Pupil premium self- evaluation (secondary)

1. Summary information					
School	Trinity Academy				
Academic Year	20/21	**Total PP budget**	£343,000	**Date of most recent PP Review**	Sept 21
Total number of pupils	1256	**Number of pupils eligible for PP**	409	**Date for next internal review of this strategy**	Sept 22

2. Current attainment		
	Pupils eligible for PP (your school) (59)	Pupils not eligible for PP (146)
Progress 8 score average	**-0.03**	0.41
Attainment 8 score average	**3.96**	4.93
% achieving English and Maths 4+	**47.5%**	63%
% achieving English and Maths 5+	**33.9%**	47.9%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Poor literacy skills
B.	Behaviour
C.	% achieving Maths 4+
D.	Attainment in the open basket
E.	Covid recovery
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
E.	Attendance
F.	Parental engagement
G.	Use of digital technology

H.	Extension of the school day

4. Intended outcomes *(specific outcomes and how they will be measured)*		Success criteria
A.	To raise standards of literacy *Use of the Lexia reading programme and accelerated reader programme.*	Use of the Lexia reading programme to accelerate reading ages of PP students In Yrs 7-9 so that they make above expected progress in reading of at least 18 months. To increase the progress 8 score of PP students in the English element to 0.15.
B.	% achieving Maths 4+ *Specific focus on breaking down barriers to learning.*	To increase the proportion of PP students gaining 4+ and 5+ in maths from 35.1% and 40.9%.
C.	Attainment in the open basket of qualifications *Particular focus on Media, Music and child development. Focus of RAG meetings, work with HOD, individual teachers and students.*	To increase the attainment in those subject areas to 0.5.
D.	Attendance *Attendance of PP students in all years will be a main area of focus. PP student lates will also be tracked and monitored more closely by HOY and AHOY as well as the lates co-ordinator. Specific year group focus will be on Y11 and Y9.*	The gap in attendance will be addressed and narrowed. Gap in attendance to be reduced to less than 5%. Particular emphasis on Y9 and 10, with overall PP attendance at 93.66 %.
E.	Parental engagement *Main focus will be around parents evening and world café events. Significant gap in attendance at these that will need to be addressed. School improvement lead will co-ordinate this area.*	Attendance at parents evening gap reduced to <15%.
F.	Use of digital technology *Hegarty Maths, Seneca learning all tools that will be made available to PP students. The use of this technology will be closely monitored. Hegarty Maths used as QLA for attainment in Maths for PP students.*	Hegarty mathematics. Average of 30 mins per student per week. Gap of <5% in number of correct answers >70%.
G.	Extension of the school day *Focus upon half term and Easter revision programmes. Focus upon academic enrichment programmes for Y11. Focus upon enrichment for all other year groups. HOY and AHOY plus AVP will closely monitor this.*	Attendance at Half term and Easter revision to be >80%. Y11 academic enrichment attendance to be >85%. Attendance to enrichment for PP to be >85%.

5. Planned expenditure	
Academic year	**2020/21**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact and lessons learned
Feedback Ensure that the department policy is taking place. Ensure that there is no inconsistency in marking and that policy is followed. Whole class feedback and high quality is paramount.	To ensure that PP students receive high quality feedback. PP students' feedback is in line with that of Non PP students. Level of consistency is high.	**+8 months EEF toolkit** An evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year. Marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to pupil progress**.**	Monitored through HOD, SMT. Work scrutiny. Through work scrutiny by HOD. Calendared agenda item at SMT each half term to look at PP students from a variety of subjects and year groups. All seating plans will have PP students identified and interventions in action plan box. As per Trinity Academy marking policy. This will be picked up through line management, HOD, SMT. SMID seating planner tool Feedback of questions answered and areas of weakness used to inform planning	**MSM/AVPs/HOD**	Work scrutiny scheduled on CPD. One work scrutiny is scheduled each half term. This is conducted by HODs and senior links.	QA schedule followed by HODs and teaching staff. During remote learning due to the pandemic QA process of feedback given to students still took place. Staff that were inconsistent in their approach were given informal or formal coaching in this area. Purchase of MINT seating has further developed staff awareness of PP students.

