DISADVANTAGED STUDENTS PLANNING & EVALUATION 2015/16 & 2016/17

Our core philosophy is to help all pupils overcome barriers to learning and we are determined to use the resources received to improve the life chances of students in receipt of Disadvantaged Student Funding (formally known as Pupil Premium funding). We challenge the underperformance of all pupils and believe that the eight key areas of focus within this Disadvantaged Students plan lie at the heart of closing the gaps between Disadvantaged and Non-disadvantaged Students.

Disadvantaged Students Grant Expenditure

We ensure that barriers to learning are removed by providing resources to families who are experiencing poverty. These are resources such as uniform, food (eg. breakfast in the Focus Centre), access to computers, text books, reading books and revision books. These are financed from the school's hardship fund. The Disadvantaged Student expenditure outlined below indicates the planned spending for students in receipt of the Disadvantaged Students Grant above and beyond funds they may have already received from the school hardship fund.

The Government introduced the term: 'Disadvantaged Students' to encompass all students who are either : In care, whose parents serve in the Armed Forces or who are or have been in receipt of Free School Meals in the past six years.

All students identified as being in receipt of Disadvantaged Students' support, will benefit from additional academic provision to ensure they experience a positive and successful learning experience.

% Disadvantaged Students (November 2016)

Total number of students on roll 2016/17: **956**

Total number of students who will qualify for Disadvantaged Student Funding: **409**

Percentage of whole school population: **43%**

Funding 2016/17

Amount received for Disadvantaged Student grant per student: **£935**

Disadvantaged Student Fund Total: **£377,740**

Adopted Children Funding: **£19,000**

Year 7 low ability funding: **£18,000**

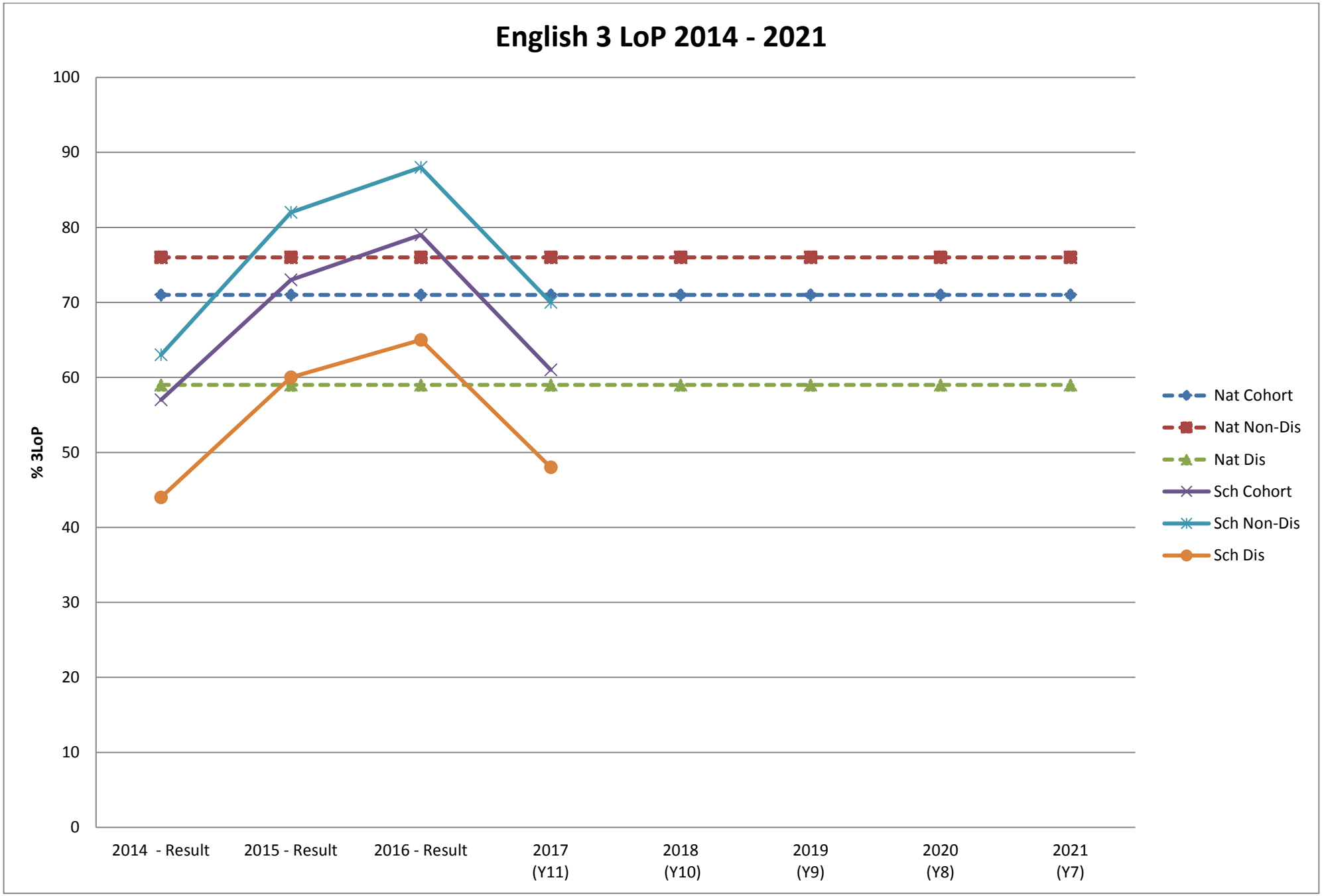
Total Disadvantaged Student Budget: £414,740

The Pupil Premium Grant expenditure is just one of the many strategies used to bring about improvement. For more details of other strategies, please see the following.

