



Thomas More Catholic School

The Pupil Premium Strategy- Thomas More Catholic School 2018-19

The attainment gap between pupils from deprived backgrounds and their more affluent peers is well documented through all stages of education. In fact, after prior attainment, deprivation is the single most important factor in predicting a child's future life chances. Even the highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by the end of Key Stage 1 (KS1) and the likelihood of a pupil eligible for FSM achieving the expected levels of progress are one third those of a non-FSM pupil. The gap continues to widen through Secondary Education and persists into Higher Education. The odds of a FSM pupil achieving five or more GCSEs at 9-4 including English and Mathematics are less than one third those of a non FSM pupil. A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peers. The Government therefore believes that making additional funds available to schools will give deprived students a better chance of success.

Removing the Barriers and Diminishing the Difference

At Thomas More we firmly believe that students should be treated as individuals and those strategies for tackling under achievement need to be specific and personalized. We recognize that some trends exist amongst disadvantaged students, which can present as barriers to their learning but these are assessed on a group by group and student by student basis. From our reading of external research and our own findings, we know that the following can be barriers;

1. Parent engagement
2. Limited access to language
3. Limited Literacy levels
4. Poor Attendance
5. Low Aspirations
6. Low Expectations
7. Narrow experience of life outside school
8. Access to home working space

We identify the needs of our PP students in many different ways, some of these are through academic means of assessment and some are social. One example of this was when we carried out a resources audit this year for KS4 subjects and found that the majority of PPG students had not been able to purchase additional revision guides (for Year 11 students) or course books across Y9-11. We implemented a strategy in which Heads of Department now order all PPG students in Y11 in their subject. We also purchased all of the PPG Y9 and 10 students reading books for their English Literacy courses, which are completed throughout years 9 and 10. Year 11 focuses on English Language. HOD in each faculty have put together revision packs for their subjects across Y11. These revision folders were then collated to reflect each Year 11 student's personal timetable and given to parents at our Year 11 Parents revision evening.

PPG students are given priority on any curriculum trips and all costs paid, the PPG fund ensures no student is restricted from accessing the curriculum. We never confuse eligibility for the Pupil Premium with low ability, and focus our support on our disadvantaged pupils to achieve the highest levels both academically and in areas of talent, such as sport or the arts. The more able disadvantaged students achieve well at Thomas More but always remain a focus group for us. An example of how we support some of our more able PPG Music students can be seen when we ensured external music tutors were in place to work 1-2-1 with our aspirational musicians. Students sit grade exams for instruments studied and are able to sit an additional GCSE if ability allows. So far at the end of 2017-18 more than PPG 25 students had taken up an instrument.

During the last 3 year period our in school gap for the basics (English and Math) has fluctuated, 7% in 2015, 17% in 2016 and we were pleased to see it narrow again at 11% in 2017. Unfortunately, in 2018 only 49% of PPG students attained a grade 9-4 whilst non PPG students made gains reaching 75%. It is of concern that as standards rise for some students at Thomas More, that the rate of this increase is not being seen with our more deprived students. There have been considerable successes by individual PPG students but the trend as a cohort needs to be addressed. Our work during 2018-19 is to understand this and to surpass the rate of improvement experienced by non PPG students. We will now be developing a set of PPG interventions and pledges which moves away from the traditional focus of Year 11, to a more holistic and whole school approach starting from transition in Year 6 to 7.

In terms of progress, Progress8 is used to assess how a student has performed against expected targets across 8 subjects. For 2017 while Pupil Premium students in all state schools across the country scored an average of -0.40 (Progress8) on this measure, Pupil Premium students at Thomas More scored average of - 0.33. However, this is still behind the non PPG national average of 0.11. We are pleased to see in our 2018 results that PPG students made significant steps to correct this trend. A positive change of +0.12 resulting in an overall P8 for PPG students of -0.21. A significant improvement. However, Non PPG students made gains of +0.18 and so the gap widens despite work to address this and this becomes the key focus for 2018-19

Pupil Premium 2018/19

At Thomas More approximately 257 (40.0%) of students are in receipt of Pupil Premium.