				Total	£5,000	To continue in 21-22
Improve the quality of teaching To raise the standards of PP students across all subject areas by improving quality First Teaching – literacy, numeracy and science.	Quality feedback and target work to all students; Year 7 and Year 8 Catch up classes in English; Y7 maths peer tutoring, and mastery lessons; Whole school focus and CPD on Making every lesson count. Marking for Literacy; Year 11 English and maths intervention Cognitive load theory work for staff. Implementation of knowledge organisers.	Some PP students have lower prior attainment on entry for reading and grammar as well as lower reading ages compared to non PP students. In cohort 2020/21, the % of PP students reaching Grade 4+ in both English and maths were 30.8% below non PP.	Testing of reading ages; Analysis of English and maths assessments and SRGs; QA of lessons for literacy and numeracy; QA of department development plans/curriculum mapping and assessments; QA of books. PP analysis and actions; student voice. Regular analysis of progress data with students identified early who are not on target to achieve their target grades. Interventions will include the use of subject reports; intervention via period 8 or subject specific intervention; mentoring; parental contact.	**MSM/DBE/RSA**	Regular learning walks have been scheduled each half term as part of the QA process. MSM will oversee this. Deep dives for each subject have also been scheduled. Daily diet will be a focus and HODs fed back on what is happening in lessons.	Learning walks as part of the QA process were firmly in place when the school was open. Scrutiny of remote learning was undertaken by HODs and SMT. Quotes from the remote monitoring inspection in March 21 include:- “Leaders have made sure that every pupil who is learning from home has access to an individual device and the internet” “Following your arrival in June 2020, you put in place an online system that allows pupils to access live lessons online when they are learning remotely” Deep dives and feedback were conducted, improving consistency of teaching and learning across the curriculum Some student voice using the RONI document had taken place. Barriers to learning were eliminated so that students could make progress. Full subject specific interventions were planned and delivered. This led to an increase in student performance in the TAGs. RAG sheet used to identify underperformance of PP students.

				Total budgeted	£120,000	This will continue for 21-22
Literacy	Low KS2 starting points are addressed during curriculum time by additional periods of Literacy. Students have extra sessions on the TT rather than MFL in Yr 7/8 Number of PP students this applies to is 47 students out of a total of 75 (63%)	**Within-class attainment grouping +3 Months** Involves organising pupils within their usual class for specific activities or topics, such as literacy. Pupils with similar levels of current attainment are grouped.	Staffing by VP and curriculum plans. Monitored by SEND and HOD/VP/AVP.	**DBE/AVPs and HODs**	Monitored by literacy co-ordinator MEV/DBE.	Groups in place and initiative delivered when the school was fully functional. Literacy impact: 47 PP students in KS3 accessed literacy support in the form of interventions in tutor time. The impact of which was an average increase in reading age of 13.76 months. .
				Total budgeted	£44,000	This will continue in 21-22
Reading schemes The Lexia reading scheme at KS3 and KS4 Digital Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning.		**+4 Months EEF toolkit** Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning.	Monitored through Literacy co-ordinator. Half termly updates are conducted and feedback given. Monitored through the English and SEND dept.	MEV/MSM	Reviewed each half term and its effectiveness. Students tracked on reading age.	Set up fully during tutor times for a specific cohort of students. Limited impact due to Covid-19. Literacy impact: 14 PP students in KS4 accessed additional literacy support in the form of interventions in tutor time. The impact of which was an average increase in reading age of 7.55 months.
				Total	£8,000	This will continue in 21-22

<table>
<tr>
<td>PP champion
Member of staff in school responsible for the oversight of PP performance.
Co-ordinate interventions
Highlight good practice to staff.
Co-ordinate half term/after school programmes.
Lead on RAG meetings for PP performance.
Track and analyse data for teaching staff.
Monitor implementation.
Co-ordinate Governors meetings on PP.

Breakfast club implemented.</td>
<td>Narrow the gap in Maths in particular.
Ensure APS score is significantly higher than 2018/19.

Ensure that PP performance across all progress baskets are increased.
Overall progress 8 score for PP to -0.05

Identify barriers for PP students and teachers. Enable teachers to be informed of what they can do to support PP students.</td>
<td>Common practice in most schools to have a lead that oversees this area.

