

St Ebbe's C.E Primary School Pupil Premium Strategy Statement

1. Summary information					
School	St Ebbe's C.E Primary School, Oxford				
Academic Year	2018/19	Total PP budget	£98,960.00	Date of most recent PP Review	Nov 2016
Total number of pupils	360	Number of pupils eligible for PP	74	Date for next internal review of this strategy	Feb 2019

2. Outcomes 2017-2018

EYFS Attainment		Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics)	Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics)
		2018 - School	2018 -National
Reception	Pupil Premium	56% (5/9 c'n)	nya (51% Oxfordshire)
	All pupils	72%	nya
	Difference	-16%	nya

nya – Data not yet available

KS1 Attainment Achieved expected standard against the Interim Framework		Reading (school) 2018	Reading (National) 2018	Writing (school) 2018	Writing (National) 2018	Mathematics (school) 2018	Mathematics (National) 2018
Year 2	Pupil Premium	22% (2/9 c'n)	Nya %	22% (2/9 c'n)	Nya %	33% (3/9 c'n)	Nya %
	All pupils	75%	76%	68%	70%	75%	76%
	Difference	-53%	-%	-46%	-%	-42%	-%

NB Yr 2 cohort had 9 (20%) PPI including 2 SEND and 1 SEND & EAL

KS 2 Progress in 2017 Expected progress = 0		Reading Progress from Year 2 to exit Year 6	Writing Progress from Year 2 to exit Year 6	Mathematics Progress from Year 2 to exit Year 6
Year 6	Pupil Premium	2.4	2.5	-0.8
	All	1.5	2.9	0.9
	Difference	+0.9	-0.4	-1.7

KS2 Attainment 2017 Achieved expected standard against the Interim Framework		Reading (school)	Reading (National)	Writing (school)	Writing (National)	Mathematics (school)	Mathematics (National)	RWM (school)	RWM (National)
Year 6	Pupil Premium	88% (7/8c'n)	nya	88% (7/8c'n)	nya	88% (7/8c'n)	58% (2016)	63% (6/8c'n)	nya
	All pupils	88%	75%	95%	78%	93%	76%	80%	64%

	Difference	0	-%	-5%	-%	-5%	-%	-17%	-%
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NB Y6 cohort had 8 (20%) PPI including 2 SEND

Whole School Progress 2017-18	
% of Pupil Premium making expected progress	% of Pupil Premium making better than expected progress
Maths - Y1: 70%, Y2: 72%, Y3: 100%, Y4: 100%, Y5: 65%, Y6: 100% Reading – Y1: 60%, Y2: 86%, Y3: 70%, Y4: 80%, Y5: 93%, Y6: 100% Writing – Y1: 60%, Y2: 86%, Y3: 70%, Y4: 80%, Y5: 93%, Y6: 100%	Maths - Y1: 20%, Y2: 58%, Y3: 78%, Y4: 100%, Y5: 65%, Y6: 100% Reading - Y1: 20%, Y2: 58%, Y3: 56%, Y4: 90%, Y5: 65%, Y6: 100% Writing – Y1: 20%, Y2: 72%, Y3: 60%, Y4: 60%, Y5: 57%, Y6: 86%

3. Review of expenditure				
Previous Academic Year 2017-2018				Total PP funding (not including SPP): £ 92,141
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<ul style="list-style-type: none"> increased engagement of parents with their children's education and with the school improved attendance & punctuality raised attainment of PP pupils closing gap between PP pupils and others in the school accelerated progress of all PP pupils increased opportunities for PP pupils and broaden their experiences so that they 	<p>-Pupil Premium Champion tasked to implement, monitor and evaluate the effectiveness of; the curriculum, pedagogical approach to teaching of maths and literacy, intervention work with pupils. This teacher will continue to provide additional targeted teaching support as well as training all staff that are implementing specific intervention</p>	<p>Raised profile and importance of PP agenda through staff training and accountability exercises (e.g. pupil progress meetings) Clear PP strategy shared with all stakeholders</p> <p>PP Strategy, informed by EPPR and recent research in best practice</p> <p>High attendance and involvement of PP learners and families at Homework Club and extra-curricular activities e.g. Story Museum events</p> <p>The % of yr 6 c'n attaining the expected standard in Reading, Writing and Maths has improved on last</p>	<p>Seen the importance of a dedicated PP champion to drive the agenda forward and continue with the whole school strategy.</p> <p>Increase the capacity of PP champion by delegating some PP responsibilities to other members of staff so the agenda is shared and supported across the staff team.</p> <p>Rigorous evaluation of all interventions is needed throughout the year so that resources can be best chosen and targeted.</p> <p>Directly link PP expenditure to barriers to learning.</p> <p>Ensure interventions are ready to start in September to maximise impact.</p>	£4,000

