

OBHS Vulnerable learners and Pupil Premium Implementation Strategy  
*What does the research say? What are we doing at Old Buckenham High School?*

**The Education Endowment Fund:** “The Sutton Trust-EEF Teaching and Learning Toolkit is a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve outcomes for learners. It currently covers a range of topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them...”<sup>1</sup> The research is regularly reviewed and updated based on emerging evidence.

“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development and effective feedback methods.

By being clear about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented, schools will be in the best position to deploy limited resources effectively.”<sup>2</sup>

It is important to recognise that an approach to closing the gap which uses the PPG grant to improve teaching and methods of feedback, and which identifies and addresses the barriers to learning which our PPG students present might not result in a *visible* spend of the PPG budget. In order to make it clear how we are using the Pupil Premium Grant to close the gap between our learners, we have summarised in the table below the strategies which EEF research suggests have the maximum impact on pupil progress, and how we resource and employ these strategies at OBHS.

**The impact of Covid and School Closure**

All subjects gave students a starting point assessment in the September 2020; this has enabled us to identify gaps in knowledge and therefore plan for closing the gap. A restructured day with three 100-minute lessons has been introduced alongside supporting CPD for staff.

Identification of vulnerable students has been made using the starting point data alongside a holistic approach from Year leaders and pastoral staff who have worked closely with students since their return. In addition, any students who have had a self-isolation absence in the Autumn Term have been added to the list.

During lockdown, laptops were lent to identified students. Students have been surveyed in October 2020 in order to find out any who have no access to IT at home or will have to share. This term, some laptops have been lent to support home learning and an up-to-date list produced to enable swift allocation in the event of partial or whole school closure.

Academic Year	2019-20	Total PP budget	Income for the year (April 2020 to March 2021) - £107,745	Date of most recent PP Review	Joan Lowe 2018
		Total Covid grant	£44,480		
Total number of pupils	555	Number of pupils eligible for PP	95	Date for next internal review of this strategy	Autumn 2021
Vulnerable student data* Explanation/criteria: Data obtained from CLs starting point data capture with additional	Y7 13 students	Y8 15 students	Y9 14 students	Y10 35 students	Y11 38 students

<sup>1</sup> [https://educationendowmentfoundation.org.uk/public/files/Toolkit/Toolkit\\_Manual\\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Toolkit/Toolkit_Manual_2018.pdf)

<sup>2</sup> <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium/>

names from progress leaders. This list includes students who have self-isolated for over a week Autumn 2020.

<b>1. Current attainment</b>		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% Attendance</b>		NA
<b>Progress 8 score average</b>	NA	NA
<b>Attainment 8 score average</b>	NA	NA

EEF Strategy	Impact (+months)	OBHS Strategies	Intended Impact	Monitoring	Resources /Person	Costs CV/PPG	Status
Feedback LC	+8	The whole school marking and feedback policy ensures a consistency in the language of feedback and Next Steps. Departments have been developing resources and approaches to DIRT lessons (Directed Independent Reflection Time) which ensures high levels of student engagement in marking, the use of feedback as a catalyst for further progress and develops self-reflection and metacognition within our learners where they understand the process of learning, and themselves as learners <sup>3</sup> . We have allocated ongoing CPD time to staff training and sharing of best practice.	Accelerated in-year progress for PPG students in all year groups.	Go4Schools assessment tracking.  Quality Assurance of pupil work/ assessment	CLs + SLT  CLs during calendared departmental meetings.	None	Nov 2020 – collating QA from CLs of this implementation on a subject level.

