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| **School overview** |
|  **School name** | Sytchampton Endowed Primary School |
| **Pupils in school** | 90 |
| **Proportion of disadvantaged pupils** | 9% (8 pupils increased from 5 in September 2020) |
| **Pupil premium allocation this academic year (2020-2021)** | £6690 |
| **Academic year or years covered by statement** | 2020 - 2023 |
| **Publish date** | July 2020 |
| **Review date** | July 2021 |
| **Statement authorised by** |  |
| **Pupil premium lead** | Amanda Richards (Headteacher) |
| **Governor lead** | Dr Stephanie Gait |

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| **Current Cohort Information** |
| **Characteristic** | **Number in Group (overall )** | **% of PPG Pupils** | **% of School**  |
| Male | 6 | 75% | 7% |
| Female | 2 | 25% | 2% |
| SEND (Special Needs/Disability) | 3 | 38% | 3% |
| EHCP (Education Health Care Plan) | 0 | 0% | 0% |
| LAC/PLAC (Looked After/Previously Looked After) | 2 (PLAC) | 25% | 2% |
| GRT (Gypsy Romany Traveller) | 0 | 0% | 0% |
| Pupils new to the school 2020-2021 | 2 | 25% | 2% |

**Assessment Data**

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| **EYFS (Early Years Foundation Stage)** |
| **2020-2021****Coronavirus** | **All Pupils (School)****2021** | **National – Other Pupils****2019** | **PP Data From Previous 3 Years** |
| **2020 – 2021****(1 pupil)** | **2018-2019****( 1 pupil)** | **2017-2018****( 1 pupils)** |
| GLD (Good Level of Development) | 73% |  | 100% | 100% | 0% |
| Exceeding GLD | 20% |  | 0% |  |  |
| Reading | 100% |  | 100% | 100% | 100% |
| Writing | 100% |  | 100% | 100% | 100% |
| Number | 100% |  | 100% | 100% | 100% |
| Shape | 100% |  | 100% | 100% | 0% |

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| **Year 1 Phonics Screening Check** |
| **All Pupils****2021** | **Pupil Premium Pupils****2021****( pupils)** | **National Average****2019** | **PP Data From Previous 3 Years** |
| **2020-2021** **(0 Pupils)** | **2018-2019****( 1 pupil)** | **2017-2018****( 0 pupils)** |
| 93% | 100% | 82% | n/a | 100% | n/a |

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| **End of KS1 Pupil Premium** |
| **2020-2021****COVID 19****(Unofficial 2 Pupils)** | **% Exp +** | **% National All Exp +****2019** | **% GD** | **% National All GD****2019** |
| Reading  | 100% | 75% | 0% | 25% |
| Writing | 100% | 69% | 0% | 15% |
| Maths | 50% | 76% | 0% | 22% |
| **2019-2020****COVID 19 (Unofficial)** | **% Exp +** | **% National All Exp +** | **% GD** | **% National All GD** |
| Reading  |  |  |  |  |
| Writing |  |  |  |  |
| Maths |  |  |  |  |
| **2018-2019****( 0 pupils)** | **% Exp +** | **% National All Exp +** | **% GD** | **% National All GD** |
| Reading  | n/a | n/a | n/a | n/a |
| Writing | n/a | n/a | n/a | n/a |
| Maths | n/a | n/a | n/a | n/a |
| **2017-2018****( 0 pupils)** | **% Exp +** | **% National All Exp +** | **% GD** | **% National All GD** |
| Reading  | n/a | n/a | n/a | n/a |
| Writing | n/a | n/a | n/a | n/a |
| Maths | n/a | n/a | n/a | n/a |
| **2016-2017****( 1 pupil)** | **% Exp +** | **% National All Exp +** | **% GD** | **% National All GD** |
| Reading  | 100% | 76% | 0% | 25% |
| Writing | 100% | 68% | 0% | 16% |
| Maths | 100% | 75% | 0% | 21% |