- **Teaching, Learning & Assessment Policy**
- **Whole School Literacy Policy**
- **Departmental Action Plans**

Performance of students in receipt of Disadvantaged Student grant. (All figures %)	**2012-13**				**2013-14**				**2014-15**				**2015-16**				**2016-17 (based on 11/1 data)**			
	Total	**Non-Disadvantaged**	**Disadvantaged**	**Gap**	**Total**	**Non-Disadvantaged**	**Disadvantaged**	**Gap**	**Total**	**Non-Disadvantaged**	**Disadvantaged**	**Gap**	**Total**	**Non-Disadvantaged**	**Disadvantaged**	**Gap**	**Total**	**Non-Disadvantaged**	**Disadvantaged**	**Gap**
5 A* -C inc. English & Maths	50	63	26	37	49	60	27	33	50	69	23	46	56	72	33	39	56	69	38	31
3 LOP: English (Expected progress)	58	66	44	22	56	63	43	20	73	82	60	22	79	88	65	23	61	70	48	22
4 LOP: English (Above expected progress)					10	12	6	6	25	27	21	6	35	41	24	17	24	32	14	18
3 LOP: Maths (Expected progress)	55	68	33	35	53	65	28	37	48	66	23	43	61	75	39	36	49	55	40	15
4 LOP: Maths (Above expected progress)					16	22	3	19	15	24	2	22	26	37	10	27	11	14	7	7
A*-C English	62	75	39	36	56	65	37	28	73	87	52	35	77	87	63	24	68	83	48	35
A*-C Maths	61	73	40	33	60	71	38	33	58	78	29	49	61	77	36	41	67	78	52	26
2 A*-C Science	78	77	80	-3	80	82	76	6	77	81	64	17	55	68	36	32	59	74	38	36
% Attendance	93			5.5	94.3	95.9	91.6	4.3	94.2	95.9	91.8	4.1	94.3	95.7	92.5	3.2	94.9	96.4	92.8	3.6
% Persistent Absence	9.5	3.5	18.9	15.4	5.1	1.3	10.2	8.9	4.9	1.5	9.8	8.3	12.1	6.4	19.7	13.4				