<sup>3</sup> <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

<p>Mental Health and Well being AD</p>		<p>The pastoral team had continued to track student's well-being and mental health through the enforced closure and now the students are back in school. Half termly student voice activities will be held focusing on well-being and appropriate support in place for students who require additional support. Parental contact will remain a priority with all contact recorded. Parent surveys regarding well-being and student belonging will be sent with actions for the pastoral team to meet with students and discuss any issues that arise with the parents. Different coloured wristbands have been introduced for students and staff to portray how they are feeling at that current time in relation to their well-being. Pastoral support will include intervention via wave two sessions or external counselling.</p>	<p>Undertake attitudinal survey to establish Y7 wellbeing using regular surveys and PASS.</p> <p>Regular feedback from student voice to inform of students who require support.</p> <p>Increase in communication with students and home.</p> <p>Packages of support with an evaluation aspect included to check impact with support outside of the school accessed if needed.</p>			<p>10% staffing cost TP/CW (PPG) £3,615 £3,270 (includes on costs)</p> <p>Y7 PASS ASSESSMENT costs TBA (Covid) £182</p>	
<p>Metacognition and Self-Regulation JW</p>	<p>+8</p>	<p>In collaboration with staff, students and parents, we introduced the 5 OBHS Habits of Mind (Ambition, Creativity, Collaboration, Independence and Resilience). These skills are not taught discretely, but are embedded into the curriculum and built into our rewards</p>	<p>Evidence of self-regulation and an increased engagement in learning.</p>	<p>Attitude to Learning reporting (G4S).  Pupils' Habits self-evaluation</p>	<p>Classroom Teachers  Form Tutors + Head of Key Stage</p>		<p>The Habits of Mind are well embedded in terms of the culture of the school and the rewards system. A broad range of</p>

		<p>system. Students reflect and evaluate their strengths as learners termly.</p> <p>Our pastoral team also deliver 1:1 and small group workshops with a focus on both self-esteem, emotion management, self-regulation and metacognition, ensuring that students understand themselves as learners and optimise their opportunities to learn in the classroom.</p> <p>The introduction of Base Time and Independent Learning time as a response to moving to a 3 period day in a response to Covid. Base Time includes time for a mentoring meeting with tutors for all students. ILT is time to reflect on work completed in class and is supported by a workbook with how to learn tasks which teachers can focus on to support specific students. This is following the KED model and OBHS is part of the KED network.</p>		<p>activities completed. £500</p> <p>Positive points and Habits cards. £1000</p> <p>PASS data. Pastoral Manager's Salary</p> <p>Printing booklets for Base Time and ILT.</p> <p>KED network.</p>	<p>£500 (PPG)</p> <p>£1,000 (PPG)</p>	<p>students are earning Habits cards and points towards their OBHS awards. We have allocated time to staff to log G4S points at the end of each half term. PPG students are prioritised and used as comparison data. Base Time and ILT are in the first term, QA will assess different aspects and the impact on learning and emotional support for students.</p>	
Homework /Home working JW	+5	<p>The purpose of homework is clearly defined in our Teaching and Learning policy with a purpose of increasing a students' skill, will or thrill of learning (Hattie and Donoghue 2016). In addition to homework set for students by classroom teachers, all subject areas have created knowledge maps and homework tasks per half term and year group which are shared on the school website. Regular homework is set using Go4Schools which allows for parents to support the school in encouraging their student to complete it. Homework is personalised and used, particularly at KS4, to target key knowledge and skill gaps.</p>	<p>Strong work habits and evidence of engagement in and preparedness for learning. All students being able to access work if self isolating or school closure</p>	<p>Evidence of consistent completion of homework (G4S).</p>	<p>Classroom Teachers</p> <p>£400 (G4S Homework module)</p> <p>95 laptops purchased for lending purposes (19/20)</p> <p>15 laptops have been</p>	<p>50% on costs of instructor (Covid) £9,801 (based on support staff scale 7 32.5 hours, includes on costs)</p> <p>G4S Homework module (covid) £400</p>	<p>Student voice captured via School Council Spring 1 reports good levels of homework set. CLs have been tasked with ensuring that there is a consistent approach to acknowledging the homework within their subject. An up to date <u>list of students</u> who</p>

