

## Watton at Stone Primary and Nursery School

### Pupil Premium Grant planned expenditure: 2016 - 2017

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#### **Introduction**

Every year the school receives additional funding under the title Pupil Premium Grant. This money is to be used to enhance the learning experiences of eligible children and to work with vulnerable families in order to raise achievement and to ensure we overcome any barriers to learning.

**Barriers include:** financial, social, emotional and behavioural needs, family circumstances, parents/carers who need support due to their own needs, speech/communication, special educational needs and attendance which could impact negatively on children's learning, progress and development. The impact of the use of this money is measured termly. The school received £24,700 of Pupil Premium Grant this academic year. This is largely based on a sum of £1,320 per child. The purpose of this document is to show how we plan to use this additional funding to benefit PPG children. If you would like further information about eligibility please speak to office staff or the Pupil Premium Lead, Mrs Gill.

#### **Overview of the school**

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	251
Total number of pupils eligible for PPG	18
Amount of PPG received per pupil	£1,320 (for 15 pupils) = £19,800 £1,500 (for 2 pupils) = £3,000 £1,900 (1 pupil) = £1,900
<b>Total amount of PPG received</b>	<b>£24,700</b>

## Summary of proposed PPG spending 2016 – 2017

### Reasons behind this strategy (objectives in spending PPG):

To secure at least expected rates of progress in reading, writing and maths for eligible children

To ensure that PPG children are meeting age-related expectations unless they have identified SEND

To narrow the gap in achievement between PPG and non-PPG children

To build self-esteem where necessary and aid readiness for learning in order to raise attainment and progress

100% of PPG pupils not identified with SEND will achieve their target. There will be no significant gaps between data for PPG and non-PPG children

### Summary of how the grant will be spent to address barriers:

- Intervention work/programmes in both KS1 and KS2 (for targeted groups and individuals)
- Booster clubs for targeted PPG pupils in Year 6 (autumn and spring) and Year 5 (summer)
- 1:1 Feedback (verbal and/or written) given to PPG children to improve and extend their learning
- SEND Coordinator to provide additional support throughout the school, particularly for PPG children who also have special educational needs
- Deputy Headteacher to support teaching and learning for PPG pupils
- Staff training enabling teachers/teaching assistants to provide quality first teaching at all times
- Nurture provision for those pupils who would benefit from such support
- Trained TA to provide social, emotional and behavioural support such as 1:1 work and social skills activities/programme
- Additional phonics, reading, spelling and maths resources to be purchased for the benefit of PPG children
- Financial support for trips, residential visits and extra-curricular activities for families of PPG pupils where it is needed
- To run coffee mornings and parent/carer workshops/information sessions in the evening to support learning at home including e-Safety. Input from other agencies/professionals will be sought where appropriate. Specific parents/carers will be targeted and encouraged to attend these sessions.
- To supplement the curriculum with additional off site and on site learning opportunities offering support for PPG families who are unable to contribute financially
- To provide uniform and equipment to families in need
- Providing extra resources to parents/carers to enable them to support their child at home, e.g. photocopied worksheets, activity ideas, etc.
- Fund access to After School Club, Breakfast Club and/or Holiday Club for specific pupils in receipt of PPG
- Mindfulness work undertaken with identified PPG pupils by trained Teaching Assistants