Data in red taken w/e 21/10/16


English 3 LoP 2014 - 2021
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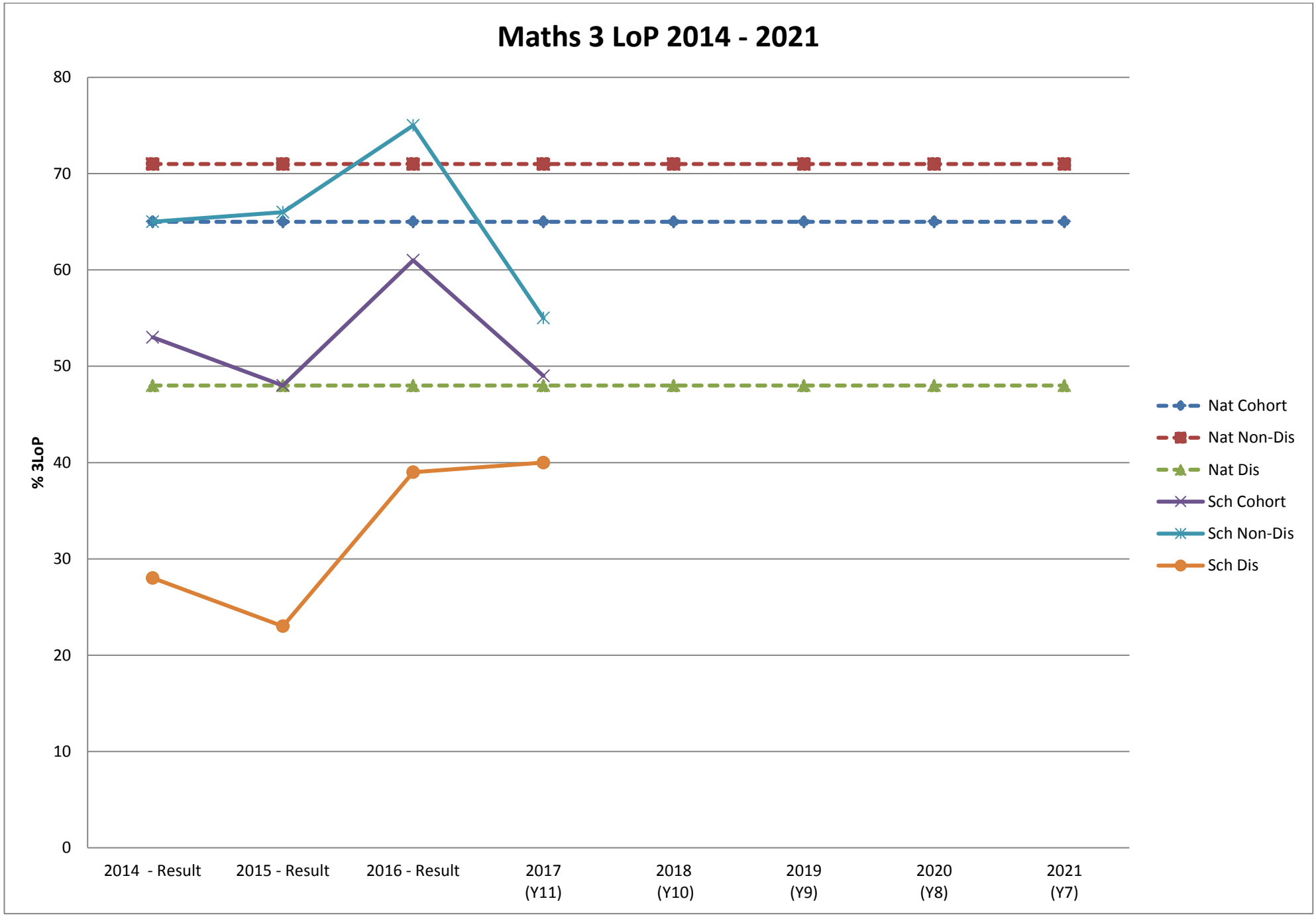
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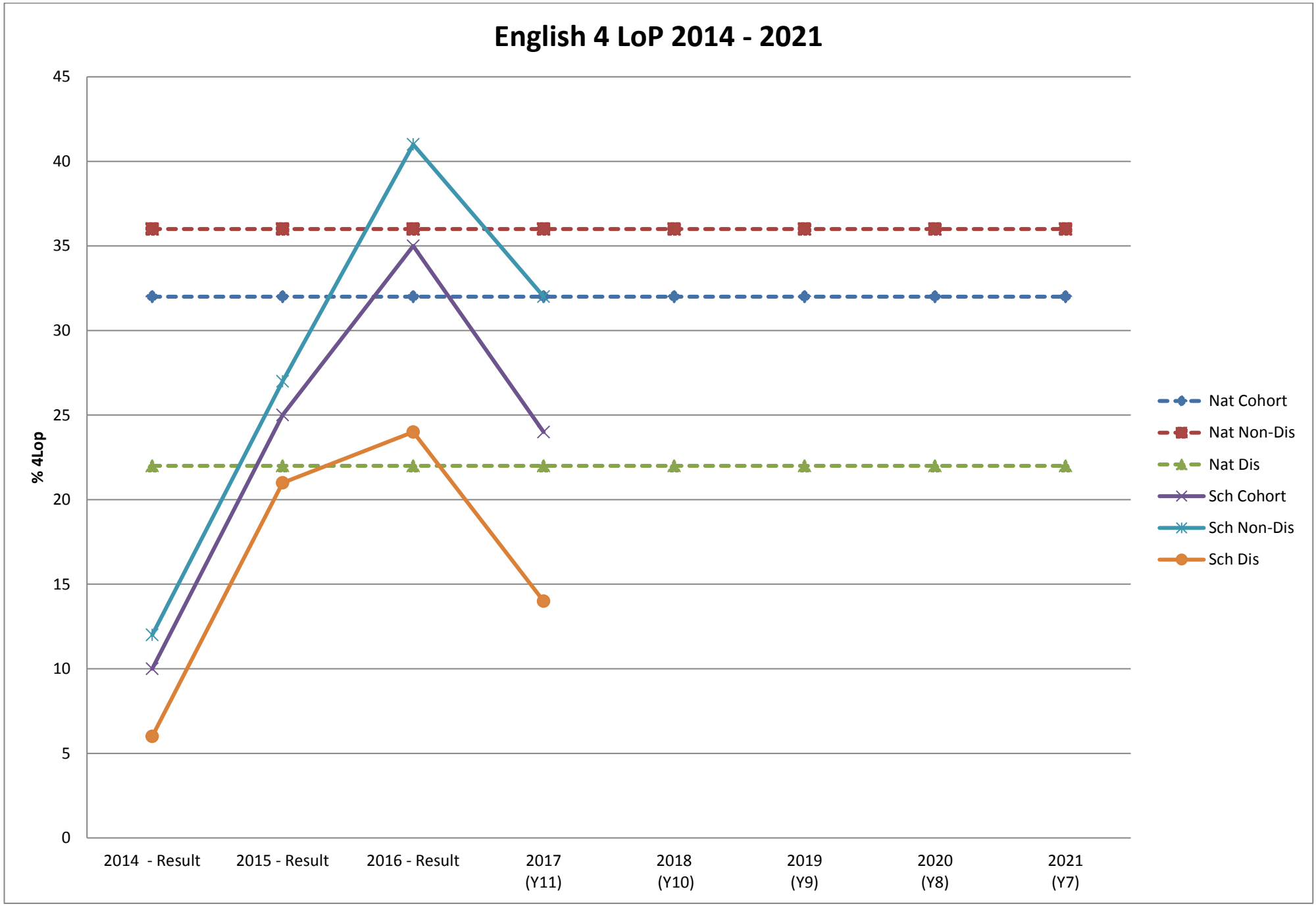