		<p>Teams is used as additional support for homework as a store with larger files and reference material.</p> <p>Teams is the main communication tool for students self-isolating or planned synchronised and asynchronised learning in the event of partial or full school closure or moving to a higher tier. <a href="#">Link to policy.</a></p> <p>Laptops will be provided for students unable to access the work through their own devices – strong correlation with PPG. Some students live in rural areas and are unable to get internet connection and they are supplied with printed resources. These students have been identified and a bespoke curriculum is planned with the delivery and collection of work when needed.</p> <p>Time has been allocated to check that students are able to log in and use G4S and Teams.</p>			<p>lent to the Primary feeder School to be used by Year 6s.</p>		<p>have no access to laptops or PCs at home has been compiled alongside a list of students who have no or an erratic internet connection. This will be used to allocated laptops to students who need them and enable all students with internet connection to access synchronised on asynchronised learning. The large number of students who are sharing computers means that teachers will plan for both eventualities. The few students with internet access issues will be supplied with bespoke paper copies of work closely aligned to the work assigned to the rest of their peer group.</p>
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Mastery Learning DF	+5	<p>The Maths LPA Catch-Up group in Year 7 is delivered to students identified as not meeting age-related expectations by the end of KS2. These students undertake a curriculum based on the Maths Mastery approach and utilises Numicon as a teaching vehicle which is designed to target the gaps in their Mathematical knowledge and skill and ensure that these are mastered before learning moves on. This is supported by a review of our KS3 curriculum across all subjects in KS3 with a focus on the intent, implementation and impact. Establishing the core purpose of each subject curriculum, coupled with the non-negotiable aspects of teaching and learning at OBHS which require teachers to identify and share the success criteria for learning tasks, and employ a range of assessment for learning strategies within a lesson, ensures that the curriculum is responsive to students' learning. If a key piece of knowledge or a key skill is not mastered, the teacher must re-visit this to ensure that the curriculum achieves its purpose.</p>	Accelerated progress in LPA PPG learners in Y7 Maths – a closing of the numeracy gap from KS2.	<p>Progress Data</p> <p>Quality Assurance: Learning Walks, Work Scrutiny</p>	D. Foreman, D. Daynes Maths Mastery Network Membership cover supply costs.	Additional maths group in ks3. Costs TBA (PPG) Ask Laura to cost per lesson ks3 extra Maths group 10,260 (Y7)	<p>Ongoing work with the Maths mastery team. Positive review from learning walks and lesson observations of the 2 catch-up groups. Plans with Mastery coordinators to look at extending mastery into the Y7 mainstream curriculum initially. Ongoing work on this 2020. Y8 Catch-Up cohort: 9/11 students are making good progress, rapid progress or not yet good progress (only 2 are a cause for concern). The A2L and work produced by the Y7 Catch-Up cohort is meeting expectations.</p> <p>DF update/next steps</p>
Peer Tutoring and Collaborative Learning	+5	<p><i>In addition to peer mentors who support our most vulnerable Year 7 and 8 students to feel confident and supported at school, we also run a Literacy and Numeracy mentoring programme. Students in Year 7</i></p>	Vulnerable PPG Y7 students feel safe and secure.	Y7 PPG Attendance rate.	T. Picksley (salary), C. Wabe (salary),	CAT test costs in lieu of KS2 assessment (Covid) £671.55	Mentoring is not able to take place 2020-21 because of bubbles in

<p>Not applicable 2020-21 because of Covid restrictions.</p>		<p>and 8 are identified based on their KS2 reading skills, CAT, PASS and NGRT tests and paired with high performing Year 9 and 10 students to work on their Literacy and Numeracy skills. In addition, one of the key ingredients of an OBHS lesson is Cooperative Learning, and one of our Habits of Mind is Collaboration. This ensures that planning well-structured and resourced learning opportunities to develop students' collaboration remains a priority. As a staff, we share good practice via our weekly Teaching and Learning bulletins, department meetings and CPD sessions.</p>	<p>Accelerated Progress in Reading and Numeracy.</p>	<p>Case Studies.  Student Voice.  Progress Data/ Progress against baseline.</p>	<p>E. Taylor, S. Alderson, S Cowan</p>		<p>place due to Covid. Habits of mind are within lessons and the School rewards system. Good practice is shared in virtual meetings and using SharePoint and Teams.</p>
<p>Reading Comprehension Strategies LC</p>	<p>+5</p>	<p>Hackney Reading Intervention Programme at KS3 - small group intervention. Needs a member of staff to facilitate during IL.</p> <p>Lexia, an intervention programme which addresses word-level spelling and comprehension. Needs a member of staff to facilitate during IL.</p> <p>Let's Think lessons to support student oracy. Needs a member of staff to facilitate during IL.</p> <p>Accelerated Reader is in place for all KS3 students which monitors student engagement with reading and supports students in choosing books within their appropriate ZPD range. Students are rewarded for their engagement with reading.</p> <p>One English lesson a fortnight is a dedicated library/literacy lesson.</p>	<p>Accelerated progress in basic literacy skills – measured against baseline.</p>	<p>Progress Data.  Quality Assurance: Learning Walks and Work Scrutiny.</p>	<p>Hackney Lit £300 C. Greenacre</p> <p>Lexia £1100 + hardware costs (£500) J. Evans</p> <p>LTIE subscription £100. C. Greenacre</p>	<p>£1600 (PPG)</p>	<p>Hackney Lit, Lexia and Let's Think are currently not being used as there is no member of staff to facilitate these sessions.</p>
<p>Oral Language Interventions LC</p>	<p>+5</p>	<p>KS3 students have a lesson a fortnight dedicated to developing their verbal competence and confidence. "Let's Think</p>	<p>Accelerated progress in English – most</p>	<p>Progress Data.</p>	<p>LTIE subscription £100</p>		<p>Reportedly poor engagement in previous years.</p>

