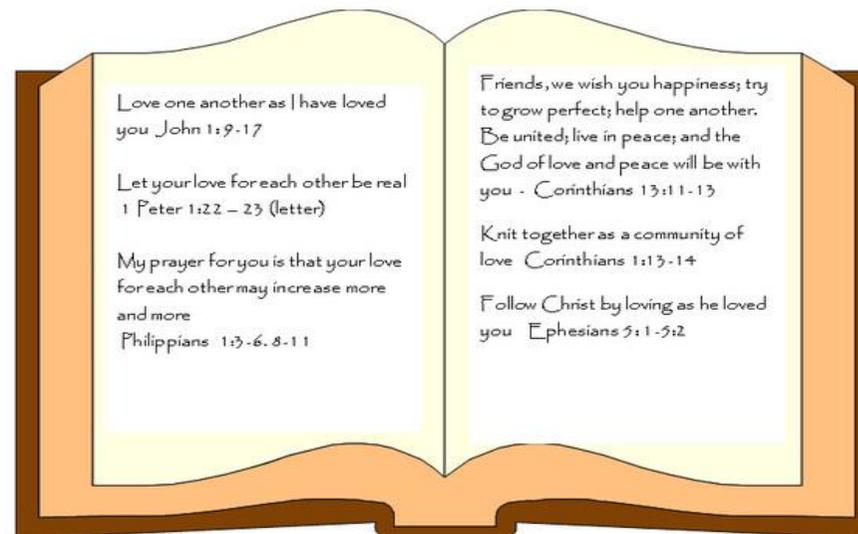


St Joseph's Catholic Primary School



School Development Plan 2021-2026

Grow in Love



St Joseph's Catholic Primary
School

Mission Statement

For the last 10 years numbers have been stable and the school is almost full. In the last 3 years there has been a significant increase in the number of pupils entitled to FSM – this is due to a combination of increased local deprivation and changes to FSM eligibility criteria. There has also been a decline in the number of baptised Catholic children being admitted – it is unclear why this has happened.

The Catholicity of the school permeates all we do and is summarised by our Mission Statement, ‘Grow in Love’. We believe that school MUST be a happy, caring place in which all can grow as God’s children. On entering the school, most visitors tell us that they can sense this happy, caring atmosphere. The successful implementation of this aim was confirmed by our ESTYN Inspection team in February 2019 and the Diocesan Inspection Team in June 2019.

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Total Pupils	228	226	226	235	235	235	231	233	234	237	235	222	222	226	230	239
Catholic	168 73.6%	170 75.2%	170 75.2%	166 70.6%	158 67.2%	156 66.3%	163 70.5%	163 69.9%	163 69.6%	150 63.2%	139 59.1%	126 56.7%	120 54%	113 50%	108 46.9%	104 43.5%
% Free School Meal Entitlement	8.8%	8.7%	9.11%	11.0%	13.3%	14.9%	14.0%	13.8%	12.1%	12.3%	16.0%	17.7%	26.2%	32.8%	36.6%	35.6%
Additional Learning Needs	26 11.4%	30 13.2%	33 14.6%	35 14.8%	39 16.5%	34 14.4%	35 15.1%	34 14.5%	43 18.3%	44 18.5%	47 20%	38 17.1%	32 14.4%	28 12.3%	26 11.3%	19 7.9%
English as Additional Lang.	8 2.5%	9 3.9%	19 8.4%	23 9.7%	29 12.3%	29 12.3%	36 15.5%	41 17.5%	43 18.3%	38 16.0%	44 18.7%	36 16.2%	26 11.7%	21 9.2%	26 11.3%	32 13.3%
Looked After Children														4	5	6

