

Pupil Premium Strategy Statement

1. Current Summary Information 2020 – 2021					
School	Gorsey Bank Primary School				
Academic Year	2020-21	Total PP budget	£12105	Date of most recent PP Review	Sept 20
Total number of pupils	412	Number of pupils eligible for PP	8	Next internal review of this strategy	March '21

2. Previous Summary information 2019 – 2020			
School	Gorsey Bank Primary School		
Academic Year	2019-20	Total PP budget	£18440
Total number of pupils	414	Number of pupils eligible for PP	12

3. Previous Attainment Summary 2019 – 2020 (% of pupils eligible for PP across all year groups based on teacher assessment)	
	<i>Pupils eligible for PP (across all year groups)</i>
% achieving Expected Standard in Reading <i>(based on Teacher Assessment)</i>	92%
% achieving Expected Standard in Writing <i>(based on Teacher Assessment)</i>	75%
% achieving Expected Standard in Maths <i>(based on Teacher Assessment)</i>	75%

4. Barriers to future attainment (for current pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	Confidence in core subjects and retention of key facts and knowledge
B.	Personal, social and emotional development and confidence
C.	Academic development and confidence
D.	Pupils' academic expectations of themselves
External barriers <i>(issues which also require action outside school)</i>	
E.	Attendance rates <i>(in some cases)</i>
F.	Home learning environment <i>(including communication and engagement)</i>

5.	Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
A.	<p>Attainment of disadvantaged pupils will be equivalent or greater than that of their peers with similar starting points</p> <ul style="list-style-type: none"> • There is no % difference between disadvantaged and non-disadvantaged pupils meeting age-related expectations in each year group • Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS, Phonics and in End of Key Stage Assessments • Disadvantaged pupils meet age-related expectations in Reading, Writing and Maths at the end of Key Stage 1 and 2 • The progress of disadvantaged pupils is the same, if not better, than non-disadvantaged pupils <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • In-year assessment data using ARE tracker for all year groups • Summative tests (E.g. NFER) done in Autumn, Spring and Summer • End of year ARE trackers • ELG/PSC/End of Key Stage assessment outcomes in relevant year groups 	<p>Disadvantaged pupils will be making at least good progress from their respective starting points.</p> <p>Disadvantaged pupils will be working at age-related expectations (at least) by the end of each key stage in Reading, Writing and Maths</p>