**Planned PPG spending by item/project 2016-2017**

Item/project	Approximate Cost	Aims and actions	Monitoring	Expected Impact/Outcomes
<p>Provide maths interventions throughout the school day to targeted groups or individual pupils in KS1 and KS2.</p>	<p>£2,736</p> <p>Cost of Numicon and other relevant training, e.g. use of manipulatives, mastery in maths, etc.</p>	<p>Select and provide targeted intervention teaching/guided classroom support for PPG children based on individual needs, enabling gaps in learning to be addressed.</p> <p>Train staff to use Numicon and other maths resources as appropriate.</p> <p>Where appropriate the SENDCO and the classteacher will work together to create an Individual Education Plan (IEP). This will inform the type of intervention to be provided.</p>	<p>Pupil Premium Lead/SENDCO to monitor the progress of these pupils each half term/full term.</p> <p>Baseline assessments completed where relevant as well as exit assessments.</p> <p>Progress discussed at Pupil Progress Meetings.</p> <p>Intervention observations/drop ins.</p>	<p>Tailored maths sessions which motivate children and enable them to achieve success within a small group or on an individual basis.</p> <p>Gaps in learning are addressed. Children make good or better progress at each review/meeting. All pupils to achieve their target each academic year.</p>
<p>Provide writing interventions throughout the school day to targeted groups or individual pupils in KS1 and KS2.</p>	<p>£2,736</p>	<p>Select and provide targeted intervention teaching/guided classroom support for PPG children based on individual needs, enabling gaps in learning to be addressed.</p> <p>Where appropriate the SENDCO and the classteacher will work together to create an Individual Education Plan (IEP). This will inform the type of intervention to be provided.</p>	<p>Pupil Premium Lead/SENDCO to monitor the progress of these pupils each half term/full term.</p> <p>Baseline assessments completed where relevant as well as exit assessments.</p> <p>Progress discussed at Pupil Progress Meetings.</p> <p>Intervention observations/drop ins.</p>	<p>Tailored writing sessions which motivate children and enable them to achieve success within a small group or on an individual basis.</p> <p>Gaps in learning are addressed. Children make good or better progress at each review/meeting. All pupils to achieve their target each academic year.</p>

<p>Provide interventions for phonics throughout the school day to targeted groups or individual pupils in EYFS, KS1 and KS2.</p> <p>Split phonics groups across KS1.</p>	<p>£1,824</p> <p>Provide phonics information sessions/coffee mornings to parents/carers so they have the knowledge/skills to support their child/children at home.</p>	<p>Select and provide targeted intervention teaching/guided classroom support for PPG children based on individual needs, enabling gaps in learning to be addressed.</p> <p>Train staff to carry out phonic interventions, including knowledge of next steps to move the children on. Split phonics groups.</p> <p>Conduct regular assessments to identify which phonemes the children need to work on next.</p> <p>Where appropriate the SENDCO and the classteacher will work together to create an Individual Education Plan (IEP). This will inform the type of intervention to be provided.</p>	<p>Pupil Premium Lead/SENDSCO to monitor the progress of these pupils each half term/full term.</p> <p>Staff to conduct regular assessments to identify which phonemes the children need to work on next.</p> <p>Progress discussed at Pupil Progress Meetings.</p> <p>Intervention observations/drop ins.</p>	<p>Tailored phonics sessions which motivate children and enable them to achieve success within a small group or on an individual basis.</p> <p>At least 82% of children to achieve the pass mark in the phonics screening check at the end of Year 1. 85% of pupils who need to re-take the check in Year 2 to achieve the expected standard.</p> <p>75% of pupils in Reception achieving GLD.</p>
<p>Provide handwriting interventions throughout the school day to targeted groups or individual pupils in KS1 and KS2.</p>	<p>£1,824</p>	<p>Select and provide targeted intervention teaching/guided classroom support for PPG children based on individual needs, enabling gaps in learning to be addressed.</p> <p>Train staff to carry out handwriting interventions following the school's handwriting policy.</p> <p>Where appropriate the SENDCO and the classteacher will work together to create an Individual Education Plan (IEP). This will inform the type of intervention to be provided.</p>	<p>Pupil Premium Lead/SENDSCO to monitor the progress of these pupils each half term/full term.</p> <p>Baseline assessments completed where relevant as well as exit assessments.</p> <p>Progress discussed at Pupil Progress Meetings.</p> <p>Intervention observations/drop ins.</p>	<p>Tailored handwriting sessions which motivate children and enable them to achieve success within a small group or on an individual basis.</p> <p>Gaps in learning are addressed. Children adopt a fluent handwriting script in line with the school's policy and make good or better progress as a result.</p>

