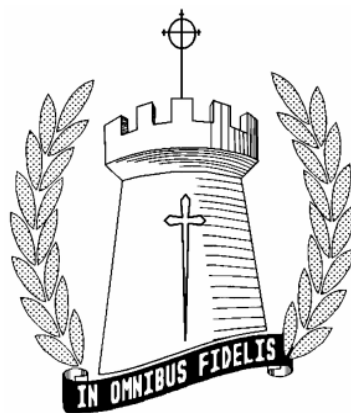


St Damian's RC Science College



PUPIL PREMIUM
PLAN
2018-2019

REVIEW DATES:

HT1 - Oct 2018

HT2 - Dec 2018

HT3 - Feb 2019

HT4 - Apr 2019

HT5 - May 2019

HT6 - July 2019

Pupil Premium Plan

2018-2019

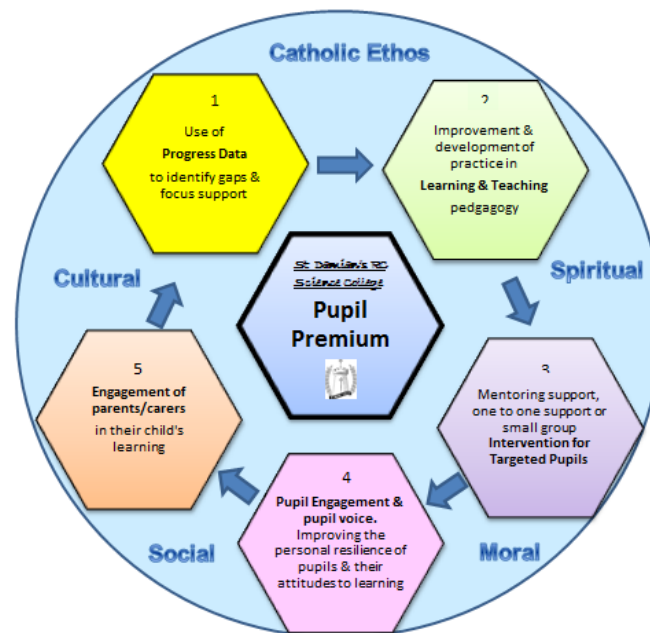
Overview

- ❖ Pupil Premium pupils form 25% of the St. Damian's R.C. College population
- ❖ Year 7 (40, 24%), Year 8 (51, 31%), Year 9 (40, 25%), Year 10 (28, 18%) and Year 11 (46, 30%).
- ❖ Total Pupil Premium: 205/812 students [25% of school cohort]
- ❖ The College has been allocated £200,240 [Sept 2018] for the academic year 2018/19 from Tameside LA
- ❖ LAC funding of £25,300- 11 pupils
- ❖ Strategies are based on the Teaching & Learning Toolkit published by the Education Endowment Fund
- ❖ Expenditure is outlined in all five sections of the plan. Certain strategies are given individual costings

Impact Report

The Pupil Premium Impact Report focuses on 5 key actions as highlighted in 'St. Damian's Pupil Premium Strategy' diagram.

The five units of the Pupil Premium Impact Report are colour-coded accordingly.



