

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Dunstan's
Number of pupils in school	458
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date this statement was updated	November 2023
Date on which strategy will be reviewed	September 2024
Statement authorised by	L Bevan
Pupil premium lead	L Bevan
Governor / Trustee lead	LGB

Funding overview

Detail	Amount
Pupil premium funding allocation for academic year 23/24	£129,375
Recovery premium funding allocation for academic year 23/24	£34,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,875

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- *ensure that all pupils make the same progress, whatever their starting point*
- *ensure that disadvantaged pupils have attendance in line with their peers*
- *ensure that disadvantaged pupils are supported to achieve their aspirations - whatever those might be*

- ensure that disadvantaged pupils are exposed to enrichment opportunities

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged students are not making the same progress as their peers in English
2	Disadvantaged students are slightly below their peers in terms of progress in Science
3	Disadvantaged students are disproportionately affected by having lower reading ages. Many homes do not have a reading culture and pupils are more likely to use screens than books. The gap is likely to remain steady during the five years they are with us unless there is significant, school wide intervention
4	Discussion with parents, pupils and primary schools suggest that disadvantaged students are more likely to have had their education adversely affected by lockdown and other covid related factors than non disadvantaged students.
5	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.
6	Our observations suggest that many parents of lower attaining disadvantaged pupils either do not value education or do not know how to support their children with their schoolwork or aspirations
7	Discussions with disadvantaged students - particularly boys - suggest that they are not self motivated when it comes to education and are lacking in confidence in subjects such as English where good reading skills, inference and analysis are required
8	Disadvantaged pupils across year groups often have a lower attendance rate than their non disadvantaged peers.
9	Disadvantaged pupils are less able to catch up on missed work either through lack of resilience or through lack of support at home
10	Disadvantaged pupils - particularly boys - are more likely to miss learning as a result of poor behaviour and sanctions or as a result of poor concentration

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 75% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In 2019 this figure was 41%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 47.0 • an EBacc average point score in line with non-disadvantaged and aligned to national trends.
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their

	<p>non-disadvantaged peers being reduced ensuring alignment. .</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
--	---

Activity in this academic year 22/23

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 91,103

Activity	Evidence that supports this approach	Challenge number(s) addressed	Amendments since 2021
<i>CPD on cognitive science and the science of learning</i>	<p>Having a firmer understanding of the nuances of how we learn can support teachers to plan lessons of high impact. Evidence shows that high quality teaching and learning in the classroom has the biggest impact on student performance.</p> <p>Resources to be used include: Ambition Institutes Learning curriculum EEF report on metacognition and self regulation</p>	1, 2, 5	Still active Sept 23
<i>Teaching and learning framework adopted for the school context on adaptive teaching. Online modules on each active ingredient including instructional video with interactive activities to support teacher planning</i>	<p>Having a consistent approach to teaching and learning across the school serves the students with the dual purpose of having high quality learning and consistent digestion of common routines creating social norms and expectations. This supports students' cognitive processing by negating extraneous processing. A recent study conducted with the Education Policy Institute (EPI) found that high-quality CPD can improve pupil outcomes as effectively employing a teacher with 10 years' classroom experience. Furthermore, studies have shown that in settings providing high-quality CPD teachers are far less likely to leave the sector or move schools (Zuccolo & Fletcher-Wood, 2020).</p>	1, 2, 5	Still active Sept 23