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| **End of KS2 Disadvantaged Pupils** |
| **2020 - 2021****COVID 19 Unofficial 1 Pupil** | **Progress Scores****School** | **National Non Dis****2019** | **National Dis Progress** **2019** | **% Exp+****School (TA)** | **% National All Exp + 2019** | **% Dis Exp+ National****2019** | **% GD****School (TA)** | **% National All GD 2019** | **% Dis GD National 2019** |
| Reading  |  |  |  | 0% | 73% | 62% | 0% | 27% | 17% |
| Writing |  |  |  | 0% | 78% | 68% | 0% | 20% | 11% |
| Maths |  |  |  | 0% | 79% | 67% | 0% | 27% | 16% |
| **2019-2020****COVID 19** | **Progress Scores** | **National Non Dis** | **National Dis Progress**  | **% Exp+****School** | **% National All Exp +** | **% Dis Exp+ National** | **% GD****School** | **% National All GD** | **% Dis GD National** |
| Reading  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |
| Maths |  |  |  |  |  |  |  |  |  |
| **2018-2019****(1 pupil)** | **Progress Scores** | **National Non Dis** | **National Dis****Progress** | **% Exp+****School** | **% National All Exp +** | **% Dis Exp+ National** | **% GD****School** | **% National All GD** | **% Dis GD National** |
| Reading  | 3.57 | 0.32 | -0.62 | 0% | 78% | 62% | 0% | 31% | 17% |
| Writing | -0.88 | 0.27 | -0.50 | 0% | 83% | 68% | 0% | 24% | 11% |
| Maths | 3.28 | 0.37 | -0.71 | 0% | 84% | 67% | 0% | 32% | 16% |
| **2017-2018****( 1 pupils)** | **Progress Scores** | **National Non Dis** | **National Dis Progress** | **% Exp+****School** | **% National All Exp +** | **% Dis Exp+ National** | **% GD****School** | **% National All GD** | **% Dis GD National** |
| Reading  | 4.06 | 0.31 | -0.59 | 100% | 80% | 64% | 0% | 28% | 18% |
| Writing | 1.83 | 0.24 | -0.44 | 100% | 83% | 67% | 0% | 20% | 11% |
| Maths | 4.70 | 0.31 | -0.58 | 100% | 78% | 64% | 0% | 24% | 14% |
| **2016-2017****( 1 pupil)** | **Progress Scores** | **National Non Dis** | **National Dis Progress** | **% Exp+****School** | **% National All Exp +** | **% Non Dis Exp+ National** | **% GD****School** | **% National All GD** | **% Non Dis GD National** |
| Reading  | 2.97 | 0.33 |  | 100% | 72% | 77% | 0% | 25% | 29% |
| Writing | -8.31 | 0.18 |  | 0% | 76% | 81% | 0% | 18% | 21% |
| Maths | 2.51 | 0.29 |  | 100% | 75% | 80% | 0% | 23% | 27% |
| **Absence Ever 6 Pupils** |
|  | **Whole School Absence %** | **National Absence %****All Pupils** | **Number of Ever 6 Enrolments In School** | **Disadvantaged** |
| **2020-2021****COVID 19** | 1.92% | (1.7.21)12.2% | 3 | **School** | **National** |
| 3.28% |  |
| **2019-2020****COVID 19** | n/a | n/a | n/a | **School** | **National** |
| N/A | N/A |
| **2018-2019** | 3.1% | 4% | 9 | **School** | **National** |
| 6.1% | 5.6% |
| **2017-2018** | 4.1% | 4.2 | 4 | **School** | **National** |
| 4.1% | 5.7% |
| **2016-2017** | 6.2% | 4% | 9 | **School** | **National** |
| 18.3% | 5.5% |

