**Roebuck Academy - Pupil Premium Strategy Statement 2019 -20**

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| 1. **Summary information**
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| **School** | Roebuck Academy |
| **Academic Year** | 2019 - 2020 | **Total PP budget** | £87,300 | **Date of most recent PP Review** | July 2019 |
| **Total number of pupils****(Current at time of working)** | 383 | **Number of pupils eligible for PP** | 58 | **Date for next internal review of this strategy** | July 2020 |

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| 1. **Current outcomes - Attainment and Progress Data**
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|  | ***Pupils eligible for PP Disadvantaged***  | ***Pupils not eligible for PP (national average)***  | ***Other pupils nationally***  |
| % achieving ARE or above in reading, writing and maths  | 75% | 71% | 64% |
| % making expected progress in Reading  | 100% | 81% | 80% |
| % making expected progress in Writing | 88% | 76% | 83% |
| % making expected progress in Maths | 88% | 76% | 81% |
| Within the 2018 Y6 cohort: 28% of the Year 6 cohort were eligible for PPG funding 13% of the disadvantaged pupils had an identified SEND  |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)**
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|  **In-school barriers** *(issues to be addressed in school)* |
|  | Progress and attainment rates of children who are disadvantaged, particularly in reading, writing and maths |
|  | Many of our children eligible for PP have additional vulnerabilities within learning: SEN. The nature of our disadvantaged children often highlight other complexities which can cause further disadvantage, Very low starting points and SEN impacts negatively on our attainment and progress data. The complex nature of how pupil premium children are affected by further disadvantage i.e. pupil premium with SEND/pupil premium with high mobility |
|  | Assessment on entry to the foundation stage evidences that many pupils have poorly developed communication skills, some with little English , a high proportion of SEN (above national) and many with poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for almost half of all pupils. The 2018 baseline to nursery showed % of pupils entering below or significantly below age related expectations in all areas combined. Poor language skills on entry to the school, and in subsequent years, (particularly the understanding of vocabulary in reading, and lack of wider reading), limits progress which can slow reading progress overall. With many pupils we would like them to develop a love of reading as this is something which is not widely encouraged in all PP families.  |
|  | Some of our pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment In the future, this can impact on attitude to learning and lack of aspiration / self-belief |
|  | Many pupils PP have social and emotional needs which can be a potential barrier to learning. These children often have Low levels of resilience emotionally and in relation to learning activities.  |
|  | Number of children applying for free school meals has decreased due to Universal Free School Meal entitlement. This has impacted funding especially with a growing two-form entry school.  |
|  **External barriers** *(issues which also require action outside school)* |
| **A** | Attendance rates for pupils eligible for the Pupil Premium (PP) was which was below the attendance for all other children (2018-2019) – this reduces their school hours and can cause them to fall behind on average. This also includes persistent absentees.  |
| **B** | Parental engagement is low as well as many families entitled to PPG having low aspirations for their children. Engagement is very poor in some year groups with children not receiving basics at home including reading and homework support.  |

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| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success Criteria*  |
|  | Quality First Teaching and high expectations for all PPG pupils, including rapid intervention as well as additional tuition for Y6 | By July 2020 gap will reduce further between PP and Non-PP.  |
|  | Improve opportunities for supported reading for children entitled to PPG – that progress for this group of learners matches the fluency and for that of their peers  | By July 2020 PP pupils across the school make rapid progress so the large majority meet at least age related expectations.Pupils eligible for PP without SEND will score as highly in school based and SATs assessment as non PP pupils. |
|  | PPG pupils progress in phonics improves in line with Non-PPG pupils end of year 1 and end of year 2 | By July 2020 PP pupils in Year 1 make rapid progress to ensure that they pass the phonics screening – so that the in-school percentage of children with PP matches those of national and local percentages achieved.  |