The amount of funding we have received for 2018-19 is £243,830 (exclusive of 'Catch up' fund – see separate document) from April 2018-March 2019

Year Group	% of PP
7	48.9
8	37.7
9	40.5
10	41.2
11	30.2

	2015 (A* to C)	2016 (A* to C)	2017 (9 to 4)	2018 (9 to 4)
TM Ever6	56%	56% - (0)	59% ↑ (3)	49% ↓ (-10)
TM Non-Ever6	63%	73% ↑ (+10)	70% ↓ (-3)	75% ↑ (+5)
In School Gap	7%	17% ↑ (+10)	11% ↓ (-6)	26% ↑ (+15)
Nat Ever6	39%	43%	44%	
Nat. Non-Ever6	67%	71%	71%	
National Gap	28%	28%	27%	

[Closing the Gap trends in both % achieving both English and Maths](#)

[Closing the Gap trends in % achieving English and Maths](#)

	2015 (A* - C)		2016 (A* to C)		2017 (9 to 4)		2018 (9 to 4)	
	English	Maths	English	Maths	English	Maths	English	Maths
TM Ever6	82%	61%	70% ↓ (-12)	61% - (0)	76% ↑ (+6)	63% ↑ (+2)	67% ↓ (-9)	60% ↓ (-3)
TM Non-Ever6	81%	67%	84% ↑ (+3)	76% ↑ (+9)	76% ↓ (-8)	77% ↑ (+1)	86% ↑ (+10)	81% ↑ (+3)
In School Gap	1% ↑ (+1)	6% ↓ (-6)	14% ↑ (+13)	15% ↑ (+9)	0% ↓ (-14)	14% ↓ (-1)	19% ↑ (+19)	21% ↑ (+7)

Progress 8 and Attainment 8

	2015		2016		2017		2018	
	P8	A8	P8	A8	P8	A8	P8	A8
TM Ever6	No data P8 and A8 commenced in 2016		0.18	46.7	-0.33 ↓ (-0.51)	40.7 ↓ (-6.0)	-0.21 ↑ (+0.12)	38.5 ↓ (-2.2)
TM Non-Ever6			0.35	53.1	0.04 ↓ (-0.29)	45.1 ↓ (-8.0)	+0.22 ↑ (+0.18)	50.0 ↑ (4.9)
In School Gap			0.17	6.4	0.37 ↑ (+0.20)	4.4 ↓ (-2.0)	0.43 ↑ (+0.06)	11.5 ↑ (7.1)
Nat Ever6			-0.38	41.1	-0.40	37.0		
Nat Non-Ever6			0.10	53.3	0.11	49.8		

English Bacalaureate – value added by subject 2018 not yet published

	2016					2017 (no comparison as now 9 – 4)				
	English	Maths	Hum	Lang	Science	English	Maths	Hum	Lang	Science
TM Ever6	0.31	0.25	-0.97	-0.31	0.23	-0.42	-0.21	-0.41	-0.51	-0.32
TM Non-E6	0.32	0.32	-0.29	-0.22	0.30	0.03	0.49	-0.56	-0.96	0.30
In School Gap	0.01	0.07	0.68	0.09	0.07	0.45	0.70	0.97	1.47	0.62
Nat Non-Ever6	0.08	0.10	0.13	0.04	0.09	0.11	0.11	0.14	0.04	0.10

Pupil Premium Funding

2015/2016		2017/18	
Pupil Premium	£248,840	Pupil Premium	£250,035
Year 7 Catch Up	£11,000	Year 7 Catch Up	£9,885
Total	£259,840	Total	£259,920

2016/17		2018/19	
Pupil Premium	£247,835	Pupil Premium	£243,830
Year 7 Catch Up	£9,885	Year 7 Catch Up	£8500
Total	£257,720	Total	£252,330

How it was spent 2017-18?

