

Chace Community School – Three Year Pupil Premium Strategy Plan 2019 to 2022

Summary Information

Cohort Information for 2019-20			
Students on Roll	1216	Total Pupil Premium Budget	£364,800
Number eligible for Pupil Premium	385	Number of LAC Students	5
Number eligible for FSM	219	Number of Pupil Premium High Starters	44 (need to add Year 7)

KS2 Prior Attainment

Year Group	Pupil Premium		Non-Pupil Premium		Gap
	Number	KS2 Average	Number	KS2 Average	
11	59	27.2	148	28.3	1.1
10	85	99.5	126	103.3	3.8
9	81	100.8	124	103.6	2.8
8	80	102.6	97	104.9	2.3
7	80				
Total	385				

Current Attainment (Year 11 and Previous Cohorts)

Measure	Year 11		2019		2018		2018 National	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Progress 8	-0.29	0.22	-0.59	0.12	-0.44	-0.08	-0.44	0.13
Attainment 8	38.89	46.43	37.65	46.35	36.45	46.06	36.73	50.14

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Long Term Plan – 3 Year Timescale

Priority	Rationale
Improve outcomes of all pupils – raise attainment and levels of progress to ensure that all students’ progress meets or exceeds national average including all key groups	The school results are currently average for Progress. P8 score has been below zero for the last 4 years. Using FFT benchmarks to guide us, we aim for a P8 score greater than zero each year.
Improve the quality of teaching and learning so that it is at least consistently good by: <ul style="list-style-type: none"> • providing a challenging curriculum with high-quality assessment • ensuring deep subject knowledge and subject pedagogy • knowing the students, planning to meet the needs and developing positive relationships 	The effects of high-quality teaching are especially significant for pupils from disadvantaged families – over a school year these students can gain 1.5 years of learning with very effective teachers as opposed to 0.5 years with ineffective teachers (Sutton Trust, September 2011)
Plan teaching to stretch and challenge the most able to ensure that they produce work which builds on their prior knowledge and enables them to fulfil their potential	Disadvantaged pupils who do perform strongly in primary school are much more likely to fall behind at secondary school, compared to other high attaining students, across a range of measures. While high attainers overall make about an average level of progress between Key Stage 2 and Key Stage 4 (a Progress 8 score of 0.02, where the national average is zero), those from disadvantaged backgrounds fall substantially behind, with a negative Progress 8 score of -0.32. (Sutton Trust, July 2018)
Improve attendance and reduce persistent absence – to meet and exceed national average	DfE research (2012) on improving attendance at school found that: <ul style="list-style-type: none"> • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C (The Key September 2019)
Improve quality of homework, ensuring tasks consolidate students’ learning	Evidence from the EEF suggests that the impact of homework is 5 months additional progress. However, this is dependent on how it is set and monitored.
Improve outcomes and narrow gaps for boys, most able and disadvantaged students ensuring all benefit from sharply focused teaching and support which addresses barriers to their achievement	See above for ‘Most able’ and ‘Disadvantaged’. Boys perform worse than girls nationally as measured by Attainment 8 and Progress 8. Improving outcomes for boys will have a significant impact on whole school performance.

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Develop an effective careers strategy to raise aspirations, outcomes and support next steps	“High-quality careers advice can make a real difference to young people’s outcomes after school, particularly those from disadvantaged homes”. Sir Kevan Collins, CEO of EEF (July, 2016)
Teach and promote high standards of literacy, reading and, numeracy	Literacy is key to academic success and is more important than ever for the new curriculum. (EEF, Improving Literacy in Schools, July 2019)
Promote a culture of excellence, improving pride and community cohesion leading to improved outcomes	See above for improving outcomes for all. Develop greater community cohesion by improving parental engagement and increasing student pride in their environment. EEF toolkit evidence suggests that effective engagement can add 3 months additional progress for students.
Embed Student Leadership with students leading their learning/student voice supported by P16	Ensure disadvantaged students are proportionally represented in the Student Council. Create opportunities for the Student Council to attend key school meetings including the PTA and Governors and have a voice in decision making.