|  | Improve the rate of attainment at KS1 and 2 in Reading and Writing  | By July 2020 that the gap between PP and Non-PP closes in both Key Stages for both Reading and Writing  |
|  | Improved learning behaviours and increased aspiration will support pupil progress in all areas of the curriculum | A large majority of pupils will display Good learning behaviour in lessons.An increased number of parents feel more able to support their children with learning at home and are motivated for their children to do well in reading, writing and maths. |
|  | Increase attendance rates for pupils eligible for PP across the school | The difference between the attendance of PPs/non PPs narrows. |
|  | To provide targeted social and emotional support to those pupils entitled to PPG and their families  | The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase and evidence will be noted in increased confidence and contributions in classrooms, pupil and parental feedback  |

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| 1. **Planned expenditure**
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| **Academic year** | **2019 - 2020** |
| **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.** |
| 1. **Quality of teaching for all**
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| **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?** |
| Quality First Teaching and high expectations for all PPG pupils, including additional Tuition for Y6.  | Whole school CPD linked to Quality First teaching and Growth Mind set approach, to create a whole school vision of high expectations for all. Robust ‘teaching over time’ monitoring schedule in place to ensure both high standards and expectations as well as a high level of consistency and continuity Across the school. Extra Year6 Teacher to support small groups in classDHT out of class to support teaching and learning across the school to move teaching from Good to Outstanding  | EEF Evidence suggests Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. EEF evidence demonstrates that reducing class size appears to result in around 3 months + of additional progress.  | Monitoring schedule in place to ensure both high standards and Expectations as well as a high level of consistency across the school. Lesson observationsLearning walks Assessment data Linked to staff appraisal  | DHT – to improve QFT throughout the school – leading on Teaching and learning  | On a half termly basis Approx. cost £2000 Growth MindsetApprox. Cost £ 20,000 small class size Year 6Approx. cost £25,000 additional teacher to support QFT  |
| All classes across the school achieve 75% ARE by the end of the year with 20% and above achieving above ARE | To set aspirational targets for all year groups across the school including those pupils achieving at the expected level of attainment as well as setting targets for those achieving Above AREPupil Progress meetings every half term – attended SEN/ HT and DHT – leader for Teaching and Learning - to reviews targets and progress made  | Evidence shows that the most successful schools set aspirational targets for all pupils. As a school we need to set targets that are based on achieving ARE as well as above ARE. We also need to set targets that are based on children making good / expected progress as well as outstanding / more than expected progress.  | Target setting meetings Half termly pupil progress meetings Assessment data meetings Staff meetingsLinked to staff appraisal  | All staff members  | Half termly Approx. cost £ 4000  |
| Improved progress and attainment for all groups of children via improved feedback, in classintervention | Additional TAs in Year Groups to support writing, maths and language development.Improved progress and attainment for all groups of children via improved feedback, in class intervention- as and when needed immediately.Additional teacher within year six to enable smaller groups and targeted teaching for Maths, particularly for the more able and those at risk of not achieving the Expected Standard. | The provision of additional adults serves to support a more personalised learning approach whereby individual learning challenges can be more easily identified, addressed and resolved. Professional reflection between staff involved with a class serves to give a wider view of how / where learning is happening in the class and provides access for pupils to alternative expertisePupils are more able to access additional support or resources as they encounter challenges in their learning when there is additional adult support | ObservationsWork scrutiny Assessment dataIncreased proportion in each key stage attaining Age related expectations | All members of the SLTClass teachers TAs  | January 2019April 2019July 2019Approx. cost £41,500 |