	Students that are more familiar with routines and approaches to learning develop a greater confidence in their application.		
<i>Instructional coaching and deliberate practice to increase the competence of teaching skills across the curriculum</i>	<p>Instructional coaching is a powerful tool with the potential to transform teacher development. Instructional coaching has a better evidence base than any other form of CPD.</p> <p>Instructional coaching will help to provide teachers and school leaders with quality professional development, so they have the knowledge, skills and expertise to improve learning in the classrooms and provide students with what they need to succeed.</p> <p>Resources to be used include: Ambition institute instructional coaching</p>	1, 2, 5	Still active Sept 23
<i>Recruitment of mentors</i>	<p>Having an in school champion to support students gives them confidence and self belief. This can be especially beneficial to boys with no apparent positive male role models.</p> <p>Having positive influences in school therefore can positively impact a students mental health. This can support the students with their cognitive processing because they can be at ease with themselves within the safety of the school community allowing them to concentrate on their learning in lessons. Moreover, having a champion to support you through the use of SMART targets can keep students on track and focused on achievable goals.</p>	7, 9	Still active Sept 23
<i>Recruitment of high quality tutors for intervention classes</i>	Using the expert teachers within the school to support small intervention groups will support students to make accelerated progress in their learning. This will also have the added advantage of having staff support students that they have knowledge of so therefore can be SMART in their approach to accelerating their progress. Moreover, students will be used to these members of staff and have positive relationships supporting students with their learning.	7, 9	Still active Sept 23
<i>CPD on teaching strategies to ensure quality teaching across the curriculum</i>	Research shows that improving teaching is one of the most effective uses of pp funding. It is proposed that staff should be trained on using metacognition in the classroom - membership of the Key CPD toolkit will provide training presentations. Olevi Training to be offered to staff identified as likely to benefit from creative or outstanding teacher programmes. Costs to	1, 3 and 5	Still active Sept 23

	cover supply and printing of resources as well as actual training.		
<i>Recruitment of specialist teacher for Science and Maths and Music</i>	<p>Having an expert teacher in every classroom is the best way to close any attainment gap. Having quality first teaching is proven to be a leveller of disadvantage in the classroom. Therefore it is pertinent that we recruit high quality teachers in all areas of the school.</p> <p>Science is a subject area that has seen staffing changes and it needs to be addressed by employing an expert teacher of science. Maths teacher employed to take small groups of PP students for booster work.</p> <p>Music peripatetic teachers employed to support development of cultural capital.</p>	2	Still active Sept 23
<i>Recruitment of attendance officer</i>	<p>Being in school is crucial to the learning journey of students. This has been evident over the lockdown periods where we have seen the gap widening between disadvantaged and non disadvantaged students.</p> <p>Therefore, having a dedicated staff member focusing on attendance will support those students to attend school on a consistent basis and support them to achieve their goals.</p>	4, 8	Still active Sept 23

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Amendments since 2021
<i>Reciprocal reading strategy to be promoted with Key Stage 3 students across the curriculum and with parents</i>	<p>Reciprocal Reading is an effective and proven approach to developing reading and comprehension. As an intervention programme it is particularly effective with children who can decode but do not fully understand what they read. However the reciprocal reading approach and strategies are also very helpful for shared reading and, particularly, guided reading.</p> <p>Reciprocal reading interventions can have an impact of 4+ months on a students education according to the EEF report.</p>	3 6 7	Still active Sept 23

	Resources to be used: EEF report and recommendations		
<i>Targeted intervention for under achieving disadvantaged pupils - using assertive mentoring as well as academic intervention</i>	<p>Having an in school champion to support students gives them confidence and self belief. This can be especially beneficial to boys with no apparent positive male role models.</p> <p>Having positive influences in school therefore can positively impact a students mental health. This can support the students with their cognitive processing because they can be at ease with themselves within the safety of the school community allowing them to concentrate on their learning in lessons. Moreover, having a champion to support you through the use of SMART targets can keep students on track and focused on achievable goals.</p>	4 5 6 7	Still active Sept 23
<i>'Champions' league for underachieving boys - including disadvantaged pupils</i>	<p>Our observations have shown that many boys including disadvantaged boys are apathetic to learning. Therefore motivation matters.</p> <p>When students are motivated they pay more attention and therefore learn more, are able to work independently and for longer.</p> <p>This strategy will see a group of boys having a designated staff team leader and mentor. This will foster teamwork and collaboration between the two teams and reward effort.</p>	1 2 8 10	Still active Sept 23
<i>Girls' forum to focus on overcoming barriers for girls including disadvantaged</i>	<p>Our observations have seen girls becoming disenchanted as a result of the negative experiences of females being broadcasted in the media. There is an anxiety of the difficulties and barriers that awaits them. With research showing that students that are experiencing high levels of anxiety leading to apathy this</p>	5 8 9	Still active Sept 23

