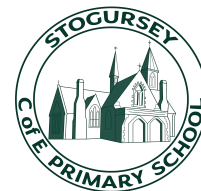


# Pupil premium strategy statement:



1. Summary information					
School	Stogursey C of E Primary				
Academic Year	2020/21	Total PP budget	£18,145 + £4,640 (rolled over) =	£22,785	
Total number of pupils	54	Number of pupils eligible for PP	15	Number of PP/SEN	2
Date of most recent PP Review	Feb 20	Date for next internal review of this strategy	Mar 22		

2. Current attainment (based on current teacher assessment)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	50%	35.9%
% achieving expected standard or above in reading	60%	51.3%
% achieving expected standard or above in writing	75%	51.3%
% achieving expected standard or above in maths	65%	53.8%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social and emotional intelligence
B.	Lack of experiences, vocabulary and background knowledge
C.	Accelerated progress required to close academic gaps
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance
E.	Lack of routine (sleep, food, homework,)
F.	Past traumas affecting progress and achievement

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships with fewer fallings out Children meet Self-regulation targets set by Recovery Teacher Children need less support in class time to resolve friendship issues
<b>B.</b>	PP children achieve accelerated progress in all areas compared to school non-PP children.	Fewer PP children below ARE than baseline A noticeable increase in sophisticated vocabulary being used at Summer 22 Writing moderation observed by the Literacy Lead in PP children. More PP children reaching Greater Depth in Reading, Writing and Maths
<b>C.</b>	PP children achieve in-line with non-PP children in all areas	Data shows this has happened.
<b>D.</b>	The attendance and punctuality of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Punctuality improves. Attendance for specific children is closer to 96% and improves compared to 2020/21
<b>E.</b>	Parents engage with school around routine difficulties and work in partnership with school to improve the situation.	Parents will come in to school to let us know how they are affected by past trauma Parents work with school to improve the situation Parents gain help from school/PFSA to apply new strategies to cope.
<b>F.</b>	Children are supported by the ELSA/Recovery Teacher to address past trauma and find strategies to cope.	Children are having time to talk and work on resilience Children are focussed on the future positively Children are able to talk openly about the past but positively about the future.

5. Planned expenditure					
Academic year	2021/22				
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.					
i. Whole School Culture Change					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<ul style="list-style-type: none"><li>Trauma-Informed Schools approach- change in whole school culture</li></ul>	Metacognition and self-regulation is highly regarded and the subject of EEF reports. Hattie (2020)- Metacognition and Self-Regulation 0.52-0.55 effect size. This will aid a positive self-image leading to better mental health and learning success. Co-regulating with an emotionally available adult is an efficient way of enabling children to self-regulate and can help to treat anxiety/ depression/ PTSD. Research shows trained school staff (Recovery Teacher is trained) can deliver just as effective intervention as therapy and the same with school staff. 'Every interaction is an intervention' mantra. 'School as therapy' Dr Karen Triesman (2021)	<ul style="list-style-type: none"><li>Recovery Teacher also Middle Leader and has time to monitor implementation of programme across the school looking at Quality First Teaching (in and out of lessons) as well as working with groups.</li><li>Whole School Trauma-Informed Training and INSET 6.9.21 building foundations for this</li></ul>	LM	March 2022
PP children achieve accelerated progress in all areas compared to school non-PP children.	<ul style="list-style-type: none"><li>Mastery curriculum approaches from success in Maths to be replicated in other subjects. AfL work with teachers to plan from starting points and plan using s-plans,</li><li>Recovery teacher to conduct systematic same day intervention as needed to accelerate progress.</li></ul>	Rosenshine principles of excellent teaching state that 'new material should be introduced in small steps'. Mastery has an effect size of 0.61. 'Appropriately challenging goals' has an effect size of 0.59 so it is important that we get this right. Pre-teaching of skills needs to happen so that children are ready to learn at the level expected of them.	<ul style="list-style-type: none"><li>Head of school learning review remains focused on Good Planning and individual mentoring/ coaching of teachers look at task design, depth of tasks and curricular sequencing.</li></ul>	G Tucker	March 2022
PP children achieve in-line with non-PP children for all areas	<ul style="list-style-type: none"><li>Whole school accredited scheme for phonics to be implemented</li><li>Tracking of Phonics and spelling introduced into KS2 and needs will be addressed in</li></ul>	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary.	<ul style="list-style-type: none"><li>Pupil progress meetings will review intervention given (daily readers) and progress made.</li><li>Drop ins will show books are celebrated and</li></ul>	G Tucker/ L Day	July 2022

