

Pupil premium strategy statement - St. Wilfrid's RC College

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1207 (1345 including 6 th Form)
Proportion (%) of pupil premium eligible pupils	33.5%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Catherine Lennox, Headteacher
Pupil premium lead	Paul Given, Senior Assistant Headteacher
Governor / Trustee lead	Emma Shaughnessy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£450,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£450,370

Part A: Pupil premium strategy plan

Statement of intent

In alignment with our whole-school ethos of faith, learning, and support, our intention is to ensure that all pupils have the opportunity to develop their skills, character, and abilities to their fullest potential; irrespective of their socio-economic background or the challenges they may face. The Catholic faith is at the heart of everything we do, with our ultimate goal being that no child is left behind socially or academically because of disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

As part of a caring Catholic community, we nurture and develop our pupils; striving for the best in all aspects of school life, driving continual learning and improvement to support our school community. We understand the additional challenges our disadvantaged pupils face, and through our thorough and robust analysis, we treat each child as an individual, identifying and targeting support where it is most needed. We are driven by pupil need; not labels.

Our strategy is guided by robust diagnosis of the evidence of the issues faced by our pupils, alongside evidence-informed strategies and practices, such as those published by the EEF. While we focus on the issues that are most crucial to unlocking the potential of disadvantaged pupils—such as attendance, literacy, numeracy, and parental engagement—our strategy is rooted in the belief that actions supporting disadvantaged learners will support all learners in making progress.

At the heart of our approach is an emphasis on Quality First teaching and pastoral care. The focus on developing pupils' literacy and numeracy skills is crucial in improving pupils' ability to access all areas of the curriculum and gain the generative knowledge that will allow sustained progress in learning and attainment. Ensuring that the day-to-day experience in classrooms is of the highest quality in combination with excellent pastoral care, we ensure that all pupils make improved progress and that the differences in progress between disadvantaged and non-disadvantaged pupils are minimised.

We aim to eliminate barriers to success for our most vulnerable pupils and create the conditions that enable all pupils to reach their full potential; regardless of their starting points. This will be achieved through an evidence-informed teaching and learning strategy, targeted academic support, and broader initiatives to support our entire school community, as outlined below.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Gaps in Learning	Internal and external assessments show that there is an attainment gap between disadvantaged pupils and non-disadvantaged pupils, evident at the end of Key Stage 2, which continues through Key Stages 3 and 4. A progress gap of -0.7 between disadvantaged pupils and their non-disadvantaged peers at Year 11 in 2024, indicates that disadvantaged pupils are, on average, making less progress in their education compared to their peers. While the types of barriers to learning and the difficulties disadvantaged pupils face vary, their overall academic attainment tends to be lower across most subjects compared to their non-disadvantaged peers. Specific barriers include: Literacy – Reading tests and other literacy diagnostic tools, as well as information shared from primary schools, indicate that disadvantaged pupils are behind their non-disadvantaged peers in Reading and overall literacy levels. ○ Based on a comparison of reading ages to chronological ages using Accelerated Reader, the gap is most pronounced in reading. ○ Diagnostic testing in our current Year 7 cohort, shows 41% of disadvantaged pupils do not meet age-related expectations upon joining the school, compared to 25% of non-disadvantaged pupils. ○ Additionally, according to their KS2 SATS: 29% of disadvantaged pupils have not met the expected standard on their Reading Paper vs 20.4% nationally. Numeracy – Question-level analysis of KS2 maths performance indicates that disadvantaged pupils are more likely to start secondary school with gaps in their numeracy. ● In our current Year 7 cohort, there is a performance gap of 7.4% between disadvantaged and non-disadvantaged pupils.
2 Attendance	Attendance data across all year groups shows that disadvantaged pupils attend school on average less than their non-disadvantaged peers. In 2023-24, there was a 4.17% gap in attendance between non-Pupil Premium and Pupil Premium pupils. Assessments and national data show a strong correlation between low rates of attendance and lower rates of student progress. Regular attendance at school has a positive impact on pupils' mental health, socialisation, continuity in learning, and sense of belonging. It also fosters the habits required in the workplace.
3 Social, Emotional and Mental Health	Some pupils face significant challenges in their lives and experience social, emotional, and mental health needs that hinder their ability to learn. Overcoming these obstacles can lead to profound achievements, both academically and personally, as they develop resilience and perseverance.