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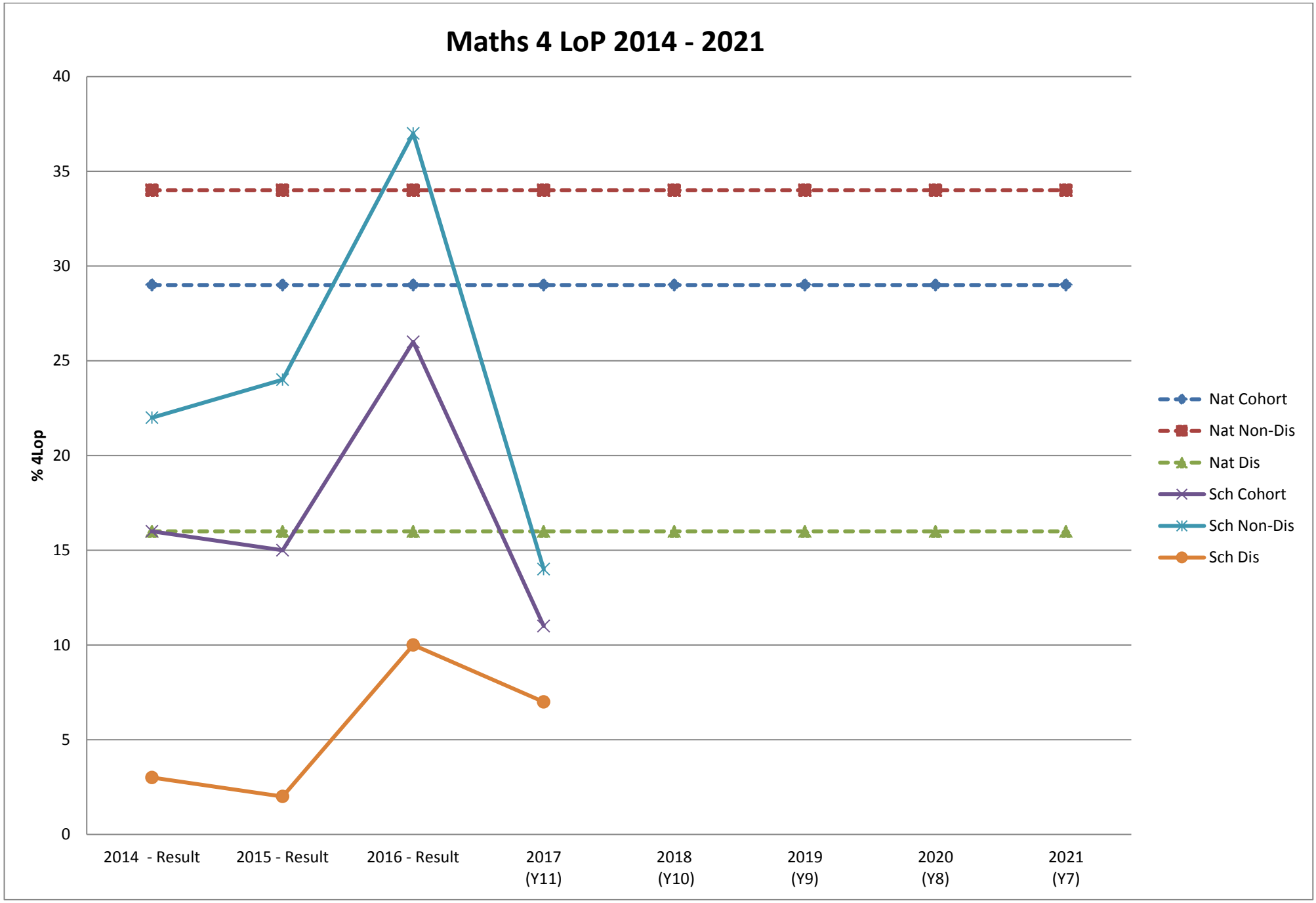
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2019 (Y9)
2020 (Y8)
2021 (Y7)
Nat Cohort
Nat Non-Dis
Nat Dis
Sch Cohort
Sch Non-Dis
Sch Dis

