

## St Stephens Junior school– Pupil Premium Action Plan 2020-2021

### REVIEW DOCUMENT

Number of Pupils on Roll	423	Number of pupils eligible for PP budget	123	Total PP budget	£158,447
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<b>Performance Data Autumn 2020</b>	<b>Autumn Term 2020 Pupil Premium Performance Year 6 Pupils</b>	<b>Autumn Term 2020 Whole Cohort Performance Year 6 Pupils</b>
Percentage of pupils on track to achieve the expected standard or higher in Maths.	48%	74%
Percentage of pupils on track to achieve the expected standard or higher in Reading.	66%	78%
Percentage of pupils on track to achieve higher standard in Maths	15%	25%
Percentage of pupils on track to achieve higher standard in Reading	33%	51%
Maths points of progress - % of pupils on track or above	52%	67%
Reading points of progress - % of pupils on track or above	72%	70%

<b>2019 PERFORMANCE DATA</b>	<b>PP Pupils St Stephens's 2019 SATS</b>	<b>Whole Cohort St Stephen's 2019 SATS</b>	<b>National 2019 SATS</b>
% of pupils achieving the expected standard in reading, writing and maths.	70%	83%	65%
Percentage of pupils achieving the expected standard in Writing.	90%	94%	78%
Pupils achieving the expected standard in Maths.	83%	91%	79%
Pupils achieving the expected standard in Reading.	70%	83%	73%
Pupils achieving higher standard in Writing	31%	39%	
Pupils achieving higher standard in Maths	21%	34%	
Pupils achieving Higher standard in Reading	24%	36%	
Reading progress score	-1.99	-0.06	
Writing progress score	2.67	2.54	
Maths Progress Score	0.80	0.77	

## OVERVIEW OF INTENDED SPENDING

Here at St Stephen's, we are committed to providing the highest quality of teaching and learning for *all* pupils. At this point in time, the impact of Covid 19 has widened the attainment gap between disadvantaged pupils and other pupil groups compared to in-year and SATS data from previous cohorts. In our planned allocation of funds for the academic year 2020-2021, we have considered both the educational aspects of additional support and also the wider need for enhanced wellbeing as a result of the pandemic:

- This year, we have increased staff numbers in our Wellbeing Team. This has enabled us to improve the capacity for key aspects of pupil support such as: counselling, drawing and talking sessions, family support and emotional learning support. In addition, the Wellbeing Team will process and analyse pupil responses to the Pass Survey to enable us to further target appropriate support for PP eligible pupils in relation to their perceptions around key areas such as: personal ability, school life and learning. The team will also track the progress of pupils when this is not yet reflected in performance data by looking at other areas within our 'Pyramid of Progress'. Indicators may include: improvement in attendance, involvement in the wider school offering including attendance at clubs and improved engagement in lessons and learning.
- We have appointed an assessment manager who will be responsible for the monitoring and tracking of PP attainment and progress at regular points throughout the year. This enables us to conduct PPR meetings with each Class Teacher with a focus on existing performance gaps and evidence-based evaluation of intervention groups and other measures taken.
- We are ensuring that Curriculum Leaders have time away from their own classroom responsibilities to carry out 'Deep Dives' across the school. Through a process of observation, pupil conference, assessment and work scrutiny, each leader will have a clear focus on the outcomes and achievements of our disadvantaged pupils. With this detailed knowledge, they will then be able to re-evaluate effectiveness and make further action plans to 'close the gap' with a particular reference to their own subject.
- We will be continuing to deploy our Teaching Assistants to work either in 1:1 or small group settings to provide tailored support and intervention for pupils who most need it, a high percentage of which are PP eligible.

<u><b>Desired Outcomes</b></u>
1. Continue to improve the attainment for those eligible for PP in writing across KS2 and close performance gap.
2. Continue to improve the attainment for those eligible for PP in maths across KS2 and close performance gap.
3. Continue to improve the attainment of those eligible for PP in reading across KS2 and close performance gap.
4. To improve the levels of aspiration, confidence, resilience and independence of PP children in school. To provide targeted support to encourage positive wellbeing for those children eligible for PP funding.

**Desired Outcome 1:** Continue to improve the attainment for those eligible for PP in writing across KS2 and close performance gap.

**Data Targets:** Based on prior attainment at Key Stage 1, **70%** of pupils to meet the expected standard in writing by Summer 2021.

