



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

POLICY



Mission Statement

'The Lord God requires of us that we should help others whenever we can, always make the right choices and be the best that we can be in everything that we do'.

Policy: Pupil Premium Strategy		
Type: Statutory	Website: Yes	Author: J Holt
Approved: June 2020	Next Review: June 2021	
Frequency: Annual	Delegated: Governors - Full	
Notes:		

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1.0 AIMS OF THE POLICY STATEMENT:

The pupil premium is extra funding from the government to state schools to help them improve the attainment of their disadvantaged pupils. The pupil premium grant is designed to allow schools to help disadvantaged students by improving their progress and the exam results they achieve. The aim of this policy is to show how the funding which St Cuthbert's receives is used to 'diminish the difference' between the attainment of disadvantaged and non-disadvantaged students.

2.0 LEGISLATION AND GUIDANCE:

Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups.

Free school meals - Schools get £955 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

Looked after and previously looked after - Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order. Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

Service premium - The service premium is not part of the pupil premium as the rules to attract the [service premium](#) are different. Schools get £310 for every pupil with a parent who is serving in HM Forces or who has retired on a pension from the Ministry of Defence. This funding is to help with pastoral support.

The leadership team at St Cuthbert's determine how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment.

3.0 PRACTICE:

Our choices on how to spend our pupil premium are based on research conducted by national agencies such as the Educational Endowment Foundation (EEF) and what we know about our own pupils and the gaps that we have identified within groups and with individuals. The pupil premium is spent in the best interests of our pupils and is reviewed twice annually. This year's spend is detailed below.

4.0 AREAS FOR DEVELOPMENT 2020-21

* To raise attainment for pupil premium boys

* To improve attendance for all pupil premium students and identify early pupil premium students who may become persistent absentees

Pupil premium strategy statement – St Cuthbert’s RC High School 2019-20

1. Summary information					
School	St Cuthbert’s RC High School				
Academic Year	2019/20	Total PP budget	£496,690	Date of most recent PP Review	01/17
Total number of pupils	1112	Number of learners eligible for PP	547	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	Learners eligible for PP (your school)	Learners not eligible for PP (national average)
Progress 8 score average	-0.75 (unvalidated)	
Attainment 8 score average	35.66	

3. Barriers to future attainment (for learners eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Below average literacy and numeracy level on entry for lowest ability PP learners in all years.
B.	Poor performance by high and middle ability PP learners (especially white British boys)
C.	Poor behaviour of some PP learners who achieve more behaviour points and exclusions
D.	Lower attendance and punctuality of PP learners and significantly more PA in PP learners

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Parental support and aspiration signified by lack of attendance at parents evenings etc
F.	Low aspirations of some PP students combined with a lack of resilience and ability to think beyond school
G.	Lack of space to work at home to complete homework/independent study

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
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A.	Rapid increase of literacy and numeracy levels for lowest ability PP learners	All pupils to be removed from urgent need category in AR by the end of Year 7 All pupils to have made more than 11 months progress in AR from September to July Maths form time used to plug gaps highlighted in gap analysis and
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B.	Increase in performance of high and middle ability PP students in August 2020	For Year 11 - A8 gap was 6.7 points on average between PP and non PP students. This must be reduced whilst increasing attainment for both groups of students. PP students must achieve a P8 score which is above flood standard. For other year groups - Deep dives into data drops to identify pupil premium students who are not keeping pace with their MEGs and make interventions at the earliest possible point. Across year, mentoring will aim to get pupils back on track. Success will be measured by an increase in the % of pupils meeting their MEG target at the end of the academic year.
C.	Reduction in number of behaviour points and exclusions issued to PP pupils	Reduction in behaviour points and exclusions issued to PP students during half terms terms 2 – 6.
D.	Improved attendance and punctuality for PP learners for academic year 2019-20	PP attendance to increase to above 95% Reduction in PAs for PP students
E.	Increased parental engagement at school events	Increased attendance at parents evenings Attendance at academic reviews Attendance at PP parental drop ins Positive parental voice
F.	Increased aspirations and as such an increase in engagement and attainment	Positive engagement in visits to colleges, universities, careers days etc Increased engagement in school activities such as interform etc.
G.	A space to work for all pupils after school from 2.50 – 3.50 with access to the internet	Increased engagement in study hall for all year groups. Increased engagement in period 6 interventions to boost attainment Increased attainment for Year 11 as witnessed through Data drops

