Aims

• All disadvantaged students, including the most able, to meet or exceed expected levels of progress.

• All disadvantaged students will have outstanding attendance (95%+) and behavior.

• All disadvantaged students will be successful learners, provided with timely and accurate feedback on their learning and given additional support where required, particularly to develop their literacy, reading and mathematical skills.

• No disadvantaged students will be classed as a NEET.
<table>
<thead>
<tr>
<th>Action</th>
<th>Sutton</th>
<th>Lead</th>
<th>Timescale</th>
<th>Cost</th>
<th>Success criteria</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
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<tr>
<td>Closing the Gap between students eligible for the Pupil Premium and other students is a school-wide high priority. All staff to be aware of which students are eligible for the Pupil Premium. All staff to have high expectations for eligible students in a ‘no excuses’ culture.</td>
<td></td>
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<td></td>
<td>All teachers and teaching assistants are aware of who the disadvantaged students are, what their role is and details are recorded clearly in mark books.  All disadvantaged students’ exercise books and assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non-disadvantaged students. Teachers differentiate lessons to maximize engagement and learning opportunities for disadvantaged students. All staff understand that being a disadvantaged student does not equate to ‘lower ability’.</td>
<td>The lesson observation programme – examples recorded on lesson plans and lesson observation forms (October 2015 – Nov 2015) - KPD Departmental work scrutiny, learning walks and student voice (autumn, spring and summer terms) – HODs and ALs Departmental target setting (autumn 2015) – HODs and AMP</td>
</tr>
<tr>
<td>Leadership</td>
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<tr>
<td>Further develop the five <strong>Achievement Leader (Years 7-11)</strong> roles. Each Achievement Leader to have the strategic leadership responsibility for the progress and achievement of all students in a year group, with an enhanced focus on disadvantaged students.</td>
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</tbody>
</table>

| | Again the Sutton Trust in this area has not conducted research but we believe that as the closing the gap agenda is a high priority for the school it must be reflected in the roles of the leadership team. | DAB RCP MAT LDD WMS | Sept 2015 to July 2016 | £10 000 |
| | | | | |
| | The progress and achievement of all students, including those eligible for the Pupil Premium is closely tracked, analysed and appropriate support/intervention is implemented to ensure that students meet or exceed expected levels of progress. |
| | The expected progress gap by the end of Year 11 in English and Maths between disadvantaged students and all other students is reduced to 10% or less by July 2016. |
| | Each Achievement Leader to produce a termly report to the SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes PP students – **ALs** |
| | Monitoring of the progress and attainment of PP students is in-line with autumn, spring and summer data checks – **HODs and ALs** |
| | Overall evaluation of success in the Exam Analysis document in the autumn of 2016 – **HODs, ALs and AMP** |

RJD 2015/16
### Data tracking and analysis

Implement the **SISRA data package** to enable leaders at all levels to track and analyse the progress and achievement of all students, including disadvantaged students using accurate up-to-date academic data.

Implement **MintClass seating plan package** to ensure that staff at all levels are aware of all sub-groups, including disadvantaged students, in their classes and that relevant up to date performance data is always available.

<table>
<thead>
<tr>
<th>Data Tracking and Analysis</th>
<th>Fast Track Data Tracking and Analysis</th>
<th>Ensuring that an effective system for frequent and regular tracking of achievement and progress is vital to identifying and then overcoming barriers to learning.</th>
<th>DAB RCP MAT LDD WMS HODs</th>
<th>Sept 2015 until May 2017</th>
<th>£4500 in total for a three year contract</th>
<th>The progress and achievement of all students, including disadvantaged students, is closely tracked, analysed and appropriate and timely support and intervention is implemented to ensure that students meet or exceed expected levels of progress.</th>
<th>Each Achievement Leader to produce a termly report to the SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes disadvantaged students – <strong>ALs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Implement the SISRA data package</strong></td>
<td>to enable leaders at all levels to track and analyse the progress and achievement of all students, including disadvantaged students using accurate up-to-date academic data.</td>
<td><strong>Implement MintClass seating plan package</strong> to ensure that staff at all levels are aware of all sub-groups, including disadvantaged students, in their classes and that relevant up to date performance data is always available.</td>
<td><strong>Fast Track Data Tracking and Analysis</strong></td>
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<td><strong>DAB RCP MAT LDD WMS HODs</strong></td>
<td><strong>Sept 2015 until May 2017</strong></td>
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<td><strong>DAB RCP MAT LDD WMS HODs</strong></td>
<td><strong>Sept 2015 until May 2017</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Implement MintClass seating plan package</strong></td>
<td>To ensure that staff at all levels are aware of all sub-groups, including disadvantaged students, in their classes and that relevant up to date performance data is always available.</td>
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<td><strong>Ensuring that an effective system for frequent and regular tracking of achievement and progress is vital to identifying and then overcoming barriers to learning.</strong></td>
<td><strong>DAB RCP MAT LDD WMS HODs</strong></td>
<td><strong>Sept 2015 until May 2017</strong></td>
<td><strong>£4500 in total for a three year contract</strong></td>
</tr>
</tbody>
</table>