Based on prior attainment at Key Stage 1, **11%** of pupils to be working at above the expected standard by Summer 2021.

**66% of pupils met the expected standard compared to 70% at KS1. This 4% deficit does show improvement for this cohort given that the average % deficit is usually around 6%. For other cohorts the deficit has in fact worsened.**

**Of this, 17% of pupils were working above the expected standard (and increase of 6% from KS1).**

Key Objectives	Specific Actions	2020-21 Funding Allocation	Review Questions
<b>Middle Leaders to provide clear feedback to support high quality teaching and learning in all classrooms in relation to writing.</b>	<p>Increased leadership release time for Heads of Year to review planning and lesson outcomes on a regular basis.</p> <p>Termly Meetings for middle leaders to share findings, approaches and actions.</p> <p>Whole Staff CPD and redevelopment around effective marking and feedback.</p>	£12,700	<p><b>How has the new marking and feedback policy improved the children's understanding of their next steps and how to tackle these?</b></p> <p><i><b>M&amp;E Evidence:</b> Feedback sheets highlight learning cycle and misconceptions and errors are addressed more effectively than before.</i></p> <p><i>Pupils respond well to the system. <b>Pupil survey:</b> 75% pupils think this is more effective and have greater ownership in improving their own work.</i></p>

<p><b>Deployment of TAs to work with focussed groups both during lessons and in wider interventions structured throughout the school day.</b></p>	<p>TAs allocated to priority pupils in each class during English lessons.</p> <p>Data &amp; Assessment Manager and Middle Leaders to have clearly identified pupils.</p> <p>Clear targets and goals for pupils to be shared with TAs by Class Teacher.</p> <p>Pre-teach/re-teach session content created and guided by Teachers. Time for shared planning and discussion with TAs.</p> <p>CPD for Teaching Assistants to ensure strong practice and confidence in writing model.</p> <p>Observations of TA interventions and group work to ensure quality and focus.</p>	<p>£19,100</p>	<p><b>Have pupils been accurately identified? What are the next steps?</b></p> <p>Data &amp; Assessment Manager and middle leaders have clearly identified pupils for whom further support is needed within the model.</p> <p>Specific moderation has taken place for these pupil groups with next actions agreed with class teachers and year groups. This includes the revision of trackers for pupils working below age related expectations to ensure focussed coverage.</p> <p><b>What impact did CPD have on practice for TAs?</b></p> <p>Whole school CPD log / staff voice demonstrates increased confidence of TA's in both deployment of model aspects and also their work with 1:1 support of children and small groups in lessons.</p>
<p><b>Curriculum Leaders to conduct subject 'Deep Dives' into writing with specific focus on learning experience for pupils eligible for PP and comparison of outcomes to other pupil groups.</b></p>	<p>Increased leadership release time for Curriculum Leads to carry out process across whole school.</p> <p>Training for Curriculum Leads on in-school process, monitoring and evaluation and pupil outcomes and captures.</p> <p>Pre&amp;Post Deep Dive meetings with Headteachers to set objectives and discuss findings and next steps.</p> <p>Creation of logs to capture evidence of deep dives. Shared access and good practice endorsed to ensure that Middle Leaders regularly refer to</p>	<p>£3200</p>	<p><b>M&amp;E Evidence:</b> CPD around the Jane C Write Stuff model has enabled consistent high-quality teaching that is supported with evidence from HT observations with a focus on PP.</p> <p>Subject deep dives have taken place across the whole school with strong evidence as to the suitability of the model and clearly identified</p>

	findings for their own year groups and work alongside subject leads on improvements.		<p>development targets for teachers and year groups.</p> <p>Evidence has been triangulated based on lesson delivery, outcomes and pupil voice. PP children are confident with the model and report high levels of confidence and satisfaction with how to apply it with growing independence.</p>
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**Desired Outcome 2:** Continue to improve the attainment for those eligible for PP in maths across KS2 and close performance gap.

**Data Targets:** 74% of pupils to meet the expected standard in maths by Summer 2021.  
29 of pupils to be working at above expected standard in maths by Summer 2021.

66% of PP children met the expected standard in maths by summer 2021 (compared to 74% at KS1). This is a difference of 8% from KS1 and demonstrates an improvement as typically the gap has been approx. 15% away.

