

# Pupil Premium Strategy Statement 2020-21 (primary)

1. Summary information					
<b>School</b>	Caroline Chisholm School				
<b>Academic Year</b>	2020-21	<b>Number of pupils eligible for PP</b>	35 Primary	<b>Total LL budget (PP + LAC/PLAC (Whole Primary School 4-11))</b>	£ 48,840
		<b>Number of PRIMARY pupils eligible for PP (FSM / Ever 6)</b>	27 Pupils	<b>PP Budget Primary (FSM / Ever 6)</b>	£ 35,640
		<b>Number of PRIMARY pupils eligible for PP (LAC/PLAC)</b>	8 Pupils	<b>PP Budget Primary (LAC / PLAC)</b>	£ 13,200
<b>Total number of pupils</b>	409 Primary				
		<b>Date of most recent PP Review</b>	Feb 2021	<b>Date for next internal review of this strategy</b>	June 2021
2a. Current attainment: End of Key Stage 2 SATs Results 2018-19 No data for 19-20					
<i>Total number of PP children in Y6 at CCS -4</i>		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at CCS</i>	<i>Pupils not eligible for PP - National (2018-19 data)</i>	
<b>% achieving the Expected Standard in reading, writing and maths</b>		75%	83%	65%	
<b>% achieving in the Expected Standard or above in reading</b>		73%	80%	73%	
<b>% achieving in the Expected Standard or above in writing</b>		75%	92%	78%	
<b>% achieving in the Expected Standard or above in maths</b>		55%	73%	79%	
<b>% achieving the Expected Standard in GPS</b>		80%	82%	78%	
<b>% achieving the Higher Score in reading, writing and maths</b>		25%	25%	11%	
<b>% achieving the Higher Score in reading</b>		55%	30%	27%	
<b>% achieving Greater Depth in writing</b>		25%	42%	20%	
<b>% achieving the Higher Score in maths</b>		18%	20%	27%	
<b>% achieving the Higher Score in GPS</b>		20%	25%	36%	

**2020-21 (6 PP children and 5 LAC/PLAC = 18% of the total Y6 cohort)**

<b>2b. Current attainment: End of Key Stage 1 SATs Results 2018-19 (2 PP children = 3% of the total Y2 cohort) no data for 19-20</b>			
<i>Total number of PP children in Y2 at CCS = 2</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at CCS</i>	<i>Pupils not eligible for PP - National (2018-19 data)</i>
<b>% achieving the Expected Standard in reading, writing and maths</b>	50%	86%	Not available
<b>% achieving the Expected Standard or above in reading</b>	50%	85%	79%
<b>% achieving the Expected Standard or above in writing</b>	50%	77%	72%
<b>% achieving the Expected Standard or above in maths</b>	50%	82%	79%
<b>% achieving Greater Depth in reading, writing and maths</b>	0%	25%	Not available
<b>% achieving Great Depth in reading</b>	50%	41%	28%
<b>% achieving Greater Depth in writing</b>	0%	32%	18%
<b>% achieving Greater Depth in maths</b>	50%	32%	23%
<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>			
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
<b>A.</b>	Limited phonic knowledge of children in KS2 effecting reading recognition, speed and comprehension skills. Currently, of PP children across Y1 – 6 are working at or above Age Related Expectation (ARE) in reading		
<b>B.</b>	Poor gross and fine motor handwriting skills effecting fluency and confidence in writing. Currently, 60% of PP children across Y1 – 6 are working at or above Age Related Expectation (ARE) in writing.		
<b>C.</b>	Basic number and arithmetic knowledge is limiting progress in maths. Currently, 73% of PP children across Y1 – 6 are working at or above Age Related Expectation (ARE) in maths.		
<b>D.</b>	Impact of Covid on PP pupils has widened the attainment gap.		
<b>E.</b>	High levels of social and emotional needs of some PP children, which impacts on their ability to focus in lessons.		