How it was spent 2017-18?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year group	Evaluation criteria	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
<p>Contributing to Staffing resource with key roles in supporting PPG students:</p> <ul style="list-style-type: none"> - Administration of grant - SENDCO - Assistant SENDCO - Teaching Assistants - Learning Mentors - Associate Leadership roles – through Head of Year and Heads of Department middle leadership and SLT <p>Rationale:</p> <p>The Sutton Trust puts good quality teaching and learning, alongside marking and feedback as the most</p>	£222,882	<p>SLT with a key focus on teaching and learning.</p> <p>Through HODs & HOY reviewing lessons and data at half termly intervals and reviewed with SLT Line manager.</p> <p>Measuring impact in GCSE outcomes and in school data</p>	<p>All HODs All HOY SENDCO SLT</p> <p>All Year Groups</p>	<p>Performance of PPG students in end of Year 11 examinations against both the non PPG cohort and the PPG national data</p>	<p>To ensure that PPG students focus on overall progress as well as basics measurements across all years</p> <p>Individual student stories need to be communicated to all staff and for developing</p>	<p>Yes:</p> <p>March 2018</p> <p>Interventions run well, but are they being effectively used by PPG students. Improved tracking of which PPG students are in attendance?</p> <p>However students are improving but non PPG are not making as rapid progress. This</p>

<p>cost effective ways of ensuring progress is made by all students but especially by disadvantaged students. By investing in key leadership roles to ensure Staff CPD is strategically aimed at these key areas of T&L.</p> <p>Support staff work closely with PPG students to ensure that 1-2-1 and small group support outside of the classroom enables students to access learning within the classroom. Evidence indicates that one to one tuition can be effective, on average accelerating progress by approximately five months. Our learning mentors and numeracy and literacy coordinators work 1-2-1 with students as well as in small groups to support specifically English and Math, but also in life skills, emotional literacy and learning how to learn.</p> <p>There is some evidence that reducing class sizes is more likely to be effective when supported with professional development to learn and develop teaching skills and approaches. Some evidence suggests slightly larger effects are documented for the lower achievers</p>		<p>at each tracking point.</p> <p>Using student voice to review impact on learning experience</p> <p>SLT and Governors regularly discuss allocation of teaching time and departmental actions that identify and focus on PPG students</p> <p>Use of 'soft data' such as Attitude to learning and behaviour to understand</p>			<p>bespoke interventions at key times</p> <p>To ensure that interventions takes place with a whole school perspective – coordinating across all departments starting with a Y7 & Y11 focus and then moving down through KS4 and up through KS3</p> <p>Focus for last ½ 2017/18 every classroom teaching leading in</p>	<p>needs to be addressed. What are the key barriers stopping this acceleration?</p> <p>Is this also true for extracurricular activities? Can non engagement with school clubs and sports be linked with under achievement</p> <p>Final conclusion is that the focus of PPG students must be a core item in all discussions about student progress, across all areas</p>
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		where barriers to learning appear from the start of Year 7			their lessons – differentiating for PPG and departments making PPG a key discussion after all data drops across all Years	
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year group	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
Staff support courses Rationale: Staff leading on the delivery of PPG strategies (from literacy catch up, to understanding how to better engage with disadvantaged parents) benefit greatly from focused training courses, helping to identify better ways to improve outcomes for our	£1435	SLT review and assess the relevance of courses and their ability to deliver successful outcomes	SLT HOY HOD SENDCO All year groups	Courses attended were strategic and have helped identify a need to move towards long term engagement with school life	The training on staff has a long lead time between initial training, delivery and then improved outcomes.	Yes Long term review February/March 2019