Academic year	2019-20				
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.					
Quality of teaching for all, targeted support and other initiatives:					
Desired outcome	Chosen action/approach	Evidence and rational for this choice	How will you ensure that it is implemented well?	Staff lead	Costing and review of implementation
A. Rapid increase of literacy and numeracy levels for lowest ability PP learners	<ul style="list-style-type: none"> Form time peer to peer accelerated reader sessions for all pupils with a below chronological reading age of 9/4 or score below 100 in KS2 SATS COGS class established in Years 7 and 8 to allow rapid catch up prior to starting GCSE course for students working at EYFS or KS1 in either Maths or English. Form time Maths sessions for all pupils with a score below 100 from KS2 SATS DS lessons for KS4 students 	<ul style="list-style-type: none"> Significant success of AR programme over last two years in allowing pupils to reach a reading age whereby they are able to access KS3 curriculum 	<ul style="list-style-type: none"> Increase in reading age which surpasses months completing course Gap filling of Maths knowledge signified by increased test scores on Maths star programme and increase in attainment in Maths lessons – DDs used to monitor this All DS pupils to achieve qualification in English and Maths to bolster confidence and build skills for GCSEs. 	JHT AC SG SEN team	

<p>B. Increase in attainment for high and middle ability PP students</p>	<ul style="list-style-type: none"> • Parental meetings with under achieving PP students – Academic mentors • AHT to monitor progress and impact of interventions and ensure clear impact targets are in place for all PP staff • CPD for staff on increasing PP attainment • Implementation of whole school intervention strategies through form time and after school for PP learners who may have difficulty accessing appropriate facilities at home – to include subject specific p6 interventions and study hall • Review of all PP data at each data drop to identify students who are not in line with MEG. Pupils furthest from their MEG will be appointed a pushing potential or rising star mentor at earliest point 	<p>Impact of rising star programme at St Cuthbert's last year which saw this group make more progress than any other group</p> <p>EEF research on mentoring</p>	<ul style="list-style-type: none"> • Regular monitoring through mentee profile sheets • To be monitored as part of QA • Review of results at DD2 and DD3 from baseline • Monitoring of improvements of PP mentees compared to other groups 	<p>JHT MLT, DEE, LM, GH</p>	
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	<ul style="list-style-type: none"> • All PP Year 11 students to meet with Headteacher to discuss targets • All Year 11 PP students provided with revision materials for every subject • MUFC officer and Academic mentor to work in lessons to support vulnerable students 				
C. Reduction in number of behaviour points and exclusions issued to PP pupils	<ul style="list-style-type: none"> • Increased capacity of Inclusion staff to support PP learners with behaviour issues – Mentoring and monitoring of student behaviour • Relate counsellor to provide counselling for PP learners • Breakfast club for all PP learners to ensure all pupils are given chance to eat in the mornings to start the day well. • New behaviour and rewards policy 		<p>Reduction in behaviour points by</p> <p>Reduction in fixed term exclusions by</p> <p>Reduction in PP pupils classified as in need</p>	<p>DAS</p> <p>TLN</p> <p>KE</p> <p>LH</p> <p>CH</p> <p>KP</p> <p>LK</p> <p>KF</p> <p>AA</p> <p>JW</p>	