<p>B.</p>	<p>Targeted support, based on pastoral needs, provides personal, social and emotional guidance for disadvantaged pupils to enable them to feel confident within themselves allowing them to focus and progress academically</p> <ul style="list-style-type: none"> • Class teachers prioritise the needs of disadvantaged pupils in pastoral capacities, resulting in the positive development of the ‘whole child’ • Pastoral manager and other members of teaching staff provide targeted support to ensure potential family economic or social disadvantage do not limit the child from demonstrating their true potential in academic and social situations • Adult intervention is carefully planned with the bigger picture in mind and in sensitive consideration to the individuals’ current circumstances • Pupils feel confident and able to participate in all aspects of school life in a way that they feel is the same as their peer group <p>The desired outcome will be measured using:</p> <ul style="list-style-type: none"> • In-year monitoring documents e.g. ARE Tracker, Pupil Progress Review Meetings, Child Profiles • Entry and exit information for any adult-led intervention using quantitative and qualitative data, including pupil voice • Pupil voice, adult observations and knowledge of the child, alongside parent/carer views 	<p>Teachers review pastoral needs and progress within core subjects with SLT each term (PPR meetings and additional PP meetings) – updating child profile as part of this</p> <p>Pupil voice is captured through adult-led interventions and reflect a positive experience from the perspective of the child</p> <p>Pupils are seen to be confidently participating in academic and social situations within and across all aspects of school life</p> <p>Parent views relating to their child’s academic and pastoral development are positive and are shared with class teachers through verbal and written means of communication e.g. Parents’ Evening, Home Learning, Reading Record books and as part of more informal exchanges at the beginning / end of the school day</p>
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<p>C.</p>	<p>Targeted support, based on academic needs, enables disadvantaged pupils to make greater progress than their peers with similar starting points</p> <ul style="list-style-type: none"> • Class teachers prioritise the needs of disadvantaged pupils in academic capacities, resulting in the positive development of the ‘whole child’ • Class teacher, year group team and wider team including specialist teaching staff provide targeted support to ensure potential family economic or social disadvantage do not limit the child from demonstrating their true potential in academic and social situations • Adult intervention is carefully planned with the bigger picture in mind and in sensitive consideration to the individuals’ current circumstances • Pupils feel confident and able to participate in all aspects of school life in a way that they feel is the same as their peer group <p>The desired outcome will be measured using:</p> <ul style="list-style-type: none"> • In-year monitoring documents e.g. ARE Tracker, Pupil Progress Review Meetings, Child Profiles • Entry and exit information for any adult-led intervention using quantitative and qualitative data, including pupil voice • Pupil voice, adult observations and knowledge of the child, alongside parent/carer views 	<p>Teachers review academic needs and progress with SLT each term (PPR meetings and additional PP meetings) – updating child profile as part of this</p> <p>Formative and summative data is regularly reviewed and any needs are addressed through QFT and additional interventions and/or study group sessions</p> <p>Pupil voice is captured through adult-led interventions and reflect a positive experience from the perspective of the child</p> <p>Pupils are seen to be confidently participating in academic and social situations within and across all aspects of school life</p> <p>Parent views relating to their child’s academic and pastoral development are positive and are shared with class teachers through verbal and written means of communication e.g. Parents’ Evening, Home Learning, Reading Record books and as part of more informal exchanges at the beginning / end of the school day</p>
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<p>D.</p>	<p>Pupils will be confident and successful learners who are aware and comfortable with their strengths and targets for development</p> <ul style="list-style-type: none"> • Pupils demonstrate positive attitudes towards learning, presenting outcomes neatly and valuing resources and personal belongings • Pupils respond well to marking and feedback, both written and verbal • Pupils are set challenging expectations in all subjects and are encouraged to meet, or exceed, at least age related expectations (where appropriate), exuding an increasing sense of confidence and pride in their abilities <p>The desired outcome will be measured using:</p> <ul style="list-style-type: none"> • Observations of pupils in sessions • Book moderations, including Home Learning <p>Pupil progress reviews (in addition to whole class reviews) and disadvantaged monitoring schedule</p>	<p>Pupils will take pride in their learning and demonstrate organised and respectful attitudes towards this.</p> <p>Pupils will reflect regularly on marking and feedback (including peer) and be able to identify strengths and next steps in their work across a range of subjects.</p> <p>Pupils are confident in demonstrating their potential and remain resilient in the face of increasing levels of challenge.</p>
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<p>6. Planned expenditure</p>	
<p>Academic year</p>	<p>2020-21</p>
<p>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</p>	
<p>i. Quality of teaching for all</p>	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils retain taught facts and can apply these to new contexts	Implementation of strategies in line with research into cognitive science and creating the optimal conditions for learning enhanced by 'expert teachers'	Dylan Wiliam recently described Cognitive Load Theory as 'the single most important thing for teachers to know. Peps McCrea and John Hattie's research into what defines 'expert teachers' and 'high impact teaching' aligns with our approach to teaching and learning across school. Each body of research recognises the importance of honing the craft of teaching and in creating habits that enable teachers to respond to pupil needs effectively. The evidence summarised in Ofsted's 'Education Inspection Framework – Overview of Research' and Rosenshine's 'Principle of Instruction' will be used to support Professional Learning for staff during the 2020-21 academic year.	Sequence of Professional Learning (PL) meetings will study theories with direct links to implications for the classroom.	SLT & Core Subject Leaders	During monitoring activities (e.g. lesson observations and book moderations) to see how (and how effectively) it is being implemented. Best practice will then be shared amongst staff. Discussion and review time through Professional Learning Meetings.
Improved metacognition and self-regulation in teaching and learning activities	Explicit teaching of metacognitive strategies e.g. planning for extended writing	EEF states that pupils benefit from explicit teaching of these strategies in specific contexts as they are better equipped to make connections and apply their understanding more easily. The research from EEF's 'Metacognition and Self-regulated Learning' research will be used throughout Professional Learning, along with additional EEF research. This will be used in our development of our learning environment.	The English strand of Professional Learning will introduce strategies for supporting pupils with their thinking about planning for, and evaluating their written outcomes. The organisation and structure of Working Walls and wider classroom environments will foster greater opportunities for independence and self-regulation in lesson.	Deputy Head of School (DHoS), Maths Lead (Working Walls) & English Lead	Termly book moderations, Lesson Observations and 'walk arounds'