<p>English and Maths Booster sessions for Year 6 children (autumn and spring term).</p> <p>English and Maths Booster sessions for Year 5 children (summer term).</p>	<p>Teacher / Leadership time</p>	<p>To provide targeted booster sessions to Year 6 children in both English and Maths based on identified needs.</p> <p>To provide targeted booster sessions to Year 5 children in both English and Maths based on identified needs.</p>	<p>Pupil Premium Lead/SENDSCO to monitor the progress of these pupils each half term/full term.</p> <p>Progress discussed at Pupil Progress Meetings.</p>	<p>Engaging sessions that motivate children and enable them to achieve success within a small group.</p> <p>Pupil confidence is increased plus familiarity with the test format.</p> <p>Gaps in learning are addressed. Children make good or better progress.</p> <p>There will be no significant gaps between data for PPG and non PPG children.</p>
<p>1:1 Feedback (verbal and/or written) given to PPG children to improve and extend their learning</p>	<p>Teacher time</p>	<p>PPG children to be given quality 1:1 feedback (verbal and/or written) to improve and extend their learning.</p> <p>Class teachers/Teaching Assistants to allocate quality time to provide feedback. 1:1 conferencing to take place where relevant.</p>	<p>SLT to conduct book scrutiny and gather pupil voice to monitor/evaluate the quality of feedback and the impact of feedback.</p>	<p>Children respond to marking and feedback comments. Gaps in learning are addressed. Children make good or better progress as a result.</p> <p>There will be no significant gaps between the data for PPG and non PPG children.</p>
<p>SEND Coordinator release time to provide focused SEND/PPG teaching and learning support.</p>	<p>£3,147.77</p>	<p>Select and provide targeted interventions (small group or 1:1) throughout the school, particularly where there is a SEND/PPG overlap.</p> <p>To attend multi-agency meetings, e.g. TAF meetings, PEP meetings, etc.</p> <p>To manage inclusion matters, including staff that are supporting individual children.</p>	<p>Pupil Premium Lead/SENDSCO to monitor the progress of these pupils each half term/full term.</p> <p>Progress discussed at Pupil Progress Meetings.</p>	<p>Gaps in learning are addressed. Children make good or better progress as a result.</p> <p>There will be no significant gaps between the data for PPG and non PPG children.</p> <p>Children with social, emotional and behavioural difficulties are supported, enabling them to make progress with their learning. PPG children and their families are supported as needed.</p>

<p>Training for teachers and teaching assistants based on identified needs, including specialist training where appropriate.</p>	<p>£550</p>	<p>To provide training to all staff so that quality first teaching is planned and delivered throughout the school.</p>	<p>Pupil Premium Lead/SENDSCO to monitor the progress of PPG pupils each half term/full term.</p> <p>Progress discussed at Pupil Progress Meetings.</p> <p>Lesson observations/drop ins.</p>	<p>All children, including PPG children experience high quality teaching and learning experiences.</p> <p>Children make good or better progress as a result.</p> <p>There will be no significant gaps between the data for PPG and non-PPG children.</p>
<p>Provide nurture support, including protective behaviours to pupils who would benefit from such provision.</p>	<p>£1,400 Part funded with nurture grant</p>	<p>Targeted group work or individual support will be planned and delivered based on identified needs. Timetable in place although support will also be provided on an ad hoc basis.</p>	<p>Entry and exit assessments to be completed.</p> <p>Pupil voice questionnaires.</p> <p>Observations/case studies.</p> <p>Progress discussed at Pupil Progress Meetings.</p>	<p>Self-esteem/confidence of children participating in this provision improves.</p> <p>Children are emotionally settled and therefore participate in their learning with greater success.</p> <p>Referrals are made to external agencies if needed. Advice is sought from professionals if required.</p> <p>Regular and effective communication with parents/carers.</p> <p>Children make good or better progress.</p>
<p>Trained TA to provide social, emotional and behavioural support such as 1:1 work and social skills activities/programme.</p>	<p>£2,800</p>	<p>To provide high quality social, emotional and behavioural support in order to engage and prepare children for their learning.</p> <p>The TA will track patterns of behaviour and</p>	<p>Entry and exit assessments to be completed.</p> <p>Pupil voice questionnaires.</p>	<p>Self-esteem/confidence of children participating improves.</p> <p>Children are emotionally settled and therefore participate in their learning with</p>