Evaluation of the Disadvantage Student Budget for 2015/16 (43% of cohort Pupil Premium, £434,040)

Aims & Area For Focus	Total Cost	Objective	Strategy	Intended Impact	Impact	Strategy for 2016-17
1. Lead Practitioners To identify the needs of staff and develop classroom practice to enhance the provision for Pupil Premium students.	£26,619	HD – to develop the practice of mixed attainment teaching as part of the appraisal professional learning provision. RL – to contribute to the provision of professional learning opportunities in response to identified PP learning needs.	Lead practitioners in Maths and Science are given hours on their timetable to develop teaching practices (eg mixed attainment teaching in maths, the 15 minute forum for all staff).	Quality of Teaching & Learning within maths mixed ability classes enhanced. Quality of Teaching & Learning across all subjects enhanced as a result of sharing of good practice.	2016 Maths GCSE results now are at national. For 2016 the Progress 8 score for PP students was -0.07 (previous year was -0.78).	The lead practitioner in maths has now left. The new HOD in maths is leading on maths progress. The role of the lead practitioner in science in currently under review.
2. Quality First Teaching To develop quality first teaching of all staff by developing strategies to enhance the progress of PP students as linked with school appraisal policy.	£32,271	Quality First Teaching is embedded for all staff to ensure the closing of the gap between PP and non-PP students.	SLT to carry out learning walks and provide feedback for all teaching staff three times during the year. Objectives set after each learning walk to be related to appraisal targets to improve the progress of PP students.	Quality of Teaching & Learning across all subjects enhanced. Reduction in the PP/Non-PP gaps in attainment across all subjects.	Gap between number of disadvantaged students & non-disadvantaged students achieving 5A*-C including English & Maths narrowed from 45% to 39%. Learning walks by SLT were completed and used to set objectives towards the appraisal targets for each member of staff.	The learning walks will continue and will be led by the new Deputy Head teacher in charge of Teaching & Learning once appointed.

Aims & Area For Focus	Total Cost	Objective	Strategy	Intended Impact	Impact	Strategy for 2016-17
3. Inclusion Support & Programme Enhanced pastoral system that identify Pupil Premium student need more rapidly and result in the reduction in exclusion and increase in attendance of vulnerable groups.	£103,957	To raise the effectiveness of the inclusion systems and ensure that vulnerable Pupil Premium students have appropriate Learning mentor support when required. This will reduce pupil Premium exclusions and increase attendance. To enable the effective engagement of the most vulnerable Pupil Premium student's @KS4 through bespoke provision and targeted Learning Mentor support, ASD Provision and the RJ team.	Inclusion Learning mentors will support PP students in lessons & withdrawn students for mentoring.	To increase achievement of Pupil Premium students (5A* A-C in English and Maths) and reduce gaps in core (3LOP English & Maths, Science). To reduce exclusion gaps and increase attendance.	The Focus Centre mentoring programmes reduced behaviour points and increased attendance within the PP cohort. Behaviour points decreased by 27.46% per week and alerts decrease by 81.06 % per week. Attendance was improved by 5% or more with most students. Restorative Justice and ASD reduced repeated offenses amongst PP students. 74.1% of all students placed on Alternative school day were PP. 73.63% of the students who were placed onto ASD do not commit the same offence again. 71% of all students who required restorative justice were also PP. 81.42% of these Restorative interventions resolved the issues completely.	To continue with the use of Inclusion Learning mentors to support PP students.

Aims & Area For Focus	Total Cost	Objective	Strategy	Intended Impact	Impact	Strategy for 2016-17
4. Raising Aspirations & Ethos To ensure that the curriculum supports and enriches the Pupil Premium students through 2 coordinated approach to 'enrichment' and results in raised aspiration and achievement. To support LAC/CIC. To provide a minibus for PP students to increase engagement	£62,310	To increase Pupil Premium engagement & attendance - PP students increased attendance - Careers 1-2-1 meetings - Supported trips for Pupil Premium students - Rewards focus - Active engagement with School Council - SMSC focus on 'Growth Mindset'. To focus specifically upon LAC/ CIC and ensure these students do not experience disadvantage. Increased uptake of enrichment activities & catch-up sessions by providing minibus for PP students.	Funding to employ EWO to increase attendance of PP students. Funding to employ an independent careers advisor who has 1-2-1 meeting with PP students. Funding was also used to fund trips for PP students and rewards. Ensuring PP students are engaged with the school council. Funding used to employ a PP Child in Need worker. Funding used to engage any disadvantaged PP students (eg music lessons). Funding used to provide minibus to Whitehawk.	Maintain low NEET figures with no PP/Non-PP gaps. Reduction in exclusion levels and gap. Increase in attendance. Reduction in PA. Attainment & attendance of LAC/CIC students is on or above national. Reduction in attainment gap.	Predicted zero NEET for 2016 (figures out in November) The Gap between Non-Pupil Premium and Pupil Premium has widened. This is due to a number of high tariff pupils who have consistently created issues throughout the year, leading to two permanent exclusions (Yr9 & 10). PP Attendance has increased this year and attendance for PP students is now 0.8% higher than same time last year. As a school we have the lowest PA in the city and PP PA is 16.8%. We are not able to compare this figure to last year as it is based on 10% absence instead of 15% however 15% absence for PP students is approximately same as last year. We only have 6 CIC students and therefore it is not a representative enough group to compare data nationally however 5 /6 students have attendance above 97%. For 2016 the Attainment 8 score for PP students was 3.94 compared with 5.33 for non-PP students.	Funding to employ EWO to increase attendance of PP students. Funding to employ an independent careers advisor who has 1-2-1 meeting with PP students. Funding was also used to fund trips for PP students and rewards. Ensuring PP students are engaged with the school council. Funding used to employ a PP Child in Need worker. Funding used to engage any disadvantaged PP students (eg music lessons). Funding used to provide minibus to Whitehawk.

