



## Pupil Premium Strategy Statement: St Peter's RC Primary School

1. Summary information					
School					
Academic Year	2016/17	Total PP budget	£57,600	Date of most recent PP Review	21/07/17
Total number of pupils	174	Number of pupils eligible for PP	32 (18.28%)	Date for next internal review of this strategy	21/01/17

2. Current attainment		
<b>End of KS2 Attainment for: 2016-2017 (4 pupils)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	50%	48%
Average progress in reading	0.48	2.0
Average progress in writing	2.13	1.4
Average progress in maths	-0.98	1.3
Average scaled score in reading	100.4	105.9
Average scaled score in writing	96.02	96.4
Average scaled score in maths	96.2	99.1

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
19 <b>(10.34%)</b>	12 <b>(6.89%)</b>	0	10 <b>(5.75%)</b>

**Current Academic Year**  
**(Percentages are for each cohort and the totals across the school)**

<b>Year Group</b>	<b>Total</b>	<b>FSM</b>	<b>Ever 6</b>	<b>Services</b>	<b>Adoption Premium</b>
Year 6	3 (9.68%)	2 (10.53%)	1 (4%)	3 (12%)	0
Year 5	6 (19.35%)	2 (10.53%)	4 (40%)	1 (8.33%)	0
Year 4	2 (6.45%)	2 (10.53%)	1 (10%)	2 (16.7%)	0
Year 3	7 (22.58%)	3 (15.79%)	3 (30%)	1 (8.33%)	0
Year 2	0 (-)	0 (-)	0	2 (16.7%)	0
Year 1	9 (29%)	6 (31.58%)	0	2 (16.7%)	0
Reception	4 (12.9%)	4 (21.05%)	0	1(8.33%)	0
<b>Total</b>	<b>31 (100%)</b>	<b>19 (100%)</b>	<b>10 (100%)</b>	<b>6 (2.7%)</b>	<b>(0%)</b>

<b>End of Y5 Attainment for: 2015-2016 (3 children)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving expected standard or above in reading</b>	<b>33%</b>	Awaiting National Data
<b>% achieving expected standard or above in writing</b>	<b>33%</b>	Awaiting National Data
<b>% achieving expected standard or above in maths</b>	<b>33%</b>	Awaiting National Data

<b>End of Y4 Attainment for: 2015-2016 (6 children)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving expected standard or above in reading</b>	<b>50%</b>	Awaiting National Data
<b>% achieving expected standard or above in writing</b>	<b>17%</b>	Awaiting National Data
<b>% achieving expected standard or above in maths</b>	<b>33%</b>	Awaiting National Data

<b>End of Y3 Attainment for: 2015-2016 (1 child)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving expected standard or above in reading</b>	<b>100%</b>	Awaiting National Data
<b>% achieving expected standard or above in writing</b>	<b>100%</b>	Awaiting National Data
<b>% achieving expected standard or above in maths</b>	<b>100%</b>	Awaiting National Data

<b>End of Y2 Attainment for: 2015-2016 (8 children)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
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<b>% achieving expected standard or above in reading</b>	<b>75%</b>	Awaiting National Data
<b>% achieving expected standard or above in writing</b>	<b>50%</b>	Awaiting National Data
<b>% achieving expected standard or above in maths</b>	<b>100%</b>	Awaiting National Data

<b>End of Y1 Attainment for: 2015-2016 (3 children)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving expected standard or above in reading</b>	<b>100%</b>	Awaiting National Data
<b>% achieving expected standard or above in writing</b>	<b>100%</b>	Awaiting National Data
<b>% achieving expected standard or above in maths</b>	<b>100%</b>	Awaiting National Data

<b>End of EYFS Attainment for: 2015-2016 (6 children)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving a good level of development</b>	<b>50%</b>	Awaiting National Data
<b>% achieving expected standard or above in reading</b>	<b>50%</b>	Awaiting National Data
<b>% achieving expected standard or above in writing</b>	<b>50%</b>	Awaiting National Data
<b>% achieving expected standard or above in maths (numbers)</b>	<b>66%</b>	Awaiting National Data

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

**In-school barriers** (Barriers to learning are little or poor parenting, limited access to language, poor literacy levels, poor attendance, low aspirations, low expectations, narrow experience of life outside school.)