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**Notes:**
- **DAB RCP MAT LDD WMS HODs**
- **£4500 in total for a three year contract**
- **£1800**
- **HODs, ALs**
- **AMP**
Pupil Premium Review

Commission a two-day Pupil Premium review led by a National Leader of Education with a proven track record of significantly improving outcomes for disadvantaged students to evaluate our strengths and areas to develop and suggest strategies to further improve the attainment and progress of disadvantaged students.

| School-to-school and peer support is frequently highlighted as a strategy to successful improve student outcomes. | Dr Malcolm Willis (NLE) | 1st October – 2nd October 2015 | £1000 | The school’s provision and strategy for supporting disadvantaged students is thoroughly evaluated by a NLE (evidence sources to include data analysis, lesson observations, work scrutiny, student, staff and governor interviews).
Clear strengths and areas to develop are identified and written up in the final report.
New strategies and ideas are discussed and agreed to enable disadvantaged students to improve attainment and progress even further. | Review of the plan by the SLT (Oct 2015) – WMS
Presentation of the plan to the governing body (Oct 2015) - WMS |
### Challenge the Gap Project

Through our engagement in the nationally recognised **Challenge the Gap Project** (run by Challenge Partners), we along and with our workshop teams will develop crucial expertise in narrowing gaps between disadvantaged students and their peers. It will also enable us to benefit from a nation-wide support system of schools wanting to narrow their gaps.

Our Facilitation School is **Kingsbridge Community College** and our joint Satellite School is **Tiverton High School**.

The project will focus on 15 targeted disadvantaged students in Year 9.

<table>
<thead>
<tr>
<th>Collaborative learning (+5 months)</th>
<th>Behaviour interventions (+4 months)</th>
<th>Outdoor learning (+3 months)</th>
<th>MAT (lead)</th>
<th>SMP (Maths)</th>
<th>MSC (English)</th>
<th>J LW (Geog)</th>
<th>CR (Pastoral)</th>
<th>SH (Pastoral)</th>
<th>July 2015 – July 2016</th>
<th>£12 000</th>
</tr>
</thead>
</table>

At least 90% of disadvantaged students in the Year 9 target group are Level 5+ and at least 50% are Level 6+ in both English and Maths.

The overall attendance of all disadvantaged students in the target group is at least 94% for 2015-2016.

No disadvantaged student in the target group is issued with a fixed term exclusion in 2015-2016.

Half termly monitoring of behaviour – **MAT**

Monitoring of the progress, attainment and attendance of targeted disadvantaged students is in-line with autumn, spring and summer data checks – **CTG team**
**English**

**Disadvantaged Student Support Fund** to provide small group and one-to-one tuition as well as additional resources for disadvantaged students in Years 7-11 to meet or exceed expected levels of progress in English.

The fund will allow a member of staff from within the English team to be the **Lead Professional** for the progress and attainment of disadvantaged students across the department.

- Reduced class size (+3 months)
- Small group tuition (+4 months)
- One to one tuition (+ 5 months)
- Mastery learning (+ 5 months)

**DAB**

**JAW**

**MSC**

**September 2015 to July 2016**

**Disadvantaged Student Support Fund: £6000**

The reading ages of all disadvantaged students meet or exceed their chronological ages by the end of Year 8.

- Year 7 – At least 90% of disadvantaged students are level 4+ in English.
- Year 8 – At least 75% of disadvantaged students are Level 5+ in English.
- Year 9 – At least 90% of disadvantaged students are Level 5+ and at least 50% are Level 6+ in English.
- Years 10 and 11 – At least 80% of disadvantaged students make expected progress and 40% make better than expected progress in English.
- Year 11 - The progress gaps in English between disadvantaged students and all other students is reduced to 10% or less by July 2016.
- Year 11 - The attainment gap in English between disadvantaged students and all other students is reduced to 0.5 of a grade or less by July 2016.