| Improve the rate of attainment at Key Stage 1 and 2 in Writing | Consistently implement the teaching sequence for writing2 x CPD days with Literacy consultant with targeted support 2 teachers Year 6(CS) Moderation clusters every termTeacher targeting pupils 1:1 with Immediate feedback and improvement suggestions provided  | EEF Evidence indicates that reducing class size can results in additional 3 months progress and more for all children. Teaching sequence for writing will support the engagement of boys especially with the re-introduction of Talk for writing, Speaking and listening activities as well as Drama. Every Body Writes Days will again support reluctant writers to become engaged and hooked into writing. Show -not-tell writing days on Friday consistently taught throughout the school | Moderation of writing- half termlyBook scrutiny for PPG childrenBy PPG leader with targeted support and feedback which will support children moving onto the next step in learning. Data analysis and support given to Teachers/Intervention partnerBook looks Lesson observations Learning walks  | Literacy leads HT/DHT  | Half termly basis Approx. costs £3000 CPD £2000 for workshops to support Every Body Writes Days |
| **Total budgeted cost** | £55,500 |
| 1. **Targeted support**
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| Desired outcome | Chosen action/approach | What is the evidence / rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Attendance rates improve for those pupils disadvantaged. Attendance gap reduces between disadvantaged and non-disadvantaged.  | Strengthen in-house attendance improvement: Continue to rigorously and robustly track all pupils attendance with a focus on improving disadvantaged pupils, particularly persistent absentees. Review strategies for supporting children who are persistently late (inclusion team/family worker / AIO / external agencies) Use school pastoral leader and magic breakfast as a resource to promote attendance and arrival on time at school. Monthly reminders in school newsletter Rewards–attendance celebrated weekly as well as termly- Monthly attendance report at SLT meetings.Follow up phone calls to parents by PSAW, including Health Checks (home visits) where  | PP attendance is not always as strong as it could be due to environmental factors affecting a child’s health and well-being. This affects child’s attendance at school.  | Monitored by in-house Attendance Lead. Daily monitoring and follow-up action implemented. One of the Attendance leads and DHT appraisal targets Monitor attendance of children for improvement Early intervention for children falling behind with attendance.Children / families who fall below expected % rates will be placed on an action plan and will be supported by attendance leader and DHTAttendance monitored by GB at Half Termly GB meetings  | Attendance officer SLT - DHT and HTFamily worker  | Half TermlyApprox. cost £ 12,000 |
| Accelerated progress of pupils receiving speech and language therapy input. Children discharged from SALT | Targeted support from a specific speech and language teaching assistant through specific personalised one to one and small group interventions ELKAN Training Small group intervention in place to support1: 1 support / intervention with Speech and language Teaching Assistant  | EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress in a year. Barriers to learning will be minimisedThere will be increased confidence and ability will improve to apply skills across the curriculum  | -Inclusion leader will conduct lesson observations -Inclusion leader will analyse and scrutinise data and ensure that children are making good progress against personalised targets set.  | Inclusion Leader DHT/ HT | Monitoring of assessment data term by term Approx. cost: £16,000 |
| Disadvantaged pupils’ progress in phonics improves in line with non-disadvantaged pupils’ end of year 1 and end of year 2 measured through termly tracking and assessment PP children’s reading improves in line with non PP pupils. Reading progress for pupils in Year 1 and 2 will accelerate Reading results will improve in years 1 and 2 because the strategy is working. | Children to receive additional phonics teaching sessions with an additional Teacher / TA input. Purchase of monster phonics & resources Staff training monster phonics Continue to track Reading progress every half term. Arrange a mock phonics test in December 19 and February 20. Analysis of phonics data Daily phonics teaching in small groups across KS1 using Monster PhonicsPhonics small group interventions for targeted pupils Early identification of pupils needing support. | We know that daily additional phonics teaching impacts upon pupils’ reading with teachers scrupulously following Letters and Sounds with Monster Phonics. Observation of leaderIntervention for those pupils who did not pass phonics and those needing intervention to catch up – Ceri supporting Willow class Julia: support of SEND children in delivering targeted sessions | Pupil progress meetings will review intervention and progress made. Learning walks will evidence more reading and phonics sessions are being delivered and high quality, consistent displays. The children will be able to read more fluently and with good understanding about the text, able to talk about the book they are reading more. Regular screening of phonics progress – half termly  | DHTJade Herbaut AHT KS1Ceri Sparrow Lit lead  | December 2018-reading,February 2019-phonicsApril 2019July 2019Approx. cost £3000 |