become 'lifelong learners' with self-belief and high aspirations		year. Progress scores in core subjects have also improved.	Continue to focus Q1T on proven pedagogy and robust research. Ensure tighter monitoring of PP progress and attainment by attending all pupil progress meetings and reporting to governors 3x year.	
<ul style="list-style-type: none"> raised attainment of PP pupils closing gap between PP pupils and others in the school 	<ul style="list-style-type: none"> Staff training in CPA model for teaching Mastery Maths, high quality feedback and journaling- emphasis on enabling children to visualize using models and images and supporting problem solving approach Maths resources to support Concrete, Pictorial and Abstract approach to develop Mastery maths e.g. 'Maths – No Problem' (Singapore Maths) text/work books as the result of analysis of its effectiveness 	<p>CPA approach now used consistently across the school as demonstrated through lesson observations and book scrutiny.</p> <p>Yr 2 PP achieving the expected standard 33%. Yr 6 PP achieving the expected standard went from 46% (6/13) 2017 88% (7/8)– 14% more than national for all children.</p> <p>Data for years 1-5 show strong attainment and progress in maths than in previous years and in comparison, with reading and writing</p> <p>Maths no problem resources in place across Yrs1-6.</p> <p>Workbooks being using as an intervention for targeted children.</p>	<p>Ensure training for new members of staff and all TAs from Sept 2018</p> <p>Continue to embed mastery approach through involvement in SSIF project and support from LA consultant.</p> <p>Continue to support through staff meetings and joint planning.</p> <p>Clear focus on CPA/ Mastery approach in SIP 2018/19.</p> <p>Audit classroom maths resources and ensure all classrooms have access to key apparatus e.g. Dienes and use appropriate materials e.g. Maths No Problem/ nrich.</p>	£500
<ul style="list-style-type: none"> raised attainment of PP pupils closing gap between PP pupils and others in the school accelerated progress of all PP pupils increased opportunities for PP pupils and broaden their experiences so that they become 'lifelong learners' with self-belief and high aspirations 	<ul style="list-style-type: none"> Curriculum enhancement and enrichment opportunities provided through a variety of visits and visitors to the school. These will reflect a range of curriculum areas and enhance learning opportunities for the pupils in all year groups. 	<p>Increased engagement and participation of PP c'n as seen in learning walks.</p> <p>Hands-on activities and workshops were most successful –resulting in c'n producing high quality work and follow up.</p>	<p>Develop range of opportunities to include as many culturally relevant and hands-on experiences as possible.</p> <p>Actively encourage parents to participate whenever possible through class teachers and HSCLW.</p> <p>Develop <i>Dilema led curriculum</i> to further enhance experience for PP learners.</p>	£600
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
All key outcomes	-Home School Link Worker employed to work with parents and pupils in order to continue	Increased dialogue and engagement with parents and families of children who would be on the margins of the school community. Having a Single	More hours available to HSLW in order to ensure there is adequate support for all families and not just the "high" need level.	£16,000