Disadvantaged pupils receive targeted support for both their academic and pastoral needs	Work with pupils on specific areas of need through targeted support in small group teaching, additional interventions and work with pastoral manager	Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'. Utilising the skills and expertise of our Pastoral Manager will be used to identify appropriate and targeted support for disadvantaged pupils	Timetabling of additional intervention, small group teaching and 1:1 support is well-planned and regularly reviewed to ensure maximum impact.	SLT support Pastoral Manager / SENDCO	As part of Pupil Progress Review Meetings, Disadvantaged monitoring exercises, Pastoral Manager/HoS meetings
Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further developed	Immersion in carefully selected, high-quality literature (termly bookshelves) and the development of approaches to whole-class guided reading sessions	'On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves	Key focus of SDP for 2020-21. SLT to deliver Professional Learning and provide teaching staff with guidance and support in this area. Utilise expertise of specialist teachers from within school (and Trust), as well as other agencies (Open University RfP Group_ to target support for developing disadvantaged pupils' ability, engagement and motivation to read for pleasure	SLT & Creativity and Standards Lead, specialist SEND teacher	PL schedule (incl. Inset November) Subject and Curriculum review meetings at the end of each half term Specialist teacher summary to senior leaders and tracking of progress against their baseline assessment in Speech and Language
Total budgeted cost					£6000
ii. Targeted support					
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?

Support pupil progress by considering individual needs	Target interventions and quality first teaching with focus pupils in mind	DfE Report (Nov 2015) cites 'paired or small group additional teaching' as having a positive impact on progress of PP pupils	Regular meetings with Class Teachers to review structure and impact of interventions and strategies for supporting Disadvantaged pupils in class	Pupil Premium Lead, DHoS/SEND Co/Pastoral Manager/LS As	Termly DA specific PPR Meetings and observations of pupils in class DA specific tracker to ensure sufficient progress being made
Needs of pupils are known and matched to support	DA specific monitoring schedule including book moderations, progress meetings and pupil meetings	Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice	Activities written into whole school monitoring plan - feedback given to Class Teachers at each point to allow them to tailor practice accordingly	Pupil Premium Lead, DHoS/SEND Co/Pastoral Manager/LS	Termly progress reviews to evaluate impact
The 'whole child' is developed alongside academic progress being made	Extra context built up to support the objective inc: -pupil profiles to include the child's voice -'shadowing' by SLT to learn more of pupils' daily experiences of school -conversations/meetings with parents to further understand 'whole child'	DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support'	Strategies written into annual schedule and regular meetings with Class Teachers to ensure information gained is fed into current provision.	Pupil Premium Lead, DHoS/SEND Co/Pastoral Manager/LS As	Termly progress reviews to evaluate impact
External factors are properly explored, and any barriers addressed	Home Learning Book Moderations (and tracking of spelling test results) Reading Record Books monitored Parent Meetings	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school.	Home Learning & Reading Record books to be looked at in relation to those of peers and linked to performance in class in relevant foci	Pupil Premium Lead, Class Teachers	Termly progress reviews to evaluate impact

Best practice is being followed with maximum impact on pupil outcomes	External Review with SLE to ensure objective(s) are being met	External reviews allow an objective view of current provision as well as bringing in example of best practice from elsewhere.	Both reviews fully documented with actions / next steps recorded to ensure any developments are implemented and reviewed	SLT	Autumn review
Total budgeted cost					£4000
iii. Other approaches					
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?
Knowledge base is broad and secure	Strategies including the development of 'Knowledge Organisers', regular low stakes testing and embedding the usage of online resources to consolidate and extend learning	The work of a number of cognitive science experts including Daniel Willingham and Benedict Carey cite the impact of short, regular tests as a means to increasing long-term memory of key facts and of using self-testing to achieve the same ends	All approaches (left) will be explored through Professional learning and individual subject action plans	SLT Maths Lead Standards Lead Subject leaders	Capture Points and PPR Meetings Book moderations and lesson observations
Class Teachers have more ownership and are more accountable for progress of Disadvantaged Pupils	Class Teachers to inform discussions around how funding is spent for DA Pupils in their classes	As the adults in school who know the pupils the best, we believe Class Teacher should have an input into how the funding is spent	Reviewed on a regular basis as part of DA PPR meetings Class teachers will contribute to discussions surrounding how funding is spent. They will make suggestions as part of the pupil profile documentation.	Pupil Premium Lead SLT Class Teachers	Using funding plan completed prior to approval (see left)

All staff have raised expectations of disadvantaged pupils and positively discriminate towards their potential success	Develop a positive culture of potential and success relating to teaching and learning	Andy Cope's work in 'Positive Psychology' challenges generalisations and draws attention to potential distraction and distortion of the view(s) that teachers may develop towards individuals/groups within their class/cohort. Use this research to shift towards a culture of optimism and positivity towards challenging aspects of the role of a teacher and those pupils that may find learning difficult as a result of their academic, pastoral or economic background	PL schedule (incl. INSET) maps out the regularity of opportunity to revisit this area of learning. Explicit reference to application of theory in practice. Encouraging a culture of high ambition/expectations and continual improvement for DA pupils and providing forums for advice and support in overcoming barriers	SLT, Class Teachers + additional support staff as required for individuals	Through formal monitoring opportunities (including pupil progress review meetings) and informal interactions with staff, pupils and parents during the school day
Total budgeted cost					£3000

7. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Pupils retain taught facts and can apply these to new contexts</p>	<p>Implementation of strategies in line with research into cognitive science and working/long term memory</p>	<p>Professional learning provided a balance of theory and practical guidance for teachers. The use of low-stakes testing in Maths has continued and is regularly used to identify gaps in learning (both in class and through interventions). The use of arithmetic and "Review of Learning" as low-stakes tests were included in the 'Learning from Home' resources provided during the partial closure in Summer term. Knowledge organisers are used within Science and Art, and have been developed in other subject areas (RE, Music, History, Geography).</p>	<p>Ongoing work continues in this area. Maths lead continues to refine approaches in this area to ensure that the intended impact aligns with our approaches to teaching and learning in Maths. Extend opportunities for low-stakes testing in other subject areas has begun to be used e.g. Languages. This will continue to be implemented by Subject Leaders across the curriculum. Developing knowledge organisers for subjects/areas continues so they include a focus on vocabulary, key facts and any previously taught learning made explicit.</p>	<p>£1561 Professional Learning (PL) time, supply cover for subject leads, supporting resources</p>
<p>Improved metacognition and self-regulation in teaching and learning activities</p>	<p>Explicit teaching of metacognitive strategies e.g. planning for extended writing</p>	<p>Work has been done on developing staff attitudes towards writing and inspiring this within pupils, with a particular focus on audience and purpose within writing. Many have noted that pupils' attitudes in English have improved, however their confidence in English seems to have been impacted by the partial closures during Summer term. Within English teaching and learning, staff are continuing to use support slides and have been given strategies to support teaching writing. Pupils are independently accessing support slides and resources to plan, edit, redraft and improve their writing.</p>	<p>Work ongoing on this. English Lead to continue to develop staff and pupils' attitudes towards writing and to work with specialists within the trust to refine our approaches to teaching and learning to ensure that all pupils are provided with learning opportunities with high levels of challenge that engage and motivate pupils to write. Working also ongoing for developing Working Walls in core subjects and the wider learning environment to enable greater opportunities for independence and self-regulation within lessons, and to provide the right balance of support, scaffold and challenge,</p>	<p>£1078 Supply costs for staff, PL time</p>

<p>Disadvantaged pupils receive targeted support for both their academic and pastoral needs</p>	<p>Work with pupils on specific areas of need through targeted support in small group teaching, additional interventions and work with pastoral manager</p>	<p>Pupil Progress Review meetings, intervention and class timetables and monitoring exercises show evidence of targeted support for disadvantaged pupils through a needs led approach. This targeted support extends to the support that pupils receive through working with additional adults and our Pastoral Manager. The impact of these sessions is reviewed regularly with HoS and Pastoral Manager. During the partial closure of Summer term, the Pastoral Manager ensured regular check-ins with disadvantaged pupils and parents. 'Emergency Child care' was offered to our disadvantaged pupils, along with adapted resources that were more accessible to individual pupils needs (if needed).</p>	<p>Continue to refine the ways in which the whole school monitoring cycle ensures disadvantaged pupils receive targeted support as a result of their individual needs. For the Pastoral manager and Pupil Premium lead to work together to ensure a smooth transition into the new academic year, with a particular focus on how the partial closure may have affected or impacted attitudes towards school, attitudes and behaviors in school and their pastoral needs.</p>	<p>£2541 SLT time in book moderations, T&L Teams budget</p>
<p>Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further developed</p>	<p>Immersion in carefully selected, high-quality literature (termly bookshelves) and the development of approaches to whole-class guided reading sessions</p>	<p>Disadvantaged pupils made good progress and achieved age-related expectations at the end of the year. English Lead and Leadership team have continued to provide Professional Learning opportunities that reinforce the vision of this approach and regularly review the impact so far and identify next steps to be taken. Additional teaching and learning opportunities to read and understand are timetabled using Class Teacher and additional adult support for disadvantaged pupils. Author visits and workshops have provided children with the opportunity to meet, question and be inspired by real life authors – seeking inspiration for their own reading and writing habits and preferences</p>	<p>Continue to maintain a high profile of reading for pleasure, whilst maintaining a secure understanding of texts through Professional Learning opportunities for all staff. The development of our Pupil Parliament, including our Department for Education, will provide opportunities for peer to peer inspiration and leadership within school. Adding to our existing library and reading scheme collection with new books will ensure pupils receive a variety of text types that target the development of their reading ability and opportunities to challenge their understanding. A focus on the use and understanding of vocabulary has been part of the Professional Learning Schedule and will continue to be a whole-school focus throughout 2020-21. Staff to develop their own knowledge through Open University RfP group.</p>	<p>Professional Learning Time, external specialist support, purchase of reading books</p>