	<p>can manifest in poor outcomes due to low aspirations.</p> <p>Having a 'clinic' for female students will support the students and give them an opportunity to discuss concerns and build strategies to plan overcoming barriers and risks.</p>		
<p><i>Catch up club for disadvantaged pupils - extension of homework club; pay tutors to work with small groups from across key stages. Each day to have a carousel of groups and NC years</i></p>	<p>As a result of COVID disadvantaged students have fallen further behind non-disadvantaged students. This is a national trend.</p> <p>Having catch up sessions led by staff that the students know and trust will alleviate anxieties and support the students to make accelerated progress in smaller intervention groups.</p>	<p>2 9</p>	<p>Still active Sept 23</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 52,007

Activity	Evidence that supports this approach	Challenge number(s) addressed	Amendments since 2021
<p><i>Targeted attendance clinics with emphasis on disadvantaged students first</i></p>	<p>Being in school is crucial to the learning journey of students. This has been evident over the lockdown periods where we have seen the gap widening between disadvantaged and non disadvantaged students.</p> <p>Therefore, having a dedicated staff member focusing on attendance will support those students to attend school on a consistent basis and support them to achieve their goals.</p> <p>Supporting students and their families with attendance through targeted clinics will support the students in collaboration.</p>	<p>4, 8 and 9</p>	<p>Still active Sept 23</p>
<p><i>Tutor chats with parents and pupils when attendance drops below 97%</i></p>	<p>Having a familiar member of staff liaising with parents builds trust and raises the awareness and importance of attendance. This personalisation approach</p>	<p>4, 8 and 9</p>	<p>Still active Sept 23</p>

	will allow parents and students to feel supported to attend school.		
<i>Systematic supportive attendance interventions involving parents and pupils</i>	Constant communication with parents will raise the profile and importance of attendance and the benefits to attending school. Lockdowns have increased the attainment gap between disadvantaged and non-disadvantaged students nationally. Therefore, getting students to attend school is important for their progress in learning.	4, 8 and 9	Still active Sept 23
<i>Use 'nudge' techniques to improve attendance</i>	'Nudge <i>Theory</i> ' is growing in use across a range of public sector areas, for example health. This theory proposes that positive reinforcement and indirect suggestions are more effective as ways to influence the behaviour and decision making of groups and individuals.	4, 8 and 9	Still active Sept 23
<i>Develop culture of praise within school to foster a sense of success and achievement in low aspiring pupils</i>	Research states that positive consequences are likely to encourage pupils to repeat the associated behaviour. Systems that emphasise praise for positive behaviour or regular attendance are more effective in motivating pupils to make appropriate choices. These appropriate choices contribute to a positive ethos in the school thereby creating an environment for effective teaching and learning.	10	Still active Sept 23
<i>Develop assertive mentoring system for underachieving, poorly behaving pupils</i>	Having an in school champion to support students gives them confidence and self belief. Having positive influences in school can support the students with their cognitive processing because they can be at ease with themselves within the safety of the school community allowing them to concentrate on their learning in lessons. Moreover, having a champion to support you through the use of SMART targets can keep students on	10	Still active Sept 23

	track and focused on achievable goals.		
<i>Recruit second ELSA practitioner</i>	Improving emotional literacy can improve the mental health of a child. With higher levels of emotional wellbeing students will be more receptive to learning than students with low levels. Impacts of ELSA include improvements in students' confidence, self-esteem, understanding and management of emotions, behaviour and social skills. This has also seen an increase in students' attendance in schools too.	10 £1000 plus cost of 'supervision' for practitioner	??
<i>Develop peer mentoring scheme</i>	Peer mentoring has been shown to lead to improved attitude to school, attendance and behaviour. It can also help students to build up a peer network within their school, causing more holistic benefits such as a sense of community and belonging.	10	??
<i>Implement bespoke parental engagement academic workshops</i>	Evidence shows that parental engagement can support students being successful. These workshops will be bespoke to the cohort and provide specific support and home learning guide books supporting parents/carers in supporting their children.	5, 6 and 9	??
<i>Buy in Talk the Talk for year 9</i>	Oracy is a key factor in building confidence - disadvantaged pupils often struggle with confidence around public speaking	10 £1000	Still active Sept 23
<i>Buy in team building/confidence building workshops/days for year 7 and 8</i>	Previous years have seen a significant impact on pupil wellbeing and confidence from such days; covid has prohibited any such activity for the last two years and so buying in an activity to be done in school will be of benefit.	10	Still active Sept 23
<i>Peripatetic Music lessons for disadvantaged pupils</i>	PP funding can provide enrichment that parents may not be able to afford.	10	Still active Sept 23

