

Pye Bank Pupil Premium Strategy Statement



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September 2021 to July 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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.

Contents

School and Funding Overview	3
Part A: Pupil premium strategy plan	4
Statement of intent 2021-24	4
Challenges	4
Intended outcomes for strategy 2021-24	5
Activity in this academic year	7
Teaching (for example, CPD, recruitment and retention)	7

School and Funding Overview

Detail	Data
School name	Pye Bank CE Primary
Number of pupils in school	396+ Nursery
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24 Strategy aims and activities outlined below are for 2021-22 but reviewed annually in line with three year overview intended outcomes.
Date this statement was published	10 th September 2021
Date on which it will be reviewed	Interim reviews termly Annual Review: July 2022
Pupil premium lead	Mo Andrews
Governor / Trustee lead	Steve Chew

Detail	Amount
Pupil premium funding allocation this academic year	£297 245
Recovery premium funding allocation this academic year	£32,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£329,290

Part A: Pupil premium strategy plan

Statement of intent 2021-24

At Pye Bank we aim for all pupils to achieve their full potential regardless of educational and socio-economic barriers. Through increased intentionality and precision, provision for our pupil premium (PP) children, particularly but not exclusively, those who are identified as the lowest 20% will be highly effective in meeting learning needs.

We believe that in order for our children to meet their potential the following must be true:

- ✓ **All children access highly effectively quality first teaching, with all approaches taken reviewed regularly and developed based on research.**
- ✓ All children are supported to fully access a high quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.
- ✓ Children are fully supported to make excellent progress in reading and no children suffers 'reading failure': early reading is central to the work of the school.
- ✓ Barriers to learning for pupil premium children must be precisely identified, particularly when needs are more complex.
- ✓ The needs of each individual are fully understood by leaders and teachers.
- ✓ Children are precisely targeted for high quality intervention.

We will know we have been successful when:

- ✿ Engagement with learning, the curriculum and school life, of the Pupil Premium children is high ...
- and as a result**
- ✿ ... an increased proportion of PP pupils make above expected progress and begin to catch up when necessary. A greater proportion meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard they make at least good progress from their starting points.
- ✿ ...the gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs falls behind the expectation.
- ✿ ... monitoring shows that PP pupils '**know and remember more**'.

Challenges

Challenge number	Detail of challenge
1 COVID	<ul style="list-style-type: none"> ✿ Following school closure for COVID a number of Pupil Premium (PP) pupils are highly likely to have suffered the greatest detriment in terms of attainment and progress. The school offered a high quality Virtual School throughout the closure but a number of pupils have not accessed this, or the paper packs provided. This may continue to be an issue if the school or year groups have to close again.
2 COMPLEX NEEDS, including language	<ul style="list-style-type: none"> ✿ A high number of pupil premium pupils in each cohort, have an additional vulnerability. These include language needs (EAL and Sp/Lang), mobility, SEND, PSE/behaviour needs and family instability. This leads to a greater requirement for more personalised support for learning and pastoral needs. ✿ Approximately 72% of pupils have English as an Additional Language: For some pupils this impacts on Pupil's vocabulary development and there are gaps within language. The level of vocabulary, as well as a range of speech and language needs, has impacted significantly on attainment and progress and although much has been put in place to address this, it remains an ongoing challenge. Many pupils have lower level language acquisition with approximately 5% of pupils across school are NTE. <i>Vocabulary development impacts on high prior attaining Pupil Premium pupils too.</i> ✿ The language needs can impact on pupil's ability to read the greater depth standard, particularly in English and further work is required to support this area.
3 Mobility	<ul style="list-style-type: none"> ✿ Mobility: there is a higher level of mobility particularly within the later year groups, where a number of pupils join with low level language acquisition. This makes it more complex for teachers in terms of assessment, consistency of provision and the development of a mastery curriculum (See 1)