23% of PP children were assessed as working at greater depth (compared to only 7% at KS1)

Key Objectives	Specific Actions	2020-21 Funding Allocation	Review Questions
<b>Middle Leaders to provide clear feedback to support high quality teaching and learning in all classrooms in relation to maths.</b>	<p>Increased leadership release time for Heads of Year to review planning and lesson outcomes on a regular basis.</p> <p>Termly Meetings for middle leaders to share findings, approaches and actions.</p> <p>Whole Staff CPD and redevelopment around effective marking and feedback – subject specific.</p>	Costing already included above.	<p><b>How has the new marking and feedback policy improved the children's understanding of their next steps and how to tackle these?</b></p> <p>Book looks and pupil voice demonstrate that pupils understand next steps. Monitoring of marking and feedback sheets created by teachers demonstrate that children with misconceptions or those requiring further support are identified and resources are directed effectively in the following lesson.</p> <p>Lessons are peer planned with teachers in each year group ensuring high quality provision.</p>



<p><b>Curriculum Leaders to conduct subject 'Deep Dives' into writing with specific focus on learning experience for pupils eligible for PP and comparison of outcomes to other pupil groups.</b></p>	<p>Increased leadership release time for Curriculum Leads to carry out process across whole school.</p> <p>Training for Curriculum Leads on in-school process, monitoring and evaluation and pupil outcomes and captures.</p> <p>Pre&amp;Post Deep Dive meetings with Headteachers to set objectives and discuss findings and next steps.</p> <p>Creation of logs to capture evidence of deep dives. Shared access and good practice endorsed to ensure that Middle Leaders regularly refer to findings for their own year groups and work alongside subject leads on improvements.</p>	<p>£3200</p>	<p>A number of pupils identified through this aspect as requiring further support were selected for the tutoring programme and made accelerated progress compared to the rest of the cohort.</p> <p>Deep Dive and follow up observations took place with Maths leads as intended prior to lock down. Evidence supports that the model is well tailored for PP pupils and those of all abilities. Confidence with model is evident in the majority of PP pupils through the triangulation of lesson outcome, books and pupil voice.</p>
<p><b>Deployment of TAs to work with focus children on 1:1 and small group basis in maths.</b></p> <p><b>Focused in lesson time and in targeted intervention groups.</b></p>	<p>Deployment of all TAs to priority pupils during maths lessons.</p> <p>Responsive intervention groups and pre-teach/ re-teach sessions held by TAs.</p> <p>Data &amp; Assessment Manager and Middle Leaders to have clearly identified pupils.</p> <p>Clear targets and goals for pupils to be shared with TAs by Class Teacher.</p> <p>Pre-teach/re-teach session content created and guided by Teachers. Time for shared planning and discussion with TAs.</p>	<p>£21,740</p>	<p><b>What has been the impact of TA focussed sessions with target pupils?</b></p> <p>Observation evidence demonstrates that TA's are effectively deployed with pupils to support learning and use of White Rose model and key aspects.</p> <p>Pre-teach and re-teach groups were used as a class model consistently after the return to school for all pupils in spring. Flashback four approach has now</p>

	<p>CPD for Teaching Assistants to ensure strong practice and confidence in maths model of teaching.</p> <p>Observations of TA interventions and group work to ensure quality and focus.</p>		<p>been adapted for other curriculum areas based on the positive impact that it had for lower ability pupils and their ability to know and remember more.</p> <p><b>What impact did CPD have on practice for TAs?</b> Staff voice and CPD impact logs evidenced improved confidence for TAs.</p>
<p><b>Provide additional learning resources that can be accessed outside of the school day.</b></p>	<p>Subscription to Times Table Rock Stars so that children can access support with multiplication tables at home.</p> <p>Use of loan devices and lunchtime IT clubs held by ICT team to provide wider opportunities of use of PP children to access.</p> <p>Parent Update &amp; Info Sessions prepared and held.</p> <p>Parental questionnaires and analysis to gauge what further support and information would be helpful.</p>	£2300	<p>Pupil interest and engagement with these programmes is strong.</p> <p>Improved scores for PP children and increased recall have been noted by staff.</p> <p>Parents are able to support children with this learning at home using these resources.</p>
<p><b>Further provision of maths manipulatives in all classrooms to support White Rose Model and enable children to use concrete application to support learning.</b></p>	<p>New resources for all classrooms purchased.</p> <p>Consideration of further resourcing due to Covid restrictions with whole year group access.</p>	£2000	<p><b>Does observation and deep dive evidence show that pupils are accessing resources across all year groups?</b> Effective and widespread use of resources was observed by maths leads and Headteachers. These continued to be available due to enhanced cleaning each day.</p>

**Desired Outcome 3:** Continue to improve the attainment for those eligible for PP in reading across KS2 and close performance gap.