<i>Equipment and uniform allowance for disadvantaged pupils including revision/study guides</i>	One of the barriers to learning is lack of equipment - providing equipment will remove that barrier. Likewise, uniform is often a cost that parents struggle to afford; £100 uniform allowance per pupil per year lessens this barrier.	1-5	Still active Sept 23

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 23 academic year.

--

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk about communication	Talk the talk talkthetalkuk.org
c	

Impact Statement 22/23

	On Roll	CLA*	PP	PP Total	
No of Students	365	5	154	159	
Funding			22/23 £121K		
	Provision	No. of students	Approx Costing	Planned Impact	Actual impact
English/ Literacy	KS4 Small group intervention	21	8000	P8 of 0 for Year 11 PpPstudents in English. Year 10 FSR will show at least 95% on target	P8 was -0.11 (up from -1.0)
	KS4 focus on exam technique, skills, revision and support	Whole KS4 cohort 75	4000	Funding for any external presentations or workshops on elements such as revision and managing exam stress.	Workshops took place from January to May. Progress from November mocks to GCSE results was P8 of -1.11 overall in November to -0.32 in actual results a difference

	with reading skills				of +0.79
	KS3 Cycle – Small group literacy interventions	45	4500	PP students who complete RWI and similar interventions will make at least one year's reading progress. Percentage of KS3 students requiring literacy intervention will decrease	English outcomes not in line with Non-PP Progress made but & intervention continues with amendment by SENCO
	Targeted TA and Intervention support in English classes	20	5000	Progress of least able PP students in KS3 will be positive for English.	English outcomes not in line with Non-PP Progress made but & intervention continues with amendment by SENCO
Maths	KS4 Small group intervention	25	7000	PP students to have progress in line with non PP for maths for year 11. Year 10 FSR will show positive progress for pp students	Progress of +0.47
	KS3 Cycle – small group numeracy intervention	35	10000	Difference between PP and no PP projected outcomes removed at KS3 - FSR will show at least 95% with positive progress	80% of pupils made ARE
	Targeted TA support in Maths classes	20	5000	Progress of least able PP students in KS3 will be positive for Maths.	Target met
	Music lessons	10	6000	Provision of funding for private music lessons for PP students who wish to take them up to encourage talent and ability/motivation	95% of pupils offers the programme engaged in agreed extra-curricular music
Wider support	Adapted Timetables for key students to attend Outreach at Tor School and Forest School	4	1500	Fewer sanctions for pp pupils will be seen in PARS weekly and termly reports. Exclusions and isolations for pp students will reduce	Pupils report feeling more confident to approach assessments.
	TA support in lessons and in academic/ social intervention groups	91	2500	PP students will develop resilience and independence with light touch support from TA	Reading interventions were effective in improving RA for groups of students as per table displayed
	Interventions to develop social/emotional aspects of learning	26	10000	PP students will have fewer disciplinary incidents and sanctions. Student voice to reveal greater social and learner confidence.	ELSA, anger management and social skills deployed - need data from COA