<b>A.</b>	Gap between PP and non-PP children (need to accelerate progress)
<b>B.</b>	Social and emotional resilience
<b>C.</b>	Developing feedback to maximise progress and attainment
<b>D.</b>	Engagement and motivation of PP children

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children make expected or better progress in reading, writing and maths	In year 2-6 the children in receipt of PPG funding will make at least 7 steps progress In the EYFS and Y1 the children in receipt of PPG funding will make at least 6 steps progress (Progress taken from Autumn 1 assessments) Children will be able to talk about their progress Progress will be evident from looking at their work. The gap between PP and non PP pupils will be minimised at the

		end of the EYFS, KS1 and KS2.
<b>B.</b>	PP children's writing and maths improves at least in line with or better than non-pp children at the end of KS2	The gap between those children in receipt of PPG funding and those who are not will be minimised. Attainment at the end of KS2 for children in receipt of PPG funding will be at least in line with the national average.
<b>C.</b>	The attainment in Maths and Writing in KS1 of children in receipt of PPG funding will rise, in line with or better than the attainment of all children	The gap between those children in receipt of PPG funding and those who are not will be minimised. Attainment at the end of KS1 in Maths and Writing for children in receipt of PPG funding will be at least in line with all other children
<b>D.</b>	Children will become more resilient, secure and confident	PP children will be targeted to build their resilience and feel more secure and confident (BLP Superheroes). This will in turn provide a firm foundation for them to be ready to learn. For those PP children with SEND IEPs they will make accelerated academic progress and have increased social and emotional well-being (MAST interventions).
<b>E.</b>	Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress	Children will show increased levels of engagement and motivation for their schoolwork Digital technologies (I pads) will be used in all classes to inspire and engage children with their learning.

5. Planned expenditure					
Academic year	2016/17				
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.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to make expected or better progress in Reading, Writing and Maths across the school	TA time to support independent learning. Personalised learning resources through RWI, Pobble, Every Child Counts and Times Tables Rock Stars. Continuous saturation of BLP and the four R's.	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b>	SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. ECC research shows 12 months progress in 3 months. Children will be able to articulate their progress by showing how they have improved their work. Records of Termly data meetings will review the progress of all children and groups.	SLT	Sep 2017 and then termly (6 weeks)
Children make expected or better progress in reading, writing and maths	Peer coaching in teams will facilitate teachers in considering ways to improve and develop their own practice.	High quality professional development has a direct impact on teaching and learning, and therefore the attainment and progress of the children. Peer coaching is proven to provide the environment in which teachers feel confident to try out new ideas and approaches. The research shows that coached teachers show a clearer understanding of the purpose and impact of any new strategies. (Joyce	Opportunities in staff meetings to have a professional dialogue about the characteristics of high quality teaching. Teachers to complete an impact analysis form to show the impact on their teaching and learning.	PM	Sep 2017 and then termly (6 weeks)

		and Showers) <b>Sutton trust: Feedback +8 mths; Collaborative Learning +5mths; Digital Technologies +4mths</b>			
PP children's boys writing and maths make accelerated progress above non-pp children at the end of KS2	TA time to support independent learning. Personalised learning resources for Maths with ECC for all under performing pupils in years 3 – 6 and TT Rockstars.	Targeted teaching matched to the needs of the children. TA support will ensure that children have the opportunity to practice the skills independently and also have opportunities to develop reasoning skills. Precise feedback will be given to maximise progress. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b>	Maths subject leader to monitor the attainment of all children and groups at least termly. Termly data meetings will review the progress of all children and groups. SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.	SLT/ AF (Maths Subject Leader) SP (English Subject Leader)	Sep 2017 and then termly (6 weeks)
The attainment in Maths and Writing in KS1 of children in receipt of PPG funding will rise, in line with the attainment of all children	Additional TA hours to support independent learning (TA provision to facilitate)	Targeted teaching matched very closely to the needs of the children. Effective and precise feedback will be given to maximise progress. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b>	Maths and English subject leaders to monitor the attainment of all children and groups at least termly. Termly data meetings will review the progress of all children and groups. SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.	SLT/ AF (Maths Subject Leader) and SP (English Subject Leader)	Sep 2017 and then termly (6 weeks)