	<ul style="list-style-type: none"> • School nurse appointed 				
D. Improved attendance and punctuality for PP learners for academic year 2019-20	<ul style="list-style-type: none"> • Appointment of additional attendance officer to work with PP families to include home visits • HOYs to monitor attendance in their year groups to free up Attendance Officer for home visits • All pupils to record attendance in planners – all form tutors to record in their form tutor record and chase up at earliest point when attendance dips • Increase in inclusion provision to support PP with PA and low attendance to get back into school • Implementation of new lates policy and increase in staffing at lesson change overs to increase productive lesson time and reduce behaviour 		<ul style="list-style-type: none"> • Increase in attendance to 95% • Increase in punctuality 	JK HOYs FTs	

	incidents outside of lesson time				
E. Increased parental engagement at school events	<ul style="list-style-type: none"> Form tutors to contact parents 3 weeks prior to parents evenings to chase up parents who are not attending parents evening Inviting parents of PP pupils to non threatening drop in sessions to get them to engage SLT to meet with all PP pupils and their parents in Year 11 to give out revision packs and set targets for attainment Invitations sent to parents to celebration events. 		<p>Increased % PP parental attendance at parents evening</p> <p>Increase attendance of PP parents at informal events such as drop ins.</p>	<p>JHT</p> <p>HOYS</p> <p>FTs</p> <p>LM</p> <p>LMY</p>	
F. Increase in aspirations of PP learners and as such an increase in engagement and attainment	<ul style="list-style-type: none"> Careers interviews earliest point University/college visits Study skills events Careers Day Departmental careers focus Creation of PP parental forum 		<ul style="list-style-type: none"> All PP student to have at least one college application completed by October half term Pupil voice Parental forum established and thriving 	<p>JHT</p> <p>LM</p> <p>GH</p> <p>MLT</p> <p>DEE</p>	

	<ul style="list-style-type: none"> • PP pupil voice to ascertain where pupils need more support • Study Skills per half term all throughout school – Year 7 through to Year 11 • Work based projects with Salford Foundation • Aspiration/Motivational session with Commando Joes • Visits to Careers roadshows with MUFC • Resilience building activities with Army • Whole school interform activities to engage PP learners across school 		<ul style="list-style-type: none"> • Increased attainment and aspirations • Improved attendance and attitude to learning for pupils engaged in activities 		
<p>G. A space to work for all PP learners after school from 2.50 to 3.50 with access to PCs</p>	<ul style="list-style-type: none"> • P6 revision sessions for all Year 11 PP students where under achievement has been identified • Study Hall provided every night in Cuisine and 409 (access to PCs) for all Year groups for homework and revision – 		<ul style="list-style-type: none"> • Increased attainment 		

	Staffed by teachers/support staff <ul style="list-style-type: none"> • Provision or resources for independent study • Provision of revision packs for mentored students 				
Total spent					£508,000

(Total amount spent includes £19,600 allocated to PP+ students who are formerly LAC/In care. These pupils have separate PEPs to show where this money has been allocated and is rig fenced for these students).

Individual costings for all activities listed above are available on request.

Pupil premium strategy statement – St Cuthbert’s RC High School 2018 – 2019 - Review

5. Summary information					
School	St Cuthbert’s RC High School				
Academic Year	2018/19	Total PP budget	££461,520	Date of most recent PP Review	01/17
Total number of learners	1068	Number of learners eligible for PP	536 (50.1%)	Date for next internal review of this strategy	Completed Sept 2019

6. Current attainment		
	Learners eligible for PP (your school)	Learners not eligible for PP (national average)
Progress 8 score average	-0.75 (unvalidated)	0.12 (2017)
Attainment 8 score average	35.23	52 (2017)

7. Barriers to future attainment (for learners eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
E.	Significantly below average literacy and maths levels for lowest ability PP learners in all years.
F.	Widening gap in literacy between PP learners and their peers in spite of some rapid progress
G.	In school attainment gap between PP and non PP learners (especially boys)
H.	Progress made by middle and high ability PP learners (especially boys)
I.	More behaviour points issued to PP learners
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parental support and aspiration
F.	Low aspirations of some PP students combined with a lack of resilience and ability to think beyond school
G.	Lower attendance and punctuality of PP learners and significantly more PA in PP learners

8. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
H.	Rapid increase of literacy and numeracy levels for lowest ability PP learners in Year 7 and 8	<ul style="list-style-type: none"> • All learners to be removed from urgent need category in AR by the end of Year 7 • Most learners to have made rapid progress and all learners to have made more than 11 months progress in AR from September to July. • Maths form time used to plug gaps highlighted in gap analysis and baseline assessments. This will be assessed through the pre grade 1 test increase in score.
I.	Improved literacy for all PP learners	<ul style="list-style-type: none"> • Literacy programme to be run across school including reading in form time to ensure all learners are reading regularly. • Literacy to be focussed upon in all new schemes of learning in every subject area. • Reduction in number of pp learners requiring access arrangements • Appointment of whole school literacy coordinator • Increase in reading age of learners (to be assessed using AR)
J.	Increase the attainment of PP learners in all subject areas with more sustained, rapid progress	<ul style="list-style-type: none"> • Attainment gap for Year 11 learners (Summer 2018) was 6.8 points. This gap needs to be narrowed to 0 whilst increasing attainment for ALL learners. • All PP learners to meet their FFT50 MEG at each data drop – Intervention to be put in place immediately if this is not achieved and monitored by class teacher, HOD and Assistant Headteacher • All PP learners to make progress that is in line with or exceeding the progress of their non PP learners • Raised aspiration of all learners to meet their MEGs
K.	Reduce exclusion rates and behaviour points for PP learners	<ul style="list-style-type: none"> • Lower behaviour point tally across all 3 terms – focus particularly on male PP learners • Reduction in C3 and C4 repeat offenders – focus particularly on male PP learners with largest cumulative points last year • Reduction in fixed term exclusions for PP learners • No permanent exclusions for PP learners
L.	Increased parental support	<ul style="list-style-type: none"> • Increased attendance at Parent’s evening from PP families • Establishment of PP parent’s forum • Positive parental voice

M.	Improved punctuality and increased attendance for all PP learners. Reduction in PP persistent absenteeism	<ul style="list-style-type: none">• PP attendance increased to 95%• Lates reduced by 50%• PA reduced by 50%
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Academic year	2018-19			
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.				
Quality of teaching for all, targeted support and other initiatives:				
Desired outcome	Chosen action/approach	How will you ensure that it is implemented well?	Staff lead	Review of implementation
Increase in attainment for middle and high ability PP students	<ul style="list-style-type: none"> • New assessment system focussing upon FFT50 targets • Individual class teachers to monitor attainment and implement intervention at earliest point • Whole school data analysis during weekly data meetings • Weekly briefings to disseminate information regarding underachieving PP students • Parental meetings with under achieving PP students – Academic mentors • AHT to monitor progress and impact of interventions and ensure clear impact targets are in place for all PP staff • CPD for staff on increasing PP attainment • Implementation of whole school intervention strategies through form time and after school for PP learners who may have difficulty accessing appropriate facilities at home 	<ul style="list-style-type: none"> • Regular monitoring • To be monitored as part of QA • Review of data meetings at Christmas to monitor impact • Review of results at DD2 from baseline • Monitoring of improvements of PP mentees 	<p>AHA</p> <p>JHT</p> <p>SLT</p> <p>JHT</p>	<ul style="list-style-type: none"> • New assessment system in place Sept 2019 – All individual teachers provided with individual analysis sheets RAG rated on likelihood of meeting MEG. Wave 1 interventions monitored through QA2. 90% of staff were within tolerance at end of year on meeting MEGS across school • Weekly meetings of PP team to address strategies implemented – information disseminated to staff as appropriate. • Year 11 Raising achievement held for parents – 75% attendance – non attendees made contact with by phone • Additional parental one on ones and drop in sessions implemented for Year 11 pp mentee’s parents. Parental voice from this was very positive • Creation of new PP team with specific roles pertaining to KS3/4 – On average, pp mentees made better progress than non pp pupils from mock exams (when the project was launched) to actual results with A8 increased by on average 5.06 attainment point from mock.