ASE appointed as PP champion. ASE will co-ordinate on small projects and enable these to run smoothly.</td>
<td>Monitored through AVP for outcomes.</td>
<td>RSA/ASE</td>
<td>RSA to line manage ASE on the specific areas. SMT updates and Governor reports to be completed.</td>
<td>
<table>
<tr><th colspan="5">Progress 2020-21 (TAGs)</th></tr>
<tr><th></th><th>All</th><th>PP</th><th>Non-PP</th><th>Gap</th></tr>
<tr><td>Overall</td><td>0.24</td><td>-0.09</td><td>0.38</td><td>-0.47</td></tr>
<tr><td>English</td><td>0.08</td><td>-0.23</td><td>0.22</td><td>-0.45</td></tr>
<tr><td>Maths</td><td>0.07</td><td>-0.3</td><td>0.23</td><td>-0.53</td></tr>
<tr><td>Ebacc</td><td>0.35</td><td>0.04</td><td>0.48</td><td>-0.44</td></tr>
<tr><td>Open</td><td>0.28</td><td>-0.14</td><td>0.47</td><td>-0.61</td></tr>
</table>
Comparison from 2019-20 to the TAGs of 20-21 show that the gap has diminished significantly. The gaps in progress across Maths, English EBacc and Open had all significantly reduced.
<table>
<tr><th colspan="5">Progress 2019-20 (CAGs)</th></tr>
<tr><th></th><th>All</th><th>PP</th><th>Non-PP</th><th>Gap</th></tr>
<tr><td>Overall</td><td>-0.12</td><td>-0.77</td><td>0.16</td><td>-0.93</td></tr>
<tr><td>English</td><td>-0.17</td><td>-0.86</td><td>0.12</td><td>-0.98</td></tr>
<tr><td>Maths</td><td>-0.28</td><td>-0.79</td><td>-0.07</td><td>-0.72</td></tr>
<tr><td>Ebacc</td><td>-0.22</td><td>-0.97</td><td>0.09</td><td>-1.06</td></tr>
<tr><td>Open</td><td>0.04</td><td>-0.82</td><td>0.4</td><td>-1.22</td></tr>
</table>
Breakfast club was introduced, but due to social distancing the restaurants could only be used by years 10 and11 at the start of the day. Cereal was provided daily. For those not able to access this we provided free cereal at breaktime.
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<td></td><td></td><td></td><td></td><td>Total budgeted</td><td>£6,500</td><td>Will continue in 21-22</td>
</tr>
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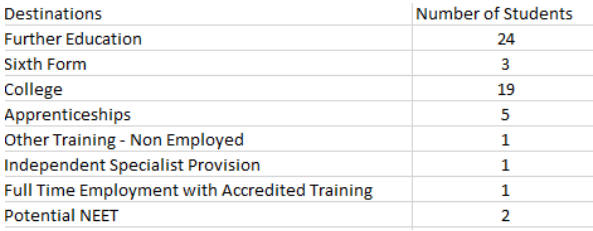
ii. Targeted support						
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**	**Review and lessons learned**
Knowing vulnerabilities and barriers	Student needs-analysis done through individual meetings with PP lead. Barriers identified and tracked. Information cascaded to HOD/Teachers to input into seating plans/interventions. All staff aware of needs/vulnerabilities. Y11 will be the first year group. Students will then be placed into pathways dependant on particular need. RONI programme. (Risk or need indicator) This will allow focus upon the students that actually need it.	Having conducted previous needs analysis of students it enables the school to give students a voice. In 2018/19 a similar approach was taken and the results of PP improved. From the data there has been key priorities identified and actions put into place. Using data analysis from the recent data capture the PP students have been filtered to those underperforming in both Maths and English. We have termed this the BOLT programme (Back On Learning Target)	Monitored through interview and tracking on excel central sheet. Year 7-11 students interviewed with Y11 first. Monitored through work scrutiny by HOD/AVP/VP and SMT on seating plans.	RSA/MHO/DBE/ASE	Clear schedule in place. 21st Sept 2020- Y11 W/c 5th Oct all other year groups. AVPs to check on its use in class and also monitor interventions.	Schedule in place for all year groups to be on the RONI sheet. Use of pastoral and academic data to find those students most at risk of not achieving. Individual meetings taken place to find vulnerabilities and barriers identified. Limited impact due to Covid-19. Most of this work involved distribution of laptops, devices and wifi access for students. PP students were the main focus for this. On returning to the academy in Sept 2020 we provided 307 laptops to students of which 163 were PP. In our largest PP cohorts, we have provided more than a third to PP students. 12 BT wifi vouchers have been provided to students with 8 of these to PP. For PP students that have been struggling with online learning and logging in/issues we have completed phone calls and also done home visits. Online participation rates have been tracked and those students who were ranked in the lowest of the year groups have been contacted. In particular focusing upon the barriers to remote learning. PP student participation rates were just below that of non-PP students. September to December 2020: We interviewed PP students in years. 7 and 11 to look at barriers to learning and in particular how we could support during this time and post Covid. September 2020- Delivered whole staff training on closing the disadvantaged gap and whole school priorities relating to first quality teaching. Impact on both attainment and progress
				Total	£10,000	Work on the RONI will continue in 21-22