1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	<p>Key Focus on progress of 'groups' of underachieving PP learners</p> <p>Y7</p> <ul style="list-style-type: none"> • KS2>3 Transition • 10/40 pupils in Y7 with Below Expected Progress in KS2 English [4B, 6G, 1SEN, 2EAL, 1LAC] [25%] • 13/40 pupils in Y7 with Below Expected Progress in KS2 Maths [5B, 8G, 1SEN, 1LAC, 1EAL] [32.5%] <p>Y8</p> <ul style="list-style-type: none"> • Progress of High Ability [14 targeted pupils 5+ subjects under target, 9B & 5G, 9HA, 7MA, 1SEN, 3EAL, 1LAC, 2YC] <p>Y9</p> <ul style="list-style-type: none"> • Progress of Middle Ability [11 targeted pupils 3+ subjects under target, 6B, 5G, 2HA, 6MA, 2LA, 1 N/K, 3SEN, 2EAL, 2YC] <p>Y10</p> <ul style="list-style-type: none"> • Progress of Middle Ability Boys [15 targeted pupils, 10B, 5G, 5HA, 10MA (7B), 4SEN, 2LAC, 2EAL, 4YC] <p>Y11</p> <ul style="list-style-type: none"> • Progress & Attainment of High Ability Pupil Premium to increase performance at Grades 9-7 [10 targeted pupils (5.3+), 6G, 4B] • Progress of Middle Ability [10 targeted pupils, 6G, 4B – 5+ subjects below target] • Progress of 4SEN PP 	
B.	Some PP learners do not maximise response to high quality teaching, learning & feedback	
C.	PP learners with lower levels of Literacy, Numeracy, homework and organisational skills	
D.	PP learners with social & emotional issues & low aspirations that are having a detrimental effect on learning	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	PP learners requiring attendance and welfare support	
2. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Increase Progress and Attainment of PP pupils in all Year Groups	<ul style="list-style-type: none"> • Y7 PP pupils entering 'Below', make at least 'Expected progress' in English & Maths • Y8 PP HA make improved levels of progress across the curriculum • Y9 PP MA make improved levels of progress across the curriculum • Y10 PP MA make improved levels of progress across the curriculum • Y11 PP HA achieve grades 9-7 across subjects at GCSE • Y11 PP MA increase progression levels across the curriculum
	High Quality Learning & Teaching & Feedback to Ensure Access for All Learners	<ul style="list-style-type: none"> • Improvements in quality of PP learners work as evidenced by MPP
	Mentoring, Intervention & Targeted Learning	<ul style="list-style-type: none"> • Improved skills in Literacy & Numeracy as evidenced by the HT Intervention Report
	Pupil Engagement & Pupil Voice	<ul style="list-style-type: none"> • PP Learners with social & emotional issues engage successfully with school as evidenced by HOY RAPs, Case Studies & Ambrose Records
	Engagement of Parents/Carers in Child's Learning	<ul style="list-style-type: none"> • High Levels of PP attendance in each Year Group 95%+

3. Planned expenditure					
Academic year		£200,240			
i. Increase Progress and Attainment of PP pupils in all Year Groups					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High levels of progress in Literacy in Y7-9	Lexia Fresh Start Phonics Accelerated Reader Y9 PP Reading groups	EEF Evidence: <ul style="list-style-type: none"> Mastery Learning Peer Tutoring Reading comprehension Strategies Rationale: <ul style="list-style-type: none"> 10 pupils in Y7 'Below Expected' at KS2 Focus on 19 pupils in Y8 identified in Progress Checks Focus on 8 pupils in Y9 identified in Progress Checks Strong foundations at KS3 to improve SPAG outcomes at KS4 [all subjects] 	<ul style="list-style-type: none"> Monitoring of intervention sessions Half termly reports from Staff Lead Progress Check Data in English Accelerated Reading data 	SHN STE MYS	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
High Levels of progress in Numeracy in Y7-9	Numeracy Ninjas Mathswatch Teacher led Numeracy Intervention	EEF Evidence <ul style="list-style-type: none"> Mastery Learning Peer Tutoring Rationale: <ul style="list-style-type: none"> 13 pupils in Y7 'Below Expected' at KS2 Focus on 19 pupils in Y8 identified in Progress Checks Focus on 8 pupils in Y9 identified in Progress Checks Strong foundations at KS3 to improve outcomes at KS4 e.g. EBacc subjects [Maths, Science, Geography] 	<ul style="list-style-type: none"> Monitoring of intervention sessions Half termly reports from Staff Lead Progress Check Data in Maths 	NTE MJS	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
Improved rates of progress across KS3 for PP learners [including High Ability] YEAR 9	Tracking of PP SISRA Reports Subject Intervention HOY Intervention & PP RAPS, Staff Briefings	Rationale: <ul style="list-style-type: none"> Progress of Middle Ability [11 targeted pupils 3+ subjects under target, 6B, 5G, 2HA, 6MA, 2LA, 1 N/K, 3SEN, 2EAL, 2YC] Specific focus on progress & attainment of PP Effective academic and pastoral support of PP pupils 	<ul style="list-style-type: none"> Monitoring of PP progress & attainment data by DHT Monitoring of impact of subject intervention – Progress Checks Monitoring of impact of HOY intervention – RAPS Learning walks / MPP 	SSY Y9 FT	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019