<p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress</p>	<p>Use handheld digital technologies across the school to support teaching and learning across the curriculum</p>	<p>A set of 15 ipads in will ensure that access to digital technologies are more readily available. High quality CPD for using digital technologies has the impact of raising the confidence and increasing the skills of all staff. This in turn increases the level of motivation and engagement for many children with the impact of increased attainment and progress.  <b>Sutton trust: Digital technology +4 months, Feedback +8 months, meta-cognition and self-regulation +8 mths, learning styles +2mths</b></p>	<p>CPD impact analyses will show an increase in staff confidence and expertise. Pupil surveys and conferencing will show the impact of using technology on their learning.</p>	<p>SLT/ PM (ICT Subject Leader)</p>	<p>Sep 2017 and then termly (6 weeks)</p>
<p>Children make expected or better progress in reading, writing and maths</p>	<p><b>Feedback, including Pupil Conferencing</b></p>	<p>Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.  <b>Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2 months</b></p>	<p>The progress in steps of all children will be closely tracked. Records of pupil conferencing will be kept and used to inform future planning for the teacher. Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p>	<p>SLT</p>	<p>Sep 2017 and then termly (6 weeks)</p>

<p>Children make expected or better progress in reading, writing and maths Children will become more resilient, secure and confident</p>	<p><b>Peer Tutoring</b> Peer-tutoring between classes will be used to consolidate learning in class. The children acting as tutors will be given questioning frameworks and strategies for providing effective feedback. It will be used during the Spring and Summer Terms.</p>	<p>Learning will be consolidated and progress in the targeted aspects of learning will be evident. For the tutors they will have an increased awareness of effective questioning and will use a range of question types. Effective feedback will enable the children to make accelerated progress. <b>Sutton Trust: Peer-tutoring +5 mths; Feedback +8 mths; Early Years Intervention +5 mths;</b></p>	<p>The impact of the tutoring will be closely monitored. Samples of work will be collated to show the impact of the approach. Evaluations from the children will show what has been effective and the intervention amended as needed. Termly assessments and progress in terms of steps progress are recorded and reviewed.</p>	<p>SP / AF</p>	<p>Sep 2017 and then termly (6 weeks)</p>
<p>Children make expected or better progress in reading, writing and maths</p>	<p><b>CAST Successful Teaching and Learning Programme</b> We have a trained facilitator for this programme and this year will be extending the programme to include teaching assistants.</p>	<p>Successful differentiation is in place to maximise pupil achievement and progress. All staff will be confident to use a range of thinking skills and question types to promote higher order thinking. This is evident in planning and children's work. The training in aspects of successful teaching and learning will have an impact on all children, however the focus on higher order thinking skills will have a greater impact on the more able. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b></p>	<p>TA's attending the training will be asked to reflect on their own practice through CPD impact analyses. The impact will be closely monitoring through observations/drop-ins, with a particular focus on the use of questioning skills. The impact will also be seen through progress in the children's books.</p>	<p>SP to do Facilitator training.</p>	
<p><b>ii. Targeted support</b></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	When will you review implementation?
<p>Children to make expected or better progress in Reading, Writing and Maths across the school, with a particular focus on R, Y1, Y3, Y5 and Y6.</p> <p>PP children's writing and maths improves in line with or above non-pp children at the end of KS2</p>	<p><b>1: group interventions with a qualified teacher.</b></p> <p>Targeted groups in KS2 classes will have intervention aimed to close the gap and maximise their progress.</p>	<p>Additional interventions to enable more personalised learning have been put in place. Progress is monitored closely and children are given timely and precise feedback to maximise progress.</p> <p><b>Sutton trust: Feedback +8 months; Small group tuition +4 mths; Mastery learning +5mths</b></p>	<p>Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group interventions recorded in conversation with the class teacher.</p>	<p>SP / AF /SLT</p>	<p>Sep 2017 and then termly (6 weeks)</p>
<p>Children to make expected or better progress in Reading, Writing and Maths across the school</p> <p>PP children's writing and maths improves in line with non-pp children at the end of KS2</p> <p>The attainment in Maths and Writing in KS1 of children in receipt of PPG funding will rise.</p>	<p><b>Additional TA time to support interventions and extra-curricular activities (TA provision to facilitate)</b></p>	<p>Teaching assistants to provide additional interventions to enable greater personalised learning. Progress is monitored closely and children are given timely and precise feedback to enable them to progress. TA's to discuss the progress with the class teacher and amend the interventions as needed to ensure that these are closely matched to the ongoing assessments.</p> <p><b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b></p>	<p>Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Evaluations to be recorded and reviewed. Interventions discussed during termly data meetings.</p>	<p>SP / AF / SLT</p>	<p>Sep 2017 and then termly (6 weeks)</p>