Self-Evaluation Summary 2023-24

Catholic Areas Identified for Development

1.1 - How well pupils achieve, and enjoy learning, in Religious Education	To continue to revise planning, teaching and assessment in RE to integrate with new Curriculum for Wales
1.2 - How well pupils attain in Religious Education	To continue to revise planning, teaching and assessment in RE to integrate with new Curriculum for Wales
1.3 - The extent to which pupils contribute to, and benefit from, the Catholic life of the school.	Ensure pupil voice (particularly KS2) in Catholic life of the school
1.4 - How well pupils respond to, and participate in, the school’s prayer and worship.	Promote pupil wellbeing through increased and enhanced prayer and worship provision
2.1 - The quality of teaching and how purposeful learning is in Religious Education.	To continue to revise planning, teaching and assessment in RE to integrate with new Curriculum for Wales
2.2 - The effectiveness of assessment and academic guidance in Religious Education	To continue to revise planning, teaching and assessment in RE to integrate with new Curriculum for Wales

2.3 - The extent to which Religious Education and the wider life of the school meets pupils' needs	To promote pupil wellbeing through increased and enhanced prayer and worship provision
2.4 - The quality of prayer and worship provided by the school	To promote pupil wellbeing through increased and enhanced prayer and worship provision
3.1 - The extent to which the governing body promotes the strategic development of the Catholic life of the school and curriculum Religious Education	To continue to revise planning, teaching and assessment in RE to integrate with new Curriculum for Wales
3.2 - How well leaders and managers promote, monitor, evaluate and review the provision for the Catholic life of the school and plan improvement to outcomes for pupils	To further develop the self-evaluation process at St Joseph's to promote, evaluate and review all aspects of the school and plan improvement to outcomes for pupils in Religious Education
3.3 - How well leaders and managers promote, monitor, evaluate and review the provision for Religious Education and plan for improvement to outcomes for pupils	To continue to utilise and further develop existing self-evaluation systems to monitor evaluate and review the provision of Religious Education and plan for improvement at St Joseph's
3.4 - How well leaders and managers develop partnerships with other providers, organisations and services in order to promote learning and pupil well-being	Improved integration with parish and sharing of expertise to enhance pupil experiences
3.5 - How effectively leaders and managers promote community cohesion	Continue to develop communication links with parents further through the use of the school website, social media, newsletters and text messaging

Other Areas Identified for Development

Summary of Areas for Development – Inspection Area 1 (Standards)	To develop language skills in Foundation Phase with focus on early speech and phonics To develop reading across the school To develop provision for Welsh to enable all pupils to use their skills confidently To develop modern language (French) across the school
Summary of Areas for Development – Inspection Area 2 (Wellbeing and Attitudes to Learning)	Further develop systems to develop pupil voice, particularly in KS2
Summary of Areas for Development – Inspection Area 3 (Teaching and Learning Experiences)	Plan, teach and assess using the new Curriculum for Wales guidance Increase the use of Welsh in and around school through addressing the targets for Silver Award of Cymraeg
Summary of Areas for Development – Inspection Area 4 (Care, Support and Guidance)	Further develop systems to develop pupil voice, particularly in KS2 Ensure compliance with new ALN Code
Summary of Areas for Development – Inspection Area 5 (Leadership and Management)	Lead on implementation of Curriculum for Wales Manage ALN transformation and maximise effectiveness of universal provision in all classes Continue to develop systems of behavioural support