	to improve learning, welfare and attendance	<p>Point of Contact/referral for these parents that goes beyond the academic year is especially helpful.</p> <p>Clearer understanding of the individual obstacles related to those families and how we can help and support. By having HSLW involvement in all Core Groups, TAF's and CP conferences(as appropriate), resolutions can be discussed and put into place quickly.</p> <p>HSLW supporting with housing, medical, employment and financial problems. This has helped improve relationships and trust with families and minimised potential barriers to attendance/learning.</p> <p>HSLW as "independent from classroom" support for behavioural/emotional issues. Intervening as a neutral can be a positive and also allows teachers to focus on teaching.</p> <p>Concrete measures of impact are difficult to separate from accompanying interventions but improved attendance/punctuality and attitudes to learning are indicators.</p> <p>Management of Walking bus/Breakfast Club has supported building powerful relationships with parents and children.</p> <p>Termly monitoring of attendance and behaviour has developed a "whole school" understanding of families to target.</p>	<p>There is a need for clear and regular lines of communication between SENCo, Play Therapist, PPI Champion and HSLW to co-ordinate interventions and ensure compatibility = effectivity. Meetings are now held weekly – it is essential that this continues.</p> <p>Clear systems of recording intervention and feedback from class teacher to HSLW and vice versa would be useful to ensure joined up thinking and indicators of issues aren't missed.</p> <p>A clear plan and strategy to support and raise parental aspirations would be a powerful tool to raise children's attainment and expectations.</p> <p>A more systematic approach to attendance is needed to hold families to account whilst providing as much support as we can give?</p> <p>Early contact with nurseries/playgroups before incoming cohort is essential to nurture relationships from the start. This has been crucial this year and can be made a priority in the summer term.</p> <p>Creating a social platform to engage would be good to help link up the families and encourage support between each other facilitated by the school. Coffee Morning, Family morning etc.</p>	
<ul style="list-style-type: none"> •raised attainment of PP pupils •closing gap between PP pupils and others in the school •accelerated progress of all PP pupils 	-Literacy Teaching and Learning Assistants to provide strategic support with writing and phonics intervention so that pupils can apply their phonic knowledge when reading and writing for small groups of pupils (e.g. Oxford Reading Campaign)	<p>Interventions were carefully selected to meet individual needs and regularly evaluated to ensure they were having maximum impact.</p> <p>Example of impact – Reading/Book Quest-</p> <ul style="list-style-type: none"> • Average progress in reading age: 19 months • Average progress in spelling age: 6 months • Average progress in comprehension age: 28 months over a 6/7 week period. <p>The majority of c'n participating in left reading at or above age related expectations.</p>	<p>For c'n now reading at Age Related Expectation cont. to monitor – these c'n can quickly slip back after an intensive intervention. Use RWI or ARCH to sustain progress (see Pupil Progress sheets). For c'n still not reading at ARE – further assessment of specific need and appropriate intervention in place for Sept.</p> <p>Interventions had greatest impact if delivered regularly – ensure time for this is protected from other interruptions.</p> <p>Expand use of Precision Teaching as this had a significant impact and can be tailored well to a child's needs and interests.</p>	£23,000

As above	-1:1/paired/group Tuition & Resources to develop reading, writing and maths for those who are working below expected or in need of accelerating progress	<p>Writing: YR 6 - 4/4(100%) met expected standard in writing and made good progress. Yr 4 - 7/11 have made good or better progress –7/11 have met ARE</p> <p>Maths: 6/6 (100%) met or exceeded their predictions based on KS1 – therefore good or better progress. All met the expected standard.</p>	To maximise impact; use approach and resources in line with our school curriculum e.g. Mastery maths, group c'n so that there are opportunities for peer talk, group c'n with similar need and build in time for the class teacher to liaise with the tutor regularly so that the focus can be followed up in class and tightly linked to the child's needs.	£10,200
<ul style="list-style-type: none"> •raised attainment of PP pupils •closing gap between PP pupils and others in the school •accelerated progress of all PP pupils •increased opportunities for PP pupils and broaden their experiences so that they become 'lifelong learners' with self-belief and high aspirations 	-Child play therapist to run Phoenix programme to support children to monitor, and develop their personal, social and emotional skills	<p>Impact is hard to measure due to the nature of the work and the complex needs of the c'n. Measurable impact includes; Good parental involvement at meetings and positive feedback from families</p> <p>Improvements in self-esteem, ability to express emotion and emotion regulation as measured using Strengths and Difficulties questionnaire and QCA behaviour records at the beginning and end of the year</p>	<p>Develop this type of provision so that more c'n can benefit and there is scope for follow-up work through other interventions e.g. Legoheads. The complexity and level of need of our c'n is becoming more challenging. We want to use the in-house expertise we have to support as many c'n as possible over longer time periods so that the impact is deep and sustained.</p> <p>Develop training and support for staff in managing c'n with high level needs</p>	£12,776
As above	•Subscribing to ARCH reading volunteers to engage children in reading through 1:1 support. Children have the opportunity to read and discuss books with an adult- targeting those who need practice & reluctant readers	<p>6/9 pupils made better than expected progress, 3/9 made good progress. 8/9 now reading at ARE.</p> <p>Strong relationships were built as the provision lasts the academic year – this increased confidence and pleasure in reading for the majority of c'n (child questionnaire).</p>	Continue to provide this intervention, consider matching child to volunteer carefully for maximum impact. Timetable the slots carefully to avoid c'n missing favourite parts of the curriculum.	£750