<p>Improved rates of progress across KS3 for PP learners [including High Ability]</p> <p>YEAR 8</p>	<p>Tracking of PP SISRA Reports Subject Intervention HOY Intervention & PP RAPS, Staff Briefings</p>	<p>Rationale:</p> <ul style="list-style-type: none"> Progress of High Ability [14 targeted pupils 5+ subjects under target, 9B & 5G, 9HA, 7MA, 1SEN, 3EAL, 1LAC, 2YC] Specific focus on progress & attainment of PP Effective academic and pastoral support of PP pupils Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> Monitoring of PP progress & attainment data by DHT Monitoring of impact of subject intervention – Progress Checks Monitoring of impact of HOY intervention – RAPS Learning walks / MPP 	<p>AST Y8 FT</p>	<p>HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019</p>
<p>Improved rates of progress across KS3 for PP learners [including High Ability]</p> <p>YEAR 7</p>	<p>Tracking of PP SISRA Reports Subject Intervention HOY Intervention & PP RAPS, Staff Briefings</p>	<p>Rationale:</p> <ul style="list-style-type: none"> 10/40 pupils in Y7 with Below Expected Progress in KS2 English [4B, 6G, 1SEN, 2EAL, 1LAC] [25%] 13/40 pupils in Y7 with Below Expected Progress in KS2 Maths [5B, 8G, 1SEN, 1LAC, 1EAL] [32.5%] Specific focus on progress & attainment of PP Effective academic and pastoral support of PP pupils Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> Monitoring of PP progress & attainment data by DHT Monitoring of impact of subject intervention – Progress Checks Monitoring of impact of HOY intervention – RAPS Learning walks / MPP 	<p>SBS Y7 FT</p>	<p>HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019</p>
<p>Improved rates of progress across KS4 for PP learners</p> <p>YEAR 11</p>	<p>Progress 8 & Attainment 8 Reports for Y10 & Y11 Subject Intervention HOY Intervention & PP RAPS, Staff Briefings</p>	<p>Rationale:</p> <ul style="list-style-type: none"> Pupils make at least expected / exceed Expected Progress Effective academic and pastoral support of PP pupils Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> Monitoring of PP progress & attainment data by DHT Monitoring of impact of subject intervention – Progress Checks Monitoring of impact of HOY RAPS Learning walks/MPP 	<p>NTR Y11 FT</p>	<p>HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019</p>
<p>Improved rates of progress across KS4 for PP learners</p> <p>YEAR 11 HIGH ABILITY</p>	<p>Progress 8 & Attainment 8 Reports for Y10 & Y11 Subject Intervention HOY Intervention & PP RAPS, Staff Briefings</p>	<p>Rationale:</p> <ul style="list-style-type: none"> Increase performance at Grades 9-7 [10/16 targeted pupils (5.3+), 6G, 4B] Pupils make at least expected / exceed Expected Progress Effective academic and pastoral support of PP pupils Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> Monitoring of PP progress & attainment data by DHT Monitoring of impact of subject intervention – Progress Checks Monitoring of impact of HOY RAPS Learning walks/MPP 	<p>NTR Y11 FT</p>	<p>HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019</p>

Improved rates of progress across KS4 for PP learners YEAR 10	Progress 8 & Attainment 8 Reports for Y10 & Y11 Subject Intervention HOY Intervention & PP RAPS, Staff Briefings	Rationale: <ul style="list-style-type: none"> Progress of Middle Ability Boys [15 targeted pupils, 10B, 5G, 5HA, 10MA (7B), 4SEN, 2LAC, 2EAL, 4YC] Pupils make at least expected / exceed Expected Progress Effective academic and pastoral support of PP pupils Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> Monitoring of PP progress & attainment data by DHT Monitoring of impact of subject intervention – Progress Checks Monitoring of impact of HOY RAPS Learning walks/MPP 	RBA Y10 FT	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
Improved rates of progress across KS4 for PP learners [High Ability] YEAR 10	Progress 8 & Attainment 8 Reports for Y10 & Y11 Subject Intervention HOY Intervention & PP RAPS, Staff Briefings	Rationale: <ul style="list-style-type: none"> Progress of 5/8 High Ability to be monitored [Below target in 5+ subjects end of Y9, 4G, 4B, 2LAC] Pupils make at least expected / exceed Expected Progress Effective academic and pastoral support of PP pupils Effective communication of barriers & strategies to overcome them 	<ul style="list-style-type: none"> Monitoring of PP progress & attainment data by DHT Monitoring of impact of subject intervention – Progress Checks Monitoring of impact of HOY RAPS Learning walks/MPP 	RBA Y10 FT	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
•					£65,240

ii. High Quality Learning & Teaching & Feedback to Ensure Access for All Learners

