvantaged • P8 Gap between disadvantaged and non-disadvantaged reduced to 0.2
Attendance for disadvantaged students is further improved and attendance gap reduced	Given the current global pandemic it seems inappropriate to set specific numerical targets for this desired outcome at present. However, long term to goal must be to reduce the attendance gap further.
Disadvantaged students benefit fully from the school's Personal and Character Development Curriculum. Increased confidence and resilience leads to student wellbeing improved	<p>Increased participation rates for disadvantaged students compared to 2021 data. Participation rate is the same as that for non-disadvantaged students</p> <p>2023 Disadvantaged engagement 88% Non-Disadvantaged engagement 88% No gap</p> <p>2022 Disadvantaged engagement 79% Non-Disadvantaged engagement 92% Gap 13%</p> <p>2021 Disadvantaged engagement 57% Non-Disadvantaged engagement 73% Gap 16%</p>
Improved wellbeing of disadvantaged students	Proportion of disadvantaged students requiring level 3+ support reduced compared to 2021 data and the gap with non-disadvantaged narrowed.

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: £ 69,260.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class sizes in Eng/Ma/Sci in Yrs 10/11, CPD, stable and experienced staff with low turn-over. Cost of FSGBacc lessons	EEF Toolkit	1

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

Budgeted cost: £ 11,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addn tutoring, subsidised curriculum based trips, provision of educational materials and resources, online software packages to support Homework	EEF Toolkit	1

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

Budgeted cost: £ 91,699.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expanded, extensive and enhanced pastoral team and dedicated personal development staffing and facilities through FSGBacc	EEF Toolkit University of Edinburgh Research into The Lifelong Value of Out- of-Classroom Learning Experiences https://fliphtml5.com/yega/ttsl Institute for Social Innovation and Impact report on social impact of cadets. https://www.northampton.ac.uk/wp-content/uploads/2017/10/social-impact-cadet-forces-uk-2020.pdf Ofsted, 2008 Learning outside the classroom https://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf Enriching Education Recovery; The Centre for Education & Youth https://wearencs.com/sites/default/files/2021-10/Enriching%20Education%20Recovery%20the%20role%20of%20non%20formal%20learning.pdf	1,2,3,4

Total budgeted cost: £ 172,499.67

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 2021 to 2022 academic year.

Challenge 1.

As stated, last academic year, disadvantaged students at FSG outperform their non-disadvantaged counterparts nationally. This is true year-on-year and in 2016/17/18 and 19 the school was placed in the top quintile for Disadvantaged P8 overall - and in English, Ebacc & Open elements; the second quintile for Mathematics. Academic outcomes therefore are outstanding but as outlined in our strategy and indeed across our entire school curriculum and ethos FSG is equally concerned to deliver much broader outcomes and in our extensive extra-curricular programme and the levels of engagement therein, and through provision of such life changing opportunities as the Turing Scheme, there is much impact to be proud of.

Summer 23 Results

Summer 23 results are not yet fully published but provisional data suggests an overall **Progress 8 of c0.35**

Disadvantaged -0.33 (based on 22 students)

Outcomes for disadvantaged students are very much atypical this year and are clearly impacted by acute staffing challenges within the Mathematics department which impacted on all students this year but most significantly on disadvantaged students. Compare this year with the outcomes for disadvantaged students at FSG in normal years at FSG and it is clear that Disadvantaged students at FSG make NORMALLY progress in line with all students nationally.

Summer 22 Results

DFE guidance warns of the **uneven impact of the pandemic on school data and warns against making direct comparisons with other schools or with previous years.** Similarly, with a 'Disadvantaged' cohort of just 8 students, academic outcomes are difficult to reliably compare. Nonetheless, outcomes between disadvantaged and their non-disadvantaged counterparts are encouraging.

Cohort

Not Disadvantaged - 166 students. (Avg Prior Attainment at KS2 = 110)

Disadvantaged - 8 students. (Avg Prior Attainment at KS2 = 110)

Progress 8

The overall score for FSG is **0.34**.

Disadvantaged -0.13

For comparison

The local authority (Kent) average score for state-funded schools **for all students** is -0.19.

The average score for all state-funded schools in England **for all students** is -0.03.

P8 for disadvantaged students at FSG has historically been extremely positive with disadvantaged students at FSG consistently making greater progress than 'all' students nationally. This year, the pandemic has undoubtedly had impact. With some 900 days lost to staff absence against a pre-pandemic norm of around 120-170 and student attendance far below pre-pandemic levels; over one quarter of students classifying as persistent absentees, the impact has been widespread across the school and, as nationally evidence, disadvantaged students impacted most.

Nonetheless the performance of disadvantaged students at FSG compared with their non-disadvantaged counterparts nationally is of note.