	<p>pupil progress meetings if it is a barrier to progress in reading.</p> <ul style="list-style-type: none"> <li>• Talk for Writing/ Power of Reading Hybrid Model- explain curriculum intent for this</li> <li>• Scale up Talk for Reading and Echo Reading trial from Y2/3 to include 4/5/6.</li> </ul>	Data shows that the Talk for Reading and Echo Reading approach has made significant gains.	<p>phonics is being used as a spelling strategy.</p> <ul style="list-style-type: none"> <li>• Drop ins by GT to monitor implementation of echo reading</li> </ul>		
The attendance & punctuality of PP children improves	<ul style="list-style-type: none"> <li>• Topics / character curriculum will interest all children and especially PP children.</li> <li>• They will include Sparkling Starts and Fab Finishes, outdoor learning with a DT focus and exciting activities throughout the term. Work will end with a celebration each term.</li> <li>• Smart School Council and Champions Programme.</li> <li>• Whole school treats are given to children when we reach targets for 'good' attendance. Improvement treats for individuals who achieve their punctuality small steps targets.</li> </ul>	<p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school.</p> <p>Sparkling starts, fab finishes and exciting activities throughout the term will be fun and the children will want to be part of them.</p> <p>Our PP children enjoy hands on activities and outdoor learning.</p>	<ul style="list-style-type: none"> <li>• Facebook campaigns will be shared with parents at the starts of topics and be interesting.</li> <li>• Sparkling starts, fab finishes will be shared with the children and parents as something to look forward to. They will be in the diary on the website.</li> <li>• Outdoor learning will be a planned weekly occurrence using the skills and talents of new staff and parents working towards 'badges'. Also to be celebrated. Working towards our Trust Dividend of 20 experiences.</li> <li>• Time for GT to lead the Communication Team of the Smart School Council working with specific individuals.</li> <li>• Employment of Part-time Family Liaison Worker to pick up case work on attendance. (Funded by surpluses)</li> </ul>	G Tucker/ L Dunwood	March 2022

Parents engage with school around routine difficulties and work in partnership with school to improve the situation.	Bespoke programme of support as well as workshops to work in partnership with parents (face to face and virtually)	EEF report on working with parents shows that finding the right modes of communication are essential. We have figured this out over the past 2 years. Also, teaching useful things like- trauma-informed approach and hearing your child read as well as supporting with Maths will be possible following the pandemic.	<ul style="list-style-type: none"> <li>• Access to spare uniform</li> <li>• Access to bikes for bikeability</li> <li>• Parent workshops are planned later in the year on Trauma-Informed approach</li> <li>• SCN- to provide bowls of chili to feed the family to gain more uptake of workshops</li> <li>• WSOA fund 100% discounts to encourage high take up of Happiness Holiday Club</li> <li>• Any profits made in wraparound to help fund discounts for children plus the rate is significantly lower than competitors due to external funding.</li> </ul>	G Tucker	March 2022
<b>ii Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<ul style="list-style-type: none"> <li>• RHSE lessons are regular Circle Solutions as a new approach.</li> <li>• Work with WSOA/ QET on RSHE curriculum bespoke to our school</li> <li>• Work on moving from a Behaviour Policy to a Relational Policy (TIS approach)</li> <li>• Work on Cognitive Science aspects to deepen learning and keep in long-term memory</li> </ul>	Hattie (2020)- Metacognition and Self-Regulation 0.52-0.55 effect size. Working on aspects of character will aid a positive self-image leading to better mental health and learning success. Being taught how to be independent also will aid better teaching and expectations higher on all children. OfSTED research series and EIF mention a lot of Cognitive Science and the high impact this has on children's outcomes and progress.	<p>Metacognition work and Cognitive Science to happen in Spring Term focus with Teachers.</p> <p>Some deepening work to begin in Autumn around Depth in Writing, RE and Maths.</p> <p>Changes to policies and curriculum in Summer Term 2022.</p>	L Day/ C Adcock (Haygrove) G Tucker	July 2022
PP children achieve accelerated progress in all areas compared to school non-PP children.	<ul style="list-style-type: none"> <li>• Pupil progress meetings termly will inform how the children are achieving.</li> <li>• Use of Recovery Premium for end of day tutoring for vulnerable pupils.</li> <li>• Recovery teacher to conduct systematic same day intervention as needed to accelerate progress.</li> <li>• Use of TAs for keeping children up with quality first teaching</li> <li>• Training for all staff to be an excellent teacher of reading.</li> </ul>	<p>Children who are not on track to meet their end of year target will gain support from intervention (subject support, ELSA, NELI, 1:1 specialist support and group tutoring as evidenced by recent EEF reports.</p> <p>Hattie's effect sizes justify our approaches- Writing programmes 0.4 Mastery Learning 0.61 Learning strategies for inclusion (0.44-0.93) Feedback 0.66- fleshed out by EEF and confirms our policy has the correct principles rooted in evidence.</p>	<p>Dates are set for the year. TAs offer in class support, pre-learning and over-learning. A bespoke programme of subject-specific and generic teaching improvements will help to secure excellent teaching.</p> <p>Hattie (2020) Whole School Improvement Programmes doesn't impact much so switching to bespoke will be better.</p>	Laura May/ Lisa Dunwood	March 2022