				<ul style="list-style-type: none"> • CPD for staff – launch of golden rules in Sept, follow up briefing in November • Study Hall launched November 2018 – (Pupil voice indicated 37% of pupils have nowhere quiet at home to work. Attendance monitored (avg. 80 Year 11 students per night) – Pupil and parental voice extremely positive re study hall • Bespoke p.6 interventions in all subject areas for Year 11 which attendance is monitored and parents contacted – An average increase for PP students from mock to actual of 5.06 points
Increase in aspirations of PP learners and their families	<ul style="list-style-type: none"> • Careers interviews at earliest point • University/college visits • Study skills event • Careers Day • Departmental careers focus • Creation of PP parental forum • PP learner voice to ascertain where learners need more support 	<ul style="list-style-type: none"> • All PP student to have at least one college application completed by October half term • Positive pupil voice • Parental forum established and thriving 		<ul style="list-style-type: none"> • Careers day – 18th October 2019 – Overwhelming majority of pupils (96%) felt that they were better prepared to make decisions re next steps • Spreadsheet of all Year 11 applications has been created with PF chasing up any students with no/inappropriate applications supported by JHT/PP team. NEET figures show only 1.1% of pupils from St Cuthbert's were not in employment, education or training in Oct 2020. This is significantly below the LA average. • All identified vulnerable PP students in Year 11 were given careers appointment (with parents where appropriate at end of Year 10) • 70 pp Year 8 students visited Salford University in March 2019 prior to selection of their options. Pupils voice overwhelmingly positive re

				<p>understanding impact of specialism choices on their future and opening their eyes to university.</p> <ul style="list-style-type: none"> • Year 11 visit for 70 pupils in Sept 2019 – Overwhelmingly positive pupil voice. • Departmental careers focus developing through new SOL – Audit completed • Visit to Hopwood Hall Taster Day and RSFC for all Year 10 students – July 2019 • 87% of Year 11 thought that they had appropriate careers advice in pupil voice survey • Visit to RSFC for 100 Year 10 students for taster day • Other careers based initiatives have included work with the Salford Foundation (Year 8 and 9), Army careers (Year 10), NHS careers day (Year 10), creative careers day at Touchstones (Year 8,9,10) and Careers – My next step day @ Old Trafford (Year 10).
<p>Increase in first quality teaching and feedback for PP learners to increase attainment</p>	<ul style="list-style-type: none"> • Appointment of lead practitioners to ensure subject specific CPD and support departmental small group interventions • Individualised QA targets for all staff to improve practise • Division of new schemes of learning • Embedding of new marking and assessment policy to ensure high quality written feedback 	<ul style="list-style-type: none"> • Increase in attainment • Increase in % of staff achieving good or outstanding through QA • Consistent application of marking and assessment policy • Clear progress made as a result of feedback – Assessed through QA 	<p>DSS</p> <p>LLT, AAU, DHD, CKT</p> <p>LMY</p>	<ul style="list-style-type: none"> • Appointment of LPs in English and Maths. • Overall - For English, there was a 6% increase in pupils achieving a 4+ and a 4% increase in pupils achieving a 5%. In Maths, pupils achieving a 4+ fell by 2%, but 5+ increased by 2%. • DD for PP learners shows an average increase of 1 grade for PP learners in Maths from DD1 – DD2 • 15% increase in Maths of PP pupils attaining Grade 5+ from DD1-2