		<p>produce case studies as part of this role.</p> <p>TA to attend meetings with professionals and parents/carers where appropriate.</p>	<p>Observations/case studies.</p> <p>Progress discussed at Pupil Progress Meetings.</p>	<p>greater success.</p> <p>Children make good or better progress.</p> <p>Referrals are made to external agencies if needed. Advice is sought from professionals if required.</p> <p>Regular and effective communication with parents/carers.</p> <p>The number of behaviour/social/emotional related incidents will reduce over time as well as in severity.</p>
Additional phonics, reading, spelling and maths resources to be purchased.	£600	Resources needed in order to provide high quality learning provision throughout the school will be purchased.	<p>Lesson observations/drop ins to evaluate how resources are being used to benefit PPG children.</p> <p>Intervention drop ins to be conducted to assess the impact of resources (SEND/PP Lead).</p>	<p>Sufficient, high quality resources are available and are utilised to support teaching and learning.</p> <p>Children are engaged and motivated.</p> <p>Children make good or better progress.</p> <p>There will be no significant gaps between the data for PPG and non-PPG children.</p>
Financial support for trips, residential visits and extra-curricular activities for families of PPG children.	£600	The school will subsidise trips, residential visits and extra-curricular activities for families of PPG children if needed. This will ensure full participation by all PPG children.	<p>Pupil Premium Lead to monitor and check that PPG children/families have signed up to these experiences.</p> <p>PP Lead and the school's Business Manager to</p>	<p>Children are highly motivated and therefore engaged in enrichment activities. They consolidate their knowledge and understanding as a result.</p> <p>Children feel included with their peers and enjoy all experiences.</p>

			monitor funding.	Finance is not a barrier to children's learning/experiences.
To run coffee mornings and parent/carer workshops/information sessions in the evening to support learning at home including e-Safety. Input from other agencies/professionals will be sought where appropriate. Specific parents/carers will be targeted and encouraged to attend these sessions, including parents/carers of PPG children.	£300	To ensure parents/carers who need support have access to it.  Parents/carers feel equipped and have the skills/confidence to support their child.	Ascertain the views of parents/carers as to what they need support with, particularly the views of PPG families. Staff to ensure that a register is kept of parent/carer attendance. Parent/carer feedback to be encouraged.	Parents/carers work closely with school staff and are able to target support more effectively at home. A stronger, more effective partnership is formed.  Children make good or better progress.  There will be no significant gaps between the data for PPG and non-PPG children.
To supplement the curriculum with additional off site and on site learning opportunities offering support for PPG families who are unable to contribute financially	£500	The school will subsidise additional off site and on site learning opportunities offering support for PPG families who are unable to contribute financially. This will ensure full participation by all PPG children.	Pupil Premium Lead to monitor and check that PPG children/families have signed up to these learning opportunities.  PP Lead and the school's Business Manager to monitor funding.	Children are highly motivated and therefore engaged in enrichment activities. They consolidate their knowledge and understanding as a result.  Children feel included with their peers and enjoy all experiences.  Finance is not a barrier to children's learning/experiences.
Provide uniform and equipment to families in need.	£200	To ensure PPG children have the equipment/items needed. This includes school uniform, PE kit, specialist equipment, etc. SLT to identify families who can access	Pupil Premium Lead and the school's Business Manager to monitor donations made.	All children will have the necessary equipment and be dressed in accordance with the school's uniform policy.

		donations of equipment or uniform.		Children feel included with their peers and enjoy all experiences. Children make good or better progress.
Improve the rate of attendance for pupils eligible for PPG.	HT/Teacher/ office staff time	Regular monitoring of attendance. Communication with parents via phone call or meeting. Attendance letters sent home. Attendance Officer involvement if needed. Rewards such as attendance certificates and pencils.	Monitored by Attendance Lead and Attendance Officer.	Attendance of pupils eligible for PPG improves and rigorous systems are in place for managing absenteeism.
Provide additional resources to parents/carers to enable them to support their child/children at home, e.g. photocopied worksheets, laminated resources, activity ideas, etc.	£200	Children who need additional support with their learning/development have access to this at home. Parents/carers are equipped to provide support at home following discussion with relevant school staff.  School staff to provide relevant resources as needed to parents/carers.	Gather views of parents/carers and pupils.  School staff to monitor engagement.	Parents/carers work closely with school staff and are able to target support more effectively. A stronger, more effective partnership is formed between home and school.  Children make good or better progress.  There will be no significant gaps between the data for PPG and non-PPG children.
Fund access to After School Club, Breakfast Club and/or Holiday Club for specific pupils in receipt of PPG	£500	SLT to identify families who can access funding for After School and Breakfast Club.	Pupil Premium Lead to liaise with Club manager to monitor attendance at clubs.	The attendance of PPG children attending school funded places at school will increase.  Finance is not a barrier to PPG families who need access to extended school clubs.

