

Thorntree Primary School

Report to Governors on the use of the Pupil Premium Funding 2017/18

What is Pupil Premium:

The Pupil premium is funding allocated to schools for the specific purpose of raising the attainment of disadvantaged pupils and closing the gap between them and their peers.

Why has it been introduced:

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (Disadvantaged) and their wealthier peers (Others) by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Pupil Premium.

Principles:

At Thorntree Primary School:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding is allocated following a needs analysis to identify priority classes, groups or individuals. Funding and resources are always limited which means that not all pupils receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Provision:

The range of provision the Governors may consider making for this group 2017/18 includes:

- Maintaining small class sizes, therefore improving opportunities for effective assessment of pupil progress and accelerating that progress.
- Acquiring effective materials aimed at raising standards, particularly in reading, writing and mathematics.
- Providing targeted support for key children, delivered by experienced teaching staff whose focus is to overcome barriers to learning.
- Additional teaching and learning opportunities provided through learning mentors, trained teaching assistants, external agencies and school residentials.
- All our work through the Pupil Premium is aimed at accelerating progress and moving pupils to at least age related expectations. Predominately this is in English and Mathematics.

- Pupil Premium resources may also be used to target more able pupils on FSM to achieve above the National Standard at Key Stages 1 and 2.
- The Governors of the school will provide information annually on how they have used the Pupil Premium funding to address the issue of 'diminishing the difference' for socially disadvantaged pupils.

Reporting:

The Head Teacher will report termly to the Governors on the schools approach to, and success in, narrowing the attainment gap for disadvantaged pupils. Governors will monitor spending termly through attendance at Governing Body Meetings including Finance and Resources and Raising Achievement Committee meetings. An annual statement will be published on the schools website.

2017/18

The following outlines indicative Pupil Premium for the financial year 2017/18
Plans for the use of this funding are in place for the beginning of the 2017/18 Academic Year.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	386
Total number of pupils eligible for PP	244
Amount of PP received per pupil	£1320
Total PPG allocation 2017/18 *	£320 940.00

- Including £600 Service Child Pupil Premium Allocation

Attainment 2018

Performance of disadvantaged pupils	2016				2017				2018			
	Disadvantaged		All		Disadvantaged		All		Disadvantaged		All	
	National	School	National	School	National	School	National	School	National	School	National	School
EYFS Good Level of Development	55% <small>FSM</small>	54% <small>FSM</small>	69%	63%	-	70% <small>FSM</small>	71%	65%	52%	50% <small>FSM</small>	72%	61%
Year 1 Phonics Check	70%	72%	81%	73%	70%	73%	81%	76%	72%	86%	83%	80%
Year 2 Phonics re-take Check	86%	71%	91%	91%	86%	91%	92%	98%	55%	83%	61%	75%
KS1 Expected standard + Combined	-	42%	60%	52%	-	52%	64%	60%	50%	62%	65%	63%
KS1 Expected standard + Reading	62%	61%	74%	65%	63%	71%	76%	75%	63%	70%	75%	71%
KS1 Expected standard + Writing	52%	58%	65%	63%	54%	60%	68%	66%	55%	63%	70%	66%
KS1 Expected standard + Maths	60%	61%	73%	67%	62%	71%	75%	73%	63%	63%	71%	68%
KS1 Greater depth Combined	-	-	9%	4%	-	2%	11%	4%	5%	3%	12%	7%
KS1 Greater depth Reading	13%	0%	24%	4%	14%	12%	25%	16%	14%	3%	26%	7%
KS1 Greater depth Writing	7%	0%	13%	7%	8%	7%	16%	9%	8%	7%	16%	12%
KS1 Greater depth Maths	10%	0%	18%	7%	11%	10%	21%	11%	12%	7%	22%	12%
KS2 Expected standard + Combined	39%	20%	53%	22%	48%	32%	61%	35%	51%	40%	64%	41%
KS2 Expected standard + Reading	53%	31%	66%	35%	60%	41%	71%	40%	64%	47%	75%	50%
KS2 Expected standard + Writing	64%	77%	74%	77%	66%	71%	76%	70%	67%	70%	78%	71%
KS2 Expected standard + SPAG	61%	29%	72%	33%	66%	65%	77%	65%	67%	63%	78%	65%
KS2 Expected standard + Maths	58%	40%	70%	37%	63%	62%	75%	63%	64%	67%	76%	65%
KS2 Greater depth Combined	2%	0%	5%	0%	4%	0%	9%	0%	4%	0%	10%	3%
KS2 Greater depth Reading	10%	3%	19%	2%	14%	3%	25%	3%	18%	3%	28%	6%
KS2 Greater depth Writing	8%	11%	15%	12%	10%	24%	18%	25%	11%	3%	20%	6%
KS2 Greater depth SPAG	14%	0%	23%	0%	21%	12%	31%	13%	24%	7%	34%	9%
KS2 Greater depth Maths	9%	0%	17%	0%	13%	12%	23%	10%	14%	3%	24%	6%