	• In 2023/2024, 30% of all pupils accessing school counselling services were identified as disadvantaged. During the first term of the 2024/2025 academic year, this figure increased significantly, with 51% of all pupils accessing school counselling being disadvantaged. • This increase is mirrored in a rise in the number of referrals for mental health support, particularly among pupils struggling with anxiety and/or depression. • This trend has been accompanied by a noticeable increase in involvement from external agencies.
4 Aspiration and Engagement	Many of our disadvantaged pupils face greater social, cultural, and economic challenges compared to their non-disadvantaged peers. Lack of aspiration and poor engagement of pupils and parents in school life particularly affect outcomes for disadvantaged pupils and the attendance of disadvantaged pupils. It is also a barrier to improving behaviour and aspirations. • Evidence from parents' and carers' evenings and attendance monitoring processes show a lower level of parental engagement with disadvantaged groups. • The school continues to have well above the national average for pupil base deprivation [IDSR Nov 2024].
5 Behaviour	Low academic self-esteem and difficulties with emotional and self-regulation contribute to reduced engagement in learning and increased instances of poor behaviour among some disadvantaged pupils. This not only negatively impacts their learning, progress, and emotional and academic well-being but also affects their self-perception. Furthermore, it has a detrimental effect on the learning environment and the progress of other pupils. • Data from pupil suspensions and ISC placements indicate that disadvantaged pupils are disproportionately represented. • Internal data from September 2024 to December 2024 shows that disadvantaged pupils account for 72% of all suspensions, highlighting significant overrepresentation within this cohort. The challenge is to reduce incidences of disruption and poor behaviour among all pupils by focusing on their academic self-esteem and self-regulation.
6 Enrichment	Data from enrichment and extracurricular activities show that pupils are underrepresented in these groups. • In 2023/2024, Year 8 had the highest percentage of Pupil Premium participation in extra-curricular clubs, with 47% of attendees being PP pupils. • This was followed by Year 7 (27%), Year 9 (26%), Year 10 (22%), and Year 8 (33%) in other cohorts Participation in extra-curricular activities helps build confidence, self-esteem, cultural capital, community cohesion, and aspiration. Deficits in one or all of the above contribute to lower educational attainment and disengagement from education. The challenge is to increase access, remove barriers, and provide opportunities so that disadvantaged pupils participate at a level similar to their non-disadvantaged peers.

Intended outcomes

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.

Challenge	Intended outcome	Success criteria
1	Improved Attainment 8 and Progress 8 scores for disadvantaged pupils over the next 3 years	- Narrowing of gaps in attainment and progress between disadvantaged pupils and their non-disadvantaged peers in school. - Disadvantaged pupils in line with non-disadvantaged pupils in all measures. - Narrowing of the attainment and progress gap at KS3 based on internal measurements, indicating pupils are on track to narrow the gap at KS4.
2	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 is demonstrated by: - Ensuring overall pupil attendance is at least 95%. - Reducing the attendance gap between disadvantaged pupils and their non-disadvantaged peers by at least 2% compared to figures from the previous year. - Lowering the percentage of persistently absent pupils to below national levels. - Reducing the persistent absence gap between disadvantaged pupils and their non-disadvantaged peers to below the national gap. - In the 2023-24 academic year, the whole school data shows a 4.17% attendance gap between non-Pupil Premium and Pupil Premium pupils.
3	To improve the mental health and well-being of disadvantaged pupils	Sustained high levels of well-being by 2027/28, demonstrated by qualitative data from pupil voice survey, pastoral team observations, and review of the impact of counselling sessions.
4	Increased self-esteem, resilience and ambition of the future	- Pupils are confident, independent learners with positive attitudes toward learning, as evidenced by quality assurance (pupil and staff voice, and work scrutiny). - An increased proportion of disadvantaged pupils progress to a range of higher education establishments, employment, or training, in line with non-disadvantaged pupils.
4	Increased parental engagement in the school	Attendance of parents of disadvantaged pupils at school events matches that of parents of non-disadvantaged pupils
5	Reduced incidence of poor behaviour and disruption for all pupils, with greater reduction in incidents involving disadvantaged pupils	Evidence from suspensions, exclusion and ISC, shows a reduction across the school each year from 2024/25 to 2027/28.