<p>Children to make expected or better progress in Reading, and Writing across the school</p>	<p><b>RWI daily intervention for phonics, spelling, reading and writing.</b> To increase children's knowledge of phonics, spelling, reading and writing attainment and progress.</p>	<p>The research shows that children make tremendous progress through using the programme. Targeted children will increase their reading and spelling age through the programme. Children who take part in this intervention will develop their memory, communication and listening and attention skills. <b>Sutton trust: Digital technology +4 months, Phonics +4 months, oral language interventions + 5mths, individualised instruction +2 months Feedback +8 months Reading comprehension strategies +5 mths</b></p>	<p>A baseline of attainment will be recorded and progress against this measured carefully. At the end of each term the impact will be evaluated through further assessments. The impact of the intervention will be measured through the data and also through pupil conferencing.</p>	<p>SLT/ Teachers and TA's delivering the programme</p>	<p>Sep 2017 and then termly (6 weeks)</p>
<p>Children will become more resilient, secure and confident</p>	<p><b>MAST Intervention (Learning Mentors)</b> MAST provides a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable providing a foundation for academic attainment.</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with Thrive action plans they will have accelerated progress and have increased social and emotional well-being. <b>Sutton trust: Social and emotional aspects of learning +4 mths individualised instruction +2 months</b></p>	<p>Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact between the MAST practitioner and the class teacher. The impact will be reported to the SLT at least termly.</p>	<p>JS/PB</p>	<p>Sep 2017 and then termly (6 weeks)</p>

Children will become more resilient, secure and confident	<b>Support Group for Service children</b> PSA to run a support group for service children.	Children are given an opportunity to talk about their emotions in a safe and secure environment. They are able to discuss any worries or concerns that they may have. They will feel more secure and resilient, increasing their confidence and sense of well-being <b>Sutton trust: Social and emotional aspects of learning +4 mths</b> <b>Parental involvement +3 months</b>	Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this intervention. Parental surveys will show any impact on the children at home.	JH	Sep 2017 and then termly (6 weeks)
Children will become more resilient, secure and confident	<b>School visits</b> A percentage of the cost of the school visits is subsidised.	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship. <b>Sutton trust: Sports Participation +2 months, Arts Participation +2 months; Outdoor Learning +3 mths</b>	Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.	LP	Sep 2017 and then termly (6 weeks)
Children will become more resilient, secure and confident	<b>Person Centred Planning</b> Dependent on the needs of the child a one page profile is produced and the pupil invites family and teachers to celebrate the profile.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily. <b>Sutton trust: Social and emotional aspects of learning +4 mths</b> <b>Parental involvement +3 months</b>	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.	JD / SLT	Sep 2017 and then termly (6 weeks)
<b>iii. Whole School Approach</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children to make expected or better progress in Reading, and Writing across the school Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress</p>	<p><b>Digital Technologies</b> To support the independent learning and teaching and learning across the school there will be a set of ipads/ iPad minis in each class from Y1-6. Training is an integral part of this and ongoing CPD (termly) by an expert ADE (Apple Distinguished Educator) has been secured.</p>	<p>All classes will plan to use digital and mobile technologies to support teaching and learning across the curriculum, increasing motivation and engagement and maximising progress and attainment. Apps to support learning will be purchased for the whole school and/or groups of learners. Progress will be accelerated through the use of mobile technologies. Access to learning resources will be available at home and at school, extending learning beyond the school day. <b>Sutton trust: Digital technology +4 months, Feedback +8 months, meta-cognition and self-regulation +8 mths, learning styles +2mths</b></p>	<p>The impact of the use of mobile technologies will be closely monitored and evaluated through pupil conferencing, staff surveys and through analysing progress data. Triangulation of evidence will show the impact of this on the quality of teaching, progress and attainment across the school. Governor monitoring to look at how the Ipads are being used to support teaching and learning. This will include a learning walk and pupil conferencing</p>	<p>SP / AF</p>	<p>Sep 2017 and then termly (6 weeks)</p>
<p>Children to make expected or better progress in Reading, and Writing across the school</p>	<p><b>Feedback, including Pupil Conferencing</b> We will be trialling different approaches to feedback to include a range that have the maximum impact on pupil progress and attainment.</p>	<p>Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress. <b>Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2 months</b></p>	<p>The progress in steps of all children will be closely tracked. Records of pupil conferencing will be kept and used to inform future planning for the teacher. Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p>	<p>SLT</p>	<p>Sep 2017 and then termly (6 weeks)</p>