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<ul style="list-style-type: none"> •increased engagement of parents with their children’s education and with the school •raised attainment of PP pupils •closing gap between PP pupils and others in the school •accelerated progress of all PP pupils 	<p>-Teaching Assistant to support the early intervention where children and parents learn alongside each other e.g. communication, language and literacy through arts and craft</p>	<p>Strong take-up and positive feedback from families- strategic invitations have been successful and encouraged a greater sense of commitment.</p> <p>Parents became more comfortable and confident in the school environment and able to ask questions about wider school issues.</p> <p>Supportive parent relationships developed, which also provided good opportunities for English speaking for some.</p>	<p>Keep the group smaller to better facilitate discussion between school staff and parents and parent to parent.</p>	£1,500
<ul style="list-style-type: none"> •increased engagement of parents with their children’s education and with the school •improved attendance & punctuality 	<p>-Teaching Assistants to run walking school bus and strategic breakfast club with activities to improve attendance/punctuality and support children so that they are ‘ready to learn’</p>	<p>Improved attendance and punctuality for the highest risk of persistent absenteeism.</p> <p>Support for families who need to be at work or have family needs to attend to. In addition, this builds good will and community relations with parents.</p> <p>More vulnerable children build positive relationships with others across age groups and with key staff.</p> <p>Children start the day more focused having eaten and arrived at school without disruption.</p> <p>There is a very noticeable difference in attendance and punctuality with families when they use the Walking Bus and Breakfast Club. To the point of non-attendance when not utilised. 4/24 PP c’n using breakfast club/walking bus have attendance less than 90%, all but 1 are improving.</p>	<p>Breakfast club needs to be an enjoyable and relaxing experience for these children as attempts to introduce education-based interventions have been met with a reluctance to attend.</p> <p>To continue to explore possibilities of extending the capacity of the club through income from non-PP children.</p> <p>Breakfast Club/Walking Bus has become an essential tool for those children who are refusing to attend/have separation issues in the morning.</p>	£15,000

<ul style="list-style-type: none"> increased opportunities for PP pupils and broaden their experiences so that they become 'lifelong learners' with self-belief and high aspirations 	Subsidised Residential opportunities in years 4-6 to support outdoor learning, build children's confidence and broaden experiences	<p>Invaluable impact - all pupils are able to participate fully in school events and trips.</p> <p>First hand experiences stimulate pupils' interests and engagement in topics and related learning.</p> <p>Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.</p> <p>Benefits including greater confidence and better peer relationships which continue beyond the residential trips in particular.</p>	Continue to subsidise places for pupils eligible for PP in order that they can access all opportunities offered for extending learning and developing effective relationships with peers and no child is disadvantaged.	£6,000
As above	Provision of extracurricular opportunities to further engage pupils in activities that develop physical, musical, personal, social and emotional skills e.g. afterschool provision, sports clubs, music classes	<p>Increased 'Cultural Capital' for targeted c'n. Impact included; greater confidence and oral skills e.g. performing in assemblies and summer production, musical skills developed e.g. performing solos at the school concerts and widened range of interests' e.g. attending holiday events at the Story Museum with their families.</p>	Continue to invest in extra-curricular opportunities and work with class teachers and families to find activities that best fit the child.	£500