PP children achieve in-line with non-PP children for all areas	<ul style="list-style-type: none"> <li>• Whole school accredited scheme for phonics to be implemented</li> <li>• Tracking of Phonics and spelling introduced into KS2 and needs will be addressed in pupil progress meetings if it is a barrier to progress in reading.</li> <li>• Talk for Writing/ Power of Reading Hybrid Model- explain curriculum intent for this</li> <li>• Scale up Talk for Reading and Echo Reading trial from Y2/3 to include 4/5/6.</li> </ul>	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Data shows that the Talk for Reading and Echo Reading approach has made significant gains.	<ul style="list-style-type: none"> <li>• Pupil progress meetings will review intervention given- scheme provides for this- and progress made.</li> <li>• Drop ins will show books are celebrated and phonics is being used as a spelling strategy.</li> <li>• Drop ins by GT to monitor implementation of echo reading</li> <li>• Forensic monitoring of phonics happening.</li> </ul>	L May/ L Day/ B Turner	Dec 2021
<b>iii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings. – with TAs being trained to be able to deliver this as well as our Recovery Teacher to provide support, expanding our provision to 4 afternoons/ mornings a week depending on need.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	TIS are developing an app and this work will be funded by WSOA.	L May	March 2022
PP children achieve accelerated progress in all areas compared to school non-PP children	-Dinner table discussions -Trip subsidy -Curriculum materials -Short-burst interventions in between lessons, usually same-day intervention for 10 mins -Targeted support of individual children in lessons as needed	Stats around exposure to millions of words and the importance of vocabulary, experience and knowledge shows that this intervention is vital for PP pupils.  It is important that these children and others do not fall behind whilst the rest of the class moves on.  Experiencing more and enriching the experience leads to better outcomes in terms of quality produced. Enrichment has an effect size of 0.48	Dinner table discussions and vocabulary will be monitored and reported on by the Literacy Lead.	L May/ L Day	July 2022

PP children achieve in-line with non-PP children for all areas	<p>Reading intervention to be ILI beyond Year 1. EYFS/ Year 1 to trial 'keep up' programmes using new Letters &amp; Sounds Revised Little Wandle.</p> <p>Wraparound care encouragement/access provided for doing reading and being heard read during quiet time whilst tutoring is happening (3.30pm-4pm daily).</p>	<p>When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned.</p> <p>This time makes them feel valued.</p> <p>This time makes them see that books are positive and enjoyed.</p>	<p>Children who have daily reading – progress will be seen at pupil progress meetings.</p> <p>Children will look to read more at 'free time'.</p> <p>Boys will begin to enjoy reading as a past time and not just when asked.</p>	G Tucker	January 2022
The attendance and punctuality of PP children improves	<p>EWO will be involved with families whose attendance falls below 87%. The children will be invited to partake in planning the medium-term curriculum and desired outcome – taking some ownership and interest. The PfSA will be asked to work with children who are consistently falling below 90%.</p> <p>Funding of Smart School Council subscription for Leadership Champions (in-house programme).</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored half termly.</p> <p>Any absence will be addressed immediately through the West Somerset Attendance Approach. GT to add in further notes on punctuality.</p> <p>Our attendance action plan sets out the details.</p> <p>FLW to support GT in working with families on achieving their goals.</p>	G Tucker	March 2022
Parents engage with school around routine difficulties and work in partnership with school to improve the situation.	<p>GT will communicate with parents around the expectations for the children and how the school can support the family.</p> <p>Safeguarding reviews for Designated Leads will look at the work completed and strategies used to support families.</p>	<p>The children will have clear expectations around attendance as will the parents. They will all see the relevance for the child's future. As the families talk openly about difficulties at home or past trauma they will have support and feel able to work more productively with the school to improve the child's life chances.</p>	<p>Attendance will improve. Children will be safe to talk about home difficulties and past trauma completing work with ELSA.</p>	G Tucker/ FLW	March 2022
Children are supported by the ELSA/PFSA to address past trauma and find strategies to cope.	<p>PFSA deployed as and when needed for certain families.</p>	<p>These are the procedures for Somerset for when EHA at level 2/3 is triggered. Most of these families require this level of support with parenting.</p>	<p>Attendance will improve and exclusions to return to zero levels.. Children will be safe to talk about home difficulties and past trauma completing work with ELSA.</p>	<p>G Tucker</p> <p>L Dunwood</p> <p>L Day</p> <p>FLW</p>	July 2022