External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Attendance rates for some individual pupils eligible for PP are below the target for all children. This has an impact on their school hours and causes them to fall behind in their learning due to missed sessions.	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	75% of PP children in Y6 to achieve the Expected Standard+ in reading at the end of Key Stage 2. 73% At least 75% of PP children in Year 1-5, to achieve Age Related Expectation (ARE) in reading. 53%	<b>Measured by:</b> Monitored by in-year test and TA data, measured by end of year test data.  <b>Achieved by:</b> Daily reading, consistent and frequent use of intervention programmes targeting need.
B.	Fluent handwriting of a high standard for all PP learners. Handwriting does not inhibit learning in English.	<b>Measured by:</b> Writing samples and book scrutiny  <b>Achieved by:</b> Handwriting lessons and interventions
C.	100% of PP children to achieve at least 80% in mental arithmetic tests. Basic number skills mastered, including secure knowledge of place value, calculation and fractions.	<b>Measured by:</b> PiXL tests and SATs past papers.  <b>Achieved by:</b> Weekly arithmetic lessons, targeted intervention.
D.	Consistent use of oral feedback for PP children in every lesson to improve progress and narrow the gap in core subjects. Impeded by covid	<b>Measured by:</b> Narrowing the gap in teacher assessment data by PP and Non-PP children in core subjects.  <b>Achieved by:</b> Daily feedback provided for PP children in every lesson on how to improve their work. PP children's books marked first.
E.	PP children will be more resilient in controlling their emotions and will develop positive relationships with others.	<b>Measured by:</b> Class teacher, PP lead, support staff observations  <b>Achieved by:</b> 1:1 support / group support on a weekly basis. <b>Drawing and talking. ELSA</b>
F.	Increase attendance rate for individual pupils eligible for PP to be at least 96%+ 67% of LL 96% and above.	<b>Measured by:</b> Weekly attendance figures.  <b>Achieved by:</b> Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improved to be in line with other' pupils.

### 3. Planned expenditure

<b>Academic year</b>	<b>2020-21</b>
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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. Quality of teaching for all

<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? What is the expected impact?</b>	<b>Staff lead</b>	<b>Resources</b>	<b>When will you review implementation? What will the impact be?</b>
Daily verbal feedback to ensure progress in learning daily	<ul style="list-style-type: none"> <li>Live marking</li> <li>Teacher / TA to check on progress in every lesson for accuracy and quantity of work.</li> </ul>	<p>EEF Teaching and Learning Toolkit - Feedback +8 months.</p> <p>Workload Reform Group: Eliminating Un-necessary workload around marking</p>	<p>Staff meeting: Effective feedback.</p> <p>PLT to monitor through lesson observations, learning enquiry walks and drop ins. Impact – progress evident in books and through assessment</p>	NC lead; monitored by KS leaders; implemented by all staff.	<p>Support assistant training in feedback and marking and effective teaching and learning of LL</p> <p>£212.50</p>	<p>January 2021 April 2021 July 2021</p> <p>Impact – progress evident in books and through assessment Provision maps</p>
Ensure written feedback impacts on future learning	<ul style="list-style-type: none"> <li>Written feedback (when provided) is available by the next lesson</li> <li>Adequate time provided to read the feedback and PP children can respond to it before completing further work. (DIRT)</li> </ul>	<p>EEF Teaching and Learning Toolkit - Feedback +8 months.</p> <p>Workload Reform Group: Eliminating Un-necessary workload around marking</p>	<p>Staff meeting: Effective Feedback.</p> <p>PLT to monitor through lesson observations, learning enquiry walks, book looks and drop ins. English Lead Practitioner and Maths lead to monitor through book scrutiny/observations. Impact – evidence of progress in books</p>	NC and ELA lead; monitored by KS leaders and English Lead; implemented by all staff.	<p>Support assistant training in feedback and marking</p> <p>£212.50</p>	<p>January 2021 April 2021 July 2021</p> <p>Impact – progress evident in books and through assessment See Provision maps</p>

