

# Pupil premium strategy statement

| 1. Summary information        |                                  |                                         |                         |                                                       |                             |
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| <b>School</b>                 | Queens Church of England Academy |                                         |                         |                                                       |                             |
| <b>Academic Year</b>          | 2020/21                          | <b>Total PP budget</b>                  | £154,416.25             | <b>Date of most recent PP Review</b>                  | July 2020                   |
| <b>Total number of pupils</b> | 337                              | <b>Number of pupils eligible for PP</b> | 115<br>(updated to 128) | <b>Date for next internal review of this strategy</b> | December 2020<br>April 2021 |

| 2. Current attainment                                                |                               |                                          |                                  |
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| <b>Attainment for: 2019-20 (73 pupils- 30 PP) End of Key Stage 2</b> | <i>Pupils eligible for PP</i> | <i>Pupils <b>not eligible</b> for PP</i> | <i>2021 Projected Attainment</i> |
| % achieving expected standard or above in reading, writing and maths | 59%                           | 63%                                      |                                  |
| % achieving expected standard or above in reading                    | 65%                           | 72%                                      |                                  |
| % achieving expected standard or above in writing                    | 65%                           | 69%                                      |                                  |
| % achieving expected standard or above in maths                      | 65%                           | 81%                                      |                                  |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                    |                                                                                                                            |
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| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |                                                                                                                            |
| <b>A.</b>                                                                                                | Consistent attendance/punctuality.                                                                                         |
| <b>B.</b>                                                                                                | Access to resources, such as books, libraries, life experiences.                                                           |
| <b>C.</b>                                                                                                | Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.            |
| <b>D.</b>                                                                                                | A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit). |

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| E.                                                                                                | Parental engagement with school and perceptions of education.                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                             |
| F                                                                                                 | Pupils' mental health/well-being and their attitude towards learning after Covid-19 disruptions to learning.                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                             |
| In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> ) |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
| G.                                                                                                | Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                             |
| H.                                                                                                | Gaps in prior learning.                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                             |
| 4. Desired outcomes                                                                               |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                   | <i>Desired outcomes and how they will be measured</i>                                                                                                                                                                                                                                                                                         | <i>Success criteria</i>                                                                                                                                                                                                                                                                                                                                     |
| A. /F.                                                                                            | Attendance to be at least above 90% for all disadvantaged children.<br>Attendance to be in line with non-disadvantaged children.<br>Disadvantaged children identifying as consistently arriving late will be supported to improve punctuality.                                                                                                | Assessment of attendance will identify any persistent absentees.<br>Analysis of persistent absentees from the previous year will identify pupils who need immediate support in the Autumn Term.                                                                                                                                                             |
| B.                                                                                                | All disadvantaged children to attend trips which provide valuable life experiences.                                                                                                                                                                                                                                                           | Budget to accommodate payment for trips (including coach payment for BCU).                                                                                                                                                                                                                                                                                  |
| C. /F.                                                                                            | Children (particularly higher ability) are exposed to aspirational opportunities.<br>-Visits to Eton for more able maths/writing.<br>-Visits to Birmingham City University to work with current students and tutors for a high level Maths Project.<br>Measured by the level the children achieve from their assignment and pupil interviews. | Increased self esteem which will reflect in pupils attitudes to learning.<br>Support children working at greater depth for writing and may increase the number of children achieving greater depth at end of key stage 2.<br>Children can find out about future careers and this will increase their engagement and motivation to achieve highly in school. |
| D./E.                                                                                             | Parents to engage with school curriculum and value the importance of reducing external barriers to attainment- completion of homework, home reading, attitudes towards learning and uniform.<br>Measured through pupil interviews and registers to show completion of homework and reading diary usage.                                       | Increased opportunities for parents to attend assemblies and extra-curricular events.<br>Introduction of Class DoJo system to increase communication with parents.                                                                                                                                                                                          |
| G. /F.                                                                                            | Greater interactivity with peers/improving social networks.<br>Children can attend afternoon social/emotional club with the learning mentor.<br>All children will have access to uniform and other essential school equipment.<br>Measured by pupil interview/questionnaire and attendance data.                                              | Greater enjoyment at social times leading into higher attendance and learning behaviours.<br>Positive social and emotional behaviour modelled in nurture club.<br>Reduce feelings of being different to others due to lack of uniform (inc PE kit)                                                                                                          |
| H.                                                                                                | Disadvantaged children will be performing in line with non-disadvantaged children working at ARE and GDS, particularly in Year 6                                                                                                                                                                                                              | Formative assessment will show gaps being addressed.<br>Pupils will make (or exceed) expected progress.                                                                                                                                                                                                                                                     |