		<p><i>in English is based on 30 years' research at King's College London which shows that structured development of pupils' cognitive skills over two years raises their attainment by between 1 and 2 GCSE grades see Evidence of success. Previously called Cognitive Acceleration, it is one of only three programmes which have repeatedly been shown in international trials to have this effect."</i> (<a href="https://www.letsthinkinenglish.org/about-lets-think-in-english/">https://www.letsthinkinenglish.org/about-lets-think-in-english/</a>)</p>	evident in EWT and argument writing.	Quality Assurance: Learning Walks and Work Scrutiny.	C. Greenacre English Department		Time needed for staff CPD to re-establish successfully.
One-to-one tuition JC-RAP JW/AF	+5	<p>To support some of our most disadvantaged Y11 students, we are joining up our provisions, using Raising Achievement Planning meetings to discuss strategies to close attainment gaps and support students to raise aspirations.</p> <p>One such intervention we have invested in are bespoke after-school one-to-one or small groups sessions with specialist teachers.</p>	<p>A reduced attainment gap in Maths and English for PPG students.</p> <p>Engagement in lessons and attendance.</p>	<p>Progress Data</p> <p>See Y11 RAP.</p> <p>Attendance Data.</p> <p>Positive behaviour residual (G4S/Habits)</p>	<p>£3000 (tutor and/or transport costs).</p> <p>Literacy Co-ordinator role (temporary until July 2021)</p>	<p>0.5 on-costs of instructor (PPG) £9,801 (based on support staff scale 7 32.5 hours, includes on costs)</p>	<p>Ongoing programme for identified Y11 students through RAP process. Eng/Maths/Sci classes started in Oct 2020.</p> <p>A list of students with knowledge gaps or emotional needs has been identified by CLs and pastoral Leaders and any student who has been absent for over a week due to self-isolating has also been included. Use of the new Literacy Co-ordinator to work with these students.</p>
Individualised Instruction LC	+3	At the heart of the non-negotiable aspects of Teaching and Learning at OBHS lies Quality First Teaching. We define this as teachers knowing and planning for the	Demonstrable evidence of high quality student work in	Quality Assurance: work scrutiny and	Teachers, CL, SLT		CL QA Half termly activities track department progress.