*Discretionary fund £1,315 set aside to cover uncertainties over future funding due to pupil mobility

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Social, emotional and mental health needs present a significant barrier to learning for many PP pupils.
B.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This impacts on communication, language and literacy throughout their education if not addressed early. The abstract nature of certain concepts and unfamiliarity with cultural references also impacts learning.
C.	Pupils eligible for PP, especially those that have middle attainment at KS1, do not make good enough progress in KS 2 and often do not meet the expected standard in year 6. This will impact their chances of future success at secondary school.
D.	High ability pupils who are eligible for PP are making less progress than other high ability pupils and are therefore not achieving their potential at the end of KS 2.
External barriers	
D.	25% (18/73) of c'n receiving PP have attendance below 90%

3. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Pupils eligible for PP demonstrate good social skills and emotional literacy in their learning, friendships and interactions.	Pupils eligible for PP are generally happy at school, make good progress through interventions are not over represented in records of behaviour incidents.
B.	Improved speech, language and communication skills for pupils eligible for PP leading to improved standards in reading and writing.	Pupils eligible for PP make good progress in language skills during EYFS and year 1 meeting age related expectations. Parents develop understanding of how well their child is progressing, and what their child needs to do to improve.
C.	Pupils eligible for PP make higher rates of progress and more of them achieve GDS in core subjects.	All pupils eligible for PP make good or better progress.
D.	Increased attendance rates for pupils eligible for PP.	Improve overall PP attendance to at least in-line with other pupils.

5. Planned expenditure

Academic year: 2018-2019

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date/s
Improved rates of progress for PP pupils in maths, reading and writing (B, C)	<p>Pupil Premium Champion tasked to implement, monitor and evaluate the effectiveness of intervention work with pupils and lead on staff training to ensure pedagogy and curriculum meets the needs of all pupils.</p> <p>Further improve maths teaching through staff training in CPA model for teaching Mastery maths, feedback and journaling – supported by the SSIF project (fully funded).</p> <p>Develop the teaching of phonics and spelling through the introduction of Read Write Inc resources.</p> <p>Further improve the teaching of writing through staff training – supported by the SSIF project (fully funded).</p>	<p>PP funding will be invested in developing strategies which will help all pupils. Many different evidence sources, e.g. Sutton Trust, NCEMT and EEF Toolkit suggest this pedagogy alongside high quality feedback is an effective way to improve attainment.</p> <p>Dylan William’s work endorses the need for a ‘Bigger Picture’ curriculum. Our curriculum will be driven by human stories, using narrative memory to make leaning meaningful and memorable.</p>	<p>The Head teacher and PP champion will monitor the effectiveness of Quality First Teaching through learning walks, work scrutiny and discussions with pupils.</p> <p>The SSIF projects will be monitored through data tracking and ongoing collaboration with Local Authority consultants.</p> <p>Investment in Read Write Inc materials and training, monitoring of children’s progress and of the teaching of these sessions.</p> <p>The curriculum will be developed alongside an in-house pedagogue in residence and funded by SESA so that it is well resourced.</p>	<p>PP Champion</p> <p>SLT</p>	<p>Termly through Curriculum governors meetings.</p>

	Re-designing of the curriculum to engage and give children a broad range of real-life, immersive experiences.				
			Total budgeted cost: £2,746		

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Pupils eligible for PP make higher rates of progress and more of them achieve GDS in core subjects (B,C)	Targeted support for individuals and small groups of children to target core skills in Reading, writing and maths	Interventions have been selected on their track record both through the Sutton Trust research and our monitoring.	<p>Staff running interventions will be well trained and supported.</p> <p>Interventions will use pedagogy and resources in-line with our school curriculum in English and maths.</p> <p>Interventions will be carefully timetabled so that c'n do not miss key learning time in class. There will be clear assessments in place at the start and end of the intervention to measure impact.</p> <p>Class teachers will take responsibility for liaising with adults running interventions with their c'n to ensure learning is joined up with class work.</p> <p>The PP Champion, SENCo and class teachers will monitor attainment and progress of pupils targeted for support regularly through pupil progress meetings x 6 year.</p>	PP Champion SENCo Class teachers	£46,376