Termly monitoring of reading age / literacy improvements – **JAW**

Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – **MSC**, **DAB** and **ALs**

Overall evaluation of success in the Exam Analysis document in the autumn of 2015 – **DAB, RJD and AMP**
**Mathematics**

**Dis advant aged Student Support fund** to provide small group and one-to-one tuition as well as additional resources for students eligible for the Pupil Premium in Years 7-11 to meet or exceed expected levels of progress in Maths.

The fund will allow a member of staff from within the Maths team to be the **Lead Professional** for the progress and attainment of disadvantaged students across the department.

<table>
<thead>
<tr>
<th>Reduc ed class size (+3 months)</th>
<th>EMM SMP</th>
<th>Sept 2015 to July 2016</th>
<th>Dis advant aged Student Support Fund: £6000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group tuition (+4 months)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One to one tuition (+5 months)</td>
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<td></td>
</tr>
</tbody>
</table>

Year 7 – At least 90% of disadvantaged students are level 4+ in Maths.

Year 8 – At least 75% of disadvantaged students are Level 5+ in Maths.

Year 9 – At least 90% of disadvantaged students are Level 5+ and at least 50% are Level 6+ in Maths.

Years 10 and 11 – At Least 80% of disadvantaged students make expected progress and 40% make better than expected progress in Maths.

Year 11 - The progress gaps in Maths between disadvantaged students and all other students is reduced to 10% or less by July 2016.

Year 11 - The attainment gap in Maths between disadvantaged students and all other students is reduced to 0.5 of a grade or less by July 2016.

Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – EMM, DAB and ALS

Overall evaluation of success in the Exam Analysis document in the autumn of 2016 – EMM, DAB and AMP
## Home Tutoring Programme

A team of **Private English and Maths Tutors** will provide personalised one to one tuition at home for targeted disadvantaged students in Years 9-11 to remove specific barriers to learning in English and Maths, to ensure that the students meet or exceed expected levels of progress.

<table>
<thead>
<tr>
<th>One to one tuition (+ 5 months)</th>
<th>Mastery learning (+ 5 months)</th>
<th>WMS MSC SMP</th>
<th>Sept 2015 to July 2016</th>
<th>£50 000</th>
</tr>
</thead>
</table>

Year 9 – At least 90% of disadvantaged students are Level 5+ and at least 50% are Level 6+ in English and Maths.

Years 10 and 11 – At Least 80% of disadvantaged students make expected progress and 40% make better than expected progress in English and Maths.

Year 11 - The progress gaps in English and Maths between disadvantaged students and all other students is reduced to 10% or less by July 2016.

Year 11 - The attainment gap in English and Maths between disadvantaged students and all other students is reduced to 0.5 of a grade or less by July 2016.

Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – DAB, EMM and ALs.

Overall evaluation of success in the Exam Analysis document in the autumn of 2016 – DAB, EMM and AMP.
<table>
<thead>
<tr>
<th><strong>Professional Development of Teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and students are provided with high quality CPD to further develop pedagogy, ensuring that marking, feedback and differentiation is both high quality and meaningful to allow all students, especially disadvantaged students to meet or exceed expected levels of progress.</td>
</tr>
<tr>
<td>Feedback (+ 8 months)</td>
</tr>
</tbody>
</table>

- All disadvantaged students’ exercise books and assessed work show detailed high quality marking that clearly identifies how to improve, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non-disadvantaged students.

- Teachers differentiate all lessons to maximize engagement and learning opportunities for disadvantaged students, including the most able.

- All Year 10 and 11 disadvantaged students are trained in learning and revision strategies through the MAD programme.

- The progress gap in Year 11 Maths and English between disadvantaged students and all other students is reduced to 10% or less by July 2016.

<table>
<thead>
<tr>
<th>CPD programme and staff records – RJD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson observation programme – examples of strategies recorded on lesson plans and lesson observation forms (October – Nov 2015) – RJD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Departmental work scrutiny and learning walks (autumn, spring and summer terms) – HODs and ALs</th>
</tr>
</thead>
</table>
## Removing barriers to learning

**Improve the attendance, behaviour and attitude** to learning of all Pupil Premium students in Years 10 and 11 through an **Achievement Allowance** to reward positive behaviours.

<table>
<thead>
<tr>
<th>Behaviour interventions (+4 months)</th>
<th>HOH</th>
<th>HM</th>
<th>RCP</th>
<th>Sept 2015 to July 2016</th>
<th>£5 000</th>
</tr>
</thead>
</table>

The overall attendance of PP students in Year 11 rises to be in-line with non-PP students (Jan to June 2014).