Parental engagement Engagement through parent's evenings, review evenings and newsletters. World café events.	Attendance rates are improved for each year group. Difference for each year group is narrowed. Yr 7- <10% Yr 8- <10% Yr9- <15% Yr10- <15% Yr11- <10%	**+3 months** Approaches and programmes which aim to develop parental skills such as literacy or IT skills; General approaches which encourage parents to support their children with, for example reading or homework; The involvement of parents in their children's learning activities; and More intensive programmes for families in crisis.	Parents evening data from previous academic years will be used for comparison. Monitored after each evening.	**CCH/RWI /HOY**	Reviewed after each parents evening event.	Due to the pandemic, parents' evenings went online and in its replacement the school purchased a virtual parents' evening hosting alternative. Participation was positive – attendance rates improved across all year groups with an average of 11.1% PP parent participation increase seen across both key stages.
				Total budgeted	£14,500	

<table>
<tr><td>Careers information advice and guidance</td><td>Maintenance of 0% NEET (students not in education, employment or training), and raised aspirations within our community.</td><td>Use of RONI (Risk Of Neet Indicator) sheet to identify those most at risk.</td><td>Monitored through tracking of PP students in yr. 11 CIAG meeting schedule.
Tracking of destination data internally.</td><td>NAN/SBE</td><td></td><td>PP students were scheduled to have their appointments first. Remote interviews still took place during the pandemic. Below are the destinations for PP students in the yr 11 cohort 20-21.
 
<table>
<tr><th>Destinations</th><th>Number of Students</th></tr>
<tr><td>Further Education</td><td>24</td></tr>
<tr><td>Sixth Form</td><td>3</td></tr>
<tr><td>College</td><td>19</td></tr>
<tr><td>Apprenticeships</td><td>5</td></tr>
<tr><td>Other Training - Non Employed</td><td>1</td></tr>
<tr><td>Independent Specialist Provision</td><td>1</td></tr>
<tr><td>Full Time Employment with Accredited Training</td><td>1</td></tr>
<tr><td>Potential NEET</td><td>2</td></tr>
</table></td></tr>
<tr><td></td><td></td><td></td><td></td><td>Total</td><td>£20,000</td><td>Initiative will continue 21-22</td></tr>
<tr><td>My Tutor
Online student study programmes.</td><td>Students identified for its use in the RAG meetings. Clear focus on those underperforming that would benefit from additional support. Y11 PP students taken for intervention.</td><td>+4 months
Digital Technology for students. There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice.</td><td>Its use is monitored through the specific subjects and also through the RAG meetings.</td><td>MHO/CD A/RSA</td><td>Its effectiveness is linked to the intervention tracker each week.
Attendance in sessions is monitored.</td><td>Limited effectiveness due to COVID.
Impact limited, but it contributed to overall attainment and progress measures.</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Total budgeted</td><td>£6,000</td><td>Will be in place for 21-22</td></tr>
<tr><td colspan="6">iii. Other approaches</td><td></td></tr>
<tr><td>Action</td><td>Intended outcome</td><td>What is the evidence and rationale for this choice?</td><td>How will you ensure it is implemented well?</td><td>Staff lead</td><td>When will you review implementation?</td><td>Review/lessons learned</td></tr>
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<tr>
<td>Homework

All students are issued with a knowledge organiser</td>
<td>Students engage in homework which in turn supports their scores on the low stake quizzes in class. Overall supports the grades gained in rehearsal examinations. Narrows gaps in knowledge.</td>
<td>On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress).

Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.</td>
<td>All HOD/ AVP and VP for teaching and learning to track through work scrutiny.
Student planners will demonstrate the amount of homework set.</td>
<td>MSM</td>
<td>Reviewed half termly through work scrutiny.</td>
<td>Use of the KOs were conducted through the deep dives in subjects. Random samples of students' work were taken.

Participation of KO work had a positive impact on progress and attainment measures.

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<tr>
<td>Extending the school day</td>
<td>Study supports are made available for those identified. Nearly 50 after school activities will be in place and PP participation rate tracked.
Compulsory after school sessions for Y11 will commence in Sept 2020.</td>
<td>+2 Months
Evidence shows that on average those targeted groups of pupils, particularly disadvantaged or low-attaining pupils, either before or after school have on average made 2 months gain.</td>
<td>Tracking of attendance at after school support sessions will occur weekly.
Half term and Easter revision will target specifically identified students. This will also be tracked by the AVP /HOY and AHOY.</td>
<td>DBE/DPO</td>
<td></td>
<td>Impact was limited due to COVID. Study support was most effective in the "open" suite of subjects to facilitate to support in practical work e.g. completion of art portfolios due to the disruption of lockdowns.

The budget was re-allocated from half term and Easter revision sessions to after school sessions and used to purchase food/rewards to encourage attendance.</td>
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<td></td><td></td><td></td><td></td><td>Total budgeted</td><td>£5,000</td><td>Will commence in September 21</td>
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<tr>
<td>Improving attendance</td>
<td>PP students' attendance will be a focus in all year groups. Attendance gaps reduced.
Y8 - 1.9%
Y9 – 4.57%
Y10 – 11.63%
Y11 – 3.33%
Attendance strategies such as commando Joes, breakfast clubs, bags of character and the Dapper programme.
Employment of a new attendance officer.
First day absence calls made by AHOY and attendance team.
Home visits each day regarding attendance.</td>
<td>The more students are in school then the better their chance of success.</td>
<td>Tracking of attendance by Attendance officer.</td>
<td>CCH/RWI</td>
<td>Attendance is reviewed weekly. PP report on attendance at SMT every half term and a review of strategies that are in place.
PP tracking of attendance.</td>
<td>Whilst there were significant challenges in addressing the need to improve attendance, there were still barriers that caused the PA percentage to remain high.

The appointment of a new attendance officer in 21-22 will continue to raise standards in attendance. PA has remained high with medical issues playing a significant role in this. Whilst there is room for improvement the statistics are positive in comparison to other Doncaster schools and the National average for both PP and non PP students.

Attendance:
<table>
<tr><th>Year Group</th><th>PP</th><th>Non-PP</th></tr>
<tr><td>7</td><td>89.52</td><td>96.46</td></tr>
<tr><td>8</td><td>84.94</td><td>93.88</td></tr>
<tr><td>9</td><td>88.16</td><td>94.91</td></tr>
<tr><td>10</td><td>80.98</td><td>93.68</td></tr>
<tr><td>11</td><td>83.94</td><td>90.92</td></tr>
</table>