| Disadvantaged pupils’ progress in reading improves in line with non disadvantaged pupils’ end of year 1 and end of year 2 measured through termly tracking and assessment PP children’s reading improves in line with Non-PP pupils.DSR continues in Y1 with high focus amongst staff DSR in Year 2 Y6 teacher/ Literacy Lead working with targeted pupils across KS1 in reading | We shall implement Daily Supported reading in Year 1 in September 2018 and then roll this out as an intervention with Year 2, Year 3 as well as in Reception classes in the summer term. This is a specific scheme of work and intervention that ensures small groups of children received daily supported reading with an adult. All new teaching staff across the school will received DSR training to ensure that there is consistency and continuity in approach.Smaller groups for DSR improving the teaching of reading to targeted children  | The Daily Supported Reading Programme is a classroom programme that helps to move all children on in their reading. It is delivered initially to Year 1, then introduced into Reception and then for lowest attaining children in Year 2 for maximum impact across the school. It helps children make accelerated progress by working with trained adults in small groups matched to their independent reading levels. This method has a proven track record of success in raising school reading standards as KS1. | -DSR Leader will conduct lesson observations -Inclusion leader will conduct lesson observations -SLT conduct lesson observations-Targets related to Appraisal focused on progress of pupils using DSRContinual review and assessment of provision by DSR lead/HT and Literacy leader/s  | Literacy lead DSR leader Year one teaching staffHT  | On a termly basis through reading assessment data Children’s progress will be reviewed every weekApprox. cost £20,000 use of adults across the year to support DSR |
| Embedding of INSPIRE maths mastery (Singapore) scheme from Year 1 to Year 6Children make accelerated progress in mathematics Gap closes in maths data between children entitled to PP and Non-PPMaths results improved EOY for each year group as well as End of Key Stage  | INSPIRE to be embedded and disseminated to all relevant year groupsPurchase Mathletics on-line learning programme to support arithmetic in mathematics – children will complete activities and challenges in school as well as at home Mathletics club targeted  | EEF toolkit: Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit.EEF toolkit: evidence indicates that when homework is used as a short and focused intervention it can be effective in improving students’ attainment if homework is more routinely set. | Maths Co-Subject leaders will monitor and evaluate use of INSPIRE Mathletics on a half-termly basis across KS1 and KS2 Maths Subject leader will monitor and evaluate up-take of Mathletics on a half-termly basis across KS2 Maths Subject leader will monitor homework provision and completion  | Maths leadsJH AM  | Monitoring on a half termly basis Approx. cost £4000 for INSPIRE maths Approx. cost £1800 for Mathletics £2000 for Maths Subject leader time  |
| Pupils will be making accelerated progress Pupils will be well-prepared for their SATs tests in May and beyond for Secondary school Gap between PP and Non-PP will reduce  | Booster classes for pupils in Year 6 and Year 2 before and after school Included 1;1 or small ratio groups  | EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months’ additional progress. | Analyse assessment data – children will be making more than expected progress.  | Year 6 team DHT Y6 teacher | Half Termly basis Approx. cost £9000 |
| Disadvantages pupil’s progress in language and early reading school matches those of pupils whom are not classed as disadvantaged.  | Read it 2 intervention with pupils in Nursery class 1:1 reading and oral communication intervention programme  | The EEF highlights the benefit of early years and oral language interventions. This intervention has been used to target low levels of language skills and poor communication. Evidence shows significant gains of 5 months + across a year.  | This will be tracked on a termly basis through the EYFS profile. | EYFS leaderNursery classteacher DHT/ HT | Termly basis Approx. cost £10,000 5 staff members x 39 weeks per year approx. 1.5 hours per week |