	Equipment/ Uniform	117	11,700	All students will be equipped for learning and will not face barriers where additional resources are required. All pp students to have food ingredients purchased for them. Further assistance in art to purchase materials. Other departments may apply for additional funding where appropriate in order that pp students are not disadvantaged in terms of opportunity. For example, additional sports equipment for PP G&T	All pp students had these items provided and were able to access subjects fully £9048 In addition, spare uniform was purchased so that it could be loaned to students who arrived in incorrect uniform for any reason =- £2000
	Revision Guides for KS4 subjects	26	2600	Having revision guides provided will remove the cost barrier for effective revision.	All pp students had these items provided and were able to access subjects fully
	One Day Talk the Talk workshop for year 9	89	4000	A one day course delivered by external specialists to develop confidence in oracy and in improving structure and vocabulary for presenting ideas which will have a positive impact on subjects where points of view need to be articulated e.g. English, History, Geography, Science	Impact report shows that students reported feeling 37% more confident overall; 32% more confident about speaking in public after workshop as compared to before; students reported knowing 49% more about the skills required to communicate effectively
	Mentoring 1:1	20	2500	Individual reviews and action plans held on individual's personal barriers for learning, needs and the best strategies to adopt to support and enable success. Improvement in learning, behaviour and attendance. Fewer sanctions for PP students. Improved attendance will lead to improved progress for PP students. Monitored through weekly PARS reports and termly attendance and behaviour reports	Assertive mentoring carried out by SLT and Middle leaders for key students. Girls mentoring group set up by headteacher and 'Up for the Challenge group set up for boys by DHT and AHT.
	Additional mentoring	1	2300	1:1 external counselling to support with SEMH. Reduction in behaviour problems and friendship issues as well as improvement in academic progress will be seen	School counsellor and ELSA have been utilised to support pp students with SEMH concerns. - need data from COA
	Careers Advice	80	4500	Support and guidance in making option choices at the end of year 9. Appropriate post-16 route identified during years 10 and 11. 1:1 interview with careers officer for all in year 11. All PP students to secure grades needed for appropriate College course in line with target aspiration. 0 NEET for PP students	91% of pp students secured places at college/apprenticeships before end of summer term. One pp student was in medical tuition during year 11 and had not secured college place. referrals to Somerset Works were made.

	Year 6 to 7 enhanced transition	30	3000	PP students to experience positive transition, settle quickly in year 7. Funding to include anti bullying and online security presentations by external providers funded. Peer support to be put in place and Wellbeing Champions to be developed.	Transition was very successful Enhanced transition day completed. NSPCC online safety webinar delivered, CSE assembly run by police for all year groups Need number of students
	Extra curricular and trips (including Dof E and foreign trips)	117	5000	Increased PP involvement in extra curricular activities following mentoring sessions with PP lead or pastoral leaders. Increased PP participation in all trips including DofE and subject specific visits. 25% reduction in visit costs for all PP students. Higher cost trips to be discussed and agreed (e.g. residential visits)	15% of pp students in Yrs 7 & 8 attended summer camp with funding totalling £420. All pp students had funding available for extra curricular trips during activities week at a total of £283. PP students in Year 7 received funding towards Vivary Park team building trip in Year 7 at a total of £60. Vivary Park = 66% of pp students in Yr 7. 11 pp students in year 10 (16%) went on HoP trip = £66. £3003.5 on music lessons for 11% of pp students across Key stages.
	Attendance interventions	30	4000	Monitoring attendance as an identified PP cohort to improve to at least national average for PP pupils and continuing to improve. 90% of PP students in Year 7 will secure 96% attendance over the year. 80% target for other year groups	Attendance for pp for the year was 86% (above national for PP at 85%),,, whole school was 92%. Significantly impacted by years 8 and 9. Year 11 improved their attendance towards the end of the year (from March onwards) to 83% as compared to 78% from September to end of February. This was as a result of tutor chats, attendance interventions such as clinics, letters home, meetings with parents, referral to EWS Southwest
Leadership	Leadership of pp	117	8000	Lead on PP will focus on closing gap between PP and non PP.	PP students in KS4 were targeted for revision sessions, workshops, masterclasses and contact with home. Process in place for parents evenings has seen highest ever attendance at parents' evenings for all year groups - need data from TVI? 5s System in place for sign up for revision, monitoring and contacting home if not attended 50% of pp students attended English revision, 25% attended maths (Easter holidays)

	Recruitment and retention for science	117	£10000	Research shows that improving teaching is one of the most effective uses of pp funding. It is proposed that staff should be trained on using metacognition in the classroom - membership of the Key CPD toolkit will provide training presentations. Olevi Training to be offered to staff identified as likely to benefit from creative or outstanding teacher programmes. Costs to cover supply and printing of resources as well as actual training.	Science results were strong for the whole cohort and there was a VA of 0.0 for pp
	Total Spend 22/23		£121,000		