		• Evidence shows a narrowing gap between disadvantaged and non-disadvantaged pupils involved in disruption and poor behaviour. • Evidence demonstrates fewer repeat incidents following interventions with disadvantaged pupils. • Pupil voice indicates that pupils feel learning is less disrupted each year. • There has been improved parental engagement with behaviour interventions.
6	Improved participation in enrichment and extra curricula activities by disadvantaged pupils	• Evidence from monitoring shows increased participation in extracurricular activities each year by disadvantaged pupils from 2024/25 to 2027/28. • By 2027/28, the gap between disadvantaged and non-disadvantaged pupils will have reduced to at most 3%. Pupil voice, teacher observation, and parental feedback will provide evidence of impact on emotional well-being and the development of 'soft skills' and cultural capital. • The November 2024 review of participation shows that the gap between disadvantaged and non-disadvantaged pupils has narrowed significantly across all year groups. The challenge now is to sustain and build on this positive trend.
1	To improve pupils' decoding, fluency and reading ability so that it is close to age-related expectations & supports pupils to be more successful across the curriculum.	• Closing the reading gap through intervention and effective support in lessons so that pupils can fully access the curriculum at the appropriate level and make progress by 2027/2028. • Engagement with our bespoke interventions to address specific barriers for individual children with the lowest reading ages. • Engagement with the Accelerated Reader programme leading to improved scores in reading tests and improved confidence in and enjoyment of reading • Use of library for reading for pleasure and scholarly reading • Improvement over time in extended writing tasks • Progress evidenced through work scrutiny and pupil voice in our monitoring across all subjects
1	To improve the numeracy of pupils who have joined the school below age-related expectations and to prevent them from falling further behind in relation to their peers	• Achieve the closing of the numeracy gap between disadvantaged and non-disadvantaged pupils through targeted interventions by the end of the 2027/2028 academic year.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£223,356**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and retain high quality staff to ensure quality first teaching for all pupils including employment of HLTA to deliver high quality interventions.	All teachers and TAs have access to the Great Teacher Toolkit for bespoke, self-led and targeted CPD for continued improvement. Closing the attainment gap EEF <i>"Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is crucial; therefore, that schools focus all their resources on proven ways of improving teaching."</i>	1-6
Behaviour Policy A robust and consistent approach to behavioural expectations within the school ensures that all pupils thrive in positive learning environments. The policy emphasizes the importance of reflecting on the consequences of actions when things go wrong. This is supported through whole-school INSET (In-Service Training) and Continuing Professional Development (CPD) initiatives.	EEF - 3+ Months. Improving Behaviour in Schools EEF A consistent behaviour policy supports classroom management, reducing the number of permanent or fixed term exclusions which disadvantaged pupils are more likely to receive.	1-6
Modelling develops strategies for planning, monitoring and evaluating pupil's own learning. Including whole school INSET and CPD. These focus pupils on the self-regulated learning of cognition. Pupils are able to consider the mental process involved in knowing, understanding, and learning. To support this, the use of Visualisers has been launched across the school for all teaching staff.	EEF - Metacognition 7+ months progress over a year when developing cognitive processes as part of the school's curriculum and in subject specific lessons.	1,3,4,6
Pupil Premium and disadvantaged pupils focussed training for all teaching and pastoral staff.	Effective Professional Development EEF Training for staff on understanding PP strategy and how funds are used. Also, on common strategies and importance of relationships and knowing pupils. 1. High-quality teaching EEF The above guidance from the EEF states that 'teachers should be mindful of the differing needs within their classes'.	1-6

Literacy strategy redeveloped, including targeted training and CPD.	EEF – 6+ months Improving Literacy in Secondary Schools EEF High impact for low cost. Key part of development plan to re-energise reading within the school. If pupils are able to read and comprehend more effectively this will unlock access to the curriculum and enable more rapid and secure progress.	1,3,4,5
Relocation and relaunch of library including purchase of new furniture, resources and books.	Encourage a love of reading https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	
NGRT testing - EAL diagnostics Results inform planning and strategies for those struggling to meet age-related expectations are shared with teachers	Improving Literacy in Secondary Schools EEF The above guidance from EEF states that 'pupils who start secondary school with low levels of literacy are a group in particular need of support.' NGRT will enable us to accurately identify which pupils need support and in what aspects of reading.	1,3,4,5