| 5. Planned expenditure                                                                                                                                                                                                                         |                                                                                                      |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                      |                                 |                                      |
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| Academic year                                                                                                                                                                                                                                  | 2020/21                                                                                              |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                      |                                 |                                      |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.                                                       |                                                                                                      |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                      |                                 |                                      |
| i. Quality of teaching for all                                                                                                                                                                                                                 |                                                                                                      |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                      |                                 |                                      |
| Desired outcome                                                                                                                                                                                                                                | Chosen action / approach                                                                             | What is the evidence and rationale for this choice?                                                                                                                                                         | How will you ensure it is implemented well?                                                                                                                                                                                                                                          | Staff lead and cost             | When will you review implementation? |
| A./F. Attendance to be at least above 90% for all disadvantaged children. Attendance to be in line with non-disadvantaged children. Disadvantaged children identifying as consistently arriving late will be supported to improve punctuality. | Weekly attendance monitoring. Weekly attendance rewards for persistent absentees from previous year. | Attendance and punctuality is a life skill. Correlation between attendance and attainment data, showed that poor attendance has had negative impact on children's progress-particularly more able children. | Timetable PP TA to complete weekly attendance monitoring and give out rewards. Half termly analysis of attendance data to highlight low attendance. Encourage staff to report poor punctuality and work with families to try and improve this through individualised reward systems. | PP Lead<br><br>PP TA<br>£16,250 | December 2020                        |

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| B. All disadvantaged children to attend trips which provide valuable life experiences (including Year 5/6 residential). | <p>Ensure there are a range of educational, motivating and awe-inspiring trips for each year group.<br/>Budget for funding disadvantaged children on trips.<br/>(Dependent on COVID-19 risk assessment &amp; guidance)<br/>Music tuition</p> <p>Christmas Hampers</p>                                  | <p>-Reinforces what the children have been learning about in school, creates links to different contexts and/or inspires future learning. Presented in a different way means some children access the information more effectively than in a classroom.<br/>-Increased engagement.<br/>-Opportunities for exposure to experiences that would have otherwise not been available.</p> <p>We recognise that the last year, with Covid-19 has been a challenging one for many of our families. Some will have been affected financially due to employment and so on. We want to offer a hamper of Christmas edible 'goodies' to any of our families who would like a bit of extra support this festive season.</p> | <p>Ensure that parents of pupil premium children are aware that financial support is available for trips.<br/>Make trips as cost effective as possible and timed thoughtfully (avoid high cost trips near Christmas and not in all year groups at once to account for siblings).</p> <p>Families contact school by 1<sup>st</sup> December so that the Hampers can be resourced and assembled. They will then be available for collection or home delivery.</p> | <p>Teachers</p> <p>Trip contributions<br/>£1,500</p> <p>Music tuition<br/>£76 (one pupil)</p> <p>Christmas hampers<br/>£1,078.33</p> | July 2021     |
| C./F. Children (particularly higher ability) are exposed to aspirational opportunities.                                 | <p>-Visits to Etone for more able maths/writing. (when COVID-19 restrictions cease).<br/>-Visits to Birmingham City University to work with current students and tutors for a high level Maths Project. (when COVID-19 restrictions cease).<br/>-Timetabled slots to work 1:1 with PP TA in class.</p> | <p>-Ensures GDS children are being sufficiently challenged and engaged in learning.<br/>-Reinforces what the children have been learning about in school. Presented in a different way means some children access the information more effectively than in a classroom.<br/>-Increased engagement.<br/>-Opportunities for exposure to experiences that would have otherwise not been available.</p>                                                                                                                                                                                                                                                                                                            | <p>PP Lead to organise out of school experiences for GDS children. Analyse data to choose appropriate children for each programme.<br/>Children to complete a questionnaire on experiences. Post programme data analysis and class teacher discussion to measure impact.</p>                                                                                                                                                                                    | <p>PP Lead TLR<br/>£2,873</p>                                                                                                        | July 2021     |
| D/E. Parents to engage with school curriculum and value the importance of reducing external barriers to attainment.     | <p>-Rewards for children and families for completing homework/reading diaries.<br/>-Homework club to run weekly (when COVID-19 restrictions cease).<br/>- Introduce Class Dojo.<br/>-Try to organise more events involving parents (when COVID-19 restrictions cease).</p>                             | <p>Parental engagement should lead to children completing reading and homework more consistently.<br/>Parents have a more positive perception of education and what our school provides. Parents have more positive interaction with school and teachers on a regular basis.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Timetable VB to run homework club every week to ensure pp children have access to facilities to complete homework (paper, computer, printer etc). During Homework club, VB to check reading diaries and give rewards.<br/>Organise time at staff meeting with HC to discuss possible events involving parents.</p>                                                                                                                                           | <p>PP Lead</p> <p>Uniform and equipment<br/>Not required.</p>                                                                        | December 2020 |