The number of late marks accumulated by PP students in Year 11 is 50% lower than non-PP students.

The proportion of PP students in Year 11 meeting all weekly targets is 90%+.

There are no fixed term exclusions (FTE) issued to PP students in Year 11 over the AA period.

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**Weekly monitoring of attendance, behaviour - AHOHs**

**Termly monitoring of school sanction data (autumn, spring and summer) – HOH and KPD**
## Removing barriers to learning

The **Plymstock School Achievement Voucher** to be made available to support students in Years 7-11 who are currently eligible for Pupil Premium with uniform, equipment, transport and extra-curricular costs.

<table>
<thead>
<tr>
<th>Parental engagement (+ 3 months)</th>
<th>AHOH HOH</th>
<th>September 2015 to July 2016</th>
<th>£35 000</th>
</tr>
</thead>
</table>

- No disadvantaged student is issued with a sanction for a uniform infringement or equipment fault over the 2015-2016 academic year.
- 100% of disadvantaged students in Years 10 and 11 are provided with a full set of appropriate revision guides and study support materials.
- At least 100% of disadvantaged students in Years 7-9 participate in at least one extra-curricular activity by July 2016.

- Termly monitoring of school sanction data (autumn, spring and summer) – HOHs and KPD
- Weekly monitoring and logging of Pupil Premium Support Fund spend, including tracking of participation rates in extra-curricular activities – AHOHs
### Removing barriers to learning

All disadvantaged students receive high quality individual academic, social and emotional mentoring through the House System, including improved parental engagement.

| Social and emotional learning (+ 4 months) | AHOHs HOHs | Sept 2015 to July 2016 | £24 000 £3000 (Relate Counselling fund) | All parents of disadvantaged students have had at least two conversations with the AHOHs about attendance and progress.
At least 90%+ of parents of disadvantaged parents attend their child’s parents’ evening.
The overall attendance of all disadvantaged students is at least 93% for 2015-2016.
The number of exclusions (in comparison to 2014/15) issued to disadvantaged students reduces by at least 25% by July 2016.  |
| Behaviour interventions (+ 4 months) | AHOHs HOHs | Sept 2015 to July 2016 | £24 000 £3000 (Relate Counselling fund) | All parents of disadvantaged students have had at least two conversations with the AHOHs about attendance and progress.
At least 90%+ of parents of disadvantaged parents attend their child’s parents’ evening.
The overall attendance of all disadvantaged students is at least 93% for 2015-2016.
The number of exclusions (in comparison to 2014/15) issued to disadvantaged students reduces by at least 25% by July 2016.  |
| Mentoring (+1 month) | AHOHs HOHs | Sept 2015 to July 2016 | £24 000 £3000 (Relate Counselling fund) | All parents of disadvantaged students have had at least two conversations with the AHOHs about attendance and progress.
At least 90%+ of parents of disadvantaged parents attend their child’s parents’ evening.
The overall attendance of all disadvantaged students is at least 93% for 2015-2016.
The number of exclusions (in comparison to 2014/15) issued to disadvantaged students reduces by at least 25% by July 2016.  |
| Parental engagement (+ 3 months) | AHOHs HOHs | Sept 2015 to July 2016 | £24 000 £3000 (Relate Counselling fund) | All parents of disadvantaged students have had at least two conversations with the AHOHs about attendance and progress.
At least 90%+ of parents of disadvantaged parents attend their child’s parents’ evening.
The overall attendance of all disadvantaged students is at least 93% for 2015-2016.
The number of exclusions (in comparison to 2014/15) issued to disadvantaged students reduces by at least 25% by July 2016.  |

Weekly monitoring of attendance, behaviour and parental contact – AHOHs and HOHs
Half termly reports by House group produced by AHOHs - KPD
Termly monitoring of school sanction data (autumn, spring and summer) – HOHs and KPD
| **Removing barriers to learning** | **Summer School** (+ 3 months) | **DAB** | **July 2015 to July 2016** | **L-shaped Curriculum design:** (Cost covered through whole-school budget) | **The participation rate at summer school (July 2015) of disadvantaged students entering Year 7 in Sept 2015 is at least 80%.

100% of disadvantaged students in Year 7 will have their own individually allocated Peer Mentor who will meet with them at least twice a month.

At least 90% of disadvantaged students who enter Year 7 below Level 4 in English and/or Maths have exceeded Level 4 by July 2016.