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| **Strengths 2020-2021** | **Areas for further development 2020-2021** |
| * The proportion of PPG pupils is very small (8 pupils) and this needs to be taken into account when interpreting data
* 6 of these pupils are male, and
* PPG pupils who are not SEND generally achieve well, at ARE or above (with the exception of 1 pupil new to Year 6 this year, who came in significantly below ARE)
 | * Pupil Premium pupils do not attend quite as well as other pupils in the school, however this is still well above the attendance of other Disadvantaged pupils nationally and above the National averages for other pupils
* Persistent absence for Pupil Premium pupils looks to have increased significantly to be more in line with other schools nationally. This is due to one pupil with complex needs.
* PPG pupils have not made as strong progress as that of pupils who are not PPG
* Writing is a weaker area for male PPG pupils
 |

**Our Tiered Approach**:

**2. Targeted Support**

* Targeted Literacy and Numeracy intervention for identified pupils
* 1:1 Emotional and Social intervention
* Speech and Language intervention for identified pupils
1. **High Quality Teaching**
* A detailed programme of CPD for all teaching staff
* GLOW Maths Partnership
* Effective Feedback CPD all staff
* Focus on developing Subject Leaders
* CPD on retrieval and embedding key knowledge
* Development of a highly coherent English Curriuclum with a key focus on Spelling, Developing Vocabulary and Early Reading



**3. Wider Strategies**

* Wrap Around Care including Breakfast Club
* Financial support for trips and immersive experiences
* Financial support with uniform
* Additional Music Tuition for identified pupils
* Attendance Monitoring and Whole Class Rewards
* Trauma Informed Approach