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
HA PP pupils accelerate progress	High quality T&L in all lessons. Promotion of Independent Learning and effective strategies to revise.	EFF Evidence <ul style="list-style-type: none"> Learning Styles Aspiration Interventions Feedback Metacognition and Self-regulation Rationale: <ul style="list-style-type: none"> Pupil needs are identified and addressed through high quality teaching and Learning 	<ul style="list-style-type: none"> Learning walks MPP Staff Training- INSET day (HT1) Raising Aspirations programme (priority Y11 and then Y8) Effective strategies to revise shared with the pupils 	SKY	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
PP boys progress increases and pupils are engaged in their learning	Engaging T&L activities used to inspire and engage all pupils.	EFF Evidence <ul style="list-style-type: none"> Social and Emotional Learning Learning Styles Aspiration Interventions Feedback Rationale: <ul style="list-style-type: none"> Pupils are engaged in their work and make good progress 	<ul style="list-style-type: none"> Curriculum changes to engage boys Learning walks MPP Pupil voice Staff training- Twilight (HT1) HoY support (particularly with Y10 boys) 	SKY	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019

PP pupils are well motivated and engage effectively in lessons	Positive pupil engagement Increased participation in pupil leadership Revised F/T & HOY report protocols	EEF Evidence <ul style="list-style-type: none"> Behaviour interventions Parental engagement Rationale: <ul style="list-style-type: none"> Pupils encouraged to think more deeply and give extended answers attaining at higher levels in examinations Develop non-cognitive skills to promote self-control & engagement Targeting early parental contact & intervention 	<ul style="list-style-type: none"> MPP Pupil Voice Pupils actively engaging in aspects of pupil leadership e.g. STEM/Y9 ambassadors etc Central based Report records indicating when parental contact has occurred ASPIRE 	MJE	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
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£59,000

iii. Mentoring, Intervention & Targeted Learning

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils develop independent learning skills	Homework Club/Study Club Form tutors focussing on behaviour points given for 'lack of homework' – early parental contact.	EEF Evidence: <ul style="list-style-type: none"> After School Programmes Homework (Secondary) Parental engagement Rationale: <ul style="list-style-type: none"> Pupils take responsibility for extending own learning Early parental contact will strengthen communication 	<ul style="list-style-type: none"> Tracking of attendance at HWK club; review impact column added Pupil Voice MPP ASPIRE points Reduced number of detentions for poor/lack of homework Form Tutors checking planners 	MJE HOY 7-11	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
Effective revision for linear examinations	Targeted intervention classes	EEF Evidence: <ul style="list-style-type: none"> After School Programmes Rationale <ul style="list-style-type: none"> Structured opportunities outside lessons to increase levels of progress and attainment in examinations 	<ul style="list-style-type: none"> HOY & Subject monitoring of attendance at targeted intervention Tracking of pupil progress via teacher voice Progress Check & examination outcomes 	MHW HOY	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
SEN Pupils increase levels of Literacy & as a result have improved curriculum access to all Subject Areas	Literacy Curriculum for Lower Ability Targeted LSA Support KS3/4 Study/Homework and Aspirations clubs SENCO liaison with Whole School Literacy Lead	EEF Evidence: <ul style="list-style-type: none"> Reducing Class size Rationale <ul style="list-style-type: none"> Literacy needs are addressed in smaller pupil groupings Literacy skills transferable to other curriculum areas 	<ul style="list-style-type: none"> Lexia reports Learning Walks Teacher voice Pupil work Progress Data MPP LSA Appraisal 	CWR	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019

Total budgeted cost

£38,000

iv. Pupil Engagement & Pupil Voice					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A range of 'in-house' packages to support all pupils to positively engage in learning	Personalised Ambrose packages to meet the individual needs of pupils	EEF Evidence <ul style="list-style-type: none"> Behaviour Interventions Social & Emotional Learning Rationale: <ul style="list-style-type: none"> Pupils presenting with behaviours affecting learning in the classroom e.g. anger issues, lack of focus, social issues Improved attitude to learning Improved social interaction and peer 	<ul style="list-style-type: none"> Updated range of packages designed to support pupils with HOYs trained to know which is appropriate for specific pupils Staff trained for quality assurance purposes to ensure rigorous packages are implemented Use of SLG meetings to share good practice between HOYs AHT inclusion and welfare to review the 	FBY	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
External support packages to support pupils to positively engage in Learning	Personalised support packages provided by external agencies to meet the individual needs of pupils	EEF Evidence <ul style="list-style-type: none"> Social & Emotional Learning Parental involvement Rationale: <ul style="list-style-type: none"> Outside expertise from external agencies as well as the work of the Student Support Officer is needed to tackle the ever-increasing demand from social, emotional & mental health issues 	<ul style="list-style-type: none"> Half termly monitoring of impact of pupils accessing external support led by SSOs Inclusion folder /Staff Shared Area Pupil Voice Feedback from Subject teachers / FT/ HOY All staff provided with resources to support pupils when they initially present with issues (well-being boxes) Half termly safeguarding briefings Half termly safeguarding bulletins containing information shared from 	FBY	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
Pupils are well prepared for the next stages of education, training & employment	One to one Careers Interviews with Positive Steps CEIAG Curriculum ASPIRE Days Options Advice Post 16 Transition PP included in plan to meet Gatsby Benchmarks	EEF Evidence <ul style="list-style-type: none"> Aspiration Interventions Rationale: <ul style="list-style-type: none"> Pupils need to be given the confidence to pursue high aspirations Pupils know pathways available to them Increased self-esteem, motivation and engagement Pupils have contact with employers & post 16 providers Pupils choose sustainable destinations No PP NEETs 	<ul style="list-style-type: none"> DHT meetings with Positive Steps Pupil voice feedback Pupil Destinations Data 	MHW	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019