Aims & Area For Focus	Total Cost	Objective	Strategy	Intended Impact	Impact	Strategy for 2016-17
5. Transition To support transition of Year 7 Pupil Premium students through Learning Mentors support and general mentoring.	£19,440	To reduce any gaps that exist between Pupil Premium and Non Pupil Premium students at Year 7 through effective tutoring and mentoring and peer Mentoring.	Funding to employ Transition Learning Mentors to mentor students & ensure PP engagement. Funding used to run a summer school for Pupil Premium students.	To reduce any gaps that exist between Pupil Premium and Non Pupil Premium students at Year 7.	For last year's year 7s the Attainment 8 score for PP students was 4.29 compared with 5.07 for non-PP students. Funding for summer schools has now been cut.	Funding to employ Transition Learning Mentors to mentor students & ensure PP engagement.
6. Growth Mindset To provide Growth Mind Set Champions & House Co-ordinators to develop GM initiatives though the Junior Leader Project.	£13,764	Pupil Premium engagement through 'Growth Mindset' initiatives with the JLT project by improving ATL grades.	Funding to give Growth Mindset Champions time to co-ordinate the Junior Leadership Project in which older students coach younger PP students in developing a growth mindset approach.	To increase achievement of Pupil Premium students through rise in ATLs	PP students attended JLT since October and were involved in a range of events such as house days, charity fund raising, assemblies, team building and a pantomime. All of this has helped to build a positive relationship between younger (PP) and older students. This aided the success of the academic mentoring.	Funding to give Growth Mindset Champions time to co-ordinate the Junior Leadership Project in which older students coach younger PP students in developing a growth mindset approach.

Aims & Area For Focus	Total Cost	Objective	Strategy	Intended Impact	Impact	Strategy for 2016-17
7. Behaviour Support Team To reduce the behaviour incidents, ASD & exclusions of PP students	£79,207	To provide behaviour support to work with PP students in reducing the number of negative behaviour incidents.	Funding to allow behaviour support team to work with PP students within lessons to reduce their negative behaviour points.	Reduction in gap between behaviour points for PP vs non-PP students.	There was significant impact in particular with KS3 students who were at one time at risk of exclusion. There was a significant reduction in the behaviour incidents of these pupils. 21/27 students showed positive impacts from mentoring in their data. All students showed an improvement in at least 1 area of their behaviour. Alerts were also down with every student apart from one.	Funding to allow behaviour support team to work with PP students within lessons to reduce their negative behaviour points.

Aims & Area For Focus	Total Cost	Objective	Strategy	Intended Impact	Impact	Strategy for 2016-17
8. Provision and Intervention in Core Subjects Increase / enhance the focus for progress across KS4 and KS3 in maths & English, to enable the progress gap to be reduced as linked with the English and Maths Departmental Action Plans.	£113,727	Provide the most appropriate intervention for Pupil Premium students across KS3 and KS4; in terms of focused provision and intervention, through the use of subject specific Learning Mentors for in class support.	Learning mentors in English, Maths & Science to be used to support Pupil Premium students in class at risk of not making expected progress.	To reduce the progress gaps that exists in maths & English (3 LOP & 4LOP)	5A*-C including English & Maths rose from 50% to 56% 5A*-C including English & Maths for disadvantaged students rose from 22% to 33% 5A*-C including English & Maths for non-disadvantaged students rose from 67% to 72% Gap between number of disadvantaged students & non-disadvantaged students achieving 5A*-C including English & Maths narrowed from 45% to 39%. Our Progress 8 score was positive at +0.26 (last year -0.29) Progress 8 score for disadvantaged was -0.07 (last year -0.78) Progress 8 score for non-disadvantaged was +0.48 (last year +0.03) Progress 8 score for boys was +0.22 (last year -0.15) Progress 8 score for girls was +0.31 (last year -0.39) Progress 8 score for low ability +0.51 Progress 8 score for middle ability +0.28 Progress 8 score for upper ability -0.13 A*-C English results rose from 73% to 77% (above National) A*-C Maths results rose from 58% to 61% (equal to National)	Learning mentors in English, Maths & Science to be used to support Pupil Premium students in class at risk of not making expected progress.
TOTAL EXPENDITURE:	**£451,296 (over spend £19,765)**					

Planning for the Disadvantaged Student Grant for 2016/17 (43% of cohort Pupil Premium, £414,740)