**Strategy**

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| 1. **High Quality Teaching For All**
 |
| **Priority** | **Chosen approach/Actions** | **Evidence Base/Rationale (Why this approach?)** | **Expenditure** | **Evaluation** | **Next Steps** |
| **Proposed** | **Actual** |
| **1.1** | CPD ‘What Makes Great Teaching’ for all staff (Rosenshine’s Principles) | Research shows that highly effective, quality first teaching can have a significant impact on the progress of disadvantaged pupils. *“One factor – the quality of teaching in formal education – holds huge potential in reducing, and in some cases even eliminating, the attainment gap.”* EEF Attainment Gap Report 2018 | £0 | £0 | **2020-2021**The focus this year has been upon securing our Curriculum Intent in all subjects. This year has also been disrupted with COVID lockdowns and the school had to switch focus to Remote Learning in the Spring Term.  | Schedule for 2021-2022 |
| **1.2** | NCTEM Maths Mastery Speicalist 2 Year Course for Maths Lead | “There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.” EEF ToolkitMastery Specialists are classroom practitioners who develop expertise in the mastery approach to teaching maths. Through rigorous and interactive training, they become experts in introducing and embedding mastery. After first developing a mastery approach in their own classrooms, they go on to support colleagues in their own and other schools. <https://www.ncetm.org.uk/resources/53452> | £0 (Fully Funded by NCTEM) | £0 | **2020-2021**As the school had not previously taken part in the GLOW hub our Maths lead was asked to do this first before applying for the Specialist Lead post. The Maths Lead and our KS1 Teacher have joined the GLOW Maths hub this year, and they have introduced the ‘teach it, twist it, deepen it’ model across the school. The Maths lead, in collaboration with other Maths Specialists, has also led the development of fluency and misconception sessions across the school. The Maths lead, alongside the GLOW Hub and the University of Worcester, has also been working on a project to develop a high quality mixed age group progression model for Primary Schools. He has now applied for the GLOW Mastery Specialist role for 2021-2022. The school has also applied to take part in the nationwide Mastering Number programme for teachers of pupils in EYFS and KS1 to develop solid fluency and flexibility in number facts at the earliest stage.  | **2021-2022**Maths Mastery SpecialistMastering Number Programme |
| **1.3** | Focus on developing Subject Leaders  | The new [OFSTED Handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801284/School_inspection_handbook_section_5.pdf)is now being used in schools and colleges. It emphasises the importance of the curriculum as the driver for evidence that defines a high-quality education. Looking at[some of the observations in OFSTED reports](https://www.learningcultures.org/images/OFSTED_comments_Sept_and_Oct_2019.pdf) from schools inspected since September 2019. OFSTED are conducting['deep dives' into subjects](https://www.learningcultures.org/news/preparing-for-subject-specific-deep-dive-observation/), they want to see high quality, in-depth subject knowledge, delivered by specialists who know how to ensure pupils learn the curriculum. This will then drive up standards in all subjects. | £0 | £0 | **2020-2021**Subject leads are now in place for Science, Maths, Literacy (maternity leave currently), PE and Computing. All of these staff have received CPD and coaching from the HT in leading their subject areas, including evaluating them, developing Action Plans, monitoring and OFSTED Deep Dives. All other subjects are led by the Headteacher.  | **2021-2022**Timetable and facilitate time for subject leaders to observe and monitor teaching in their areas. Develop Subject Lead expertise in new EYFS curriculum. |
| **1.4** | Effective Feedback CPD all staff | Research shows that highly effective, quality first teaching can have a significant impact on the progress of disadvantaged pupils. Feedback is one of the most powerful influences on learning and achievement. (Hattie and Temperley 2007).Feedback studies tend to show very high effects on learning. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/> | £0 | £0 | During the Autumn Term 2020, staff had CPD and carried out Action Research (Feedback Strategies). A draft Feedback and Marking Policy was drawn up. In the Summer Term 2021, staff revisited the Feedback and Marking Policy, evaluating their feedback alongside their own books on (5.5.21). The new policy has not had an adverse impact upon progress and, in the books seen, progress is good. Feedback in the core subjects is stronger. The new policy is not yet fully embedded due to the disruption during lockdown and areas for further development e.g. the use of codes, feedback and marking in non core subjects have been highlighted for re-visiting.  |  |
| **5** | CPD on retrieval and embedding key knowledge | Retrieval practice is strongly supported by over 100 years of research and is one of only two learning techniques rated by Dunlosky et al (2013) as having ‘high utility’ for classroom practice. <https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice/> | £0 | £0 | Training has been delivered on Retrieval in the Autumn Term 2020. However, this has not been embedded or prioritised this year. School plan to deliver further training for staff next year in Metacognition.  | **2021-2022**Deliver further training 2021-2022 on Metacognition and retrieval.  |
|  | Development of a highly coherent English Curriculum with a key focus on Spelling, Developing Vocabulary and Early Reading | Learning sequences in some subjects need to be more coherent, taking account of relative starting points, embedding key vocabulary and more challenge for More Able pupilsWriting Review April 2020 | £292.80 p/a£77.19 | £369.99 | **2020-2021**Clear progressions have been developed for Writing, Genres and Reading which have supported sequences of learning in English that are more coherent. The school has invested in Letterjoin (Handwriting Scheme and Resources) and SpellingShed to ensure that Grammar, Spelling and Handwriting are taught progressively throughout the school. Evaluations show that these resources have had a strong impact on the quality of Writing and attainment and progress in Reading has been relatively strong despite the lockdown periods. The school will also develop a vocabulary spine and pedagogy in the Summer Term to embed a consistent approach and coherence in vocabulary in all year groups.  | **2021-2022**Review of Phonics and how this works alongside SpellingShed Grammar for mixed year group in KS1. Introduction of Hooked On Books and The Write Stuff approaches to Reading and Writing.  |
| **Total Expenditure:** | **£369.99** | £369.99 |  |