PPG students. New ideas and resources are then implemented at Thomas More				over year 11 interventions	Staff on courses in 2017-18 are only affecting a change in direction for PPG strategies from 2019, as budgets for 2018-19 start in March 2018 and are already allocated.	
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year groups	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
4matrix Subscription to track PP progress Rationale:	£1500	School data manager ensures all PP students are	SLT HOD HOY	Middle leaders all use 4Matrix regularly and provide	All staff (not just middle leaders) with responsibility	Yes – 4Matrix remains a fundamental way of assessing

<p>4matrix is a data support package to track student progress. We have set up specific research groups to look at PP as a whole and to look at a number of the key interventions above. This piece of software gives us the opportunity to evaluate the impacts of our strategies at key tracking events</p>		<p>entered and updated on to the system for identification which allows progress of all key groups to be analysed. Research groups are set up to show crossover for example the PP students who are also 'More Able' or SEND. This is managed by the school data manager and reviewed half termly by the DHT and AHT who are responsible for assessment.</p>	<p>All staff across all Year groups</p>	<p>detailed reports to SLT after each half termly reporting series. PPG students are a focus of all data meetings The 4 Matrix tool continues to be a useful tool for being able to analyse performance effectively</p>	<p>for pupil progress to have 4 matrix training and regular updates. PPG students to continue to be fixed agenda item when reviewing data. Additional data not recorded in 4Matrix for attitude to learning</p>	<p>data and being able to analyse PPG groups across all year groups.</p>
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		All reviews are based on 4matrix analysis and used by all of SLT and all Middle leaders.				
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year groups	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
Educational Visits and Trips Rationale: PPG Students should not be restricted access to the curriculum and prohibited – due to costs – of participating on trips and visits that are part of the enrichment activities of the school community. Thomas More Catholic School will look to pay or contribute whenever possible to the costs asked of these families	£1000	HOD and HOY are asked to inform the PPG SLT Leadership of any curriculum trips they are running so that PPG students' costs are always covered and where possible PPG students have	SLT HOD HOY All years	All Middle leadership regularly request PPG student's costs are paid in advance and parents are informed costs are covered. This system works well	Review which trips run annually and create a calendar that will allow more accurate forecasting of expenditure. This may allow the creation of a voucher	Yes – can it be expanded March 2018

		their extra-curricular trips paid for.			system for parental choice on which extra-curricular or residential trips can be attended	
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year groups	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
<p>Music lesson subsidy</p> <p>Rationale:</p> <p>In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p> <p>However, our main objective is to ensure that all learners leave us culturally enriched regardless of socio economic factors and even</p>	£9756	SLT & PPG leadership through management of the music tutors	<p>1-2-1 Music Lessons and Steel Band after school club</p> <p>All year groups</p> <p>Music tutors</p> <p>SLT</p>	With no music offered as a subject currently on the curriculum, having these additional lesson available is crucial. Review needed of student sign	Audit to be done by HOY of all students who currently play and instrument. The audit should also ask who would like to play an instrument.	<p>Yes – can it be expanded</p> <p>March 2018</p> <p>Long term review</p> <p>March 2019</p>

when music is currently not taught as an option in school this academic year.				up and completion of grades showing progress in all year groups	An assessment should be made on which instruments the school has to lend and costs of each tutoring session so that an offer can be made to PPG students.	
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year groups	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
Engagement through Multi-Media Licences for Lucid exact and LEXIA (Literacy software packages) Rationale:	£1210	Primarily the school SENDCO SLT with IT support provides KS4	SLT SEND IT Support KS4 all subjects	Lucid has been key in identifying students with low literacy levels and	Used well in KS3 Lucid is excellent and gives in depth	Yes March 2018