Improve the instant recall of number facts in mental arithmetic to ensure high quality outcomes in maths	<ul style="list-style-type: none"> <li>Teach mental maths skills daily (FIF).</li> <li>Administer weekly tests and share the results</li> <li>Discuss strategies for improvement</li> </ul>	EEF Teaching and Learning Toolkit - Digital Technology +4 months.	Staff meeting: Maths focus. PLT and Maths Subject Leader to monitor through lesson observations, learning enquiry walks and drop ins. Timetable rockstars Fluency in Five Materials Impact – improved fluency evident in progress outcomes	CM to lead; monitored by KS leaders and subject leader; implemented by all staff.	Fluency in Five Materials  PiXL Arithmetic Materials (KS2) TT rockstars	January 2021 April 2021 July 2021  Impact – progress evident in books and through assessment See Provision maps
All PP pupils to have attendance of at least 97%+	<ul style="list-style-type: none"> <li>Monitoring of weekly attendance figures.</li> <li>Termly assertive mentoring meetings with a member of the Primary leadership team.</li> </ul>	EEF Teaching and Learning Toolkit - Parental Engagement +3 months.  EEF Teaching and Learning toolkit - Mentoring +1 month.	Weekly attendance figures shared and discussed by Primary senior leaders and disseminated to middle leaders fortnightly.  Impact – less lessons missed so more progression	NC and KP to lead; monitored by KS leaders and class teachers.	NC analysis	January 2021 April 2021 July 2021
To lessen the gap caused by the impact of Covid on spelling	<ul style="list-style-type: none"> <li>Using spelling shed to support the teaching of spelling in class and digitally</li> </ul>	To be trialled in Yr 6 to use additional strategies to develop spelling	Measure impact on Yr 6 spelling results	NC and SMR	£36.00	April 2021 July 2021
To deliver effective remote learning interventions	<ul style="list-style-type: none"> <li>Course to enable support programs to be delivered remotely</li> </ul>	To ensure that support is maintained if the child must self isolate	Drawing and talking to be delivered remotely if children need to self isolate	JW and HB	£116.00	January 2021 April 2021

To improve the emotional wellbeing of the children by addressing the effects of Covid on their wellbeing	<ul style="list-style-type: none"> <li>• Implementation of the mindful approach – Jigsaw</li> <li>• Implementation of the Here we are PSHE</li> <li>• Implementation of the Dimensions PSHE Recovery package</li> </ul>				<p>£1,945.00 Jigsaw PSHE</p> <p>Dimensions PSHE £50.00</p>	<p>October 2020 November 2020</p> <p>February 2021 April 2021 July 2021</p>
<b>Total budgeted cost</b>						£2,536.00