The attendance of all disadvantaged students in Year 7 is at least 94%.

There are no exclusions issued to disadvantaged students in Year 7 between Sept 2015 and July 2016. | **Monitoring of participation rates through summer school attendance registers - DAB and DMW**

Peer Mentoring sessions to be tracked monthly – JB

Weekly monitoring of attendance, behaviour and parental contact - AHOHs

Monitoring of the progress of Catch-up Premium students is in-line with autumn, spring and summer data checks - JAW, MJW and DAB |

**A Year 7 Pupil Premium Support Programme** to ensure that support for eligible students on entry to the school is tailored to individual needs, including a Peer Mentoring programme.

**Curriculum modification** (L-shaped structure) to support additional literacy, reading and mathematics teaching in Years 7 and 8.

**Summer School** to help disadvantaged students understand the transition to Plymstock School and support those students who are behind in key areas such as literacy, reading and mathematics to catch up with their peers.

<table>
<thead>
<tr>
<th><strong>Summer School</strong></th>
<th><strong>Parental engagement</strong> (+3 months)</th>
<th><strong>Peer tutoring</strong> (+ 6 months)</th>
<th><strong>Behaviour interventions</strong> (+ 4 months)</th>
<th><strong>Mentoring</strong> (+1 month)</th>
<th><strong>Reduced class sizes</strong> (+3 months)</th>
</tr>
</thead>
</table>
| **DAB JAW MJW** | **Summer School:** £7500 (additional funding to PP) | **L-shaped Curriculum design:** | **The participation rate at summer school (July 2015) of disadvantaged students entering Year 7 in Sept 2015 is at least 80%.

100% of disadvantaged students in Year 7 will have their own individually allocated Peer Mentor who will meet with them at least twice a month.

At least 90% of disadvantaged students who enter Year 7 below Level 4 in English and/or Maths have exceeded Level 4 by July 2016.

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Peer Mentoring sessions to be tracked monthly – JB

Weekly monitoring of attendance, behaviour and parental contact - AHOHs

Monitoring of the progress of Catch-up Premium students is in-line with autumn, spring and summer data checks - JAW, MJW and DAB |
### Removing barriers to learning

Implementation of a **school engagement programme** through the **Bespoke Engaging Education Service (BEES)** for targeted disadvantaged students in Years 7 and 8 to improve attendance, confidence, leadership skills and attitude to learning. The programme will also seek to engage parents more actively in their child’s education.

<table>
<thead>
<tr>
<th>Component</th>
<th>NP</th>
<th>AHOHs</th>
<th>Term</th>
<th>Total (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and emotional learning</td>
<td>NP HOHs</td>
<td>AHOHs</td>
<td>May 2015 to July 2016</td>
<td>£10 000</td>
</tr>
<tr>
<td>Behaviour interventions (+4 months)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring (+1 month)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental engagement (+3 months)</td>
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</tbody>
</table>

- The parents of all participating disadvantaged students attend at least one event related to the engagement programme.
- The overall attendance of the targeted disadvantaged students is at least 95% for 2015-2016.
- 100% of students participating in the programme achieve all effort grades at 1 and 2 in each progress check.
- There are no exclusions issued to disadvantaged students involved in the programme during the 2015-16 academic year.

**Monitoring**

- Monitoring of participation rates through attendance registers - NP
- Weekly monitoring of attendance, behaviour and parental contact - AHOHs
- Monitoring of in-class effort is in-line with autumn, spring and summer data checks - HOH and AHOHs
- Termly monitoring of school sanction data (autumn, spring and summer) – HOHs and KPD

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**RJD 2015/16**
### Raising aspirations

Ensure that all Pupil Premium students across Years 7-11 have access to high quality careers advice and guidance.

All suitable disadvantaged students, especially the most able, in Years 9-11 experience at least one visit to a Russell Group university.

| Raising aspirations | Although the Sutton Trust have very limited evidence of the impact in this area – we believe that high quality CIAG is vital to raising aspirations of Pupil Premium students. | WMS LHD KW | Sept 2015 to July 2016 | £3000 | All disadvantaged students in Years 9-11 will have at least one ‘one-to-one’ careers interview by May 2016.
There will be 0% NEETs for disadvantaged students in 2015-2016.
100% of more able disadvantaged students in Years 9-11 will have visited at least one Russell Group university by February 2016. | Disadvantaged students data to be monitored by reviewed termly – LHD
Careers interview records to be kept and monitored and a summary report produced by May 2016 - KW |

**Total spend for 2015-2016: £186 800**