4 Early Reading	<ul style="list-style-type: none"> There is evidence that children have fallen behind in reading, particularly the disadvantaged. There is a need to accelerate progress in early reading so that no child falls into reading failure. The baseline for many pupils in terms of early language, reading and comprehension is low. Some PP pupils do not have additional reading beyond the school and a number only use home language outside of school hours. This impacts on the speed and fluency within reading.
5 Attendance and behaviour	<ul style="list-style-type: none"> Parent/carer capacity to support Attendance and on occasion Behaviour: Socio-Economic Deprivation leads to challenges in managing attendance and requires additional support to ensure good and better behaviour. Without additional support this could have a significant impact on learning and achievement. The challenges faced, alongside some parents' ability to support language development, impacts on progress and attainment. The % of families taking extended leave or holidays has had a significant impact on attendance prior to the closure, particularly in half terms 1 and 6 each year. This impacts disproportionately on PP pupils who struggle to catch up on their return. Some children within school have SEMH needs at a range of levels, particularly following Lockdown but also as a result of socio-economic deprivation. As a result some children struggle to regulate their emotions and lack the language to discuss their feelings.
6 Parental engagement /support	<ul style="list-style-type: none"> There are many challenges facing families in the community and a number have suffered hardship. Parental Engagement with learning is not consistent across all families, particularly linked to Virtual Learning during closure. For many families support is good but some pupils, for a variety of reasons, are not fully supported with learning at home. This impacts on pupil progress, self-esteem and aspiration.

Intended outcomes for strategy 2021-24

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
<ul style="list-style-type: none"> Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age, in Phonics, Reading, Writing and Maths 	<ul style="list-style-type: none"> PP pupils make rapid progress to catch up to their peers with a greater % reaching ARE, in line with their individual targets*. A greater proportion of PP pupils (particularly high prior attainers) being 'on track' to exceed the expected standard in Reading Writing and Maths, by the end of KS 2. Standards are raised for all pupil premium pupils in Year 6, 2, Year 1 phonics and FS, closing the gap on national outcomes at the end of each Key Stage, in line with targets set*. The vast majority of pupils, other than those cognitively unable or unready, reach the expected standard in Phonics. <p>* TARGETS SET FOR PUPIL PREMIUM PUPILS REPRESENT CLOSING THE GAP TARGETS.</p>
<ul style="list-style-type: none"> Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books. 	<ul style="list-style-type: none"> Teaching in all year groups will be consistently good, with a further increase in the amount being outstanding. It is based on research informed practice (Teach Simply, Generative Learning and Rosenshine principles) Any PP child falling behind is identified quickly as a result of rigorous tracking and monitoring and this performance information is used to inform subsequent provision and timely intervention Precise use of interventions and tutoring, support all PP pupils where the school closure has had a negative impact in comparison to their peers. As a result of quality first teaching and effective use of precisely targeted interventions, targets are met for all pupil premium pupils across school (See Appendix 1 for targets*) <p>* TARGETS SET FOR PUPIL PREMIUM PUPILS REPRESENT CLOSING THE GAP TARGETS</p>
<ul style="list-style-type: none"> Pupil Premium pupil's oral skills and vocabulary repertoire will continue to 	<ul style="list-style-type: none"> The systematic approach to the teaching of vocabulary will be fully embedded and pupils will apply learning within their writing. Strategies to support early language acquisition impact significantly on progress in the Foundation Stage.