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

Budgeted cost: £114,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development and Implementation of ‘Wilfrid’s Windscreen’ The ‘Wilfrid’s Windscreen’ initiative was developed and implemented to accurately identify small-group interventions and mentoring needs for KS4 pupils. This includes the Blue Support cohort, academic mentoring, and the STEP programme. Academic Mentoring The Year 11 academic mentoring programme, ‘Blue Support’, includes a cohort of pupils who are High Prior Attainers (HPA), Pupil Premium (PP), and/or have Special Educational Needs and Disabilities (SEND). It also targets pupils with less than 95% attendance in the previous academic year. Pupils participate in weekly target-setting and review meetings with their mentor. Intervention Our performance strand programme is a Year 11 initiative designed to support pupil progress. Targeted pupils are placed on intervention, with priority given to PP pupils. It covers a range of subjects, with whole cohort subjects receiving the highest priority. Additionally, revision skills interventions are offered for disadvantaged SEND pupils.	As highlighted by Mentoring EEF, we will ensure that the mentoring programme is underpinned by a clear structure and well-defined expectations. Mentors will be equipped with a comprehensive mentoring booklet, and pupils will receive ongoing support after the programme concludes to sustain the positive changes. Mentors will be experienced, carefully selected, and matched with their mentees to foster strong, effective relationships. These processes are designed to achieve successful outcomes for our pupils. Following the guidance from Small group tuition EEF, we have implemented a small group intervention programme called STEP for our Year 11 pupils. This programme is grounded in effective diagnostic assessment and targeted academic support. Revision skills interventions are planned and delivered using the principles of the <i>EEF Metacognition Seven-Step Model</i>. As outlined in, Supporting Revision and the ‘Seven-step Model’ EEF a variety of research-informed revision strategies are explicitly taught. These strategies align with and reinforce the methods employed by subject teachers.	1-6
Attendance 100 will support pupils with attendance issues and to build relationships with key families.	Internal data indicates an in-school attendance issue among a small number of key pupils, the majority of whom are disadvantaged.	2,5
Renewed Literacy Strategy: Interventions to take place outside of Reading Time so that all pupils access high quality texts and see expert reading being modelled via their tutor. Diagnostic testing [using Accelerated Reader] will identify the different cohorts forming intervention groups:	“Pupils who struggle to read struggle in all subjects.” – Nick Gibb (DfE) Our reading programme aligns with our Trust’s <i>Guiding Principles on Reading, Writing, and Communication</i>, which are informed by evidence from the EEF, Alex Quigley, and Daniel Willingham.	1,3,4,5

• Phonics • Pre-Teaching Vocabulary • Accelerated Reader	KS3 Literacy Strategies Targeted and specialist interventions are delivered by English teachers and teaching assistants, as outlined in Reading Programmes for Secondary Pupils Evidence Review.pdf Accelerated Reader Accelerated Reader - first trial EEF Phonics Interventions We implement <i>SoundsWrite</i> as our phonics programme. According to the EEF, explicitly and systematically teaching phonics can accelerate progress by the equivalent of 5+ months of learning over a year. This method is particularly effective for disadvantaged pupils, who may not have developed phonological awareness at the same rate as their peers.	
Numeracy Intervention We provide numeracy intervention for disadvantaged including SEND pupils in Key Stages 3 and 4 who have significant numeracy gaps. These interventions are led by the SEND department and supported by a lead practitioner from the Maths team.	Improving Mathematics in Key Stages 2 and 3 EEF The EEF guidance emphasizes that “structured intervention support is required for Year 7 pupils who are struggling to make progress” in mathematics. Evidence from the <i>Teaching and Learning Toolkit</i> and findings from recent EEF projects suggest that effective interventions should include: • Explicit and systematic instruction, • Clear support for whole-class instruction, and • Strategies to motivate pupils.	1,3,4,5
Sixth Form / Peer mentoring for younger pupils	Peer tutoring EEF The guidance states that ‘peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.’	1,3,4,5
Revision Guides purchased for disadvantaged pupils in Year 10 and 11 to support their GCSE studies	Supporting Revision and the ‘Seven-step Model’ EEF The guidance from the EEF states that ‘supporting pupils to revise should help enhance the accuracy of their judgements and support them to manage their revision with greater independence.’	1,3,4,5
Raising aspirations Brilliant Club Scholars’ programme: The Scholars Programme - The Brilliant Club	The Sutton Trust has revealed that the gap between disadvantaged pupils and their peers accessing university has widened.	4,6

Homework Clubs Open to KS3 and KS4 pupils. Some pupils attend voluntarily, while others are directed to attend by SLT or HOH. Support is provided for those with SEND needs, and technology is available for pupils who require access to online work. Additionally, supported study sessions are offered for Year 11 and Year 13 pupils after school each day.	According to the EEF, high-quality homework can result in over five months of progress over a year. Providing opportunities to complete this work within school supports disadvantaged pupils who may struggle to access quiet workspaces and/or technology.	1,2,3,4
School Attendance Officer targeted support and intervention on attendance	Securing good attendance and tackling persistent absence - GOV.UK The above guidance from the EEF states that ‘in schools that are systematically removing barriers to attendance, pupils’ anxieties are not dismissed but are sensitively analysed. Schools who have improved attendance in the past, kept levels of attendance high and reduced persistent absence are applying the same principle of ‘listen, understand, empathise and support – but do not tolerate.’	2,3,4