Aims & Area For Focus	Total Cost	Objective	Strategy	Monitoring
1. Intervention Challenge Group To identify the needs of disadvantaged students and develop classroom practice to enhance the progress of these students with 4 separate foci. • Upper ability • Middle ability • KS3 • SEN	£8,416	To close gap between Disadvantaged students and national Non-Disadvantaged students to zero or positive for all targeted groups.	Intervention group members to target set number of students, closely track progress, identify strategies staff can adopt to close gaps that will benefit these students across a range of subjects. High levels of parental engagement. Support for staff in closing attainment gap through training & coaching.	Intervention Challenge Group will meet once a fortnight. Data analysis following each assessment point. Students in intervention groups will complete learning logs.
2. Quality First Teaching To develop quality first teaching of all staff by developing strategies to enhance the progress of Disadvantage students.	£23,373	Quality First Teaching is embedded for all staff to ensure the closing of the gap between Disadvantaged students and national Non-Disadvantaged students to zero or positive for all targeted groups. Coaching programme to support staff identified as needing assistance in this area.	SLT to carry out learning walks and provide feedback for all teaching staff twice during the year. Objectives set after each learning walk to be related to the progress of disadvantaged students. Coaching support for optimum behaviour for learning. External support for SLT coaching. Headteacher to deliver a series of training workshops to HOD to embed strategies to ensure all teaching in their dept. is at least good.	Timetabled windows of learning walks to be carried out. SLT/HOD to monitor learning walk objectives to co-ordinate appropriate CPD. SLT to monitor effectiveness of coaching programme. Evidence from learning walks with increase in number of staff able to evidence career appropriate teaching of at least good.

Aims & Area For Focus	Total Cost	Objective	Strategy	Monitoring
3. Inclusion Support & Programme To provide a responsive and flexible team of non-teaching staff able to swiftly respond to disadvantaged students with an enhanced pastoral need.	£117,910	To ensure that vulnerable disadvantaged students have appropriate Learning mentor support when required. This will reduce disadvantaged student exclusions and increase attendance. To enable the effective engagement of the most vulnerable Disadvantaged students through bespoke provision and targeted Learning Mentor support, ASD Provision and the RJ team.	Inclusion Learning mentors will support Disadvantaged students in lessons & withdrawn students for mentoring. Selected students with high level need will be able to take part in short term full time provision in the Focus Centre. Selected students with high level need will be able to take part in part time provision with a range of off-site alternative providers to increase engagement.	Student progress monitored by Inclusion Learning Mentors once a fortnight. Overall progress of cohorts monitored by HOD/HOYs as per assessment cycle. BN/HOY to monitor attendance and exclusion data every fortnight to include Disadvantaged Students. KL to monitor effectiveness & safety of off-site provision.

Aims & Area For Focus	Total Cost	Objective	Strategy	Monitoring
4. Raising Aspirations & Ethos To ensure that the curriculum supports and enriches the disadvantaged students through • Careers guidance • Financially supported enrichment activities • Attendance & welfare support • Involvement in school council • Provision of weekly materials to raise student aspiration through the mentor programme • Community outreach & engagement • Rewards programme	£73,049	- Reduced number of students at risk of NEET - Supported trips for disadvantaged students - Disadvantaged students' attendance at or above national. Lower than national PA. - Active engagement with School Council - - Students regularly provided with SMSC topics to enthuse, extend and engage. - To engage parents from our hard to reach communities by removing barrier to travel & associated costs. - To provide rewards to engage & motivate students.	Funding to employ an independent careers advisor who has 1-2-1 meeting with disadvantaged students. Funding was also used to fund trips for disadvantaged students and rewards. Funding to employ EWO to increase attendance of disadvantaged students. Ensuring disadvantage students are engaged with the school council. Funding for member of staff to produce weekly student forum. Funding to allow HOY & BN to provide satellite parents evenings/welfare meetings within the community. Funding for schools reward programme including enrichment activity funding for trips.	HOY11 to make YES referrals of students at risk of NEET through HL as required. Trips procedure to include fair access protocol. HOY to monitor attendance, PA and exclusion data every fortnight to include disadvantaged students. BX to monitor disadvantaged students on school council. Forum in evidence & used by mentors monitored by GL. Monitoring of disadvantaged student families that attend parents evening. HOD to monitor funding for school trips for disadvantaged students as they arise.
To ensure LAC/CIC receive optimum benefit from their education and that school is cooperate parent is committed to their wellbeing.		To focus specifically upon LAC/ CIC and ensure these students do not experience disadvantage.	Funding used to employ a Child in Need worker. Funding for staff to meet with CIC on a 1-2-1 fortnightly meeting.	BN to monitor impact of Child in Need worker by fortnightly meetings. Data analysis of progress of CIC/LAC.