| Disadvantaged pupils’ progress in reading improves in line with non disadvantaged pupils’  | Fluency project Year 6 – rolled out across the school  | EEF Toolkit demonstrates that Feedback which redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome can have a positive effect of 8 months + on the learner. | The Literacy Subject leader/s will collect assessment evidence on a half termly basis that will indicate progress for every child. Pupil assessment information will show impact and pre as well as post intervention information | English Subject leader/s | Half Termly throughout the year. Approx. cost £3000 |
| Children entitled to the PPG make accelerated progress and the gap closes between PP and Non-PP in Reading, Writing and Maths.  | Small group tuition from PP leader in Literacy and Maths. Rapid intervention used as the strategy. Children receiving short, sharp targeted support several times a week to ensure progress is made. Year 6 pupils Children will be working in small groups – based on pupil’s specific needs. Areas for development take from assessment data as well as pupils books.  | EEF – Small group tuition has positive effect with children making positive gains of 4 months + | PP lead timetabled sessions across the week to support those children who need rapid intervention HT and DHT will monitor interventions  | PPG lead SLT | On a half termly basis Approx. cost £ 20,000 |
| Vulnerable learners are supported through small group specific targeted work to minimise disruption at lunchtimes. There will be fewer incidents of poor behaviour. Barriers to learning will be reduced. Specific pupils have the opportunity to learn how to form friendships as well as practising social skills.  | Additional provision at lunchtimes from pastoral support leader – to work with identified vulnerable learners – to assist in developing social skills as well as facilitating friendships.  | EEF toolkit demonstrates that interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.  | Monitor provision of the children during lunchtimes. Monitor behaviour incidents recorded during lunchtimes.  | Pastoral support leader.  | On a half termly basis. Approx. cost £3000 |
| For all children to read regularly at home and develop a love of reading (5 times a week)Improved progress in reading across the school for all groups of learners High profile for Vocabulary and comprehension in every class across the school. Improved outcomes for reading at the end of Key Stages.  | Purchasing of Additional resources to improve Reading book areas. TAs responsible for creating book corners that is stimulating and organised – so that children choose to read and develop a love of reading. Targeted boys / PP / SEND – high level interest / low level reading – selection based on personalised needs and interest and relevant curriculum.  | We want reading to become an activity of pleasure with all children. We aim to improve book corners to make these more inviting for children. Reading comprehension and high profile use of vocabulary throughout the school so children are confident in clarifying specific vocabulary. | Book corners will be appraised and targets have been set as part of TA appraisal. Children’s reading records are monitored every day to ensure that they are reading at least 5 days a week. Children confidently responding in reading sessions and reading comprehensions in class.  | Literacy Subject leader/s  | On a Termly basis Approx. cost £2000 |
| Pupils receive additional, high quality individual and/or small group support and challenge in English and Maths | Targeted pupils receive additional support in English and/or Maths by highly qualified Teachers Provide additional support within and outside the class to offer reinforcement and pre-teaching in English and/or Maths Provide high quality 1:1 tuition or small group tuition for identified pupils in Reading, Writing and/or Maths | Quality First Teaching and small group tuition (+4) have both been proven to have a positive impact on outcomes Access to Mathletics. Parent and pupil view.1 to 1 tuition has been shown to have a high impact on pupil outcomes (+5) In school we value this intervention highly and have seen the positive impact it can have not only on attainment and progress but also the child’s confidence and self-esteem | On-going monitoring of teaching and learning of PPG children. Outcomes of PPG children linked to PPG teachers’ appraisal targets Termly tracking of PPG children show they are making at least ‘good’ progress Pupil Voice monitoring Clear entry and exit data | Targeted staff/ SLT members | Termly and when interventions end  |
| 98,650 |
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| 1. **Other approaches**
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| **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?** |