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| <p><b>G./F.</b> Greater interactivity with peers/improving social networks/improving learning behaviour.</p> | <p>-3/4 sessions per week for children to work on social/emotional skills following Boxall Profiles for targets.<br/>         -Have regular communication with SENDCO to ensure correct support is given to those PP children who are also SEN.<br/>         -Provide a budget for support with uniform (inc PE kit).</p> <p>Happy Senses Children's Therapy</p> <p>Adopting the Thrive approach</p> <p>Sensory assessment through Warwickshire Country Council for one of our PP pupils.</p> | <p>Encourage greater enjoyment at social times leading to improvements in social skills, attendance and learning behaviours. Positive social and emotional behaviour will be modelled in nurture club. Reduce feelings of being different to others due to lack of uniform (inc PE kit)</p> <p>Data analysis correlated with pupils known to need social/emotional support revealed that children with behavioural/emotional/social challenges are making slower progress than peers-vast majority of these children are on the SEND register.</p> <p>Assessments for two children.</p> <p>Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.</p> | <p>Timetable the sessions. Provide funding in the budget for resources e.g. books, games, activities. Provide time in the first three weeks of Autumn Term for MC and JW to study Boxall Profiles, plan sessions and buy resources. Use Boxall Profiles as targets and ensure records for progress of each pupil are kept. Analyse data December 20 to check which children need to continue.</p> <p>(Assessments started in July but postponed due to COVID will be completed in September)</p> <p>Two pastoral members of staff are going to be trained and begin preparing for this approach, which will then be shared and implemented across school.</p> | <p>SENDCO<br/>£17,104</p> <p>TA<br/>£18,465</p> <p>TA<br/>£3,840</p> <p>Learning Mentor<br/>£13,967</p> <p>Uniform<br/>(See above in D/E)</p> <p>Happy Senses Children's Therapy<br/>£2,310</p> <p>Thrive Subscription<br/>£971.10</p> <p>Thrive training for Two members of staff (SENDCO &amp; Learning mentor) £2,698</p> <p>Thrive Resources<br/>£3,287.09</p> <p>Sensory assessment<br/>£300</p> | <p>December 2020</p> |
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| <p><b>H.</b><br/>Disadvantaged children will be performing in line with non-disadvantaged children working at ARE and GDS across the school.</p> | <p>DHT to complete monitoring and analysis of data termly.</p> <p>Additional supply teacher for 2 days in Year 5 in order to free DHT to carry out interventions in Year 6 based on PIXL assessments (autumn term initially).</p> <p>Supply Teacher updated to full time to carry out small group interventions across school. 1:1 and small group intervention based on bespoke targets set by class teachers.</p> <p>Second Supply Teacher brought in for 6 weeks starting 25.01.21 plus 3 weeks after Feb half term.</p> <p>More laptops to be purchased with money carried forward from last year's budget.</p> | <p>Significant differences in attainment between disadvantaged and non-disadvantaged in Year 6 across all core subject areas as well as Year 4 maths and Year 5 boys GDS GPS.</p> <p>Research from EEF found feedback is an extremely effective method of raising achievement.</p> <p>Pupils taken out for interventions will still get teacher quality learning and support. The additional qualified teacher will provide high quality intervention which will be even more vital when pupils return to school after this year's Covid-19 lockdown. 41% of net booking cost: To enable smaller group targeted intervention work to close gaps after partial school closure</p> <p>Second Supply Teacher will provide stable provision for pupil premium pupils during lockdown.</p> <p>Due to Covid-19 restrictions and school closures, many of our allocated budget plans were not fulfilled (trips, music, etc.). Laptops are to be purchased using this money so that school has enough equipment for 1 laptop to two pupils in a year group. This equipment will enhance learning opportunities and will be used as a part of our intervention strategy to address gaps in learning.</p> | <p>Formative assessment will show gaps being addressed-differences in attainment will be diminished (PIXL)<br/>Pupils will make (or exceed) expected progress.</p> <p>Second Supply Teacher will enable stable provision for pupils in class and allow the class teacher to carry out daily zoom calls with the pupils learning from home in the afternoons.</p> <p>Gaps in learning will be quickly identified upon return to school on 8<sup>th</sup> March. Whole class interventions will take place when appropriate and small group interventions will be used to target specific pupils with specific needs. This will be regularly reviewed and groups updated.</p> <p>Subject snapshots will monitor how new equipment is being used to enhance learning opportunities. Intervention reports will show progress being made and gaps in learning addressed.</p> | <p>Deputy Head<br/>£27,467</p> <p>PP TA<br/>12,449</p> <p>TA<br/>£10,908</p> <p>Supply Teacher (2 days a week in Y5)<br/>Updated to full time across school for summer term period<br/>£9,406.82</p> <p>Budget carry forward<br/>£15,276<br/>For 67 laptops.</p> | <p>December 2020</p> |
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## 6. Review of expenditure