Progress on the Previous Estyn/Section 50 Inspection Recommendations

Recommendations	Progress	Next Steps
ESTYN Recommendation 1 - Improve the ability of pupils to make independent choices and decisions about what and how they learn in key stage 2	Pupils in all KS2 classes have input into topic planning. There are more pupil surveys issued and actions implemented based on their feedback	Further develop the use of the school council to action change
ESTYN Recommendation 2 - Ensure that teachers' planning enables pupils to develop the full range of ICT skills systematically across the curriculum	Enhanced ICT skills across the school, particularly as result of lockdown. All pupils now able to access online learning material and teachers able to plan and teach through Google Classroom, Hwb and Seesaw	As planning is revised for CfW, need to ensure that all skills are taught progressively across the school
ESTYN Recommendation 3 - Provide more opportunities for pupils and parents to contribute their ideas to school improvement	Increased use of Parent Surveys using Microsoft Forms. Input received from surveys acted upon to refine systems. Improved communication through Facebook Page means more parents interacting with school. Additional Parent Governor appointed to increase Parental Voice on this body and steer mission development. (See above for pupil developments)	Seek parental opinions on new Curriculum for Wales and improve the impact of the School Council
Section 50 Recommendation 1 - Develop pupil led Collective Worship at an age appropriate level	GIFT Team made significant progress with this pre-pandemic. Managed to maintain assemblies online during lockdown and used Teams once returned to school. Progress stalled by absence of RE lead	
Section 50 Recommendation 2 - Challenge pupils further, through feedback, next steps marking and questioning which prompt pupils to deepen their understanding and reflect on how their faith impacts on their daily lives	Some improvements but requires further work, as systems have been disrupted due to pandemic	
Section 50 Recommendation 3 - Continue to develop the role of link Governors in monitoring and evaluating the outcomes and provision in Religious Education and the Catholic Life of the School, by engaging in the planned monitoring and evaluation activities, and reporting back to the full Governing Body any implications for the future e.g. the provision of resources, or CPD for staff	Some improvements but requires further work, as systems have been disrupted due to pandemic	

Identification of Priorities

The school has multiple external competing priorities with varying expected time frames to ensure completion. External bodies such as the WAG, Estyn, Conwy Education, GWE and the Wrexham Diocese each have a view on the emphasis to be put on their particular priority.

The School Governors have taken a decision as to whether their particular priority takes precedence and this is reflected in the document. The 'Top Priority' has been agreed following consultation and governor feedback

Current National and Regional Priorities

- Implementation of Curriculum for Wales – roll out commences in primary schools from September 2022
- ALN transformation
- Development of Welsh Language
- Covid Recovery

Governor Priorities - Focused Planning (Next 3 terms)

TOP PRIORITY ALN/Universal Provision	To make maximum use of available staffing to support ALN pupils and further develop universal provision
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Current position/how we got here	With a double in our eFSM figures and the ongoing challenges created by the Covid pandemic, we are experiencing significant demand for additional support for young people across the school. In early years, we have a large number of children with delayed development, including many who present with autistic traits. We also have a number of pupils, across the school presenting complex behavioural challenges. A reduction of funding has meant reduced staffing (particularly TA support for children with ALN). We are trying to find ways to support more children, with greater challenges using fewer resources. There is also high demand on external services and resources, therefore access to alternative provision is far more difficult and time consuming.
Person responsible	Mr J Wilkinson and Mr H Roberts
Success Criteria	Effective provision for ALN pupils Avoidance of dramatic increase in exclusions. Avoidance of dramatic increase in parental complaints Maintenance of standards and support for those pupils identified as requiring 'catch up'
Funding Required	

Essential Elements	Who	Start	Complete	Cost	Evidence	Aut	Spr	Sum
1. Identify target catch-up pupils in each class, provide additional support where possible, assess and report on progress	Teachers	Sept 23		Acc Reader £6K	List of target pupils Tracking Spreadsheets Planning for staffing			