6. Review of expenditure				
Previous Academic Year		2020-21		
i. Whole School Culture Change				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Wellbeing and worship programme is responsive as well as proactive.	This has been successful. Need to return to vision of school as this and the values clearly being taught about their power in everyday life, coupled with a Trauma-Informed approach can have such power especially for children in receipt of PP.	Continue.	-
PP children achieve accelerated progress in all areas compared to school non-PP children.	Mastery curriculum approaches from success in Maths to be replicated in other subjects. AfL work with teachers to plan from starting points and plan using s-plans, making greater use of next lesson/ same day intervention as needed to accelerate progress.	This has made a difference and monitoring is showing that sequencing and responsiveness are our biggest strengths in QET monitoring. A more granular approach is needed to curriculum planning as shown in the external review.	Continue but with more granular approach to curricular sequencing.	-
PP children achieve in-line with non-PP children for Reading in both progress and attainment	Tracking of Phonics and spelling introduced into KS2 and needs will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school An author will be celebrated and children will be encouraged to read through purchasing of books in series.	This was not addressed due to COVID lockdown and priorities changing. It was picked up as a significant are to improve in our external review.	Bring forward into next year.	-

The attendance of PP children improves	Topics / character curriculum will interest all children and especially PP children. They will include rich experiences, outdoor learning Art/DT work and exciting activities throughout the term. Work will end with a celebration each term. Smart School Council and Champions Programme. Whole school treats are given to children when we reach targets for 'good' attendance.	Attendance sharply improved from a lull of 93.6% to July 2021- 96.2% Well above national. Decrease as COVID cases once again crept up around this time and whole school treats were being prepared but did not happen.	Continue with this model into next year and have more granular approach to whole school treats, spending money as we achieve targets quicker to demonstrate success.	-
Parents engage with school around routine difficulties and work in partnership with school to improve the situation.	QET Marketing Department media strategy	Media strategy seems to be working. Target parents have preferred channels and this is very responsive.	Continue as a given.	-

## ii. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Character curriculum in place to be embedded into subject teaching. RHSE lessons are regular Circle time etc. Use of GROWS framework for self-regulation explored in classes in character curriculum. New GROWS certificates launched and used.	Work has been impactful in heading off potentially difficult situations regarding the unsettling nature of the two lockdowns and two times when bubbles closed in our school. The disruption has added huge pressure on staff and children.	-Scale up with QET around metacognition -Scale up Trauma-Informed approach across school in next year's SIP	-
PP children achieve accelerated progress in all areas compared to school non-PP children.	Pupil progress meetings termly will inform how the children are achieving.	Reading accelerated progress- <b>5%/ 7.7%</b> Writing accelerated progress- <b>10%/ 7.7%</b>	See below.	-