Barrier to Learning
The Pupil premium cohort arrive with lower maths and reading scores when compared to their peers
The attendance of students eligible for Pupil Premium is lower than that for the rest of the cohort
Pupil Premium students have less cultural capital than their peers. This means they would have fewer opportunities to attend the Theatre or a music concert.
High Starter Pupil Premium students can fall further behind their peers at secondary school as they are less likely to access private tutoring or have specialist support available at home.
Parental engagement is less likely from families of Pupil Premium students

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Priority 1	Improve the quality of teaching and learning so that it is at least consistently good by: <ul style="list-style-type: none"> • providing a challenging curriculum with high-quality assessment • ensuring deep subject knowledge and subject pedagogy • knowing the students, planning to meet the needs and developing positive relationships 			
These interventions will be carried out and reviewed annually. They will be removed if review data suggests they are ineffective.				
Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
Provide Post-16 support for students underachieving by 2 or more grades in English and Maths and Science at GCSE.	Individual targeted pupils' outcomes increased by at least one grade from Autumn 1 Data by Spring 2.	AG	According to the EEF toolkit peer tutoring adds approximately 5 months additional progress to a student's learning in one school year.	£1000
Boys' Motivational Groups to monitor effort and positive engagement in lessons and independent learning	Positive contributions to lesson for all boys logged in their Fifa report. Outcomes at Spring 2 data entry exceed those at Autumn 1.	AG		
Targeted group meetings for whole year group twice a year at KS4 and termly at KS3 after Data entry, organised by attainment vs Attitude to learning.	Improved outcomes for cohort leading to more students moving from Action to Accelerate/Ambition to Aspire in the following data drop	RSLs/HODS	'Data is valuable when it supports decision making. Collecting data about the attainment and Progress of PP students can help schools identify trends and target additional support (EEF, July 2019)	£18566 £1995
			Total	£21,561

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Priority 2	Improve outcomes of all pupils – raise attainment and levels of progress to ensure that all students’ progress meets or exceeds national average including all key groups			
These interventions will be carried out and reviewed annually. They will be removed if review data suggests they are ineffective.				
Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
Early identification through KCUR of staff needing support and address through coaching, faculty or CLT support	All staff identified with areas of weakness have attached support. Termly quality of teaching monitoring shows improvements in planning and teaching (87.3% meeting or highly competent Summer 2019). 88% m/hc Autumn, 90% m/hc , 92% m/hc Summer 2020.	HOFS	Sutton Trust report July 2015 ‘Pupil Premium Next Steps’ recommend improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively. Centre for Excellence and Outcomes in Children and Young People’s Services report – ‘The quality of teaching makes the biggest difference to learning outcomes. Pedagogy matters’. ‘Coaching teachers in specific teaching strategies significantly raises outcomes for children living in poverty’	£40,276
Ensure all new staff and RQTs have a coach	100% of staff being coached are meeting expected standards in termly quality of teaching meetings by July 2020	DS		
Introduce a whole school coaching programme to improve teaching and reflective practice	Coaching booklets show self reflection. Quality of teaching data shows overall improvement in the quality of teaching to 92% m/hc by summer 2020	CLT		
Use staff briefings to deliver a regular 'coaching short'	100% of teachers engaged in peer coaching in the Spring and Summer terms 2020	DS		
Deliver twilight PD to focus on whole school teaching priorities	Termly quality of teaching monitoring shows improvements in planning and teaching (87.3% meeting or highly competent Summer 2019). 88% m/hc Autumn, 90% m/hc Spring 2020 , 92% m/hc Summer 2020.	CLT		
Use HoF meetings to audit assessments used in assessment weeks to ensure they are high quality and consistent across the school	Assessments are consistent across year groups and of a high quality to prepare students for their next stage	HOFS		
			£30,808	£26,335

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Action	Success Criteria	Staff Lead		Cost
Use lesson drop ins and learning walks to review challenge in the curriculum linked to PoS and specification requirements	Challenge observed in lesson drop ins and learning walks (High expectations 83% June 2019). LW data shows overall improvement 85% Nov 2019, 87% March 2020, 90% June 2020.	HOFS		
Increase time devoted to SDT to ensure deep subject knowledge, subject pedagogy and students achieving 7-9 grades	Increase in lessons showing expert subject knowledge (90% Summer 2019) and planning and teaching in quality of teaching meetings (87.3% Summer 2019). Overall improvement to 95% by summer 2020.	TD		
			Total	£97,419