**Data Targets:** 74% of pupils to meet the expected standard in reading by Summer 2021.

33% of pupils to be working at above expected standard in reading by Summer 2021.

**66% of pupils met the expected standard for reading. This is a decrease of 8% from KS1. This gap has decreased from a yearly average of 11% behind KS1. Of those PP pupils who met the standard, 38% were working at greater depth. This is an increase of 31% from KS1.**

Key Objectives	Specific Actions	2020-21 Funding Allocation	Review Questions
<b>Middle Leaders to provide clear feedback to support high quality teaching and learning in all classrooms in relation to reading.</b>	Increased leadership release time for Heads of Year to review planning and lesson outcomes on a regular basis.	Costing included above.	Ongoing action plan. <b>Good observation evidence of Vipers system and effective implementation of Accelerated Reader has had good initial results especially in lower school.</b>  <b>Wider love of reading and action plan is identified as a key priority.</b>
<b>Target Interventions of RWI Phonics and Switch On Reading on a regular basis each week for target pupils.</b>	Assessment of Year 3 and Year 4 children to allocate them to programmes.  Effective baseline established and regular tracking systems implemented with HLTA.  Update training for staff on Switch On.  Restock existing titles to ensure suitability and availability.	£17,250	<b>RWI and phonic Sessions were disrupted considerably in lower year groups due to pandemic. Review upon return has highlighted the level of phonic need that is in both upper and lower school. This has been worsened as a result of the pandemic.</b>  <b>Action plan, observations and further data analysis has taken place for the</b>

	<p>Training for new staff for RWI phonic programme.</p> <p>Effective timetabling in Years 3 and 4 to ensure that sessions happen regularly and consistently.</p>		<p>upcoming year in order to make this more effective and consistent across the whole school.</p>
<p><b>Curriculum Leaders to conduct subject 'Deep Dives' into writing with specific focus on learning experience for pupils eligible for PP and comparison of outcomes to other pupil groups.</b></p>	<p>Increased leadership release time for Curriculum Leads to deep dive into subject across whole school.</p> <p>Training for Curriculum Leads on in-school process, monitoring and evaluation and pupil outcomes and captures.</p> <p>Pre &amp; Post Deep Dive meetings with Headteachers to set objectives and discuss findings and next steps.</p> <p>Creation of logs to capture evidence of deep dives. Shared access and good practice endorsed to ensure that Middle Leaders regularly refer to findings for their own year groups and work alongside subject leads on improvements.</p>	£4000	<p>Action plan ongoing. Writing model deep dive has taken place along with moderation. Lockdown has meant that reading is a focus within the current academic year as this did not take place in the previous one.</p>
<p><b>Staff consistently model high standards of teaching in reading sessions.</b></p>	<p>Updated CPD training for Reading Vipers and lesson allocations based on review and further development of model from last year.</p> <p>Focus of Middle Leaders and Curriculum Leads for planning scrutiny and Deep Dives.</p>	£500	<p>Priority for this coming year. Model is implemented consistently with the purpose of each lesson and cultural capital clearly shared and endorsed. Further CPD and deep dive now part of this coming academic year.</p>
<p><b>Pupils have regular access to a range of books which are interesting and engaging.</b></p>	<p>Staffing of Library to ensure that children can access resources in their own time including after school.</p> <p>Shared reading space and times so that parents are able to access library space with their children.</p>	£1500	<p>PP survey to take place this academic year.</p>