**Planned PPG spending by item/project 2016-2017 for pupils eligible for Pupil Premium Plus**

Item/project	Approximate Cost	Aims and actions	Monitoring	Expected Impact/Outcomes
<p>Provide writing / grammar interventions during the school day to targeted individuals. The focus will be on constructing and recording grammatically accurate sentences with the correct punctuation and verb tense.</p>	<p>£912</p>	<p>Select and provide targeted intervention teaching/guided classroom support for PPG children based on individual needs, enabling gaps in learning to be addressed.</p> <p>Where appropriate the SENDCO and the classteacher will work together to create a Personal Learning Plan (PLP). This will inform the type of intervention to be provided.</p>	<p>Pupil Premium Lead/SENDCO to monitor the progress of these pupils each half term/full term.</p> <p>Baseline assessments completed where relevant as well as exit assessments.</p> <p>Progress discussed at Pupil Progress Meetings.</p> <p>Intervention observations/drop ins.</p>	<p>Tailored writing / grammar sessions which motivate children and enable them to achieve success within a small group or on an individual basis.</p> <p>Gaps in learning are addressed. Children make good or better progress at each review/meeting. All pupils to achieve their target each academic year.</p>
<p>Provide maths interventions during the school day to individual pupils.</p>	<p>£912</p> <p>Cost of Numicon and other relevant training, e.g. use of manipulatives, mastery in maths, etc.</p>	<p>Select and provide targeted intervention teaching/guided classroom support for PPG children based on individual needs, enabling gaps in learning to be addressed.</p> <p>Train staff to use Numicon and other maths resources as appropriate.</p> <p>Where appropriate the SENDCO and the classteacher will work together to create a Personal Learning Plan (PLP). This will inform the type of intervention to be provided.</p>	<p>Pupil Premium Lead/SENDCO to monitor the progress of these pupils each half term/full term.</p> <p>Baseline assessments completed where relevant as well as exit assessments.</p> <p>Progress discussed at Pupil Progress Meetings.</p> <p>Intervention</p>	<p>Tailored maths sessions which motivate children and enable them to achieve success within a small group or on an individual basis.</p> <p>Gaps in learning are addressed. Children make good or better progress at each review/meeting. All pupils to achieve their target each academic year.</p>

			observations/drop ins.	
Provide handwriting intervention during the school day to individual pupils. The focus will be on joining letters where appropriate in line with the school's agreed handwriting scheme.	£304	<p>Select and provide targeted intervention teaching/guided classroom support for PPG children based on individual needs, enabling gaps in learning to be addressed.</p> <p>Train staff to carry out handwriting interventions following the school's handwriting policy.</p> <p>Where appropriate the SENDCO and the classteacher will work together to create a Personal Learning Plan (PLP). This will inform the type of intervention to be provided.</p>	<p>Pupil Premium Lead/SENDSCO to monitor the progress of these pupils each half term/full term.</p> <p>Baseline assessments completed where relevant as well as exit assessments.</p> <p>Progress discussed at Pupil Progress Meetings.</p> <p>Intervention observations/drop ins.</p>	<p>Tailored handwriting sessions which motivate children and enable them to achieve success within a small group or on an individual basis.</p> <p>Gaps in learning are addressed. Children adopt a fluent handwriting script in line with the school's policy and make good or better progress as a result.</p>
1:1 Feedback (verbal and/or written) given to PPG children to improve and extend their learning.	Teacher time	<p>PPG children to be given quality 1:1 feedback (verbal and/or written) to improve and extend their learning.</p> <p>Classteachers/Teaching Assistants to allocate quality time to provide feedback. 1:1 conferencing to take place where relevant.</p>	SLT to conduct book scrutiny and gather pupil voice to monitor/evaluate the quality of feedback and the impact of feedback.	<p>Children respond to marking and feedback comments. Gaps in learning are addressed. Children make good or better progress as a result.</p> <p>There will be no significant gaps between the data for PPG and non PPG children.</p>
Training for teachers and teaching assistants based on identified needs, including specialist training where appropriate.	£500 (training courses and supply cover)	To provide training to all staff so that quality first teaching is planned and delivered throughout the school.	<p>Pupil Premium Lead/SENDSCO to monitor the progress of PPG pupils each half term/full term.</p> <p>Progress discussed at Pupil Progress Meetings.</p>	<p>All children, including PPG children experience high quality teaching and learning experiences.</p> <p>Children make good or better progress as a result.</p>