Aims & Area For Focus	Total Cost	Objective	Strategy	Monitoring
5. Transition To support transition of Year 7 disadvantaged students through Learning Mentors support and general mentoring.	£33,788	To reduce any gaps that exist between disadvantaged and Non-disadvantaged students at Year 7 through effective tutoring and mentoring and peer Mentoring.	Funding to employ Transition Learning Mentors to mentor students & ensure disadvantaged student engagement.	HOY7 to monitor year 7 data as part of termly reporting cycle. HOY7 to direct the learning mentors to students in greatest need & gather data on the effectiveness of any interventions.
6. Growth Mindset To provide Growth Mind Set Champions & House Co-ordinators to develop GM initiatives though the Junior Leader Project.	£8,724	Disadvantaged student engagement through 'Growth Mindset' initiatives with the JLT project by improving ATL grades.	Funding to give Growth Mindset Champions time to co-ordinate the Junior Leadership Project in which older students coach younger disadvantaged students in developing a growth mindset approach.	BX to analyse ATLs of students on JLT project as part of termly reporting cycle.
7. Pastoral Support Team To reduce the behaviour incidents, ASD & exclusions of disadvantaged students	£91,337	To provide pastoral support to work with disadvantaged students in reducing the number of negative behaviour incidents.	Funding to allow pastoral support team to work with disadvantaged students within lessons to reduce their negative behaviour points. To facilitate a restorative approach that grows understanding between the individual & the institution to change behaviour long term.	KL & HOY to monitor behaviour points in fortnightly behaviour meetings. HOY to direct the pastoral support team to students in greatest need & gather data on the effectiveness of any interventions.
8. Provision and Intervention in Core Subjects Increase / enhance the focus for progress across KS4 and KS3 in Maths, English & Science to enable the progress gap to be reduced as linked with the Departmental Action Plans.	£81,851	Provide the most appropriate intervention for disadvantaged students across KS3 and KS4; in terms of focused provision and intervention, through the use of subject specific Learning Mentors for in class support.	Learning mentors in English, Maths & Science to be used to support disadvantaged students in class at risk of not making expected progress.	HODs in English, Maths & Science to monitor effectiveness of Learning Mentors as outlined in departmental action plans.

Academic Year 2016/17 (43% PP)	Total
Pupil Premium 2016/17	**377740**
Adjustment updated Ever6 to follow	0
Adopted Children	**19000**
Year 7 Less than Level 4 - English and Maths	**18000**
Total to spend this financial Year	**414740**

Action Plan - Reference	Spent as follows	Element Cost	Total
1	***Intervention Challenge Group (100%)***		
	IGT 1 (Time Higher Ability Challenge KS4) 2 periods	**2646**	
	IGT 2 (Time Higher Ability Challenge KS3) 2 Periods	**2885**	
	IGT 3 (Time Spot Light Challenge KS3) 2 Periods	**2885**	
			8,416
2	***Quality First Teaching (43%)***		
	Leadership Team Assistant Head 20% of time	**14501**	
	QFT 1 (Coaching to embed QFT) 5 periods	**6530**	
	Coaches Time 1 hour a week 7 Staff	**16988**	
	Middle Leadership Development Programme Heads Time and Prep and monitoring	**5255**	
	SLT Coaching	**3000**	
	SLT Learning Walks and Feedback 65.40 staff x 2 = 130.8hrs	**8082**	
			23,373
3	***Inclusion Support and Programme (60%)***		
	37 Hours C Grade Learning Mentor 1	**21948**	
	37 hours - 20 Hours C Grade Learning Mentor + 17 hours admin- Learning mentor 2	**21852**	
	37 Hours D Grade Learning Mentor 3	**25584**	
	37 Hours C Grade Learning Mentor 4	**25548**	
	37 Hours C Grade Learning Mentor 5	**21852**	
	Non Staff Inclusion Programme	**79733**	
			117,910
4	***Raising Aspiration and Ethos (43%)***		
	Careers	**7500**	
	Enrichment Costs	**3000**	
	EWO	**32964**	
	Admin Support	**18576**	
	School Council	**4000**	
	Travel and Phones	**500**	
	Student Forum motivational TOOL 2 hours PR	**1535**	
	Community Outreach Whitehawk - HoY once a fortnight x 5	**6819**	
	AH Community Outreach (BN) 5 periods	**9070**	
	Rewards	**13000**	
	LAC CiC (100%)		
	CIC support	**23868**	
	Teacher 1 2hrs	**2575**	
	Teacher 2 1hr	**2728**	
	Teacher 3 3hrs	**2183**	
			73,049
5	***Transition Mentoring (43%)***		
	37 Hours C Grade Learning Mentor 1	**27048**	
	Transition Mentor (100%)		
	37 Hours C Grade Learning Mentor 2	**21907**	
	Travel	**250**	
			33,788

Action Plan - Reference	Spent as follows	Element Cost	Total
6	**Growth Mindset (100%)**		
	Teacher 1 2 hours (Growth Mind Set)	**2426**	
	House co-ordinators 5 @ £1020 plus on costs 23.5%	**6299**	
			8,724
7	**Pastoral Support Team (43%)**		
	PST 1	**68856**	
	PST 2	**41148**	
	PST 3	**26064**	
	PST 4	**25824**	
	PST 5	**25920**	
	PST 6	**24600**	
			91,337
8	***Provision and Intervention (60%)***		
	Assistant Head 10% Focus Pupil Premium	**7250**	
	Maths TA's		
	MLM 1 30 Hour TA (D Grade)	**22584**	
	MLM 2 30 Hour TA (C Grade)	**19068**	
	MLM 3 30 Hour TA (C Grade)	**19332**	
	English TA's		
	ELM 1 24 Hour TA (C Grade)	**16404**	
	ELM 2 24 Hour TA (C Grade)	**13704**	
	Science TA's		
	SLM 1 37 Hour TA (C Grade)	**23076**	
	Maths Intervention Money	**3000**	
	English Intervention Money	**3000**	
	Science Intervention Money	**3000**	
			81,851

GRAND TOTAL	**438,176**

Overspend 23,438