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| 1. **Targeted Support**
 |
| **Priority** | **Chosen approach/Actions** | **Evidence Base/Rationale (Why this approach?)** | **Expenditure** | **Evaluation** | **Next Steps** |
| **Proposed** | **Actual** |
| **2.1** | Targeted Literacy and Numeracy intervention 3 x week for identified pupils | Historically, Disadvantaged Pupils have achieved the expected standards in Reading, Writing and Maths, but do not achieve Greater Depth, particularly in Writing. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. (EEF Toolkit) | £3814.32  | £4036.77(Staff) | **Spring 1**Pupil Premium pupils engaged well with remote learning and intervention during lockdown with only 0.5% average non engagement over the lockdown period. 5 out of 7 (71%) of PPG pupils met their intervention targets in Spring 1. One of the pupils who did not is also SEND.**Spring 2**Most PPG pupils are attaining at the same level as they were prior to the lockdown. Pupil Premium pupils have made broadly similar progress in Maths to that of other pupils.One PPG pupil in Year 3 has dipped in Reading and one in Year 6 Reading as a result of lockdown. Pupil Premium Pupils are making slower progress than other pupils in Reading and Writing. **Summer 2020**PPG pupils who are not SEND have generally achieved well despite the pandemic, although there are less PPG pupils achieving Greater Depth. Progress of PPG pupils is not as strong as other pupils however. The Motional Tool has been trialled with identified pupils during the Summer Term and will now form part of the offer to support pupils with Social, Emotional Difficulties in the next academic year.  | **2021 – 2022**Embed Motional Tool and track impactEmotional Literacy Support Assistant CPDTrauma Diploma to establish Trauma LeadPlay Therapy – CPD for support assistantRefine provision mapping with SENCO and establish new processes for monitoring the impact of intervention. |
| **2.2** | 1:1 Emotional and Social intervention | Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF Toolkit | £1,320.00 | £385 (Motional Tool)£121.25 (Staff) | **2020-2021**School have secured the Motional Tool developed by Trauma Informed Schools to help meet the emotional needs of pupils. Staff (including support staff) have all been trained in the use of the tool, and the first cohort of pupils have been screened. Interventions will be delivered for these pupils during the Summer Term 2021. | **2021-2022**ELSA training (Emotional Literacy Support Assistant)Play TherapyTrauma Informed Schools Diploma for lead member of staff |
| 2.3 | Speech and Language intervention for identified pupils | Disadvantaged pupils are more likely to have additional needs. Pupils who are identified as having specific speech and language needs will be given tailored and targeted support. Speech and language is key to developing Writing.  | £800 | £800 | **2020-2021**All support staff have taken part in SLCN training during the Summer Term.  | **2021-2022**Introduce and embed Nuffield Early Language Intervention in Early Years and KS1. |
| 2.4 | Attendance Monitoring and Whole Class Attendance Reward Scheme | Whilst the proportion of Pupil Premium pupils has been low over the past few years, their attendance has not always been in line with that of other pupils. The Department for Education (DfE) published [research](https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014) in 2016 which found that:* The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4
* Pupils with **no absence** are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions
* Pupils with **no absence** are 2.2 times more likely to achieve 5+ GCSEs A\*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons
 |  |  | **2020-2021**As at 25th May 2021, attendance of PPG pupils is 97.86% which is well above that of other pupils nationally and significantly higher than other disadvantaged schools nationally. Persistent absence for PPG pupils is also very low at 1.06%. Engagement and attendance during the lockdown period was also strong with only an average of 0.5% non-engagement throughout the January lockdown.  | **2021 – 2022**HT to continue to identify and monitor pupils with lower attendance. EWO to work with targeted pupils and school. |
| **Total Expenditure:** | **£5934.32** | £5343.02 |  |