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

Budgeted cost: £112,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular and Enrichment Activities We provide a range of extra-curricular opportunities to enrich pupils' cultural capital. These include activities such as art and music, sports clubs, drama productions, STEM activities, educational trips, Duke of Edinburgh's Award, John Paul II Award, and community projects. These experiences help broaden pupils' horizons, develop key skills, and foster an appreciation of diverse cultures and perspectives. Educational trips are subsidised to support our Pupil Premium (PP) families in accessing these activities.	EEF – Life Skills and Enrichment “At the EEF, we believe enriching education has intrinsic benefits, often referred to as 'arts for arts' sake.' We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. However, many argue that enrichment approaches can go beyond this by directly improving pupils' attainment.” Outdoor adventure learning EEF To help build cultural capital and provide wider experiences for Pupil Premium (PP) pupils during their time at St. Wilfrid's, we aim to remove barriers that might prevent their participation in activities accessible to their non-PP classmates. To achieve this, we will offer a range of trips this school year, subsidised for PP pupils. Children from the wealthiest backgrounds are three times more likely to take up music classes outside school hours than children from the poorest backgrounds. There is also a 20% participation gap in sports, a new report by the Social Mobility Commission reveals. “Our report shows that a young person may miss out on some of the most valuable experiences in life—a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers—simply because of their social background and where they grew up. It is time to level the playing field.” Evidence to support arts participation (+ 3 months) and physical activity (+ 1 month): For our more disadvantaged pupils, participation in extra-curricular activities is particularly important. The Education Endowment Foundation (EEF) highlights that: <i>"Pupils from disadvantaged backgrounds may be less likely to benefit from sports clubs and other physical activities outside of school due to the associated financial costs (e.g., equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them."</i> By offering free physical activities and sports opportunities, we aim to ensure all pupils can experience the physical, social, and emotional benefits of participation, regardless of their financial circumstances.	3,4,6

Study Club A classroom, supervised by a member of staff, is available each lunchtime for Year 11 pupils to complete independent study. Six out of the ten sessions in the two-week timetable take place in computer rooms.	Voluntary Study Club The club offers snacks and laptops to create a sense of belonging and foster collaboration among pupils. This initiative aligns with Peps McCrea’s research on motivation for learning, providing resources that support engagement and academic success. Motivation for learning resources – Peps Mccrea	1,2,3,4
Pupil Uniform Uniforms will be provided for families who are unable to purchase replacement items, as this has been a barrier to attendance in some cases.	How we are ensuring school uniforms are affordable for families – The Education Hub School uniforms can create a sense of identity and community for a school and its pupils, reduce peer pressure for the latest clothes, and help children feel settled and prepared for lessons. However, they can be costly for parents.	2,3,4,5
Stationery Provided to Pupils Stationery will be provided to pupils where required	Staff Voice Staff indicated that they felt the need to provide disadvantaged pupils with stationery, particularly where this has been a recurring issue and a barrier to learning.	2,3,4,5
Raising Aspirations School Colours Programme for Character Development – Pupils who have previously achieved School Colours will mentor pupils who wish to apply this academic year. Careers Programme A careers curriculum that offers breadth and depth to pupils throughout their time in the school, providing information, advice, and guidance, including: • 1:1 careers support and guidance for pupils in Y11–13 • Careers Week • Careers Fairs • Use of Unifrog • Links with local universities • Links with local employers	EEF – Life Skills and Enrichment: “At the EEF, we believe that enriching education has intrinsic benefits (sometimes referred to as ‘arts for arts’ sake’). We believe all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment.” EEF – Careers Education: “Careers education can be crucial in developing the knowledge, confidence, and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true for pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High-quality careers education can help them progress smoothly into further learning and work.”	3,4,6
Regular opportunities for parental engagement allow leaders to involve parents in the learning process, focussing on key transition points in KS2/3, KS4/5, and KS5/University. These sessions cover: assessment, revision strategies, LMI and careers, the purpose of homework, reading, and literacy and numeracy strategies	EEF - 2+ months. Disadvantaged pupils are less likely to participate in formal and informal educational activities during holidays. Parental engagement sessions can support parents in assisting their children's learning and self-regulation at home	4

Increase self-esteem, resilience, and ambition among pupils and their families. Provide tailored support for pupils experiencing anxiety or other mental health challenges.	Evidence suggests that supporting young people's social and emotional skills can reduce symptoms of anxiety, increase school attendance, and enhance participation in school life. Evidence supporting this approach with counsellors: "There is good evidence that universal and targeted cognitive behavioural therapy (CBT) interventions are effective in reducing internalising symptoms in young people." Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation	2,3,4,5
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Total budgeted cost: £450,370