	School disadvantaged pupils	Local authority non-disadvantaged pupils	England non-disadvantaged pupils
A8 score	63.3	53.4	52.8
English & maths at grade 5+	88%	57%	57%
English & maths at grade 4+	88%	76%	76%
EBacc at grade 5+	38%	29%	24%
EBacc at grade 4+	38%	36%	31%
Entering EBacc	63%	48%	43%
EBacc Average Point Score (APS)	5.9	4.75	4.66
In education or employed for 2 terms after KS4 (2020 school leavers)	100%	96%	96%
Exam entries / pupil, all KS4 quals	9.3	8.5	8.3
Exam entries / pupil GCSEs	8.5	7.8	7.6

Internally,

Average Total Attainment 8

Not Disadvantaged 65.89

Disadvantaged 63.53

Gap -2.36

Average Attainment 8 Grade

Not Disadvantaged 6.59

Disadvantaged 6.35

Gap -0.24

Students Achieving 9-5 in English and Maths

Not Disadvantaged 79%

Disadvantaged 83%

Gap +4%

Students Achieving 9-4 in English and Maths

Not Disadvantaged 97%

Disadvantaged 94%

Gap -3%

Students achieving 5 Strong Passes inc EM

Not Disadvantaged 80%

Disadvantaged 78%

Gap -2%

Students achieving 5 Standard Passes inc EM

Not Disadvantaged 96%
Disadvantaged 94%
Gap -2%

Average Entries per Student

Not Disadvantaged 9.5
Disadvantaged 9.3
Gap -0.2%

Students entered for EBacc

Not Disadvantaged 68%
Disadvantaged 72%
Gap +4%

Challenge 2.

It remains inappropriate to consider variations in **attendance** in light of covid-19.

Challenge 3.

Impact on extra-curricular engagement is extremely pleasing ;

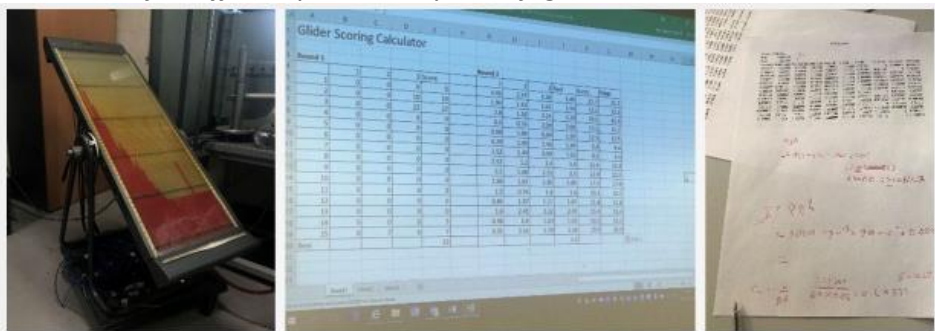
2023 Disadvantaged engagement 88% Non-Disadvantaged engagement 88% **No gap**
2022 Disadvantaged engagement 79% Non-Disadvantaged engagement 92% **Gap 13%**
2021 Disadvantaged engagement 57% Non-Disadvantaged engagement 73% **Gap 16%**

The school also successfully bid for £2000 from the KCC Reconnect Programme to offer Disadvantaged students in years 7 and 8 a high-octane personal development package, in line with our FSGBacc ideology and curriculum vision, incorporating water sports, water assault course and high ropes over 4 groups x 3 sessions.



Aerospace Engineering (3 day residential course) - A 'red letter day' student experience

"I had an amazing experience at Kingston University on the Aerospace Engineering course. Flight has always fascinated me and the course was a perfect opportunity to learn more and gain experience. Each day we had lectures from a professor at the university where we learnt about how aircraft function, the forces that act on them and the features aircrafts have to enhance their fuel efficiency and steady state flight.



On the second day of the course I was able to use the flight simulator at the university, the task was to land the plane on the runway and it was a great way to see how much I enjoyed it and what the university has to offer. On the same day I also took part in 3 other activities. We did wind tunnel tests and analysed the angles of a glider inside, this allowed us to gain knowledge on dynamic pressure and how the angle of attack caused stalling on the gliders. Afterwards we used motion tracking to see the trajectory change when we put different forces on a glider. The last activity we took part in was a tour of the full size leer jet where we were able to sit in the cockpit with the controls, view the shape and size of the aircraft and understand how ailerons, spoilers and flaps change the speed and angle of attack when flying.



Throughout the course we were designing gliders for efficiency; our first activity on the first day was to design a glider with any knowledge we previously had. By the end of the course, with all the information we had learned and the hands on experience we had to gained, we were set the same task at the end of day 3 to see how our gliders could improve. Within my team we were able to win both rounds and it was so much fun to dive into the tasks and make friends along the way.

The course has inspired me to look more towards the engineering side of aircraft rather than flying and I am even more interested in physics than before as it has been an eye-opener for what I want to do in the future. Thank you so much for this opportunity."

Having now, very successfully completed her GCSEs and A-Levels and after a change of heart/direction as a result of her studies this budding young engineer is now off to Kingston University to study Chemistry at degree level; she is the first person in her family to ever attend university – and the sky is the limit! This was to have been after a life changing visit to Nepal as part of our successful Turing Scheme bid – until Covid-19 intervened. Nonetheless this students' experiences, and should-have-been experiences, are indicative of the ambition, and impact, of the school and the aspiration raising events at the heart of our strategy.

Challenge 4.

Proportion of disadvantaged students requiring level 3+ (Intensive and specialist) pastoral support in 2021 is 19.5% compared with 7% for non-disadvantaged.

Our challenge was to reduce that. There has been a national upturn in EBSA and ACE as part, perhaps, of the post pandemic era and it is a well-established fact that disadvantaged students have been more acutely impacted by the pandemic. Therefore, this remains an ongoing challenge and the desire to reduce this in 2022 against such a backdrop proved unachievable.