<p>We at Thomas MCS feel that in the world of hand held technology, where possible students should be guided towards high quality resources and the use of technology should be encouraged to enhance learning.</p> <p>GCSEpod offers a structured and managed system of phone APPs that gives KS4 students an opportunity to revise in a number of different ways.</p> <p>Lucid Exact and Lexia Licences are key software used to test literacy levels in KS3 and then the Lexia intervention has been shown to improve students literacy through supervised and unsupervised use of the package.</p>		<p>students with Tracking takes place via the APP and awards and certificates given to the students using it the most.</p> <p>Lucid is used to assess key students to better identify their specific literacy needs. Lexia is then used to intervene and progress literacy for the student.</p> <p>The SENDCO organises the interventions for literacy at this stage and</p>		<p>understanding their needs. It allows us to understand possible future exam access needs and how better to support.</p> <p>LEXIA is a good way of providing continued support at home as log ins are given and students can complete a set number of hours a week/month</p>	<p>knowledge. Would be good on more PCs and training for staff on how to interpret the scores</p> <p>LEXIA is under used and all students highlighted as low literacy in KS3 should be given logins and added to the LEXIA program.</p> <p>Meetings with parents make home usage more</p>	
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		students are instructed in how to use Lexia and SENDCO produces reports that show progress			successful as its value is accepted by parents and students are encouraged to do from home. New function of reporting allows better feedback to parents when too little hours are completed	
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year groups	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
Year 11 Resources Rationale:	£500	SLT & PPG leadership	SLT Administration team HOY 11	First year launch of the folders and the parental revision	Folder are very labour intensive to produce and collate in the	Yes March 2018

<p>A significant barrier to learning for disadvantaged students is access to good quality resources.</p> <p>PPG Students at Thomas More Catholic School expressed a desire through questionnaires' and student voice meetings for better training in how to revise and for more resources. Revision folders were created bespoke for each student. Each subject pack contains past papers, student check lists and revision resources. These folders are given to parents in an evening event for parents who are briefed on how to use the folders to support learning at home.</p>			<p>Year 11 Tutors</p>	<p>evening in 2017-18 was a huge success. Students sent hundreds of supportive and thankful Instagram messages on the night</p>	<p>bespoke way needed to personalised for every student and in future years planning needs to account for this time</p> <p>Additional resources on the learning platform need better guidance on how to use.</p>	
<p>How it was spent?</p>	<p>Approximate budgeted cost</p>	<p>Ensuring it is implemented well</p>	<p>Staff Lead/ Year groups</p>	<p>Evaluation</p>	<p>Lessons learned for moving forward</p>	<p>Continuing in 2018/19 Y/N</p> <p>Review point</p>

<p>Revision Guides for KS4</p> <p>Rationale:</p> <p>A significant barrier to learning for disadvantaged students is access to good quality resources.</p> <p>Exam Board Revision Guides are purchased for all subjects for all PPG students in Y11.</p>	£2425	SLT & PPG leadership	SLT HOD Subject teachers	HOD utilised this resource unanimously Group buying through Pearson at key times allowed very good discounts Some year subjects started equipping year 10 with guides where possible	As KS4 moves to start in Y9 and end of topic tests and end of year examinations in years 9 and 10 will mirror exam board papers, revision resources would benefit being implemented earlier than just year 11.	Yes March 2018
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year groups	Evaluation	Lessons learned for	Continuing in 2018/19 Y/N Review point

					moving forward	
Photocopying	£500	SLT & PPG leadership	SLT HOY Administration team Finance	A necessary expense which should be limited to essentials where ever possible		Yes March 2018
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year groups	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
Uniform and resources Rationale: Uniform is regularly cited as a financial burden for disadvantaged families. Uniform and the consistency and equality it offers, particularly to children from disadvantaged backgrounds is recognised at Thomas More Catholic School. The uniform means all students are on an	£150	SLT & PPG leadership	SLT HOY Administration team Finance	When resources such as school equipment and particularly uniform are provided the appreciation is immediately observed	Such a valued intervention by families – how can this be expanded. Could the uniform for all Y6 into 7 PPG	Yes – can it be expanded March 2018