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What is the expected impact?	Staff lead	Resources	When will you review implementation? What was the impact?
75% of PP to achieve the Expected Standard+ in reading by the end of Y6.	<ul style="list-style-type: none"> <li>Daily reading intervention programme targeting phonics into reading.</li> <li>Implement 1:1 Tuition to target key areas of learning</li> </ul>	<p>EEF Teaching and Learning toolkit - Phonics +4 months.</p> <p>EEF Teaching and Learning toolkit - Reading Comprehension Strategies +6 months.</p> <p>EEF Teaching and Learning Toolkit - 1:1 tuition +5 months</p>	<p>Fresh Start Programme.</p> <p>Timetabled intervention slots.</p> <p>Monitored by PLT, through LEW, data analysis, SEND LL meetings.</p> <p>Impact – expected standards achieved in YR 6 SAT's</p>	<p>LG / DS</p> <p>PM</p> <p>KS leaders</p> <p>Class teachers</p> <p>NC to oversee</p>	<p>Fresh Start resources £396.49</p> <p>TA and LSA costs</p> <p>1:1 tuition hours</p>	<p>January 2021 April 2021 July 2021</p> <p>Impact – evident in data - Pixl See provision maps</p>
At least 75% of PP children across Y1 - Y5 achieving ARE in reading.	<ul style="list-style-type: none"> <li>1:1 reading intervention programme targeting phonics into reading.</li> <li>Supported guided reading sessions</li> <li>Freshstart and RWI</li> </ul>	<p>EEF Teaching and Learning toolkit - Phonics +4 months.</p> <p>EEF Teaching and Learning toolkit - Reading Comprehension Strategies +6 months.</p>	<p>Staff Training on Read, Write, Inc. Programme.</p> <p>weekly timetabled intervention slot for FS and RWI</p> <p>Monitored by PLT through evaluation of provision maps.</p> <p>Impact – expected standards achieved in YR 6 SAT's</p>	<p>NC lead; monitored by KS leaders and English Lead; implemented by TAs / LSAs.</p>	<p>Read, Write, Inc. resources £175.21</p> <p>TA and LSA costs</p>	<p>January 2021 April 2021 July 2021</p> <p>Impact – evident in data - Pixl See provision maps</p>
Fluent handwriting style for all PP children.	<ul style="list-style-type: none"> <li>Small group handwriting intervention by TA.</li> </ul>	<p>EEF Teaching and Learning Toolkit - Small group tuition +4 months.</p>	<p>Speed Up Handwriting Intervention Programme.</p> <p>Cursive practice and formation resources</p> <p>Impact – greater fluency and speed evident in writing and assessments</p>	<p>LG</p> <p>GM</p> <p>LW</p> <p>DS</p>	<p>Speed Up Handwriting Programme materials.</p> <p>TA costs</p>	<p>January 2021 April 2021 July 2021</p> <p>Impact – evident in books and data - Pixl See provision maps</p>
Improve quality of oral speaking to improve reading and spelling.	<ul style="list-style-type: none"> <li>Implement 1:1 Speech and Language Support</li> </ul>	<p>EEF Teaching and Learning Toolkit - 1:1 tuition +5 months</p>	<p>SALT implemented by designated staff</p> <p>Impact evident in R and SP assessments</p>	<p>HF / GM42</p>	<p>TA costs:</p>	<p>January 2021, April 2021, July 2021</p> <p>Impact – evident in assessments See provision maps</p>

<b>Total budgeted cost</b>						£11347.00
<b>iii. Other approaches</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>Resources</b>	<b>When will you review implementation?</b>
Gap narrowed on emotional literacy screening tools for children identified with social and emotional needs.	<ul style="list-style-type: none"> <li>Use Emotional Literacy Support training</li> <li>Implement 1:1 support or small group support.</li> </ul>	EEF Teaching and Learning Toolkit - Social and emotional learning +4 months	NC and SENCo to monitor implementation of sessions where needed in liaison with external agencies.	Primary SENCo and NC	ELSA Training LG £2,428.85	January 2021 April 2021 July 2021
All PP to have access to a digital device	<ul style="list-style-type: none"> <li>15 iPads supplied to children to access remote learning</li> </ul>	Importance of accessing learning during Covid 19	PP children to have access to learning online	NC	Approx £3,000.00  (£200 per iPad)	January 2021 April 2021 July 2021
<b>Total budgeted cost</b>						£5,428.85



Action points

<b>Quality of teaching for all</b>	Total cost in section (i)	£2,536.00
<b>Targeted Support</b>	Total cost in section (ii)	£11,347.00
<b>Other Approaches</b>	Total cost in section (iii)	£5,428.85
<b>Contingency</b>	Additional learning opportunities, social needs, equipment, resources.	£86.25
<b>Total</b>	Proposed Expenditure 2020-2021	£19,398.10
<b>LAC / PLAC</b>	This funding is delegated to the Inclusion Leader. The money is directly allocated to meet the specific individual needs of each student. The school holds an internal, strategic plan, which identifies specific costings for each individual student.	£13,200.00