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Priority 3	Plan teaching to stretch and challenge the most able to ensure that they produce work which builds on their prior knowledge and enables them to fulfil their potential			
These interventions will be carried out and reviewed annually. They will be removed if review data suggests they are ineffective.				
Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
Use the High Expectations Teaching and Learning event to remind staff of what year 7 are capable of and teaching to the top	Year 7 lessons are challenging and high expectations of students' capabilities are evident. High expectations in lessons overall improve (83% Summer 2019) to 85% Nov 2019, 87% March 2020, 90% June 2020.	CLT	Improving the attainment of highly able pupils, specifically those from disadvantaged backgrounds should be monitored and incentivised (Potential for Success, Sutton Trust, July 2018)	
Ensure CIFs are used to identify HS in each class and teachers are planning for their needs	CIFs evident in all lessons with HS students identified	HOFs		
Academic Mentoring for all PP High Starter FSM students who are identified as underachieving at both KS3 and KS4	All underachieving students who meet the criteria have academic mentoring for each term that they have been identified as underachieving.	PJO		
Elevate study expert to present study skills session at the beginning of the Autumn term to Year 11 High Starters.	Student feedback survey completed	AG	Researchers say that we expect students to study in particular ways but we rarely explain how. Elevate will teach study and revision strategies which research has proven to be effective. The EEF toolkit suggests that Meta Cognition and self-regulation can add up to 8 months progress to a student's learning in one school year.	£4073
Brilliant Club Programme to continue with different cohort of PP High Starters - Yrs 7+8 beginning Spring term 2018. Possibility of Yr 9+10 programme from January 2018.	Brilliant Club cohorts will have achieved over 50% Class 1 'degrees' at the end of their programme and will have a graduation ceremony. 100% of students will hand in their assignments to the satisfaction of the course PHD tutor	HH		£3840 £6449

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Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
<p>Chace University to continue for Chace High Starters in Yrs 9+10, with invites extended to Yrs 7 and 8. Year 11 and 6th from high starters to run sessions along with staff. Sessions to continue weekly from the Autumn term, after school and during some lunchtimes. Half termly student updates to SLT. Chace University hub in the LRC including display of student work.</p>	<p>Termly Chace University programmes of study will have been completed with student and staff questionnaire showing positive feedback.</p>	<p>HH</p>	<p>In 'Academic Tenacity – Mindsets and Skills that Promote Long-Term Learning (Dweck, Walton & Cohen, 2014) the researchers found that students who see intelligence as fixed worry about how much intelligence they have. Highly able students may not wish to be seen to fail and therefore may choose less challenging tasks. However. in order for them to improve they should be encouraged to seek out academic challenges and persist on difficult academic tasks</p>	
			<p>Total</p>	<p>£14,362</p>

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Priority 4	Improve attendance and reduce persistent absence – to meet and exceed national average			
These interventions will be carried out and reviewed annually. They will be removed if review data suggests they are ineffective.				
Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
<p>The whole pastoral team working together including all staff aware of the importance of good attendance. HOL/RSLs working with tutors for early support. KB to follow thresholds where students drop week on week by conduction home visits after normal text/phone calls or meetings have been unsuccessful. KB increase home visits, penalty notices, court proceedings by working with EWS effectively.</p> <p>Regular reviews using ILG/HOL with KB leading the meetings using the data with half termly attendance surgeries, assemblies for those doing well and those hitting key thresholds to increase whole school attendance above NA</p>	<p>Whole school attendance to be 94.7 % and 13.5% persistent absence both thresholds higher than NA.</p> <p>Attendance for PP students to at least exceed that for PP students nationally</p>	<p>KB/HOLs/RS Ls</p>	<p>Wider strategies including increasing attendance have proved to be effective in improving outcomes for disadvantaged students. (EEF, July 2019)</p> <p>More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school. face in getting their children to school. (Supporting the attainment of Disadvantaged Students, DFE November 2015)</p>	<p>£14760</p> <p>£55,464</p> <p>£800</p>
<p>Use rewards events to support attendance improvement</p>	<p>Increase on numbers for Bowling and Thorpe Park using the thresholds from last year as comparison: Dec 2019 Bowling- Target of 300 (Dec 2018 244 invited) July 2020 Thorpe Park- Target is 400 (July 2019 325 invited)</p>	<p>HOLs/RSLS/ KB</p>		<p>£2000</p>
<p>Cascading specific attendance targets from CIP to PM for RSL/HOL/KB. This will</p>	<p>Hitting the half-termly attendance targets for respective year group or KS, with KB,</p>			

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<p>create more accountability with systems and monitoring using the new ILG/HOL meetings with clear focus on attendance once a term.</p>	<p>HOLs and Tutor teams employing a range of agreed strategies to address attendance. KS3: Year 7 = 95.8% PA = 9%, Year 8 = 95.1% PA 11.8%, Year 9 = 94.5% PA 13.5%. RSL: Years 7-9 (95.1%). PA<13%. KS4 HOL PM target are 94.6%, with PA 14%. RSL - 94.6% PA<14%</p>	<p align="center">KB/HOLs/RS Ls</p>		
			<p align="right">Total</p>	<p align="right">£73,024</p>