Higher % than disadvantaged national Broadly in line with disadvantaged national (± 1%) Lower % than disadvantaged national Equal % to disadvantaged national

The following is a working budget proposal, which will be reviewed at least termly with associated actions evaluated accordingly. The total Pupil Premium Grant funding has not been allocated for the beginning of the financial year allowing Governors to consider priorities and the needs of the children as the year progresses.

Actions focussing on Teaching and Learning which will directly impact on pupil progress and attainment																																			
Action	Monitoring Plan	End of Year Impact & Evaluation																																	
In order to address the attainment gap between Pupil Premium and Non-Pupil Premium children provide 'closing the gap' teachers in lower Key Stage 2, Key Stage 1 and the Early Years Foundation Stage.	Monitor impact half-termly through standards reviews, pupil progress meetings and data analysis. Report to Governing Body termly.	Data shows that the gap between Pupil Premium children and Non-Pupil Premium children is diminishing in Reading, Writing and Mathematics. Whole school cohort data shows: Summer 2017 ARE+ <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>56.6%</td> <td>61.6%</td> <td>5%</td> </tr> <tr> <td>W</td> <td>52.9%</td> <td>58.5%</td> <td>5.6%</td> </tr> <tr> <td>M</td> <td>58.8%</td> <td>66.2%</td> <td>7.4%</td> </tr> </tbody> </table> Summer 2018 ARE+ <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>61.9%</td> <td>63.7%</td> <td>1.8%</td> </tr> <tr> <td>W</td> <td>59.3%</td> <td>62.4%</td> <td>3.2%</td> </tr> <tr> <td>M</td> <td>61.9%</td> <td>68.8%</td> <td>6.9%</td> </tr> </tbody> </table>			PP	Non-PP	Gap	R	56.6%	61.6%	5%	W	52.9%	58.5%	5.6%	M	58.8%	66.2%	7.4%		PP	Non-PP	Gap	R	61.9%	63.7%	1.8%	W	59.3%	62.4%	3.2%	M	61.9%	68.8%	6.9%
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Provide additional teachers in Years 5 and 6 to support identified 'key marginal' children for Mathematics and English.	Monitor impact half-termly through pupil progress meetings and data analysis. Report to Governing Body																																		
Maintain high adult: pupil ratios and additional teaching and learning opportunities through the employment of additional teaching assistants in Key Stages 1 and 2	Monitor impact half-termly through standards reviews, pupil progress meetings, data analysis and termly intervention tracking. Report to Governing Body																																		
Provide daily one to one support for the teaching of reading in Years 3 and 4.	The progress of identified key marginal children to be tracked at least termly.	Reading in Year 3 (PP 35 v Non-PP 20): Summer 2017 ARE+ <table border="1"> <thead> <tr> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>68.6%</td> <td>65%</td> <td>-3.6%</td> </tr> </tbody> </table> Summer 2018 ARE+ <table border="1"> <thead> <tr> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>71.4%</td> <td>70%</td> <td>-1.4%</td> </tr> </tbody> </table> Reading in Year 4 (PP 40 v Non-PP 9): Summer 2017 ARE+ <table border="1"> <thead> <tr> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>42.5%</td> <td>66.6%</td> <td>24.1%</td> </tr> </tbody> </table> Summer 2018 ARE+ <table border="1"> <thead> <tr> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>55%</td> <td>66.6%</td> <td>11.6%</td> </tr> </tbody> </table>		PP	Non-PP	Gap	68.6%	65%	-3.6%	PP	Non-PP	Gap	71.4%	70%	-1.4%	PP	Non-PP	Gap	42.5%	66.6%	24.1%	PP	Non-PP	Gap	55%	66.6%	11.6%								