PA:
<table>
<tr><th>Year Group</th><th>PP</th><th>Non-PP</th><th>All</th></tr>
<tr><td>7</td><td>32%</td><td>9%</td><td>19%</td></tr>
<tr><td>8</td><td>36%</td><td>16%</td><td>25%</td></tr>
<tr><td>9</td><td>39%</td><td>15%</td><td>23%</td></tr>
<tr><td>10</td><td>54%</td><td>16%</td><td>30%</td></tr>
<tr><td>11</td><td>50%</td><td>19%</td><td>28%</td></tr>
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<tr>
<td></td><td></td><td></td><td></td><td>Total budgeted</td><td>£22,000</td><td>This will continue in 21-22</td>
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Commando Joes	A programme that will be delivered during school time. Specific year groups identified to work with on character and leadership. Improvements in behaviour and attendance will be seen. Two cohorts from Y8 and Y9 have been identified. PP students with particular focus on attendance and behaviour have been selected.	Outdoor adventure learning. **4 months plus progress.**	Tracking of participation for each session. Linked directly to attendance target. 3 lead teachers have been assigned to the planning/prep and delivery.	SNA/MSP/BMI	Impact tracked by SNA/MSP/BMI. Report on attendance and behaviours in school.	Did not take place due to social distancing guidance and school closures. The budget allocation for this was transferred to the breakfast club and reward initiatives to promote PP students' attendance and punctuality to school.
				Total budgeted	£5,000	Will not continue in 21-22
Forest schools Team building, risk taking and outdoor education programme.	Focus upon cohorts of students that will benefit from such a programme. Students will move into the Forest schools group from core PE on a rota.	Outdoor adventure learning. **4 months plus progress.**	Tracking of participation for each session. Linked directly to attendance target. 1 lead teachers have been assigned to the planning/prep and delivery during curriculum time.	GDI/DBE	Effectiveness linked to graduation in Y8. Review done each half term.	Became part of the curriculum offer in 2020-21 with impact. Will continue in 21-22 for Y7 and Y8.
				Total budgeted	£4,000	Will continue

English intervention The school has employed an English teacher to support with English intervention for identified PP students.	Focus upon PP students that require additional English intervention both at KS3 and KS4.		Close monitoring and tracking of students' progress.	HOD/AVP	Weekly reports/close tracking and RAG meetings.	The appointment of a specialist English teacher took place at Christmas 2020. There has been some impact in this area in terms of progress and attainment of PP students in English – however, this is limited due to lockdown and appointment start date.
	.			Total budgeted	£28,000	Will continue 21-22
Peri Music lessons To allow PP students to access Peri music tuition.	PP students identified that require additional Peri music lessons.		Tracked by MCU	MCU/AVP	List of identified students and participation rates.	These were placed on pause due to the pandemic.
				Total budgeted	£4,000	Will continue in 21-22
Maths intervention The school has employed two Maths intervention specialists. They will work with identified PP students in raising outcomes.	Particular focus on PP students that have fallen behind and are in danger of not meeting expected progress targets.		Tracked by HOD/AVP	CDA/MHO/RSA	Weekly RAG meetings. Tracking sheets HOD minutes.	The appointment of a specialist Maths teacher took place at Christmas 2020. There has been some impact in this area in terms of progress and attainment of PP students in Maths – however, this is limited due to lockdown and appointment start date.
				Total budgeted	£20,000	Will continue in 21-22

Rewards A rewards budget for students to access high quality tangible rewards. This will have a particular focus upon attendance and behaviour in and around the academy.	Focus on enabling PP students to access these. End of term visits and trips. Weekly and termly rewards.		Tracked by DPO	DPO/RSA/RWI	Weekly rewards updates. Half termly and termly rewards.	Weekly rewards for PP students remains a focus. The use of the merit system took place during the pandemic whilst teaching remotely. Feel good Friday was another initiative that worked really well in recognising student effort and progress during this time.
				Total budgeted	£4,000	Will continue 21-22
School visits/trips There will be a fund for students to access trips and visits that are part of the curriculum offer. Whilst most will be funded there are instances where parents will need to fund the visit for it to take place.	PP students that are unable to fund the visit will be able to access funding to allow for them to take part.		Tracked by AIA	AIA/RSA	Half termly in line with school calendared events.	Did not take place due to the pandemic.
				Total budgeted	£6,500	Will take place in 21-22
One to one tuition There may be instances where students will need one to one tuition in order to catch up across subjects in the curriculum offer.	A focus will be on PP students that are underperforming in KS3 and KS4.		Tracked by HODS/AVPS	AVP/VGI/DBE		Took place in the spring/summer term in Maths and English for identified students using the BOLT programme. Limited impact due to staffing shortages due to Covid.
				Total budgeted	£10,000	Will continue in 21-22