<p>improve over time with a focus on application the wider curriculum across the whole curriculum.</p>	<ul style="list-style-type: none"> ✓ The approach to vocabulary development and use of knowledge organisers, will have been extended to support pupil's development of a richer vocabulary and knowledge across the curriculum. ✓ Pupils will engage proactively within class discussions across the curriculum, using a wider range of more precise vocabulary. ✓ Planning across the curriculum will have more precisely identified Tier 2 and 3 vocabulary, ensuring opportunities to practice and revisit (orally and in written form) ✓ As a result of retrieval practice and the spiral nature of the, knowledge of vocabulary will be placed into long term memory- PP pupils will remember more! ✓ An increased % of pupil premium pupils across school, in line with targets, make at least expected progress each year and reach the expected standard.
<p>Attendance of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.</p>	<ul style="list-style-type: none"> ✓ The rigorous application of the attendance policy and in particular the layered system for intervention for attendance ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally. ✓ The admissions process and CME procedures are carried out in a timely way to ensure attendance and opportunities to engage with education are maximised. ✓ Pupil premium pupils are supported in a very timely way when a problem is identified through monitoring. ✓ Attendance in each year will continue the upward trajectory seen prior to 2019 when PP attendance was just above the national average. ✓ Targets for all pupils: 2021-22: 95%+ 2022-23: 96% 2023-24% 96.5% ✓ Through precise identification and targeting, there will have been a significant reduction in the % of pupil premium pupils who are PA: following COVID this will be reduced by 50% and then there will be sustained improvement.
<p>Outstanding behaviour and behaviours for learning are achieved by all pupil premium pupils, and lead to high level engagement with the curriculum, evidenced through exclusion, serious incident and class monitoring data.</p>	<ul style="list-style-type: none"> ✓ The PSHE curriculum will be high quality and will support the development of Pupil's resilience and learning behaviours. Behaviours for learning are increasingly strong and engagement across the curriculum is high. This impacts on progress and achievement. ✓ All Pupil Premium pupils will be demonstrating high level of engagement within the curriculum. ✓ Pupils will have quickly reconnected with learning following closure and the high standards of behaviour quickly re-established for the vast majority of pupils. ✓ Systems for monitoring behaviour and PSED lead to the appropriate PP pupils being identified for support, according to need. This will lead to the quality delivery of intervention. ✓ Pupils identified as requiring additional intervention will make strong measurable gains, ✓ The % of exclusions for pupil premium pupils continues to decrease. ✓ The % of serious incidents for pupil premium pupils continues to decrease. ✓ The % of PP pupils losing play times and/or spend time in buddy class. ✓ Behaviour across school continues to be at least good with increased evidence of outstanding behaviour.
<p>An increased number of Pupil Premium pupils will be making a wider contribution to school life and/or engaging with wider opportunities</p>	<ul style="list-style-type: none"> ✓ The vast majority of Pupil Premium Pupils will have taken part in enrichment activities (Extra curricular clubs and responsible roles etc). Where this is not the case there is a clear rationale for why. ✓ Pupil Premium pupils will engage with wider opportunities such as School Council, Spirit Council, Social Action Crew, junior librarians, mini-police etc ✓ Engagement within these activities will have a positive impact on pupils PSED, behaviour and achievement.
<p>Short term goal: To ensure continuity in Learning through systems to support distance learning in the event of a school closure or isolation period</p> <p>Long term goal: to raise the aspiration and ambition of pupil premium pupils and their families, through increased engagement with learning.</p>	<ol style="list-style-type: none"> 1. The system for remote learning will remain in place in the event of a school closure or isolation period. This will be understood by pupils and families and Pupil Premium pupils will be supported to access the provision fully. Learning will be high quality and relevant to the objectives being covered at the time. 2. An increased range of opportunities for parents/carers to engage with learning will be in place and will lead to: <ul style="list-style-type: none"> - an increased % of parents/carers of PP pupils engaging positively with Pupil's home learning and the learning taking place in school. - Parents/carers will access workshops provided by the school. - Identified pupils and parents will place increased value on learning.