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<p>Employ a part-time Reading Recovery teacher to work in Key Stage 1 to improve the reading attainment of identified pupils and provide staff development.</p>	<p>Reading Recovery teacher to provide impact data for the children accessing the programme. Data to demonstrate impact of programme on exit and measure long term gains.</p>	<p>All children engaged with the Reading Recovery Programme have made progress since September 2017. On average children have made between 6 and 15 months progress in a term.</p>																											
<p>Employ a specialist learning support teacher to address individual issues which may provide a barrier to learning and offer staff professional development and support.</p>	<p>Half-termly review meetings with SENCo.</p>	<p>The specialist support teacher has compiled reports for 10 children, working in conjunction with the SENCo, during this academic year.</p>																											
<p>Employ a specialist mathematics tutor (0.1) for years 3 & 4 to deliver targeted sessions and to coach and mentor and teaching assistants.</p>	<p>Monitor impact half-termly through standards reviews, pupil progress meetings, data analysis and termly intervention tracking.</p>	<p>Initially key marginal children in Years 3 and 4 where the focus for the mathematics tutor. During the summer term he also worked with key marginal children from Year 5. All pupils have maintained or improved their attainment grade this year. This has impacted on cohort attainment as follows:</p> <p>Mathematics in Year 3 (PP 35 v Non-PP 20): Summer 2017 ARE+</p> <table border="1" data-bbox="1435 868 1760 927"> <tr> <td>PP</td> <td>Non-PP</td> <td>Gap</td> </tr> <tr> <td>68.5%</td> <td>60%</td> <td>-8.5%</td> </tr> </table> <p>Summer 2018 ARE+</p> <table border="1" data-bbox="1435 959 1760 1018"> <tr> <td>PP</td> <td>Non-PP</td> <td>Gap</td> </tr> <tr> <td>71.4%</td> <td>65%</td> <td>-6.4%</td> </tr> </table> <p>Mathematics in Year 4 (PP 40 v Non-PP 9): Summer 2017 ARE+</p> <table border="1" data-bbox="1435 1134 1760 1193"> <tr> <td>PP</td> <td>Non-PP</td> <td>Gap</td> </tr> <tr> <td>37.5%</td> <td>77.8%</td> <td>40.3%</td> </tr> </table> <p>Summer 2018 ARE+</p> <table border="1" data-bbox="1435 1225 1760 1284"> <tr> <td>PP</td> <td>Non-PP</td> <td>Gap</td> </tr> <tr> <td>42.5%</td> <td>77.8%</td> <td>35.3%</td> </tr> </table> <p>Mathematics in Year 5 (PP 33 v Non-PP 10): Summer 2017 ARE+</p> <table border="1" data-bbox="1435 1401 1760 1428"> <tr> <td>PP</td> <td>Non-PP</td> <td>Gap</td> </tr> </table>	PP	Non-PP	Gap	68.5%	60%	-8.5%	PP	Non-PP	Gap	71.4%	65%	-6.4%	PP	Non-PP	Gap	37.5%	77.8%	40.3%	PP	Non-PP	Gap	42.5%	77.8%	35.3%	PP	Non-PP	Gap
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		51.5%	40%	-11.5%
		Summer 2018 ARE+		
		PP	Non-PP	Gap
		66.7%	50%	-16.7%
Purchase of resources to enhance the mathematics curriculum.		<p>A number of key resources have been purchased including Concept Boards, Base 10 and Numicon to provide opportunities for children to use concrete apparatus before transferring their skills into abstract. Analysis of arithmetic scores between PiXL test papers Summer 2017 and Summer 2018 show an increase in all year groups tested (Years 3-6) The Times Table Challenge continues to be a focus throughout school. End of year achievement: Bronze 74% Silver 50% Gold 24%</p>		
Contribute towards the development of Read, Write, Inc. Spelling for use in Key Stage 1 and online curriculum support for Read, Write, Inc for the 2017/18 academic year.	Read, Write, Inc. manager monitoring impact of scheme termly.	<p>2018 Key Stage 1 Writing teacher assessment showed the standard achieved in 2017 had been maintained at 66%. However, a greater percentage of children in 2018 are working at greater depth. 2017 GDS 9% (LA 13% NA 16%) 2018 GDS 12% The number of children passing the phonics screening check in Year 1 has also increased: 2017 - 76% 2018 - 80%</p>		