## 6. Additional detail

This strategy will be subject to on going monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.

**ST PETER'S R C PRIMARY SCHOOL**

**PUPIL PREMIUM 2016/17**

St. Peter's RC Primary School was allocated **£57,600** of pupil premium funding for the academic year 2016 to 2017. This is money delegated from the central Government to schools, based on a number of measures. These measures include eligibility for Free School Meals in the last 6 years and children whose parents are in the Armed Forces.

The Senior Management Team choose how best to spend this funding in a way to ensure that entitled pupils have access to additional support to enable them to reach their potential.

In order to support these pupils, St. Peter's has delivered the following:-

<b>EXPENDITURE</b>	<b>COST (£)</b>
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<b>TEACHING ASSISTANTS (2 hours per week x 39 weeks x 8 people)</b>	<b>£7858</b>
IMPACT	Assistance where necessary from TA's to support educational and social issues.

<b>One to one support for a reception child with complex needs</b>	<b>£5070</b>
IMPACT	Providing individual support to support integration into daily school life and assistance in all areas of learning and progress.

<b>SEND CO-ORDINATOR (0.4 per week)</b>	<b>£8924</b>
IMPACT	Providing an overall package of support aimed to tackle barriers including attendance, behaviour, and other external factors on improving outcomes for eligible pupils. This includes parental engagement.

<b>PARENT SUPPORT ADVISOR (0.4 per week)</b>	<b>£7209</b>
IMPACT	<p>High level of pastoral support enables children with social and emotional difficulties to make good progress.</p> <p>Dedicated time to work regularly with pupils from service families in a lunchtime support group; taking part in City-wide MKC Heroes activities and organising in school events. This is inclusive of membership to the national MKC Heroes organisation offering supportive activities and events to service families.</p>

<b>TEACHING INTERVENTIONS</b>	<b>£10326</b>
IMPACT	Enabling pupils to have focused learning. Improved outcomes for pupils who are not at age related expectations, and being responsible for accelerated learning.

<b>SOFTWARE PACKAGES</b>	<b>£2738</b>
IMPACT	New initiatives to enhance and inspire children to become excited about their learning.

<b>READ WRITE INC</b>	<b>£6272</b>
IMPACT	Specialised phonics literacy programme to help children learn to read with accuracy and confidence.

<b>Every Child Counts</b>	<b>£1760</b>
IMPACT	Specialised Maths programme to help children make accelerated progress in number (typically 12 months progress in 3 months).

<b>STAFF TRAINING</b>	<b>£3300</b>
IMPACT	Providing professional development for staff to ensure standards are developed and maintained to sustain high achievement.

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<b>CHILDRENS' UNIVERSITY PASSPORTS</b>	<b>£132</b>
IMPACT	The purchasing of passports for children who will benefit from exciting and innovative learning activities and experiences outside normal school hours.

<b>SUBSIDISED VISITS</b>	<b>£4210</b>
IMPACT	To ensure that all activities available at the school can be accessed by all pupils. Opportunities for more able pupils to attend 'Gifted and Talented' curriculum enhancement workshops. Opportunities for all disadvantaged pupils to take part in Devon Children's University aspirational learning events.

<b>CLASS ROOM RESOURCES</b>	<b>£1000</b>
IMPACT	Investment in extra resources for all classrooms.

**TOTAL: £57,599**