2. Set up 'Support Bases' for identified pupils <ul style="list-style-type: none"> work with Ysgol Nant y Groes Develop social and emotional awareness for identified pupils Develop language and communication 	HR/FP/JRW	Sept 23		Staffing Costs (approx. £20k per year)	Timetables for use of room. Planning for staffing Tracking spreadsheets Attendance data Exclusions data			
3. Develop individual pupil plans including 'key named adults' (with all necessary external agencies) and review on daily basis	Teachers/ ALNCo	Oct 23		N/A	One Page Profiles Eclipse Records			
4. Review Behaviour policy as cluster	All staff	Sept 23		N/A	Policy			
5. All staff to attend Manual Handling training	All staff	Jan 24		TBC	Appropriate training received and being implemented			
6. Introduce revised rewards systems for very good behaviour based on school Gospel Values	ER with SLT	Jan 24		Transport £400	Rewards issued for Gospel Values			
<i>Spring Term Additions</i>								
7. Agree Behaviour Procedures to assist implementation of Cluster Policy	All staff	Jan 24		N/A	Document showing Behaviour Procedures			
8. Ensure that documentation for pupils who may require physical intervention states clearly how, when, who and the procedures for reporting	Teachers/ ALNCo	Feb 24		N/A	Individual Behaviour Plans or One Page Profiles Intervention Records			
9. All necessary staff to access any relevant training from Conwy or Welsh Government in regards to physical intervention	All staff	When available		TBC	Training Records			
Autumn Progress Report			Spring Progress Report			Summer Progress Report		
1. Lot of work to set up Pili Pala for groups across school – timetables regularly adjusted according to staffing available, pupils in school and pupil need. Still need to look at similar set-ups (e.g. NyG) Next - From Jan onwards a move to standardise process in EY for morning i.e staffing, logistics in								

<p>answer to need. This was easier for afternoon yr1 & 2 as pupils already known to school</p> <p>Result - Avoided significant number of exclusions, pupil wellbeing supported, good progress for ALN pupils (particularly in Early Years with ASD)</p> <p>2. Pupils in all classes closely monitored using new trackers – including use of Phonics testing and AR data to track reading progress. This revised system is ‘bedding in’ – pupil progress data shows room for improvement with increased focus and clarity around what is ‘good progress’</p> <p>3. In depth documentation completed for more complex pupils (see Eclipse documentation) – one now accessing PRU and another now accessing Speech and Language Resource Base. Further work to be done for some pupils.</p> <p>4. Cluster Behaviour Policy agreed and adopted – needs reviewing and procedures to support being written</p> <p>5. No progress yet as appropriate training not available and/or accessible</p> <p>6. First group of children taken for ‘Breakfast at Hickory’s’ as reward for displaying consistent Gospel Values.</p>		
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Important Explanatory Note – Where an Essential Element is highlighted ~~red with a strikethrough~~, it has either been cancelled (with clear explanation in termly progress box) or modified/expanded in a subsequent Essential Element

<p>RE and Curriculum for Wales</p>	<p>Revise RE planning through use of the new Religious Education Directory</p>
<p>Current position/how we got here</p>	<p>We are refining our RE curriculum through use of the new Religious Education Directory. We are trialling best way to integrate RE and the new Curriculum for Wales in a new format using ‘team planning’</p>
<p>Person responsible for leading the priority</p>	<p>Miss B Copp</p>

Success Criteria	RE Planning revised as part of new CfW planning
Funding Required	

Essential Elements	Who	Start	Complete	Cost	Evidence	Aut	Spr	Sum
1. Staff RED focus meeting – ensure staff are confident with their year group content and delivery	BC with teachers	Jan 24		-	All staff familiar with document and using as base for team planning sessions			
2. Look closely at the Early Years Foundation Stage – Create a content for Nursery/Reception from this.	BC with LR	Mar 24		-	Resource developed and in use in EY planning			
3. Meet with other Catholic Schools in the Diocese for monitoring/share good practice of teaching RE using the RED. <ul style="list-style-type: none"> ○ Make use of the CAFOD website for Catholic Social Teaching resources ○ Consistency in planning and visual in classrooms ○ Ensure all classes are planning sessions with Fr. Vimal and sessions in Church. ○ Plan Mass dates to include Family Sunday Masses 	BC and JRW Teachers BC BC/FrV	Oct 23		-	Meetings arranged and minuted Website used in team planning sessions and teaching/learning BC review of team planning across school for RE Record of sessions with Fr Vimal Family masses taking place and appreciated by parish			
<i>Spring Term Additions</i>								
4. To improve the planning of the RED across the school, ensuring consistency in layout and having an emphasis on tasks/learning experiences to fulfil the expected outcomes.	BC Teachers	February 24			Monitoring Report			
5.								
6.								
Autumn Progress Report		Spring Progress Report			Summer Progress Report			
1. BC attended RE Leaders training. Statutory RED date postponed until September 2025.								