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Priority 5	Improve quality of homework, ensuring tasks consolidate students' learning			
These interventions will be carried out and reviewed annually. They will be removed if review data suggests they are ineffective.				
Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
Student and parent interviews to establish issues and close monitoring of the homework of these students.	Reduction in the number of homeworks missed by targeted students compared to last year. Checked weekly to begin with, then monthly.	CU/PJO	<p>“UK children from poorer homes receive significantly less help with their studies outside of school. As a result, children of high ability from low-income families are not receiving the kinds of educational opportunities they should. More support is needed to ensure these pupils are given vital additional support with their learning in order to keep up with children of similar ability from more affluent backgrounds.”</p> <p>(Dr John Jerrim, Sutton Trust, September 2019)</p>	
Continue to monitor homework logging and following up where this is not done.	All staff logging no h/w	HOFs/PJO		£4344
Review and revise homework policy..	Revised homework in place	SLT/CLT		
Faculties/departments to review and revise homework set to ensure that it consolidates learning.	Faculty minutes to show timespent reviewing homework what changes have been made. Homeworks logged on SMHW are clearly linked to learning. To be checked each half term.	HOFs		
Homework clubs including Lesson 7 in place	Reduction in the number of homeworks missed by targeted students compared to last year. Checked weekly to begin with, then monthly.	HOLs		
Parent workshops for targeted students.	Reduction in the number of homeworks missed by targeted students compared to last year. Checked weekly to begin with, then monthly.	CU		
Sixth Former support during homework clubs	Reduction in the number of homeworks missed by targeted students compared to last year. Checked weekly to begin with, then monthly.	CU/AF		
			Total	£4344

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Priority 6	Improve outcomes and narrow gaps for boys, most able and disadvantaged students ensuring all benefit from sharply focused teaching and support which addresses barriers to their achievement			
These interventions will be carried out and reviewed annually. They will be removed if review data suggests they are ineffective.				
Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
Highly Able Coordinator to track progress of Year 10+11 cohort and plan interventions with RSL and HoL/HoFs half-termly, including continuation of the High Starter 'green card 7-9' programme for Yrs 10+11 and SMH learning hub.	44% of Highly able year 11 cohort achieve 5 or more GCSE's graded 7 to 9.	HH		£6450
Monitor and ensure under achieving boys, especially PP, are taking advantage of additional support provided	HoFs completing google docs register in order to monitor attendance and ensure the vast majority students are attending interventions (85% of all targeted students attending)	HOF/HOD		
Meet Year 11 underachieving PP students and their parents three times a year to ensure they are on target and identify any issues.	33% of PP students will achieve a grade 5+ in both English and Mathematics	GMA/SBr/AG		
Online/Yr12 tutoring for HS disadvantaged Y11	85% of students grades improving. Gaps closed between PP and non-PP students at grade 4+ (65%) , 5+ (42%) and 7+ (14%)	CLy		
Provide Counselling services in-house to support vulnerable learners	Counselling is available for all PP students to access as and when required	SWa		£19668
Ensure all students have a good breakfast before they start the school day, especially those from disadvantaged families.	Run a daily breakfast club for up to 15 students from disadvantaged backgrounds each morning in A1	KWill		£4932 £1000

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Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
Subsidies for PP students to help pay for activities and resources. This includes funding half term and Easter Revision sessions.	All PP students have equality of access to resources and activities. This is a basic requirement if these students are to attain as well as their peers.	PJO		£33,329
PP a standing item on all raising standards meetings	Evidenced in meeting minutes.	HOFs		
Systematic monitoring of the attendance & progress made by PP groups. Set up "personalised learning time" sessions for underperforming students based on a diagnostic of strengths + needs	"Clinical Approach" - with the intervention of year teams, Individual Challenge Plan set up for students to troubleshoot learning issues identified with the students.	HOLs/MLs		
To provide alternative provision to pupils for whom our mainstream provision is unsuitable for their learning needs	Improvement in attendance rates and reduction in fixed term exclusion rates for the identified students demonstrates improved engagement with learning. Other students benefit from greater teacher time in lessons now that these students have been removed.	JL		£37288
			Total	£99,448

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Priority 7	Develop an effective careers strategy to raise aspirations, outcomes and support next steps			
These interventions will be carried out and reviewed annually. They will be removed if review data suggests they are ineffective.				
Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
Clear planning and implementation of specific careers support for underperforming PP boys in Y9 and 10	Targeted students show progress between Aut and Summer data drop, student feedback, student use of Start	ARp, KBW, ETa		£2,000
Ensuring the planning and implementation of a comprehensive careers programme that provides aspirational and realistic career goals for all of our students, and clearly links curriculum learning to careers	KS3 and 4 careers programme planned incorporating Lifeskills, scheduled homework, tutor time based on START and one assembly and a careers week incorporating the local offer, evidence of Start being widely used across year groups, feedback from student questionnaires, decrease in Y11 students being NEET next year	ARp, KBW, ETa		£3,000
			Total	£5,000