| Year                               | 2020-21                       |                                                                                                                   |                                                                                                                 |      |
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| Desired outcome                    | Chosen action/approach        | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate | Lessons learned                                                                                                 | Cost |
| A. Attendance to be at least above | Weekly attendance monitoring. | Attendance monitoring did continue but did not have the required impact due to Covid                              | We will pick this up again in Autumn term. We will begin by focussing on pupils who have historically had lower | £0   |

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| <p>90% for all disadvantaged children.</p> <p>Attendance to be in line with non-disadvantaged children.</p> <p>Disadvantaged children identifying as consistently arriving late will be supported to improve punctuality.</p> | <p>Weekly attendance rewards for persistent absentees from previous year.</p>                                                                                                                                    | <p>restrictions. Class bubbles, isolations and closed classes made it extremely difficult to track attendance accurately.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>attendance percentages. Analysing attendance percentages towards the end of Autumn 1 will highlight any additional pupils who need to be added to our regular monitoring list.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                       |
| <p><b>B.</b> All disadvantaged children to attend trips which provide valuable life experiences (including Year 5/6 residential).</p>                                                                                         | <p>Ensure there are a range of educational, motivating and awe-inspiring trips for each year group.</p> <p>Budget for funding disadvantaged children on trips.</p> <p>Music tuition</p> <p>Christmas Hampers</p> | <p>No trips took place for the majority of the year due to Covid restrictions and our Covid risk assessment, ensuring the safety of our pupils and staff.</p> <p>Two local area trips were able to take place in the second half of Summer term. Year 6 for a walking survey of the town centre and Years 4 and 5 for a walk to the local river.</p> <p>Only one PP pupil took part in music tuition this year. They were still supported by PP budget.</p> <p>23 families received a Christmas hamper. 20 of which were PP families (87%). 23 of our PP pupils benefitted along with their parents/carers and siblings. The hampers were very well received and parents expressed their gratitude for the additional support.</p> | <p>Trips and opportunities to widen the pupil's experiences/understanding are an important part of our curriculum. We will begin planning future opportunities for 2021/22, whilst keeping a close eye on Government guidance regarding Covid-19.</p> <p>Introduce this again next year, communicate it clearly with pupils and parents to encourage more PP pupils to take part.</p> <p>Additional resources were put in to this project due to the extreme circumstances that we all found ourselves in and wanting to support our disadvantaged pupils and their families.</p> <p>If the budget allows next year, we would like to look at similar projects that could be used to support families during more difficult times of the year.</p> | <p>£0</p> <p>£76</p> <p>£1,078.33</p> |

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| <b>C/F.</b> Children (particularly higher ability) are exposed to aspirational opportunities.                              | <ul style="list-style-type: none"> <li>- Visits to Etone for more able maths/writing.</li> <li>-Visits to Birmingham City University to work with current students and tutors for a high level Maths Project.</li> </ul>                                  | Visits to Etone and Birmingham City University did not take place this year due to Covid restrictions.    | We will look into this and other opportunities next year. | £0 |
| <b>D/E.</b> Parents to engage with school curriculum and value the importance of reducing external barriers to attainment. | <p>Rewards for children and families for completing homework/reading diaries.</p> <ul style="list-style-type: none"> <li>-Homework club to run weekly</li> <li>- Introduce Class Dojo.</li> <li>-Try to organise more events involving parents</li> </ul> | Due to covid restrictions and class bubbles, homework club and parental events were unable to take place. | This will be a focus in next year's strategy.             | £0 |