			Lesson observations/drop ins.	There will be no significant gaps between the data for PPG and non-PPG children.
Provide nurture support, including protective behaviours to pupils who would benefit from such provision.	£957.70  Part funded with nurture grant (£600 from nurture grant)	Targeted groupwork or individual support will be planned and delivered based on identified needs. Timetable in place although support will also be provided on an ad hoc basis.	Entry and exit assessments to be completed.  Pupil voice questionnaires.  Observations/case studies.  Progress discussed at Pupil Progress Meetings.	Self-esteem/confidence of children participating in this provision improves.  Children are emotionally settled and therefore participate in their learning with greater success.  Referrals are made to external agencies if needed. Advice is sought from professionals if required.  Regular and effective communication with parents/carers.  Children make good or better progress.
Provide weekly homework support so that PPG children are clear about what is expected in terms of the homework set as well as how to go about it.	Teacher time	1:1 / small group discussion on a weekly basis to clarify what is expected in terms of the homework set for that particular week. Provide examples/a model where needed. Encourage the child/children to attend Homework Club if needed.	Classteacher to monitor whether homework is being completed on a weekly basis. To also assess whether the work produced demonstrates an understanding of the learning / expectation.  Classteacher to discuss homework with the carer on a regular basis.	PPG children have a clearer understanding of what is expected in terms of homework. They will become more confident with asking their classteacher / TA for further clarification where needed.  There will be a reduction in the number of misunderstandings with regards to homework. Homework experiences will be more positive overall.  Homework tasks will be completed each week.

			<p>Classteacher to inform the Pupil Premium Lead of any relevant information.</p>	
<p>Provide reading interventions during the school day to targeted individuals. The focus will be on fluency and comprehension, including inference and deduction skills.</p>	£608	<p>Select and provide targeted intervention teaching/guided classroom support for PPG children based on individual needs, enabling gaps in learning to be addressed.</p> <p>Where appropriate the SENDCO and the classteacher will work together to create a Personal Learning Plan (PLP). This will inform the type of intervention to be provided.</p>	<p>Pupil Premium Lead/SENDCO to monitor the progress of these pupils each half term/full term.</p> <p>Baseline assessments completed where relevant as well as exit assessments.</p> <p>Progress discussed at Pupil Progress Meetings.</p> <p>Intervention observations/drop ins.</p>	<p>Tailored reading sessions which motivate children and enable them to achieve success within a small group or on an individual basis.</p> <p>Gaps in learning are addressed. Children make good or better progress at each review/meeting. All pupils to achieve their target each academic year.</p>
<p>Provide spelling interventions during the school day to targeted individuals. The focus will be on teaching specific gaps in phonics knowledge.</p>	£608	<p>Select and provide targeted intervention teaching/guided classroom support for PPG children based on individual needs, enabling gaps in learning to be addressed.</p> <p>Where appropriate the SENDCO and the classteacher will work together to create a Personal Learning Plan (PLP). This will inform the type of intervention to be provided.</p>	<p>Pupil Premium Lead/SENDCO to monitor the progress of these pupils each half term/full term.</p> <p>Baseline assessments completed where relevant as well as exit assessments.</p> <p>Progress discussed at Pupil Progress Meetings.</p>	<p>Tailored spelling sessions which motivate children and enable them to achieve success within a small group or on an individual basis.</p> <p>Gaps in learning are addressed. Children make good or better progress at each review/meeting. All pupils to achieve their target each academic year.</p>

			Intervention observations/drop ins.	
Financial support for trips, residential visits and extra-curricular activities for families of PPG children.	£200	The school will subsidise trips, residential visits and extra-curricular activities for families of PPG children if needed. This will ensure full participation by all PPG children.	Pupil Premium Lead to monitor and check that PPG children/families have signed up to these experiences. PP Lead and the school's Business Manager to monitor funding.	Children are highly motivated and therefore engaged in enrichment activities. They consolidate their knowledge and understanding as a result.  Children feel included with their peers and enjoy all experiences. Finance is not a barrier to children's learning/experiences.

<b>Total PPG received</b>	£24,700
<b>Total estimated expenditure</b>	£24,919.47
<b>PPG deficit (supplemented from school budget share)</b>	£219.47

**Progress towards this plan to be reviewed July 2017**