<p>equal basis. It is for this reason we do not have mufti days at school even for charitable causes. PPG students have regularly reported finding these days stressful and uncomfortable.</p> <p>When parents request support we assist in purchasing uniform and run a highly successful free second hand service</p>				<p>from students and parents</p>	<p>students be covered on their arrival at TMCS?</p> <p>A voucher system for all PPG student for an annual support towards new uniform?</p> <p>A review could be carried out into SEND and PPG students to look at which specific students may require additional resources due to their disabilities and these</p>	
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					should then, where possible, be purchased from the PPG budget	
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year groups	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
Revision Breakfasts Rationale: Before examinations we believe that students who are at school early, and are prepared in all ways for their coming exams will do better. We focus on the basics and accept that some of these routines are not always possible for some of our most disadvantaged. So that there is no attention on the PPG students we provide all Year 11 students with a free early morning healthy breakfast including fruit and water accompanied by a revision session	£500	SLT & PPG leadership	SLT HOY 11 Canteen staff HOD	First year implemented and it PPG students not at revision breakfasts, parents were called each day and encouraged to attend for the next exam. The early start and time it	Revision sessions need to be more prescriptive and better resourced in future years. Student attendance	Yes March 2018

run by Heads of Department, before every morning exam.				provided to settle students and get calls out to those missing to reduce lateness worked very well. Attendance was about 80% for all PPG students by the end of the exams		
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year groups	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
External counselling Rationale: Mental health is now recognised as affecting 1 in 4 people. These statistics will therefore inevitably	£1000	SENDCO	SENDCO Teaching assistants SLT	The budget was split between counselling for students	Supervisions for staff should be provided regularly	Yes and can it be expanded March 2018

<p>mean that a similar level of mental health will affect our young people. Often students at school may be experiencing the first symptoms of mental health problems. It is right therefore, that when required, TMCS provides additional support for students and also for staff supporting these students</p>			<p>HOY Learning mentors</p>	<p>who needed more professional and specialist experience than was available from TMCS staff</p> <p>And supervisions for TMCS staff who deal regularly with students who experience very difficult circumstances</p>	<p>and not just at crisis points</p>	
How it was spent?	Approximate budgeted cost	Ensuring it is implemented well	Staff Lead/ Year groups	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N Review point
Year 11 Saturday School – Maths and Drama	£3175	Reviewing tracking data for year 11 at	SLT Year 11	High turnout, highly valued	Attendance was only about 50%	Yes – to be reviewed as a time for more

<p>Rationale:</p> <p>Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programs. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behavior and relationships with peers</p>		<p>each half termly tracking point. Selecting students who are at risk of not making sufficient progress in EM</p>	<p>Lessons on Saturday – HOD EM teachers Drama</p>	<p>by Drama and Maths</p>	<p>for PPG students in Maths 100% in drama. How can Maths increase their numbers and can other CORE subjects offer these sessions?</p>	<p>targeted small group interventions in other subjects than Drama and Maths</p>
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<p>Total Spend:</p>	<p>£250,032</p>	
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PPG Funding summary 2017-18

Expenditure	Year group supported	Amount budgeted £'s
1. Contributing to Staffing resource and training	All year groups	222,882
2. Staff support courses	All year groups	1435
3. 4matrix Subscription to track PP progress	All year groups	1500
4. Educational Visits and Trips	All year groups	1000
5. Music Lesson Subsidy	All year groups	9756
6. Engagement through Multi-Media / Lucid Exact and LEXIA	All year groups	1210
7. Year 11 Resources – Thomas More Revision Folder	Year 11	500
8. Revision Guides for Key Stage 4	Year 10 and 11	2425
9. Photocopying	All year groups	500
10. Uniform	Available to any	150
11. Revision Breakfasts	Year 11	500
12. External Counselling	All year groups	1000
13. Additional lessons <ul style="list-style-type: none"> - Saturday School – Drama and Maths - Easter revision classes all subjects - February Half term revision classes CORE subjects and RE 		3175
Total		£250,032