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: £ 171,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop excellence within teaching and increasing engagement, with a focus on strategies to ensure learning is placed in long term memory: pupils to know more and remember more</p> <ul style="list-style-type: none"> - Further increase the culture of high expectations of ALL pupils: a belief that all can make excellent progress from their starting points and that the quality of all outcomes matters. - Increase teacher knowledge linked to 'Teach Simply' teaching model, with a whole school focus on schema building, Retrieval Practice and Generative Learning Strategies during the year. - Develop an agreed/consistent approach to the use of retrieval strategies across school, alongside the use of Jotters. Retrieval strategies and skills are taught and revisited frequently. - Within all CPD staff to consider the implications for pupils not yet at the expected standard: this includes training and development for Teaching assistants. - In core subjects focus on the development of teaching strategies to support achievement at the Greater Depth standard. - Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise 	<p>Internal data and monitoring outcomes</p> <p>Making the Difference Programme Research</p> <p>EEF Toolkit: Meta-cognition and Self-regulation</p> <p>Research linked to Research ED In Action publications, Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser)</p> <p>Marc Rowland: Addressing Educational Disadvantage</p>	<p>1-4</p>
<p>To develop excellence within teaching for vulnerable learners and increase their engagement in learning, particularly when challenged</p> <ul style="list-style-type: none"> - Develop an even greater level of intentionality in developing excellence within provision for pupils with additional needs: raising aspirations and expectations even further. - <i>Ensure assessment and tracking systems are fit for purpose so PP, including those pupils with more complex needs/multiple barriers to learning have their needs identified quickly.</i> - <i>Through CPD, mentoring and On Track meetings, staff are supported to use a range of strategies to meet needs and where necessary provide additional high quality provision within quality first and through targeted intervention</i> - <i>Evaluate the use of Teaching Assistants to ensure all TA deployment and TA skills are as effective as the best practice.</i> - <i>Exploring how to challenge the lower attaining pupils with more complex needs eg PP and SEND pupils.</i> 	<p>As above +</p> <p><i>EEF Toolkit: Teaching Assistants and MITA research</i></p>	<p>1-4</p>
<p>To ensure that all pupils make at least good progress in reading across school, with those falling behind making measurable accelerated progress.</p> <ul style="list-style-type: none"> - Early Reading Development: new approach to the teaching of reading introduced within Years Rec-Year 2, with a stronger link to 	<p>Internal data and monitoring outcomes</p>	<p>2 and 4</p>

<p>Phonics and a three-step approach: Decoding, Speed and Prosody and Comprehension. Use of new texts, support pupils to read phonically decodable books at home.</p> <ul style="list-style-type: none"> - Excellence within the teaching of Phonics in FS/KS 1 and for pupils not yet at the standard across KS 2- development of the use of Rocket Phonics books and approach. Increase opportunities for dictation to embed encoding skills. Introduce the use of the Phonics video sessions for weekly home learning, precisely linked to learning in the classroom and individual home reading. PP pupils provided with laptops when required. - Further development of the consistent use of Cracking Comprehension: ongoing monitoring and mentoring with targeted support for staff where appropriate to ensure progress is maximised. - Increase the opportunities to read across the wider curriculum: evaluate the texts used and the amount of opportunity to read in key subject areas. - Language acquisition: <ol style="list-style-type: none"> 1. <i>Ongoing evaluation of Vocabulary teaching to ensure consistency and evaluate of impact- develop links to use of vocabulary within writing (in English and across the curriculum)</i> 2. <i>Use of racing to English resource for pupils at low level language acquisition.</i> 3. <i>Increased intentionality within FS 1 and 2, in line with new EYFS curriculum and sustained shared thinking approach.</i> <p><i>Additional TA capacity within FS 1 and 2 to target language needs and developmental needs: 2 TAs and 1 Apprentice- this will support language screening and development of early intervention for Speech and Language through small group language support.</i></p> 	<p>EEF Toolkit: Reading Comprehension Strategies</p> <p>EEF Toolkit: Homework and Phonics, DFE Reading Framework Document and research into validated Phonics Programmes</p> <p>Research linked to Vocabulary development</p> <p>Bringing Words to Life: I Beck</p> <p>Alex Quigley: closing the vocabulary Gap</p>	
<p>Ensure access for all Pupil Premium pupils to a high quality curriculum which is developed in line with pupil's needs and the school context:</p> <ul style="list-style-type: none"> - Focus subjects developed to ensure a quality curriculum progression is in place and good and better teaching: Music, MFL and DT. - Embedding and consolidating- Ongoing development of excellence in previously addressed subject areas: History, Geography and Science. - Review and Develop- Curriculum and subject leader development in Art, Computing and PSHE (EEF: Arts Participation) - Exploring strategies linked to retrieval and generative learning to support ALL pupils in learning key concepts and skills. 	<p>OFSTED Curriculum development research and subjects reviews</p>	<p>1-4</p>
<p><i>Generative Learning and Retrieval Practice Texts £500 Teaching and Learning Coaching: £14,000 Reading and Phonics Resources: £4000 On line subscriptions for pupil sites: £2500 (Rock Stars, Bug Club) Music specialist 1x weekly: £9200 Curriculum Leadership Time for all subject leaders to develop a curriculum which meets the needs of ALL pupils, particularly focused on scaffolding for additional needs: £10,000 Leadership time for phonics and core subject leads: £10,000 Additional SEND leadership support focused on PP/SEND provision: £14,316 Leadership capacity for mentoring/coaching support, monitoring and CPD: £52,000 Contribution to Trips, Visits and enrichment opportunities: £10,000 NTS Tests and Shine software: £4500 Additional TA/adult support in FS for addressing needs of whole cohort and supporting Language acquisition/speech and language needs: £40,000</i></p>		