<p>All staff have a hard copy of the new RED and are using it in our new CfW fortnightly planning.</p> <p>2. No progress yet</p> <p>3. Cluster Catholic schools are organising a working group to share planning formats and good practice for the implementation of RED.</p> <ul style="list-style-type: none"> All teachers are now using the CST resources and have characters displayed in class. GIFT Team have used the CAFOD website to help deliver Friday afternoon. Fr. Vimal has been into school to help teach pupils about the Mass in Y3 – now need to get more dates booked for the year ahead. First Sunday Family Mass happened on 3.12.23 for Advent. 		
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Curriculum for Wales (CfW)	To ensure implementation of the Curriculum for Wales across the school
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Current position/how we got here	Significant modification made in last two years towards revised curriculum Cluster working together to refine understanding and develop teaching skills Introducing new planning formats across the school
Person responsible for leading the priority	Mrs C Martens
Success Criteria	To be implementing Curriculum for Wales consistently and effectively throughout the school Greater consistency in teaching and learning across classes through shared planning Progression mapped across the school Ability to make more reliable judgements of what ‘good progress’ looks like in each year group for language and maths
Funding Required	

Essential Elements	Who	Start	Complete	Cost	Evidence	Aut	Spr	Sum
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1. Collaborate with cluster schools to discuss progress so far with Curriculum for Wales (CfW) a. Create a focus/agenda for cluster meetings b. Carry out progress moderation - monitor an average pupil throughout the year.	SLT Teachers	Sept 23			Cluster plan in place Documents to aid meetings created and in use Moderation of progress reports Increased staff confidence reporting on progress on Tracking documents for language and Maths			
2. Create new short term planning template for CFW.	BC/ER/CM	Sept 23			Document created and in use Considered useful and effective by staff			
3. Update Curriculum Vision on Website to reflect current practice	BC and SLT	Jan 24			Content added to website Parents accessing information and reporting that it is useful			
4. Develop parent knowledge of the language of CFW through topic overviews and teacher-parent/carer communication	CM with SLT	Nov 23			Topic Overviews shared and parents reporting that they are useful			
5. Monitor coverage of New Curriculum by ensuring Progression Step tracker is updated each half term and used to inform future planning.	CM	Oct 23			Trackers completed and gaps identified and filled through further planning			
6. Develop pupils' knowledge of the 4 purposes by pupils linking their activities to the 4 purposes on class displays	Teachers	Sept 23			Displays in use in class and understood by pupils			
7. Continue to develop DCF skills of staff and curriculum DCF teaching/learning (Cluster Work)	SLT	Nov 23			Staff attending training Ideas from training introduced to team planning			
<i>Spring Term Additions</i>								
8.								
9.								
10.								

Autumn Progress Report	Spring Progress Report	Summer Progress Report
<ol style="list-style-type: none"> 1. Cluster meetings are taking place regularly, agendas have been documented on Teams, work is being moderated and monitored for progress during the meetings. 2. New Short Term Planning document is being used effectively by all teaching staff. 3. No progress with this yet 4. No progress with this yet 5. Staff have completed trackers, gaps will be identified and addressed during Spring Term. 6. Activities need to be linked to four purposes consistently throughout the school. 7. All teaching staff attended cluster training 8/01/23 and ideas introduced into team planning. 		