	Decisions made around how to use Catch-Up Premium and in-house intervention.  CPL programme designed by Middle Leaders to embed Talk for Writing, Maths Mastery and inclusive practices carried out as well as Head of School coaching teaching generally.	Maths accelerated progress- 15%/15.4%		
PP children achieve in-line with non-PP children for Reading in both progress and attainment	Talk for Reading Training/ Stogursey Reading Partners benchmarking and priority readers reintroduced.  The curriculum will allow for more boy friendly books to be incorporated at whole school/class level. Reading is celebrated	<b>Reading Attainment: 50%/ 39.5%</b> <b>Reading Progress: 55%/ 48.7%</b>  Year 2/3 made most progress and attainment in Reading. Analysis by external consultant shows that echo reading and Talk for Reading is the likely cause here.	-Scale up Echo Reading and Talk for Reading -Reestablish Reading scheme across school and associated interventions.	-
<b>iii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings. – a new Pastoral Care Worker employed expanding our provision to 4 afternoons/ mornings a week depending on need.	We were able to appoint an additional ELSA who was able to make an impact. Exclusions were at 2 at March 2021 and in the Summer Term down to 0.	Continue co-regulating work as this has made an impact. Scale up next year.	In with TA cost + catchup strategy.
PP children achieve accelerated progress in all areas compared to school non-PP children	-Dinner table discussions -Trip subsidy -Curriculum materials -Short-burst interventions in between lessons, usually same-day intervention for 10 mins -Targeted support of individual children in lessons as needed	Reading accelerated progress- <b>5%/ 7.7%</b> Writing accelerated progress- <b>10%/ 7.7%</b> Maths accelerated progress- 15%/15.4%	Not much difference in all of it but writing stands out. This is down to the effect of National Tutoring Programme. Upscale this for PP children next year. Reading proves that this has been historically difficult to overcome. Use of new scheme and external support on this area will help here. Same day Maths shows not much difference so clearly working.	£18,388- TA cost contribution £1,500- subsidy for instrument tuition £933- extra equipment/ in-class experiences

PP children achieve in-line with non-PP children for Reading in both progress and attainment	Children will receive extra daily reading with a TA. Those needing the most intensive support with a teacher.  PP children receive daily reading and quality 1:1 comprehension around the book in a positive way.	<b>Reading Attainment: 50%/ 39.5%</b> <b>Reading Progress: 55%/ 48.7%</b>	This intervention has clearly worked. Continue this model into next year. New scheme should really accelerate progress to close gaps on national.	£2,000 additional day for Reading TA
The attendance of PP children improves	EWO will be involved with families whose attendance falls below 87%. The children will be invited to partake in planning the medium-term curriculum and desired outcome – taking some ownership and interest. The PfSA will be asked to work with children who are consistently falling below 90%. Funding of Smart School Council subscription for Leadership Champions (in-house programme).	Attendance plan enacted with certain children who are PP. Lockdown didn't help here. GT worked with affected families as per WSOA advice. Letters were sent to PP families but we only got to letter 1 this year. When in round 2, it was felt attendance was improving compared to last year and last term and letter 2 wouldn't have achieved anything. All children in Smart School council attendances improved.	-Target punctuality in WSOA letter system -Continue Smart School Council Spending as this clearly works and target more PP children for this as these children would have left next year.	£199- Smart School Council fees
Parents engage with school around routine difficulties and work in partnership with school to improve the situation.	GT will communicate with parents around the expectations for the children and how the school can support the family. Safeguarding reviews for Designated Leads will look at the work completed and strategies used to support families.	This has added further pressure to GT's workload. It has been successful as all children now back to L1 safeguarding but next year the workload pressures on DSL need to be reviewed.	Employ part-time Family Liaison Worker.	-
Children are supported by the ELSA/PFSA to address past trauma and find strategies to cope.	PFSA deployed as and when needed for certain families.	This has worked and reduced exclusions.	Use WSOA fund to train	£4,860

Unallocated- £4,640 All other planned spends weren't able to happen due to COVID19 restrictions so roll into next year.

Total amount to be spent: £30,620 Amount actually spent: £25,880

#### **i. Additional detail**

A further focus is needed for 2020/21 on changing whole school culture and improving teaching so that children in receipt of Pupil Premium make further progress and we can demonstrate even more value for money in terms of spending this allocation of money.

Planned breakdown of proposed spending for 2020/21

- Additional support in classes and for focused interventions including ELSA TA- £18,388
- Funding for extra-curricular music and sports clubs- £1,500
- Funding for swimming- £500
- Funding for trips and experiences- £4,140
- Specific items of equipment and uniform and for hands-on enhanced experiences in class- £933
- Smart School Council Subscription- £199
- Line manager for ELSA (1 day a week)- £4,860

TOTAL SPENDING= £30,520

Planned breakdown of proposed spending for 2021/22

- 0.4 Recovery Teacher cost= £19,837
- Funding for extracurricular music- £1,000
- Funding for swimming- £500
- Funding for trips and experiences- £3,000
- Specific items of equipment for hands-on enhanced experiences in class- £900
- Spare uniform = £50
- School bike for bikeability = £50
- Smart School Council Subscription- £200

TOTAL SPENDING= £25,537 \*\*Overspend of £2,752