<p>Purchase of Reading Plus+ to improve levels of attainment in reading for targeted groups of children following a successful trial carried out in Upper Key Stage 2 Summer Term 2016.</p>	<p>Reading Plus+ impact reports and data analysis.</p>	<p>47 children in Years 5 & 6 have accessed Reading Plus. The summary report data shows there has been an average level gain of 3 years. 81% of the children using the program are at or close to their Reading Plus age related grade, this is an increase of 71% since the end of October</p>
<p>Enrol as a PIXL school to improve attainment at the end of Key Stage 2.</p>	<p>Termly monitoring reviews with PIXL associate and manager.</p>	<p><i>'Plans for next year's Core team are in place and the forensic analysis of cohort and pupil level data has already begun as the pre-cursor to the application of DTT.'</i> N.Newell PiXL Associate 14.06.18 meeting with DHT</p>
<p>Improve standard of attainment and staff expertise through SLE support from within the LA. Specific focus: Reading and Mathematics.</p>	<p>Middle leader impact reports for Governing Body. EYFS, Reading and Writing outcomes.</p>	<p>In addition to the 2 SLE's in school (for Computing and Science) NT and MF have both been successful appointed by MSTa as SLE's. They are now supporting colleagues within the LA with Maths, Assessment and Behaviour Management. KE as English lead takes a proactive approach to developing English across school, through the English network (LA) and within MCLT (EEF/A.Taylor Project) MF & KE KS2 STA Accredited moderators NT KS1 STA Accredited moderator</p>
<p>Improve the quality of reading materials available to the children in the Early Years Foundation Stage.</p>		<p>Resources purchased to enhance reading areas in EYFS: Fiction books & puppets £600</p>

Purchase dictionaries for Key Stages 1 & 2. In Key Stage 2 these are to support the reciprocal reading approach and whole class guided reading.	Monitor impact through termly data analysis.	Dictionaries purchased 31.01.18
Purchase of ICT equipment and pupil support packages to enrich the curriculum. Subscribe to Marvellous Me to promote parental engagement and celebrate success.	Measure impact through Pupil and Parent/Carer questionnaires. Promote and monitor use of Marvellous Me App.	June 2017 39 parents/carers completed the parent voice survey Dec 2017 151 parents/carers completed the parent voice survey More than 97% agreed with the positive statements about school (See Surveys File 2017/18)
To provide CPD opportunities for teachers to improve the quality of teaching in English and Mathematics e.g. PiXL Middle Leaders, Royal Shakespeare Co. – Active approaches training	Monitor impact on pupil attainment through pupil progress meetings and intervention tracking.	'An Attachment Friendly School' KCAssociates, training evaluations scrutinised, vast majority demonstrate positive impact following training. 'KCSIE' Safeguarding First evaluations used for action planning to strengthen current procedures. CPD evaluations completed by all staff who attend courses. (See CPD file 2017/18) PiXL middle leaders successfully completed their projects Summer 2018.
Subtotal	£199 827.00	
Actions focussing on Social, Emotional and Behavioural issues to address barriers to learning.		
Action	Monitoring Plan	Impact & Evaluation
Provide Social, Emotional and Behavioural support for children throughout school within the school 'Workshop' facility.	Monitor impact through scheduled review meetings.	Monitoring (half-termly) and reviewing impact (termly) for vulnerable learners is now an

Employ a psychotherapist 2 days / week, from Child and Adolescent Therapy Solutions (CATS), to work with children and their families to help them overcome barriers to learning.	Specialist support provided and reviewed regularly. Report impact of service to Governing Body.	integral aspect of work in school. Attainment of vulnerable children, 87% of which are Pupil Premium children: Summer 2017 ARE+																																
School to undertake a comprehensive training programme in Attachment Awareness throughout the academic year to establish an 'Attachment Aware' culture in school. Programme involving all school staff to be delivered by KCAssociates.	Monitor impact through: Behaviour logs of identified children Attainment of specific cohorts (2019 & 2022)	<table border="1" data-bbox="1435 240 1807 373"> <thead> <tr> <th></th> <th>Vul</th> <th>All</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>42%</td> <td>57.9%</td> <td>15.9%</td> </tr> <tr> <td>W</td> <td>37.4%</td> <td>54.5%</td> <td>17.1%</td> </tr> <tr> <td>M</td> <td>47.7%</td> <td>61%</td> <td>13.3%</td> </tr> </tbody> </table> <p>Summer 2018 ARE+</p> <table border="1" data-bbox="1435 400 1807 533"> <thead> <tr> <th></th> <th>Vul</th> <th>All</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>48.6%</td> <td>62.5%</td> <td>13.9%</td> </tr> <tr> <td>W</td> <td>42.1%</td> <td>60.2%</td> <td>18.1%</td> </tr> <tr> <td>M</td> <td>47.7%</td> <td>64%</td> <td>16.3%</td> </tr> </tbody> </table> <p>Although the gap is diminishing in reading, it is widening in writing and mathematics. Nevertheless the number of vulnerable children achieving ARE+ in writing has increased. Mathematics will be a key focus for 2018/19. A number of children are supported through Workshop or by a psychotherapist. Additional one day support provided through a trainee psychotherapist (CATs/MSTA) Behaviour monitoring shows: 2016/17 Bronze Award 43% Silver Award 35% Gold Award 24% 2017/18 Bronze Award 56% Silver Award 40% Gold Award 29%</p>		Vul	All	Gap	R	42%	57.9%	15.9%	W	37.4%	54.5%	17.1%	M	47.7%	61%	13.3%		Vul	All	Gap	R	48.6%	62.5%	13.9%	W	42.1%	60.2%	18.1%	M	47.7%	64%	16.3%
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Subtotal	£36 320.00																																	