Important Explanatory Note – Where an Essential Element is highlighted ~~red with a strikethrough~~, it has either been cancelled (with clear explanation in termly progress box) or modified/expanded in a subsequent Essential Element

Language development	To implement a consistent and effective system for language development with reference to the new curriculum - "Expressing ourselves through language is key to communication" (LLC CfW)
Current position/how we got here	<p>LLC has always been strong across FP, but the range of abilities entering school has widened in the last 5 years.</p> <p>We have an increasing number of pupils with complex additional learning needs</p> <p>The impact of the pandemic and required changes to learning have had a greater effect on the youngest pupils</p> <p>The average Outcome in FP classes based on recent assessments is one outcome below where we would normally expect them to be</p> <p>Identified the need to find a school based pathway to increase our focus on learning, pupil progression, teaching expertise in line with LLC and CfW</p> <p>Reading identified in KS2 as requiring further development</p>
Person responsible for leading the priority	Mrs E Roberts
Success Criteria	<p>Increase learners confidence</p> <p>Create a St Joseph's agreed language development 'Scheme of Work' on which all stakeholders are agreed</p> <p>Most children to make expected or better than expected progress in language, literacy and communication</p>
Funding Required	£6,000

Essential Elements	Who	Start	Complete	Cost	Evidence	Aut	Spr	Sum
Phonics 1. Create assessment sheets for each phase/years progress (Red Files) 2. Assess all pupils Rec-Yr4 and group 3. Continue to monitor impact of new phonics provision as Yr3 and 4 move in line with scheme 4. Link spellings with phonics phases - create spelling words lists – each sound/ each phase Rec-Yr6	ER Teachers ER with SLT ER	Sept 23 Sept 23 Jan 24 Sept 23			Sheets created and in use by phonics staff/ class teachers – red files Groups of pupils at each phase Assessments carried out and pupils re-grouped Progress reports Spelling lists issued to classes/pupils (on school share)			
Accelerated Reader 5. Monitor impact of AR and use of AR in classes – consistency (Data analysis of Star reader/ early literacy test)	BC with SLT	Jan 24			Report on reading progress from AR			
6. Provide information to parents/carers to enable them to support the language development of their child at home	BC with SLT	Dec 23			Information session (Online?)			
Cymraeg 7. Work towards Silver Award	JW with Teachers	Sept 23			Progress made towards silver			
8. Relevant staff to attend training in phonics, progression and Cymraeg Campus and lead staff training	CM, ER and JW	Oct 23			Staff attended training and leading further staff development			
	ER	Jan 24						

9. Introduce 'Tric a Chlic' (Welsh Daily Phonics) from Reception to Year 3					Daily Welsh Phonics in Rec-Yr 2			
Modern Foreign Language (Francais) 10. Introduce fortnightly French session in all classes	Teachers	Sept 23			Fortnightly session planned and delivered in all classes			
<i>Spring Term Additions</i>								
11.								
12.								
13.								
Autumn Progress Report			Spring Progress Report			Summer Progress Report		
Phonics 1. Assessments carried out. Pupils grouped, staff assigned groups. 2. Staff for each group assessing pupils at end of half term/ class teachers end of term and review groupings 3. Successful implementation now incl. pupils in Yr 3 and some Yr4 4. Spelling lists used weekly according to phonics group Accelerated Reader 5. Pupils in Y1-6 have completed 2 assessments – either Star reader (KS2) or star early reader (FP) Reports produced and data analysed. Positive data overall, need to refine how and when we are using AR/MyOn consistency, time given in each class and strategies used to develop reading skills 6. Need to arrange parent information night Cymraeg								

<p>7. Crew Cymraeg pupils and staff leads meet every fortnight to create brawddeg videos for classes, ideas, initiatives BUT Silver award targets still need addressing</p> <p>8. Staff attended training delivered by Athrawon Bro. Staff meeting time planned Spring term to share resources/ implement ideas</p> <p>9. Tric a Chlic to be introduced in Spring 1</p> <p>Modern Foreign Language (Francais)</p> <p>10. All classes Rec-Yr 6 have a fortnightly French lesson and KS2 ASC French Spring 1</p>		
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Cluster Priority

To ensure pupils are challenged and given opportunities to develop skills across all areas with specific focus on LLC, Maths and Numeracy.