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

Budgeted cost: £125,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and early reading intervention support</p> <ul style="list-style-type: none"> - In FS and KS 1 introduce/refine a system for catch up phonics and early reading intervention introduced into the afternoons to ensure no child falls behind- reteach opportunities. - All staff have a clear knowledge of who their PP pupils are and the Targeted Support Register precisely identifies PP with more complex needs. This group is precisely targeted for support which is outlined on Optimum Learning Plans - Development of the Fresh Start Phonics Programme across KS 2 to support any PP child who has not yet cracked the phonics code. - Diagnostic assessments are completed each half term, and these are monitored closely for ongoing accelerated progress. - Establishing a Reading for Pleasure approach and an extra-curricular reading club to target and inspire PP pupils. 	<p>Internal data and monitoring outcomes EEF Toolkit: Reading Comprehension Strategies DFE Reading Framework Document and research into validated Phonics Programmes EEF Toolkit: Oral Language Intervention and small group intervention</p>	<p>2 and 4</p>
<p>Language Acquisition and development</p> <ul style="list-style-type: none"> - Implementation of the NELI programme to support language development in FS 2. - Use of Racing to English video sessions and resources to support PP pupils (particularly those identified as having low level language acquisition. - Disadvantaged pupils targeted for language support through VIP and LEAP groups. 	<p>EEF Toolkit: Oral Language Intervention and small group intervention</p>	<p>2</p>
<p>Other targeted interventions:</p> <ul style="list-style-type: none"> - Small group one to one and tutoring support from qualified teacher throughout Summer term. - Development of strategies for pre-teach and re-teach in core subjects to ensure if a child falls behind they quickly catch up: PP pupils are targeted within Data Meetings for the sessions, using Shine intervention software to gap fill through these sessions, supporting pupils to access quality first. - Rapid intervention sessions will also provide opportunities to teach and reinforce retrieval practice skills. Pre-teach and reteach sessions can be designed around the use of technology and the virtual school sessions from 20-21 - Booster interventions for Year 6 pupils: morning and after school support is provided in a targeted way by teachers and senior leaders. - Year 6 pupils to be allocated a laptop for home for holiday learning and homework. - Class Optimum Learning Plans are created giving an overview of needs and interventions. 	<p>EEF Toolkit: Digital Technology and Homework EEF: Extending School Time EEF: Small Group Intervention EEF: Digital Technology</p>	<p>1-4</p>
<p>Additional TA support for each year group for afternoon and morning rapid intervention and planned interventions such as Freshstart and small group phonics and early reading: £70,000 Revision guides for Y6: £1000 Easter School for Y6: £1000 IT Support £3500 Additional leadership capacity: Costed above Additional TA support in FS to deliver NELI programme: costed above One to one/small group Tutoring support; £50,000</p>		