Actions focussing on supporting families and improving attendance and punctuality		
Action	Monitoring Plan	Impact & Evaluation
Employ a full time Parent Support Advisor (PSA) to support our vulnerable families.	Monitor impact through scheduled review meetings.	Comprehensive support package for vulnerable families in place.
Employ an Assistant Parent Support Advisor to improve levels of attendance and punctuality.	Monitor impact through fortnightly review meetings.	Attendance data shows: 2016/17:93.9% 2017/18 to date:94% For analysis of absence due to vomiting/flu virus is available (Attendance file 2017/18)
Employ an attendance officer to reduce the number of persistent absentees and increase punctuality.	Monitor through monthly reports, attendance registers, attendance case conference meeting records and celebration assemblies.	Persistent absentees end of 2016/17 64 pupils 20.58% Persistent absentees 2017/18 to date 65 pupils 21.31% The increase is due to a family with CME, an extended holiday due to SEND and an increase in absence of 2 vulnerable pupils..
Support parents / carer with the purchase of PE kit to ensure all children are able to participate appropriately dressed for PE.	Monitor through participation levels.	An increase in the number of children who are prepared for PE. Small group of 'hard to reach' parents continue to be reluctant to engage.
Purchase book bags and back packs in Key Stage 2 in order to support parents / carers with the purchase of school equipment and encourage participation in home learning.	Monitor through participation levels in home learning.	In order to increase the number of children engaged in home learning all year groups take part in year group challenges, these are sent home in home learning books and uploaded onto the year group pages of the website. . Home Learning Policy updated March 2018 and shared with all parents/carers. Available on school website – policies section.
Subtotal	£45 614.00	

Actions focussing on curriculum enrichment		
Action	Monitoring Plan	Impact & Evaluation
Support the year 5 children with the cost of the annual residential visit to Carlton Outdoor Centre.	Monitor the quality and breadth of experiences provided for all children through year group and monthly newsletters. Improved attitudes to learning and motivation through rich and varied opportunities evidenced through pupil questionnaires and pupil feedback. Measure impact through attainment levels for Pupil Premium children.	Year 5 children residential to Carlton. All year groups engaged with additional experiences at the engage or express stage of their creative curriculum topic – shared via monthly newsletters and the school Twitter feed. (Currently 982 followers)
Subsidise the cost of all educational visits in order to ensure all children are able to attend and enhance their experiential learning.		
Provide experiences both inside and outside of the school environment, including visitors to school to support the Creative Curriculum’.		
Contribute to membership of the Children’s University and Summer School activities.	Monitor attainment levels of children who access extra-curricular activities and the Summer School 2017.	35 children took part in Summer School 2017 and subsequently graduated from the Children’s University in December 2017. Their attainment is being monitored and progress will be reviewed at the end of the academic year. Disappointingly, despite every effort to encourage children to collect stamps in their CU Passports only 2 children graduated this year.
Provide music tuition for targeted groups of children through ‘The School of Rock and Pop’ in order to improve confidence levels and promote enjoyment of the wider curriculum.	Monitor impact on pupil attainment through pupil progress meetings and intervention tracking.	
Subtotal	£31 000.00	
Total Expenditure	£312 761.00	

There is currently an underspend of £8 179.00 2017/18

2017/18 Underspend of £8 179.00

Additional expenditure to date (Jan 2018)	
Workshop resources	£156.81
Resources boxes for identified focus children	£1320.80
Contribution to fiction books	£2400.00
Contribution to reading scheme books	£3000.00
TOTAL	£6877.61
Underspend	£1301.39

2017/18 Underspend of £1 301.39

Additional expenditure to date (July 2018)	
* Contribution to banded reading books	£1301.39
TOTAL	£1301.39
Underspend	£0

* Banded reading books total cost £3210.18

Attainment 2016 and 2017