Areas for development

- To have a clear and consistent approach to identifying the learners in each class who need to be challenged within LLC and Maths and Numeracy.
- To ensure that our higher achievers and “leading edge” learners are challenged effectively
- To provide opportunities for skills from LLC and Maths and Numeracy to be applied at a higher level in other areas of learning

Essential Elements	Actions	Who	Start	Complete	Evidence	Aut	Spr	Sum
Identify children within each year who are “leading edge” and higher achievers in Maths.	Staff meeting – speak with staff. Professional dialogue with previous teachers and other agencies/intervention involved, handover meetings, ongoing assessments (national tests, basic skills assessments)	SLT All staff			A list to be created for each class, identifying the learners who are high achievers and leading edge in Maths.			
Identify children within each year who are “leading edge” and higher achievers in LLC.	Staff meeting – professional dialogue. Peer discussions with previous teachers and other agencies/intervention involved, handover meetings, ongoing assessments (national tests, RWInc assessments, spelling tracker, NGRT and HAST)	SLT All staff			A list to be created for each class, identifying the learners who are high achievers and leading edge in LLC.			

<p>Ensure that “leading-edge” and higher achieving learners are being challenged effectively in LLC and Maths and Numeracy</p>	<p>Identify the range of strategies used in each class – through staff meetings and professional dialogue Learning walks – to include: learner feedback, teacher dialogue, evidence of challenge within books. Share good practice across the school during feedback of learning walk Staff meetings – setting Success Criteria. LLC and M and N leads – sharing resources for challenge</p>	<p>SLT All staff</p>			<p>Learners make progress Learners have a positive attitude to learning Higher achievers and “leading-edge” learners are effectively engaged within their learning.</p> <p>A greater number of learners will achieve >118 on national tests</p>			
<p>Opportunities are provided for learners to apply skills learnt in LLC and Maths and Numeracy to other areas of learning.</p>	<p>AOLE leads to promote ways to challenge during topic planning and progression mapping.</p> <p>Professional dialogue between staff to plan for those opportunities to be given e.g. Cymraeg lead and Expressive Arts lead to collaborate for Eisteddfod competitions.</p> <p>Learning walk to look for application of skills in other areas of learning.</p>	<p>SLT All staff</p>			<p>Evidence of skills applied to other areas of learning are visible in a range of formats across the school</p>			



SUMMARY OF GRANTS 2023/24



Ysgol Sant Joseph (6623333)

GRANT TYPE		Grant Total £	Planned Expenditure £	Grant Remaining £
EIG	Education Improvement Grant	9,498	9,498	0
	Education Improvement Grant - Foundation Phase Element Only	68,227	68,227	0
PDG	Pupil Development Grant - eFSM	55,200	55,200	0
	Pupil Development Grant - PRU / EOTAS	0	0	0
	Pupil Development Grant - Early Years	23,000	23,000	0
PLG	Professional Learning Grant	5,049	5,049	0
TOTAL		160,974	160,974	0

SUMMARY BY EXPENDITURE TYPE		Professional Learning	Resources	Staffing	Supply Costs	Planned Expenditure Total
EIG	Education Improvement Grant	0	0	9,498	0	9,498
	Education Improvement Grant - Foundation Phase Element Only	0	0	68,227	0	68,227
PDG	Pupil Development Grant - eFSM	0	4,500	50,700	0	55,200
	Pupil Development Grant - PRU / EOTAS	0	0	0	0	0
	Pupil Development Grant - Early Years	0	0	23,000	0	23,000
PLG	Professional Learning Grant	0	2,000	0	3,049	5,049
PLANNED EXPENDITURE TOTAL		0	6,500	151,425	3,049	160,974