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Priority 8	Teach and promote high standards of literacy, reading and, numeracy			
These interventions will be carried out and reviewed annually. They will be removed if review data suggests they are ineffective.				
Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
All year groups (including year 11) to complete weekly numeracy activities with a focus on fundamental skills and recall/retrieval	All forms are completing numeracy activities during allocated day each week. CLY to drop into form time to monitor completion and support form tutors throughout the year	CLY		£7096
Numeracy principles developed and shared with staff through planned series of staff briefings	Maths team to develop during SDT during Autumn term and share with colleagues during staff briefings across the year	CLY and Maths Dept		
During year 7 period 7 students to complete problem solving tasks and maths enrichment. Also numeracy catch up for students below age-related expectations	Students engaging with problems each week and more confident attempting these types of problems in lessons	CLY		£31188
All students to be involved in National Numeracy day and complete extra-curricular maths across the day	Year 7-10 students all involved in maths activities on National Numeracy Day	CLY		
Develop library as learning environment - Review current provision with new librarian and discuss ideas for implementation over the year Consider layout of books, use of prefects, promotion of study skills and reading	Reading/ learning will be expected norm in library	AGe/ BT		£2667
Improve the reading ability of students especially those who are PP	Accelerated Reader in place for all year 7 and 8 students. Performance rigorously monitored, especially the performance of PP students leading to at least 85% of students improving their reading age by more than 9 months.	BT		£3362
			Total	£44313

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Priority 9	Promote a culture of excellence, improving pride and community cohesion leading to improved outcomes			
These interventions will be carried out and reviewed annually. They will be removed if review data suggests they are ineffective.				
Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
Embed the respect model in corridors and classrooms creating a positive climate for learning.	Student responses to questionnaires for students behaviour is lesson is positive increases. Currently 34% mostly/all the time 10 % Reduction in relocation figures on previous term data. Target per term Aut 700, SPR 480, SUM 490 (2018/19= 800, 683,1071 total 2554)	DGL/PVE/ ALL STAFF	The EEF evidence suggests working with parents can be challenging. Three things they suggest a school does are: Provide practical strategies to support learning at home Tailor school communications to encourage positive dialogue about learning Offer sustained and intensive support where needed (Parental Engagement, EEF, September 2019)	£1000
Increase positive contact with parents with regards to excellent outcomes/effort. Create personalised letters for excellence in lessons, to open communication with home.	Log of texts and letters will show increase in the desire for praise. Reviewed each half term. Open up dialogue with parents so that we have more opportunities for liaising with parents. Use Chace bulletin to remind staff to use positive calls home as a motivational tool. Students saying that they enjoy school to increase, currently 34% most/all of the time 25% KS4 reduction of relocations.Target 136 per term.(2018/19= Aut 193, Spr 192, Sum 159)	DGL/ ALL STAFF		
Raise aspiration through motivational intervention groups, using the Horsforth quadrant	Increase in student motivation, focusing on the disengaged learners, reducing KS4 boys disengagement with learning. Teacher predictions used as comparable data for each individual student, to monitor impact of motivation meetings with DGL.Teacher predictions to increase within the focus subjects.	DGL		
Create a culture of high aspiration. Teachers pitching lessons to the top.	Increase in the number of grade 7-9 in the whole school . Currently 50 D/D*, 256 7-9 Lesson drop in show an increase in high expectation. Summer 2019 75%	DGL/RSL/A LL STAFF		
			Total	£1000

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Priority 10	Embed Student Leadership with students leading their learning/student voice supported by P16			
These interventions will be carried out and reviewed annually. They will be removed if review data suggests they are ineffective.				
Action	Success Criteria	Staff Lead	Evidence and Rationale for this choice.	Cost
Celebrate being part of Chace. Using the school colours to decorate classroom displays, corridors, website and prospectus.	Increase in students answering yes to recommending Chace to a friend on school questionnaires (TERMLY) 22% yes Summer 2019	DGL/ ME/JHo		£1000
Ensure all students have a voice and are key to Chace improvements	Student council meet every 3 weeks and contribute to student voice at Chace. Meetings take place and minutes are circulated and displayed on the board on A corridor	PJO		
Request regular feedback from the student body about a range of pastoral and curricular issues.	Student questionnaire circulated via SMHW termly and the feedback discussed at SLT and actioned accordingly. Student Council surgery every 3 weeks in the school library	ME		
			Total	£1000
		GRAND TOTAL		£364,800