Pupils to have positive relationships with key person (SSO) to remove barriers to learning	HOY / FT referral to SSOs to provide support and techniques to maximise learning opportunities	<p>EEF Evidence</p> <ul style="list-style-type: none"> Social & Emotional Learning <p>Rationale:</p> <ul style="list-style-type: none"> Pupils understand that there is comprehensive support within school to allow progress in all subjects whilst balancing external influences and constraints Staff to be aware of pupils requiring extra support and meeting their needs in lessons 	<ul style="list-style-type: none"> Inclusion document updated after every SSO / student meeting. Tracking of inclusion colour coding to analyse outcomes SSOs to have fortnightly meetings with HOYs for information sharing purposes Inclusion team meetings to discuss key pupils twice per week HOY pastoral team meetings – SSOs to attend and share key information 	FBY	<p>HT1 - Oct 2018</p> <p>HT2 - Dec 2018</p> <p>HT3 - Feb 2019</p> <p>HT4 - Apr 2019</p> <p>HT5 - May 2019</p> <p>HT6 - July 2019</p>
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Total budgeted cost **£14,000**

v. Engagement of Parents/Carers in Child's Learning

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High Levels of attendance in school	Attendance tracking Services of Attendance Officer Parental contact Rewards	<p>EEF Evidence:</p> <ul style="list-style-type: none"> Parental Involvement FBY – Social media campaign to raise awareness of attendance <p>Rationale:</p> <ul style="list-style-type: none"> High levels of attendance maximises pupils' chances of high levels of progress and attainment 	<ul style="list-style-type: none"> Weekly monitoring of attendance by AHT i/c Inclusion Registers Records of attendance intervention Attendance update in HT PP Report FBY – SSO to track specific groups of children and have conversations with them once a week as part of support package FBY – HOY and attendance officer fortnightly meetings 	JGH	<p>HT1 - Oct 2018</p> <p>HT2 - Dec 2018</p> <p>HT3 - Feb 2019</p> <p>HT4 - Apr 2019</p> <p>HT5 - May 2019</p> <p>HT6 - July 2019</p>
Reduction in Fixed term exclusions	Ambrose support Review of ASPIRE system; alert to changes in behaviour Consistency in reintegration once exclusion has occurred	<p>EEF Evidence:</p> <ul style="list-style-type: none"> Parental Involvement <p>Rationale:</p> <ul style="list-style-type: none"> Pupils adapt behaviours with support Increase in school attendance Reduction in number of pupils obtaining more than 1 fixed term exclusion 	<ul style="list-style-type: none"> Monitoring of Exclusion Records Monitoring of Seclusion Records Monitoring of Ambrose Form tutor report records Feedback from FT & HOY provided in HOY pastoral meetings 	MJE	<p>HT1 - Oct 2018</p> <p>HT2 - Dec 2018</p> <p>HT3 - Feb 2019</p> <p>HT4 - Apr 2019</p> <p>HT5 - May 2019</p> <p>HT6 - July 2019</p>

Involvement of parents to identify and reduce barriers to learning	Parental Interviews Y6>7 Transition Information Evenings Parents' Evenings Twitter / Text messages	EEF Evidence: <ul style="list-style-type: none"> Parental Involvement Rationale: <ul style="list-style-type: none"> College supports the child and the parent in partnership 	<ul style="list-style-type: none"> SLT line management of HOY HOY PP RAPS HOY Records Progress Checks 	HOY	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
Resources made available to pupils who need them to support pupils' progress and engagement.	Revision Resources Subject Subscriptions e.g. mathswatch Additional lessons	EEF Evidence: <ul style="list-style-type: none"> Parental Involvement Rationale: <ul style="list-style-type: none"> Equality of access to resources Pupils are well supported in learning 	<ul style="list-style-type: none"> Finance records on PP spending 	AON	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
Total budgeted cost					£24,000