<p><b>Endorsement of new whole school approach to Accelerated Reader in conjunction with spending of Catch Up Funding.</b></p>	<p>Creation of 'Book Zones' for each year group to ensure easy access to a range of books which are ability matched.</p> <p>Set up of library catalogue and contents to support the AR system of coding.</p> <p>ICT resources available in each classroom to enable children to complete their AR quizzes regularly and without delay once having read a title.</p> <p>TA training and resourcing of baseline AR Star Age testing and continued tracking and monitoring throughout the academic year.</p> <p>Teacher CPD to ensure that data from AR is understood and used to inform next steps for each child's progress journey in reading.</p> <p>Restocking of library to provide updated titles that can be used in conjunction with Accelerated Reader.</p> <p>NPQSL Course CPD for Leaders of English with a focus on implementation of Accelerated Reader and improved performance in reading for all pupils.</p>	<p>£6000</p>	<p><b>What has been the impact of the implementation of AR?</b></p> <p>Strong progress for AR scheme and pupil engagement is extremely high.</p> <p>LA and PP pupil voice indicate that greater independence in choosing titles and the ability to 'quiz' are high engagement factors.</p> <p>Library set up enables all pupils to visit and select texts that are appropriate.</p> <p>AR resources, reading ages and detailed reports are used to supplement other sources of pupil performance in progress reviews and for class teachers and year groups.</p> <p>Reading age data is reliable and used as a good indicator for support as part of triage tracker that has now been implemented to target underperformance in reading.</p> <p>90% of PP pupils in Y3 have made good or better progress, 81% of which was excellent.</p> <p>96% of PP pupils have made good or better progress, 84% of which excellent.</p> <p>80% of PP pupils in Y5 made good or better progress of which 34% excellent.</p>
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**Desired Outcomes 1,2,3 :** Continue to improve the attainment for those eligible for PP in **writing, maths and reading** across KS2 and close performance gap.

Key Objectives	Specific Actions	2020-21Funding Allocation	Review Questions
<b>Ensure regular and accurate assessment and tracking for PP children and monitoring of gaps.</b>	<p>Appointment of Assessment Leader and related cover for class release time for role.</p> <p>Creation of tracking documents to monitor and identify the progress being made to improve attainment for PP children in response to both previous trends and current impact of lockdown.</p> <p>Creation of individualised Class profiles per subject to more easily enable class teachers to be aware of progress for all pupils across the academic year.</p> <p>Facilitation of individual PPR sessions for each class teacher with a specific focus on identifying areas of assessment and performance where PP children are weakest.</p> <p>Use of data above to compile list of target interventions and data tracking to demonstrate impact for PP children across the schools.</p> <p>Set up working links between data captures and assessment windows with Wellbeing team to collate soft data improvements and outcomes.</p> <p>Work alongside the SEND Team to ensure that children are able to be accurately assessed and their progress measures are a priority for all pupils.</p>	£6,800	<p><b>Is the effective tracking of data and performance for this group evidenced by the next steps and actions of PPR meetings?</b></p> <p>Effective collation of data and information to highlight clear areas of strength and weakness and strategy to support areas of weakness with a focus on PP pupils.</p> <p>Individual class teachers have a clear understanding of the progress journey of pupils in their class and meetings are held with a focus on ensuring actions will enable PP pupils to make their target progress.</p> <p>PPR meetings with SENCO with a focus on lowest progress send (majority PP) to accurately identify next learning steps and actions.</p> <p>The use of data to support/ inform wellbeing team next actions.</p>

**Desired Outcome: 4**

To improve the levels of aspiration, confidence, resilience and independence of PP children in school.  
To provide targeted support to encourage positive wellbeing for those children eligible for PP funding.

Key Objectives	Specific Actions	2020-21Funding Allocation	Review Questions
<p><b>Ensure constant focus on the wider wellbeing of PP children and associated needs through work of Wellbeing Team.</b></p> <p><b>Provide support for families and children with a specific focus on PP and SEN pupils, developing expertise and strategies for most vulnerable children.</b></p>	<p>Continued deployment of Wellbeing Team with further recruitment to meet capacity for key aspects of pupil support.</p> <p>Appointment of second SENCo.</p> <p>Increased use of Counsellor.</p> <p>Regular monitoring and tracking of PP and vulnerable pupils with clearly allocated caseloads for all members of team based on skillsets.</p> <p>Referrals to outside agencies and wider support for families and pupils.</p> <p>Regular communications to parent community to ensure that they are aware of and know how to access the wider support that can be offered.</p> <p>Work with local charities and agencies to ensure that we are able to direct and support families and pupils to access wider services.</p>	£54,000	<p><b>How have we been able to work effectively with multi agencies to support the best outcomes for our children?</b></p> <p>As a result of the pandemic, much of this work was undertaken online or via telephone. Social workers continued visits throughout and the team were able to ensure, as a result of their capacity, that all PP eligible children were tracked and received regular updates and a range of tailored support.</p> <p>How have we targeted attendance and what are the improvements to data in this aspect? Throughout the year the Wellbeing team continued to monitor attendance and if children were not engaging remotely during lockdown, outreach and weekly support were initiated to ensure that non-attendance did not impact with engagement.</p>