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| <p><b>FIG.</b> Greater interactivity with peers/improving social networks/improving learning behaviour.</p> | <p>-3/4 sessions per week for children to work on social/emotional skills following Boxall Profiles for targets.</p> <p>-Have regular communication with SENDCO to ensure correct support is given to those PP children who are also SEN.</p> <p>-Provide a budget for support with uniform (inc PE kit).</p> <p>-Timetabled slots to work 1:1 with PP TAs in class.</p> <p>Happy Senses Children's Therapy</p> <p>Adopting the Thrive approach</p> <p>Sensory assessment through Warwickshire Country Council for one of our PP pupils.</p> | <p>Working and communicating with the SENDCO has led to a number of assessments and therapies taking place which benefit PP/SEND pupils.</p> <p>The Thrive training has taken place, subscription bought and the SENDCO and Learning Mentor are in the process of setting up a Thrive room in school in order to implement strategies taught.</p> <p>PP TAs supporting in class, with a focus on PP pupils had a positive effect on those pupil's learning behaviours.</p> | <p>More regular meetings with SENDCO to keep up-to-date with plans/strategies put in place to support PP/SEND pupils.</p> <p>SENDCO and I plan to meet with all teachers termly next year, to look into impact of interventions, target groups and any other strategies being put in place.</p> <p>Thrive room to be set up and shared with all staff.</p> <p>Continue to timetable PP TAs to work in each class during the mornings to continue to support understanding and learning behaviours of PP pupils.</p> | <p>SENDCO<br/>£17,104<br/>TA<br/>£18,492<br/>TA<br/>£2,491<br/>Learning Mentor<br/>£13,967<br/>Happy Senses Children's Therapy<br/>£2,310<br/>Thrive Subscription<br/>£971.10<br/>Thrive training for Two members of staff (SENDCO &amp; Learning mentor)<br/>£2,698<br/>Thrive Resources<br/>£3,287.09<br/>Sensory assessment £300</p> |
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| <p><b>H.</b><br/>Disadvantaged children will be performing in line with non-disadvantaged children working at ARE and GDS, particularly in Year 5 and 6.</p> | <p>DHT to complete monitoring and analysis of data termly.</p> <p>Additional supply teacher for 2 days in Year 5 in order to free DHT to carry out interventions in Year 6 based on PIXL assessments (autumn term initially).<br/>Supply Teacher updated to full time to carry out small group interventions across school. 1:1 and small group intervention based on bespoke targets set by class teachers.<br/>Second Supply Teacher brought in for 6 weeks starting 25.01.21 plus 3 weeks after Feb half term.</p> <p>More laptops to be purchased with money carried forward from last year's budget.</p> | <p>Covid restrictions, lockdowns, class closures, individual isolations, home learning have all made it challenging for both staff and pupils this year.</p> <p>There are significant gaps between disadvantaged and non-disadvantaged pupils working at ARE and GDS – more so in years 5 and 6.</p> <p>Supply teacher carried out small group interventions based on bespoke targets set by class teachers. This occurred every week and teachers received fortnightly feedback on each pupil's performance. Data analysis does suggest that this had some impact on closing the further widened gap created by home learning and lockdowns.</p> <p>67 Laptops were purchased. This supported children's learning in school, being able to access enough equipment. This also supported a number of pupils with home learning during lockdown and home isolation periods. In total, 75 laptops were lent out to families. 1 of these were to PP pupils (41%).</p> | <p>Supply teacher was an effective use of resources to aid in supporting pupils initially after lockdowns. This will not continue next year as we will look into quality first teaching within the classroom and how that can further support pupils in closing learning gaps.</p> <p>DHT will continue to complete monitoring and analysis of data, sharing main findings with staff as well as how to look at and understand the data themselves.</p> <p>Interventions in Autumn 1 next year, will be based on end of year data and identified gaps in knowledge and understanding by their previous class teacher.</p> <p>This resource played a huge part in keeping our pupils, particularly PP pupils engaged over the last year. As we will all still be aware of Covid and ongoing guidance next year, we will continue to offer the support of a loaned laptop if pupils require it to learn from home (class closure/individual isolation etc.)</p> | <p>Deputy Head<br/>£27,467</p> <p>PP TA<br/>£12,338</p> <p>PPA TA<br/>£16,271</p> <p>TA<br/>£11,076</p> <p>Supply Teacher Updated to full time across school for summer term period<br/>£9,406.82</p> <p>Budget carry forward<br/>£15,276<br/>For 67 laptops.</p> |
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