1. Review of expenditure				
Previous Academic Year		2019-2020		
i. 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
Consistent use of quality feedback and marking for PP children to improve progress and narrow the gap in core subjects.	<ul style="list-style-type: none"> <li>Revise Feedback and Marking Policy.</li> <li>Daily feedback provided to all PP children.</li> <li>PP books marked first to ensure quality feedback</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and marking policy revised.</li> <li>Strategy to mark PP books first implemented, but NOT embedded</li> <li>LEW and work scrutiny show that children are receiving quality feedback but are not always given time to respond and act upon it (DIRT time).</li> </ul>	<ul style="list-style-type: none"> <li>This approach needs to continue – live marking for instant feedback. LEW's to monitor and book scrutiny.</li> <li>Training to be given to support staff on marking and feedback,</li> </ul>	£0
Teaching in the core subjects is accurately matched to the skills and abilities of all PP pupils.	<ul style="list-style-type: none"> <li>Implement High Performance Learning Programme for all teachers.</li> <li>CPD in pitch and progress of lessons.</li> <li>Implement 1:1 / small group work depending on need</li> <li>Weekly TA Support in core lessons targeting PP children.</li> </ul>	<ul style="list-style-type: none"> <li>HPL programme implemented across all phases of the school.</li> <li>LEW show pitch of lessons is improving for all learners based on the HPL approach.</li> <li>Use of meta-cognition strategies and retrieval practice have supported PP children to recall and retain their previous learning.</li> <li>Daily additional TA support in core lessons has enabled the teachers to provide additional targeted support for the varying abilities of the PP children within the year group.</li> </ul>	<ul style="list-style-type: none"> <li>HPL programme to continue in 2020-21.</li> <li>Additional TA support to continue in core subjects has been successful and will continue.</li> <li>Support groups have been effective – impact seen with PP in Year 6 who achieved 100% Exp in GPS, 75% EXP in reading, writing and maths.</li> </ul>	1:1 tuition / TA Support PP/ LAC support

<p>95% of PP pupils who are supported by interventions achieve or exceed their intervention targets.</p> <p>Appropriate interventions to support core subjects to narrow the gap.</p>	<ul style="list-style-type: none"> <li>• Revise provision plans to track progress / impact and cost.</li> <li>• Monitor the quality of the intervention groups.</li> <li>• Purchase new programmes based on need.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision map used for 10 week intervention programmes across 3 full terms in all year groups.</li> <li>• Speech and language training completed.</li> <li>• Speech and language programme put into place for specific PP children 1 sessions per week.</li> <li>• Fresh Start reading programme purchased.</li> <li>• Significant improvement in reading outcomes in UKS2 due to daily intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Current data shows a significant improvement in speech sounds (assessed by external therapist).</li> <li>• Fresh Start to continue in 2020-21.</li> <li>• Gain and train more volunteers to read with KS2 children and</li> </ul>	<p>£826 Speech and Language Support</p> <p>£2,014 1:1 Tuition / small group work with SENCo</p>
<p>All PP pupils to have attendance of at least 97%+</p>	<ul style="list-style-type: none"> <li>• Monitoring of weekly attendance figures.</li> <li>• Termly assertive mentoring meetings with a member of the Primary leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>• 2018-19 PP Attendance figures (Primary) = 94.15%</li> <li>• Attendance figures tracked weekly.</li> <li>• Frequent absence addressed with parents on an individual basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency of tracking not addressing the individual issues quick enough.</li> <li>• Attendance to be tracked for PP children in 2020-21. Followed by key member of staff to liaise with parents to discuss attendance.</li> </ul>	<p>£0</p>