		<p>individual needs of their learners. As a school we are united in our approach which does not group students or place them on to a 'pathway' based on their prior attainment thus placing a glass ceiling on their potential progress. Our assessments (and therefore our curriculum) are designed to offer all students the opportunity to make maximum progress. In addition to spending CPD time developing and sharing expertise in our staff, we have also revisited this as part of the QA and ITQ cycle, giving particular attention to the needs of our SEND students and the way in which learning tasks and/or outcome would be adapted to meet their needs. The teaching and learning bulletin which is published weekly, has shared a range of approaches, and some of our Expert teachers have led their own CPD sessions demonstrating how this works effectively within their subject area. All lesson observations conducted are required to comment on the effectiveness of QFT within the classroom.</p>	<p>PPG student books and assessments.</p> <p>Evidence of ambitious targets for KS4 PPG students.</p>	<p>learning walks (CL and SLT).</p> <p>SLT scrutiny of Targets to ensure 0 gap for PPG (4Matrix).</p> <p>PM targets in line with whole-school priority of QFT for PPG.</p> <p>Lesson Observations meeting non-negotiable OBHS criteria (QFT of PPG).</p>	<p>Data Manager + SLT</p> <p>CLs + SLT</p> <p>CLs + SLT</p>		
Behavioural Interventions AD	+3	<p>At OBHS we have established our values as a school, our Habits of Mind, and the Golden Rules of our classroom, both rewards and sanctions are underpinned by these. Go4Schools is used to track both positive and negative behaviours – and there is a clear ladder of sanctions which are implemented consistently should a student's behaviour fall outside our established expectations.</p> <p>A number of staff are TA101 trained and this training guides our interactions with students – both positive and negative. We</p>	<p>Positive behaviour residuals for PPG learners.</p> <p>Attendance to extended-curriculum activities.</p> <p>0 gap between attendance</p>	<p>Go4Schools and Habits Cards</p> <p>Attendance Registers</p> <p>Attendance Data</p>	<p>Pastoral Manager Salary</p> <p>TLR2a £4200</p> <p>Attendance Office Salary</p>	<p>TA101 costs (Covid/PPG) £1,150 (PPG) £1,150 (covid)</p> <p>TP/CW/VE salary (PPG) 50% of £18,077 £16,350 £10,620</p>	<p>Rewards system is being used consistently by staff to celebrate students.</p> <p>TP working with identified of vulnerable Y9 girls linked to positive relationships within school.</p>

		<p>are looking to develop this approach further in 2019-20 and explore how we can share good practice in terms of a restorative and relational approach to behaviour management.</p> <p>Our experienced pastoral team work closely with staff to identify students in need of further support</p>	and PA of PPG and non PPG.		Point 1 Counselling service- £1200	Point 1 Counselling service (covid) £1200	<p>Y11 students involved in mentoring – PPG students prioritised.</p> <p>Bespoke counselling and anger-management programmes in place for identified students (vulnerable groups prioritised).</p> <p>The positive residual on G4Schools in terms of behaviour points has increased from 9618 to 1405.</p> <p>Update</p>
Parental Involvement SC/ET	+3	<p>In addition to parents evenings and parent forums, parents are regularly contacted via email and letter throughout the year to update them on changes which will affect their child – or important decisions relating to their child. We also share relevant information from outside agencies with parents to support them with their student.</p> <p>In response to Covid-19 restrictions and the absence of face-to-face parental contact, we have been sending out regular parent surveys.</p>	Increased stakeholder engagement.	<p>Attendance to parents evening.</p> <p>Participation in parent surveys.</p> <p>Contact home</p>	Pastoral Managers, Progress Leaders, tutors, RSL, SLT.	N/A	<p>Parent Mentoring scheme set up to support identified vulnerable Y11 students. Mentors are voluntary members of staff (DBS/ Reference checked) who meet fortnightly with students to set targets and review progress/ offer guidance</p>

		<p>All tutors contacting parents of tutees each half-term for welfare check and feeding any concerns back to Pastoral Team</p> <p>Our Heads of Year and Pastoral team are in regular contact with parents where there are any concerns raised regarding a student's behaviour or attitude to learning and parents are required to attend re-integration meetings following any period of exclusion.</p> <p>In the absence of some of the usual calendared parent events this year (due to Covid-19), parents are receiving regular updates from the school and information on how they can support their child via email and through the post.</p>					<p>and support – continuing in 2021 if current restrictions are lifted.</p> <p>All parents contacted in Aut 1 and feedback being recorded and referred to Pastoral Team. Parents being sent regular updates (including surveys) regarding Covid-19 restrictions, school news, safeguarding advice and measures in place to support students – including Wisepay set-up and offer of free revision guides to all PPG students. PPG attendance of 57% (cumulative 52%) at first ever virtual parents evening. Non-attendees contacted via email with feedback.</p>
Setting or Streaming JC	-1	At OBHS we recognise the importance of intelligent grouping in order to ensure students are given the opportunity to make optimum progress. This means that	Core subjects design population in line with	Positive progress and positive behavior	External Curriculum Advisor	1 day C. Jones costs (PPG) £625 (1 day)	Update: Y11 English mock performance and positive residual