| To ensure pupils basic needs are met when arriving to school: School to continue to engage and implement ‘Magic Breakfast’ initiative, funded by the DfE until March 2020 PPG funding to fund an additional adult.  | Staff member employed during breakfast period (7:30 and 8:45) our per day to prepare bagels for all children across the school. Children to have access to a bagel during registration in the morning. Children to help themselves and eat until full.  | Significant PPG children arriving at school late or without breakfast | Complete surveys through Magic Breakfast Staff / Pupil / Parent voice  | AHT JH | Termly Approx Cost £5000 |
| Provide a nurture / Lunch Club Provision  | Provide a sanctuary during lunchtimes  | Children will learn social skills and improve their behaviours when making friendships with others  | SLT to monitor impact of Nurture provision and the behaviours of children who attend  | SLT Pastoral Lead | July 2020£5000 per annum  |
| For all staff to receive STEPs training or refresher training. | Designated staff to receive ‘training the trainer’ and all staff to be trained/training updated including new staff and midday meal staff.  | CPOM entries for individuals will decrease to show positive impact of work done. | SLT to assess the quality of training through attendance at training SLT to monitor behaviour incidences being logged on CPOMS | SLT  | Termly  |
| Roebuck to continue to offer pastoral support for targeted children.  | Targeted children to receive pastoral interventions / programmes based on personal needs. This may be on a 1: 1 basis, small group or family support based of individual assessment of need. This is support that is offered beyond the classroom.  | The number of behaviour related incidents related to pastoral needs will reduce over time. Children social and emotional difficulties have barriers removed that would ordinarily inhibit progress and learning at school. On average, S and E interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). (EEF) | Pastoral worker to monitor success of programmes/interventions and progress of these pupils. SLT to monitor success through Timetable of provision Included in provision and intervention map/timetables Meetings with PSW on a monthly basis | Pastoral worker SLT | Half - Termly Approx cost £12,000 |
| Wider opportunities for disadvantaged pupils: Additional staff clubs (art / Lego / reading / homework etc) | Targeted children to receive nurture and support through attendance at after-school clubs.  | Pupils show high levels of engagement and have access to wider opportunities through extended curriculum.  | PP leader to monitor uptake of clubs by PP. PP lead to meet with parents to ensure that children are taking up clubs.  | Clubs leader : DHT and PP leader.  | Termly Approx £2000 per term.  |
| To ensure that all children across the school, including those entitled to PPG have the opportunity to participate and access PE lessons. That vulnerable children have the necessary equipment and uniform in school and feel a sense of belonging. Reduction in negative behaviours as children begin to apply the skills that they have been taught. | Purchasing of clothing and necessary equipment, e.g. plimsolls, sports kits etc. | PP Children not arriving at school prepared and READY for the school day.PP children will feel able and ready for PE lessons and school. Will arrive at school feeling confident and no barriers to learning.  | Will review and monitor that all children across the school are able to participate in PE lessons Lesson observations – monitor that all children are participating in PE lessons  | Sports Leader | Termly Basis Approx. cost £500 |
| To provide additional opportunities to enhance the curriculum as well as enrichment. Access to extra-curricular clubs for all  | To ensure that all children are able to attend extra school clubs and trips through subsidising these. Curriculum trips and workshopsAccelerated readerMathleticsPurple MashWellcomm | Children will become involved in a diverse range of extracurricular enrichment activities and make a positive contribution to their well-being and to the wider curriculum. Children build effective and solid relationships with their peers.  | Take up of clubs will be monitored by the SLT, PPG teacher and the Clubs leader | SLT | July 2020 Approx. cost: £4000 subsidised clubs as well as after school provision from teaching and support staff |
| Increase the opportunity for ALL Year 6 pupils to attend residential adventurous activity courses specifically those pupils entitled to the PPGAs an outcome: Self-confidence and increased self –esteem and resilience  | All PPG children to be offered subsidised school trips and access to the annual PGL, KingswoodResidential. | EEF toolkit – Outdoor adventure learning indicate a positive gain 4 Months +Adventure learning involves collaborative learning experiences and opportunities for meta-cognition and self-regulation  | Annual monitoring and reporting to the GB re: pupil numbers attending the PGL residential.  | HT/DHT | AnnuallyApprox. cost £1000 |
| **Quality of teaching for all:**  | £55,500 |
| **Targeted support:**  | £98,650 |
| **Other approaches:**  | £27,200 |
| **Total budgeted cost:**  | £181,350 |