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

Budgeted cost: £ 124,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personal Development and Self-regulation</p> <ul style="list-style-type: none"> - Embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability to discuss and debate and understanding of protected characteristics. - Introduce whole school approach to the use of the Zones of Regulation to support emotional wellbeing and give a common language for expressing feelings and emotions. - Use of Zones of Regulation work with individuals (PP pupils identified through Targeted Support Register) led by Learning Mentor. - Targeted Transition programme for Year 6 PP and vulnerable pupils during the year. 	<p>Internal data and monitoring outcomes EEF Toolkit: Social and Emotional Learning</p>	<p>2, 3, 5</p>
<p>Attendance:</p> <ul style="list-style-type: none"> - Re-establish full systems for monitoring and managing attendance, with a particular focus on PAs. - Introduce daily monitoring of PP pupils struggling with attendance, using individual family action plans when required. - Use an Attendance Sprint within Term 1 to secure good attendance for all pupils and to identify issues early. - Access to free breakfast club provision for all to support attendance and wellbeing. 	<p>Internal data and monitoring outcomes Data analysis</p>	<p>5</p>
<p>Behaviour</p> <ul style="list-style-type: none"> - Full Pastoral Support programme created in response to Target Support Register, with clarity of individual targets and time linked interventions: appointment of permanent Learning Mentor to add to the Pastoral team. - Whole school initiatives, such as Step Up September and Behaviour Sprints with staff, to reinforce and embed expectations and standards. - Continue forensic monitoring of behaviour data to identify all pupils whose behaviour is a barrier to their own and other Pupil's learning, including in class and individual action plans. 	<p>Internal data and monitoring outcomes EEF Toolkit: Behaviour Interventions Creating a Culture: How school leaders can optimise behaviour: Tom Bennett and DFE</p>	<p>5</p>
<p>Pupil Engagement</p> <p>Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning:</p> <ul style="list-style-type: none"> - Extra Curricular activities targeting Sport, Reading, Music and Art for all pupils but with clear allocation, encouragement and targeting of pupils with additional needs. - Target PP pupils for mini police, pupil council, Eco-group, classroom jobs and Spirit group when appropriate • Ensure <i>Curriculum enrichment including: Forest School work, Drama, drumming/mask making workshops, Space dome, dance workshops, Art project workshops, local visits, memorable experiences, animal workshops theatre company visits etc</i> 	<p>EEF Toolkit: Arts and Sports Participation</p>	<p>5</p>
<p>Parental Engagement and support programme</p>	<p>EEF Toolkit: https://educationendow</p>	<p>6</p>

<ul style="list-style-type: none"> - Work with identified families to support and sign post when required, including support through Fare Share initiative, housing support, mental health work, parenting etc. - Run a range of parental workshops linked to Jigsaw, RSHE and understanding protected characteristics, the importance of attendance supporting keeping pupils safe in the community, supporting understanding of phonics and early reading and essential skills support for Maths. - Family workshops linked to Maths and Reading for Pleasure. - Targeted parental programmes linked to behaviour, attendance and SEND. - Reinstate the Reading Volunteer training and programme. 	mentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-pupilss-learning/)	
<p>% contribution to staffing to support attendance, behaviour and SEMH needs: £92,250 Attendance and behaviour rewards: £2000 % of Fusion Support costs: £5000 Jumpers and book bags for FS and Year 6: £2000 Release time for subject leaders for preparation and delivery of workshops: £3000 Resources for workshops: £500 Costs for Free Breakfast Club- staffing hours, fuel and cleaning: £20,000</p>		

Total budgeted cost: £420,766