	<ul style="list-style-type: none"> • Departmental resources to support the teaching/learning of PP students (see attached sheet) • Music lessons for PP students studying GCSE Music 			<ul style="list-style-type: none"> • 23% increase in Maths of PP learners attaining Grade 4+ from DD1-2 • 4% increase in number of PP pupils attaining Grade 5+ in English and Maths from DD1–2 • 9% increase in number of PP pupils attaining grade 4+ in English and Maths from DD1-2 • 14% increase in number of PP pupils attaining grade 4+ in Science from DD1-2 • 6% increase in pupils on track to meet MEG in English • 8% increase in PP pupils on track to attain 5+ • New assessment scheme has been embedded, but not had the desired impact across all subject areas – New consultation document was planned for Feb 2019 to address issues identified in SOL, assessments and thus T&L. New assessment model planned for Sept 2020.
<p>Increase in attendance to 95%+</p> <p>Increase in punctuality</p> <p>Reduced fixed term exclusion rates and reduction in behaviour</p>	<ul style="list-style-type: none"> • Appointment of additional attendance officer to work with PP families to include home visits • Increase in inclusion provision to support PP with PA and low attendance • Weekly reports for HOYs and form tutors to ensure regular monitoring of attendance • Implementation of new lates policy and increase in staffing at lesson change overs to increase productive lesson time and reduce behaviour incidents outside of lesson time 	<p>Increase in attendance to 95%</p> <p>Reduction in behaviour points</p> <p>Reduction in fixed term exclusions</p> <p>Reduction in number of lates issued</p> <p>Reduction in PP learners classified as in need</p>	<p>JK, TP, CHT, ABY, DSS, MLT, DEE</p>	<ul style="list-style-type: none"> • Increase in attendance for Year 9 and 11 based on last year, but still not good enough. New Year 7 cohort has increased attendance based on last year. • Overall attendance for PP students is still not acceptable: Year 7 – 94.79% Year 8 –93.62% Year 9 – 91.06% Year 10 – 89.9% - Year 10 down slightly on last year and lowest year group throughout year (figures are skewed by PX/PAs who are being tackled) Year 11 – 89.49% Plan for 2019-20 is for attendance to be passed back to HOYs with attendance officer

<p>points for PP learners</p>	<ul style="list-style-type: none"> • Appointment of inclusion support (2 x pastoral officers to provide key work/family support worker) • Relate counsellor to provide counselling for PP learners • Expansion of inclusion centre to provide appropriate curriculum to meet the needs of some vulnerable PP learners • Breakfast club for all PP learners • Rewards for 100% attendance 			<p>to be out and about getting pupils in.</p> <ul style="list-style-type: none"> • Use of academic mentor appointed March 2019 to raise profile of attendance had impact on small group of pupils that he worked with, all pupils increasing their attendance over the 3 month period. • Increased staff at change over points has reduced behaviour incidents between lessons • Inclusion centre has significantly increased attendance for highlighted group in Year 10. • All pupils with 100% attendance this term have been rewarded with pin badges which have been well received • Re deployment of inclusion staff has made it difficult to monitor its influence on attendance across the board. • Reduction in % behaviour points issued to PP learners compared to last year. Need to implement actions on repeat offenders.(65% -63% C3s, 75%-69% C4s) and reduction in number of PP students receiving behaviour points. Focus is now on early help to ensure this trend improves – Inclusion & PP team. • Fixed term exclusions for PP learners from 106 days last year to 66 days this year during first term. • PXs have increased to 5 (3PP), but 2/3rds were in year transfers from other schools were CP/CIN and had already been to several secondary schools and in spite of our best efforts were unable to reverse poor behaviours.
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<p>Rapid increase of literacy and numeracy levels for lowest ability PP learners</p>	<ul style="list-style-type: none"> • Form time peer to peer accelerated reader sessions for all learners in Year 7 and 8 with a reading age below chronological reading age 100 in KS2 SATS or reading age below 9.4 in Year 7 or chronological age in Year 8. • Whole school focus upon reading and literacy – form time reading and focus upon digesting examination vocabulary • Form time Maths sessions for all learners with a score below 100 from KS2 SATS 	<ul style="list-style-type: none"> • Increase in reading age which surpasses months completing course • Gap filling of Maths knowledge signified by increased test scores • Increase in exam success – Attainment • 	<p>JHT RE AR LMY SG/GN</p>	<ul style="list-style-type: none"> • 66% of the PP cohort on AR programme have made progress in line with or exceeded expectations. Those who have not have been allocated a different programme. • Maths programme had some impact with 36/40 pupils making progress from baseline assessment, but this was not rapid enough and management by supply staff was not stringent enough. HLTA who manages programme has now returned from mat leave and will manage new programme using star maths to monitor progress for 2019-20. Additional TA resources has been allocated to this.
<p>Total spent</p>				<p>£447,255 (Detailed summary of finances available on request)</p>