<p>Improved support for identified children in the management of their own feelings and behaviour, and develop understanding of how they relate to others (A)</p>	<p>Increased access to play therapy for targeted c'n – including parent meetings/support.</p> <p>Extend availability of LegoHeads social skills and self-regulation groups.</p> <p>Development of whole school behaviour practice through restorative approaches, reflection and a focus on positive behaviours.</p>	<p>The Children's Act 2004 (Every Child Matters) recognised that schools need to be concerned with the all-round development of children. There has been increased recognition of the impact of social and emotional aspects of learning and mental health on academic attainment in schools.</p> <p>54% (40/74) of our PP children also have social, emotional or mental health needs which impact on their well-being and progress.</p>	<p>Extend the availability of Phoenix (play therapy) led by an experienced and qualified child psychotherapist.</p> <p>Extend the availability of LegoHeads led by PP champion and experienced teacher.</p> <p>Ensure class teachers and parents are fully involved through regular feedback and discussion.</p> <p>On-going training for all staff on general strategies for behaviour and more focussed training around specific areas of need e'g' Attachment.</p> <p>Clear behaviour policy shared and understood by adults and children.</p>	<p>PP Champion, SENCo, Head teacher</p>	<p>£10,832</p>
			<p>Total budgeted cost: £57,208</p>		
<p>iii. Other approaches</p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<p>Increased attendance rates (D)</p>	<p>Continue to offer walking school bus and breakfast club to children in receipt of PP to ensure good levels of attendance, punctuality and 'readiness to learn'.</p> <p>Develop a clear strategy for improving attendance including; structure for dealing with persistent absence, monthly support from Local Authority Attendance Officer, increase in HSCLW responsibility for monitoring pupils daily attendance and following up quickly on absences.</p>	<p>In February 2015 the Department for Education (DfE) published a report on the link between absence and attainment</p> <p>Key findings show that the higher the percentage of sessions missed across the KS, the lower the likely level of attainment at the end of KS2: pupils with no absence are 1.6 times more likely to achieve expected standards, and 4.7 times more likely to exceed expected standards, than pupils that missed 15-20 per cent of all sessions</p> <p>Last year's attendance data supports this as an effective strategy. It also offers more opportunities to liaise with parents and a smoother transition into class.</p>	<p>The head teacher and HSCLW will analyse attendance of all pupils and specifically those whose attendance falls below 95%. This will be supported and monitored by a Local Authority Attendance officer termly.</p> <p>Governors will monitor attendance termly through reports provided and actions to address any issues will be reported by the Headteacher.</p>	<p>Headteacher/ HSCLW</p>	<p>Half termly (6x/ year)</p> <p>£31,103</p>

<p>First hand experiences stimulate pupils' interests and engagement in topics and related learning.</p> <p>Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.</p>	<p>Subsidy of school trips, curriculum enhancement activities and places at after-school clubs</p>	<p>Ofsted has produced a range of documents and case studies to demonstrate the importance of learning outside the classroom (LOtC). A key document is the 2008 report <u><i>Learning outside the classroom: How far should you go?</i></u> Key findings of the report include that when planned and implemented well, learning outside the classroom contributed significantly to raising standards & improving pupils' personal, social and emotional development.</p>	<p>The PP champion/ Educational Visits Co-ordinator (EVC) will monitor quality and engagement in LOtC activities and participation in after-school clubs to ensure that vulnerable children are not disadvantaged.</p> <p>PP Champion and HSCLW will identify and promote out-of-school activities for individual c'n based on what we already know works well e.g. Story Museum, Creation Theatre.</p>	<p>Headteacher/ EVC/ Pupil Premium Champion, HSCLW</p>	<p>Half termly (6x/ year)</p> <p>£10,000</p>
<p>Total budgeted cost - £101,057 – Balance -£2,097.40</p>			<p>Total budgeted cost: 41,103</p>		
<p>The Governing Body have directed that the next EPPR should be carried out in 2018/19</p>					