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Support pupil progress by considering individual needs	Target interventions and quality first teaching with focus pupils in mind	The regularity and reduced number of individuals in small group interventions had a positive impact on individual's progress towards reaching/exceeding age-related expectations in core subjects.	This proved highly effective and will be developed this year to include pupil voice and extend to other areas of our curriculum.	£1300 SLT time
Needs of pupils are known and matched to support	DA specific monitoring schedule including book moderations, progress meetings and pupil shadowing	PP-specific tracking document used to summarise and track pupils. PP pupils discussed as part of Pupil Progress Review meetings resulting in interventions being adapted to suit needs.	Pupil Premium Lead to adapt tracking to be a working document for each individual pupil and for this to be reviewed in pupil-specific meetings each term.	£1000 SLT Time (& release time for staff)
The 'whole child' is developed alongside academic progress being made	Extra context built up to support the objective inc: -pupil profiles to include the child's voice -'shadowing' by SLT to learn more of pupils' daily experiences of school	Pupil Profiles and Review Meetings provide a useful context for better understanding the individual, the barriers that they face in their learning/social situations.	Pupil Premium lead to work with Class teachers and parents to write/update pupil profiles next year to increase levels of engagement throughout the year and communicate relevant information with additional adults that support the individual with their learning.	£2850

External factors are properly explored, and any barriers addressed	Home Learning Book Moderations (and tracking of spelling test results) Reading Record Books monitored, Parent Meetings	Knowing the daily routines of individuals provided useful context for better understanding the barriers individuals may face e.g. attendance and punctuality. During partial closure, the Trust put a scheme in place to ensure that the children did not go without by providing supermarket vouchers.	Pupil Premium lead to initiate conversations with parents and develop a two-way conversation. Also to work closely with Welfare Assistant and Pastoral manager to monitor attendance as part of tracker and challenge any unauthorised absences with parent/carer(s)	£2070 (representative of time spent with PP pupils)
Best practice is being followed with maximum impact on pupil outcomes	External Review with SLE to ensure objectives are being met Mid-year financial review with TPFO	External review with link Governor provided opportunities to challenge impact,	Pupil Premium Lead to regularly review and report to SLT on the provision for and progress of PP pupil and utilise HoS, DHoS and colleagues within the Trust to support in this area.SLT to report to Governors on the provision for and progress of PP pupils.	£400 SLT time Autumn review
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Knowledge base is broad and secure	Strategies including the development of 'Knowledge Organisers', regular low stakes testing and embedding the usage of 'Times Tables Rockstars'	Knowledge Organisers have been introduced in many subjects through PL sessions. 'TT Rockstars' is used widely through KS2 with Class teachers utilizing it in lessons as well as for Home Learning activities.	Continue with developments in this area. SLs to create Knowledge Organisers for their respective subjects and monitor the impact of their implementation and use during 2020-21. Maths lead to review the impact and use of TT Rockstars and look to how can further improve the effective use of this, and other online resources.	£1500 PL time, external staff training

Class Teachers have more ownership and are more accountable for progress of Disadvantaged Pupils	Class Teachers to inform discussions around how funding is spent for DA Pupils in their classes	Teachers discussed this at Pupil Progress Review Meetings/PP Review Meetings.	Pupil Premium lead to work alongside Class teachers and for them to be involved in writing and updating pupil profiles in 2020-21 to increase levels of engagement throughout the year and communicate relevant information with additional adults that support the individual with their learning	£2600 Resourcing and staffing
All staff have raised expectations of disadvantaged pupils and positively discriminate towards their potential success	Develop a positive culture of potential and success relating to teaching and learning	PL schedule (incl. INSET) included regular opportunities to revisit this area of learning and provide staff with practical ways of implementing agreed approaches in their practice, alongside their personal approach to their wider lives. A culture of high ambition/expectations and continual improvement for DA pupils has been built upon and opportunities for advice and support in overcoming barriers through the monitoring cycle have been used.	Pupil Premium lead to continue to explore the ways in which staff advantage the disadvantaged through Professional Learning and whole school monitoring exercises. Utilise the expertise of Trust colleagues to further strengthen our provision	£1540 Professional learning, SLT monitoring Autumn review
Total budgeted cost				£18,440