		<p>decisions regarding setting are made by the subject or curriculum leader who will look at performance data, attitude to learning and work produced grades recorded on Go4Schools. They will also consider the dynamics of the year group and the strengths of the teachers before creating groups. Classes are reviewed following the termly summative assessment and data collection point. We have created smaller nurture groups in English and Maths in Year 7 and 8 as we feel that appropriate intervention in KS3 prepares students for the challenges of Key Stage 4. Where subjects are banded, this is done reflecting similarities in the subjects – KS3 Humanities, and KS3 Expressive Arts, for example. At KS4, all Options groups are mixed ability.</p>	<p>evidence-based research, reviewing and adapting in light of data. This is to counteract the potential negative impact of disadvantage.</p>	<p>residual on Go4Schools.</p>			<p>evidences the impact of a streamed approach in English. A significant number of PPG students had improved significantly in terms of their performance since Summer 2019. Review of Maths grouping taking place January 2020 with changes in place for Y10 groups and projected changes to groups at KS3 from September 2019. Additional staff deployed to support academic needs within groups not behavioural (11 MA2/ English)</p>
<p>Developing cultural capital AD</p>		<p>Support for in/out school enrichment</p>	<p>D of E/Music etc. for PPG. Breakfast club.</p>		<p>Music lessons etc. ascribed to PPG</p>	<p>Annual budget (PPG) £13,996</p>	
<p>Tutoring</p>		<p>Pearson NTP. -MATHS/ENG/SCI. Bramble company. Online mostly at school. Small group 3 students. On/off line activities. Flexible to individuals.</p>				<p>Tutoring 225 x 15 x 3 (covid) £10,125</p>	

		<p>With additional supervised needed.  15 week hour long blocks, school can decide.  Costs per block (1:1 has to send) £225 per block online. In person £281.25.  After school blocks possible.  Gap analysis.  Lead in time. After Christmas.  1 subject per student.</p>					
ED Lounge offsite provision						(PPG) £8550	
Total					£99,414 PPG	YTD spend Nov	
					£23,530 Covid	YTD spend NOV	

### Hardship

Whilst the school understands that financial support for extra-curricular activities such as music lessons and enrichment activities does not have a recognised impact on attainment for Disadvantaged students we understand that it is important that all students can participate in the life of the school. Requests for such support will be considered on an individual basis.

### PPG+ Funding

Children who are looked after can apply for an additional funding of PPG+. The funding can only be accessed for additional support that has been identified through the discussion of targets and if a specific learning need has then been recognised. Children who are looked after will have PEP meetings arranged throughout the academic year with targets being regularly updated.

### Additional Covid Costs (non-covid grant related)\*:

Including:

Staffing Costs	£2,258.00
Premises	£10,047.00
Ed Supplies	£4,223.56
Other	£13,426.20

TOTAL £29954.76

### Breakdown:\*

Janitor (extra hours)	£283.50
Supply 9/9	£189.00
Supply 16/17/18/9	£1,134.00
Supply 22/9*2	£378.00
Visors for Science	£33.50
Hand Sanitiser	£200.00
Blue paper Towels	£253.25
Signage for floor	£9.50
Hand sanitiser and dispensers	£200.00

Arrows	£29.41
Disposable Gloves	£347.40
Hand sanitiser and wipes	£261.60
Janitor(Sept)RH	£1,755.00
Thermometer	£42.50
Yellow Warning Tape	£31.68
Blue paper Towels/Sacks	£400.58
Wipes and Sanitiser	£970.00
Wipes and Cleaner(viral)	£725.00
Visualisers for Depts	£1,179.00
Human Digestive System	£99.98
Bottled Water	£12.12
Gloves	£381.50
Shed for Tuck Shop	£666.67
PE online platform	£525.00
Floor Paint	£83.90
TA101 Programme	£2,300.00
Packed Lunches	£565.80
cashless catering system	£10,000.00
Packed Lunches	£483.00
Transaction charges	£65.28
Percussion classroom bundle	£96.48
CAT4 SAS scoring service	£671.55
Parents Evening video Apps	£813.60
PASS Pupil Survey Progress Maths Test	£677.95
Janitor(Oct)	£1,755.00
Zipped Doc Cases	£160.00
Supply 16/10	£368.00
Supply 6/11	£189.00
Masks/black sacks	£286.75

Polystyrene for covid screens	£709.66
Sanitiser Wipes	£218.00
Hand Towels/Sanitizer	£402.60