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| 1. **Wider Strategies**
 |
| **Priority** | **Chosen approach/Actions** | **Evidence Base/Rationale (Why this approach?)** | **Expenditure** | **Evaluation** | **Next Steps** |
| **Proposed** | **Actual** |
| 3.1 | Financial support for trips and immersive experiences | The Council for Learning Outside the Classroom [(LOtC](http://www.lotc.org.uk/)) commissioned a survey through Teacher Voice which found that: 87% of teachers said that Learning Outside the Classroom made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual’s academic and personal development and should be embedded into the curriculum. <https://www.nationaljusticemuseum.org.uk/school-trip-benefits-sen-students/#:~:text=School%20trips%20provide%20unique%20opportunities,to%20their%20learning%20and%20understanding.> | £200 | £350 | **2020-2021**Due to COVID trips and immersive experiences this year have been severely limited. However, upon return to school in Spring 2021, school arranged for a visit from DWAEC, an interactive animal experience to support the recovery topic ‘Sytchampton Safari’ and re-engage pupils in their learning. This was highly successful and motivated pupils, giving them a real purpose for their writing. A survey of parents and carers in June revealed that 87% of parents felt their children had really enjoyed the Sytchampton Safari Topic and that this had helped their children to settle back into their learning, with 43% of parents strongly agreeing with this. To complete the topic the school took part in a Whole School Trip to the Safari Park, and a Residential Trip in Year 5 and 6 subsidising some pupils to attend.  |  |
| 3.2 | Additional Music Tuition for identified pupils | Most children will have their first experience of music at school. It is important that music education of high quality is available to as many of them as possible: it must not become the preserve of those children whose families can afford to pay for music tuition. While music touches the lives of all young people, the disadvantaged can benefit most.<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf> | £220 | £220 | **2020-2021**6 pupils have passed their Copper or Bronze award in Guitar and Keyboard.  |  |
| 3.3 | Wrap Around Care including Breakfast Club | Research into the impact of Breakfast Clubs, has shown some impact upon attendance and punctuality. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf> | £ |  | **2020-2021**Wrap around care and Breakfast Club provision have been significantly affected by the COVID pandemic with numbers much lower than usual due to space limitations.  | **2021-2022**Continue to offer breakfast club and WRAP around care but extend the activities/sports offered once COVID restrictions are lifted.  |
| **Total Expenditure:** | **£420** | £350 |  |

**Annual Review**

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|  | **Aims** | **Success Criteria** | **Evaluation** |
| **2020-2021** | **2021-2022** | **2022-2023** | **Next Steps** |
| 1 | The proportion of Disadvantaged Pupils achieving Greater Depth at the end of EYFS, KS1 and KS2 is at least in line with that of other Pupils nationally.  | The proportion of Disadvantaged pupils achieving Exceeding at the end of EYFS is at or above The proportion of Disadvantaged Pupils achieving Greater Depth at the end of KS1 is at or exceeding:Reading 25%Writing 16%Maths 21%The proportion of Disadvantaged Pupils achieving Greater Depth at the end of KS2 is at or exceeding:Reading 25%Writing 18%Maths 23% | Coronavirus – No results | Coronavirus – the proportion of PPG pupils achieving GD is still lower than that of other pupils nationally. However, PPG pupils who are not SEND have generally made at least expected progress.  |  |  |
| 2 | Disadvantaged pupils achieve at least the expected standards in Writing at the end of EYFS, KS1 and KS2 | All disadvantaged pupils achieve at least the expected standard in Writing at the end of EYFS, KS1 and KS2. | Coronavirus – No results | 50% of pupils achieved the Expected Standard in Writing. Two pupils who did not were new to the school this year and both entered well below expected. Another pupil who did not is also SEND.  |  |  |
| 3 | Attendance of Disadvantaged Pupils is at least in line with, if not exceeding, that of other pupils nationally.  | Absence of Disadvantaged pupils is at least in line with or below 4.93% (Autumn 2019/2020) | Coronavirus – No dataAbsence of Disadvantaged pupils is significantly lower than other pupils nationally.  | Attendance of PPG pupils was 96.72% which is better than that of all other pupils nationally.  |  |  |

**Budget Review**

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| **Tiered Approach** | **Evaluation** |
| **2020-2021** | **2021-2022** | **2022-2023** | **Next Steps** |
| **Budgeted Costs** | **Actual Costs** | **Budgeted Costs** | **Actual Costs** | **Budgeted Costs** | **Actual Costs** |  |
| High Quality Teaching For All | £369.99 | £369.99 |  |  |  |  |  |
| Targeted Intervention | £5934.32 | £5343.02 |  |  |  |  |  |
| Wider Strategies | £420 | £350 |  |  |  |  |  |
| Total expenditure | £6724.31 | £6063.01 |  |  |  |  |  |
| Total income | £6690 | £6690 | £6690 | £6690 |  |  |  |
| Carry forward/deficit | -£34.31 | £626.99 |  |  |  |  |  |