<p><b>Continuation of initiatives which support pupil belonging to school and wider community.</b></p>	<p>Facilitation of initiatives and tracking by Wellbeing Team.</p> <p>Ensure effective running of following schemes and initiatives: Play leaders, School Councillors, Year 6 Leadership roles, Anti-Bullying Ambassadors.</p> <p>Improved sensory spaces, i.e. Rowan room, lunchtime quiet spaces.</p> <p>Activity breakfast mornings during Half Term for PP families.</p> <p>HeadStart Kent toolkit and resources used to inform group or individual support for identified pupils. Support coordinated by Family Learning Manager.</p> <p>Ensure PP pupils have access to cultural Capital through variety of events -Arts and Mindfulness week, Eco week, and Fantastic Fred Experience.</p> <p>Subsidised Breakfast and Afterschool Club places.</p> <p>Subsidised School trips for most vulnerable children.</p> <p>Continued used of Challenger Troop theme days to build confidence in lower school.</p>	<p>Vulnerable families or those who had not previously coped were invited into school whilst others were carefully monitored as per the team tracker.</p> <p>Around wider re-opening, the Wellbeing team provided a range of support and holistic activities to help prepare pupils for return. By the end of the year, attendance for those who were eligible for PP funding was 92%.</p> <p>Have children requiring counselling been assigned sessions in a time effective window? As a result of lockdown, counselling became an online provision to ensure that sessions could still take place and the needs of all children on the list be met, which they were. Our Emotional Wellbeing Practitioner joined the team this year and is now based in our school one day per week. The impact that she has had on a 1:1 basis with children (and their families) has led to improved attendance, de-escalation of challenging behaviour and wider engagement.</p> <p>Parent Survey &amp; Feedback: Are our families supported adequately by our provision? What do they deem to be effective?</p>
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<p><b>Identify and target key areas of development and progress for pupils where academic attainment and progress indicators are not positive or meeting targets.</b></p>	<p>Wellbeing Team Caseload to ensure that all children undertake and are tracked using the PASS Survey throughout the year.</p> <p>Report of findings and next steps relayed to SLT by Wellbeing Team to identify new initiatives or approaches that should be put in place.</p> <p>In partnership with Assessment Manager, track academic progress of pupils and support with softer data and evidence.</p> <p>Use of Pyramid of Progress and findings shared in teacher conference to ensure shared knowledge of next steps.</p>	<p><b>What does PASS survey data evidence in terms of improved scores for PP children?</b> The PASS survey has taken place and key findings have been used to target the specific needs of pupils. Pupils eligible for PP grant remain overrepresented in the profile of pupils who show dissatisfaction on multiple areas.</p> <p><b>What improvement to bands within the Pyramid of Progress have been identified?</b> Attendance, Leuven engagement, engagement at clubs, less behaviour incidents are some of the key criteria that we have seen.</p> <p><b>What does case study evidence suggest about the extent of improvements?</b> Pupil voice from very specific cases has evidenced positive improvement and the impact of 1:1 sessions, wellbeing work and the tailored support that has been offered.</p>
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<p><b>Ensure that wider curriculum is engaging and enables PP children to access content, make good progress in learning and know and remember more across the full range of subjects.</b></p>	<p>Deep dives undertaken by all curriculum leads with a focus on outcomes, learning, long term memory and progress for PP children compared to other groups.</p> <p>Development of action plans in relation to findings. Areas of further improvement highlighted and shared with full teaching staff ahead next academic year.</p>	<p>£4800</p>	<p><b>What observation and pupil conference evidence demonstrates good engagement, confidence and understanding in wider curriculum?</b></p> <p>Headteacher observation and subject leader deep dives show evidence of good levels of engagement for those pupils eligible for PP.</p> <p>Suitability of outcomes for all learners to best capture their progress is an ongoing focus and curriculum leaders have forms of assessment as a priority focus for development this year.</p>
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**TOTAL = £ 159,090**