ii. Targeted support				
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
88% (7/8) of PP pupils to improve writing skills in Y3 to meet at least ARE by end of academic year and at least 13% achieving exceeding ARE.	<ul style="list-style-type: none"> <li>Implement 'The Write Stuff' approach.</li> <li>Implement 1:1 / small group work depending on need</li> <li>Weekly TA support in core lessons targeting PP children.</li> </ul>	<ul style="list-style-type: none"> <li>The Write Stuff training attended and strategy embedded.</li> <li>Additional TA support to provide small group learning.</li> <li>63% (5/8) of PP children achieving at least the expected standard for Y3 in writing. The gap remains.</li> <li>13% (1/8) achieved greater depth in writing at the end of Y3.</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting is a barrier to writing for some of these PP children.</li> <li>Invest in new handwriting intervention for 2018-19.</li> <li>Ensure consistency and frequency of taught handwriting lessons by class teachers.</li> </ul>	£179
Attainment in Y6 maths to be at least the Expected Standard by the end of KS2 (100%) with at least 50% at the Higher Standard.	<ul style="list-style-type: none"> <li>QLA completed to identify areas for improvement.</li> <li>CPD in maths targeting the mastery approach.</li> <li>Implement 1:1 / small group work depending on need</li> <li>Weekly LSA support in core lessons targeting PP children.</li> </ul>	<ul style="list-style-type: none"> <li>75% achieved the EXS for the end of Y6 (3/4).</li> <li>25% achieved the Higher Score (1/4). 1 child missed the higher mark by 1 mark.</li> <li>Y6 data tracked and analysed frequently across the year.</li> <li>HPA girls' maths group on a weekly basis from September – May for 2 of the 4 PP children in Y6.</li> <li>MPA girls' maths group on a weekly basis from September – May for 2 of the 4 PP children in Y6. Attendance variable.</li> <li>1:1 tuition provided weekly.</li> <li>Special consideration applied for where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>All PP children lacked confidence in their own mathematical abilities, despite lots of positive reinforcement, including targeted 1:1 support and girl's only maths groups.</li> <li>Maths lead to research how to support and build resilience in maths.</li> <li>1:1 tuition worked well and this will continue in 2020-21.</li> </ul>	£2,841 1:1 tuition / small group work with Maths Lead

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Gap narrowed on emotional literacy screening tools for children identified with social and emotional needs.	<ul style="list-style-type: none"> <li>Art Therapy</li> <li>Emotional Literacy Support</li> </ul>	<ul style="list-style-type: none"> <li>Art therapy used on an individual basis depending on need.</li> <li>ELSA training – no places available.</li> <li>Emotional literacy support provided on a 1:1 basis.</li> <li>Social skills developing. Socially speaking group on a weekly basis.</li> <li>Lunch club x 5 times a week to develop social skills.</li> </ul>	<ul style="list-style-type: none"> <li>ELSA training secured for 2020-21. This support is greatly needed with some individual PP children.</li> </ul>	£1,440.00 Jogo
All PP pupils will take part in at least one enrichment activity opportunity	<ul style="list-style-type: none"> <li>Educational visits to enhance learning opportunities.</li> <li>Contribution towards the cost of music tuition.</li> </ul>	<ul style="list-style-type: none"> <li>A total of £906.75 was paid out on different activities to enhance the curriculum.</li> <li>Extra-curricular sports clubs.</li> <li>Bikeability fees paid.</li> </ul>	<ul style="list-style-type: none"> <li>Trips will continue to be paid for in 2020-21.</li> <li>Explore potential costs of funding additional extra-curricular clubs in 2020-21.</li> </ul>	£906.75 £66.90 Bikeability,
<b>FINAL SPENDING IN 2019-20</b>				
<b>Quality of teaching for all</b>	Total cost in section (i)			£10535.66
<b>Targeted Support</b>	Total cost in section (ii)			£3020.00
<b>Other Approaches</b>	Total cost in section (iii)			£2413.65
<b>Contingency</b>	Additional learning opportunities, social needs, equipment, resources.			£1370.36
<b>Total</b>	Expenditure 2019-20			£17339.67