

Pupil premium strategy statement King's Wood School, 2020-21

1. Summary information					
School	King's Wood School				
Academic Year	2020-2021	Total PP budget	174,800	Date of most recent external PP Review	Sept 2015
Total number of pupils	430	Number of pupils eligible for PP	128	Date for next internal review of this strategy	January 21
2. 2019-20 attainment					
KS2			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>	
% achieving EXP+ in reading, writing and maths			Unfortunately, because schools closed to most pupils in March for the remainder of the school year, we are unable to publish attainment data for last academic year.		
Progress score in reading					
Progress score in writing					
Progress score in maths					
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	20% of PP pupils have English as an additional language				
B.	<p>A number of PP pupils who were assessed as working at or above age related expectations have not managed to maintain this standard throughout the next key stage. In a number of cases this is linked to</p> <ul style="list-style-type: none"> • speech and language difficulties • social and emotional difficulties • additional learning needs • attendance • home life factors 				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
C.	Deprivation - Narrower life experiences owing to difficulties for some families in accessing wider learning and social opportunities. It is challenging for some families to provide a rich home learning environment with access to a wide range of resources and plentiful attention				
D.	Safeguarding issues impact on a number of PP pupils.				
E.	26% of PP pupils have attendance of below 95%.				
F.	A significant number of PP pupils experience social and emotional difficulties and are in need of nurture and pastoral support. In some cases this does include issues linked to mental health.				

G.	A number of families of PP pupils have difficulties engaging successfully with the school and supporting home school learning.
H.	Missed learning because of Covid-19 has affected pupil's attainment and language skills. It continues to affect all pupils, including PP, where children or bubbles have had to isolate.

4. Desired outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A.	For pupils with EAL to accelerate with their acquisition of English language	<ul style="list-style-type: none"> • progress for PP EAL pupils to be in line with the rest of the school
B.	To accelerate the progress and attainment of all PP children	<ul style="list-style-type: none"> • To have progress measure KS1-2 PP as 0 or above; • To increase proportion of pupils with ELG at end of EYFS achieving expected+ at end of KS1 • Diminish the difference, especially at the end of KS1
C.	A broad and exciting curriculum and access to a wide range of enrichment activities	<p>To ensure all PP children participate in enrichment activities</p> <ul style="list-style-type: none"> - Club attendance - Participation in school visits - Participation in workshops and extra curricular opportunities - Access to high quality reading material through magazine subscription.
D.	Pupils to be safe and happy so that they can focus on their learning.	<ul style="list-style-type: none"> - Pupils with safeguarding concerns to be identified and appropriate steps to be taken.
E.	To reduce the gap between PP and non PP pupils for attendance and punctuality so that they keep up with their learning.	For at least 80% of PP pupils to meet or surpass the schools minimum expectation for attendance.
F.	To reduce instances of poor or unsociable behaviour and to develop resilience and self esteem.	SDQ/Boxall profiling/pupil observation/behaviour records indicate improvements in pupils emotional well being.
G.	For families of PP pupils to feel confident, comfortable and motivated to engage with school.	Attendance for PP families at parent's evening, open afternoon and information sessions to be in line with other pupils.
H.	For pupils to access high quality teaching, tutoring and interventions to close the academic gap caused by Covid-19.	To ensure pupils make good progress and the academic gap caused by Covid-19 is reduced.
I.	For policy and practice related to remote learning during Covid-19 to become embedded so that disruption to children's education is limited as far as possible.	To ensure that pupils do not fall further behind if individuals or bubbles have to isolate due to Covid-19
J.	For disadvantaged pupils to have equal access to remote learning when needed.	To ensure that the gap for PP and Non does not further widen during periods of Covid related isolation

5. Planned expenditure					
Academic year	2020-2021				
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	When will you review implementation?
Strong focus on PP through QFT.	<p>Teachers are focused on PP pupils through:</p> <ul style="list-style-type: none"> - PP pupils to be identified for all adults. (yellow dots) - Book marking and feedback with PP children as a focus - PPMs and related analysis - KS meetings - Core PiXL meetings 	<p>Evidence from the Sutton Trust shows that QFT with a strong focus on PP is the most effective single measure for improving PP pupils' outcomes.</p> <p>Given the learning missed through lockdown, QFT to plug gaps and accelerate learning is of the highest priority</p>	<p>Monitoring activities:</p> <ul style="list-style-type: none"> - Learning walks - Lesson observations - Workbook Scrutiny - PPMs - Performance Management - LSAs also taking ownership of PP - Staff wide understanding of best practice and shared at key Stage meetings - Mentors support for some teachers <p>CPD</p>	PP Co	<p>Termly schedule of monitoring and evaluation to include focus on PP</p> <p>Monthly check of data / gaps to identify focus children and gauge impact of action.</p>
For children to know their strengths and areas for improvement to further their learning.	<p>Providing high quality feedback for all work</p> <p>All PP pupils to receive teacher feedback each maths and English lesson.</p>	<p>High quality feedback has been proven to accelerate pupil progress.</p>	<p>Whole school policy developed to reflect best practice</p> <ul style="list-style-type: none"> - Feedback policy - 	SLT	<p>Pupil progress meetings, book review and pupil interviews.</p>
Better coverage of the national curriculum with a focus on areas of difficulty for pupils at King's Wood.	<p>Remodelled curriculum for English and maths focusing on 'non negotiable' core skills which pupils must master.</p> <p>Remodelled lesson structure</p> <p>Changes to LSA deployment in order to maximise their interaction with pupils and to equip them with the skills to gauge the level of help children need to access learning independently.</p> <p>Continuity and progression of foundations subjects</p>	<p>The previous curriculum and lesson structure did not create the opportunities for LSAs to have maximum impact. The new structure limits the amount of whole class teacher talk so that LSAs can support pupils throughout the lesson and pupils move to independent learning more rapidly.</p> <p>The Sutton Trust has identified investment in LSAs as a possible area of weakness in school provision. However, the Oxford School Improvement Service has identified deployment as the key issue in ensuring effective use of LSAs.</p>	<ul style="list-style-type: none"> - Planning scrutinies - Lesson observations - Learning walks - Work sampling - Pupil voice - Training - Review of data - Pupil Progress Meetings - Curriculum policy - New policy of recording and assessing science - Review quality of provision for art 	SLT, MLT	<p>Half termly monitoring and evaluation, data submission and pupil progress meetings.</p>

<p>Teaching staff will be more sharply accountable for the quality of provision and progress of pupils.</p>	<p>Changes to data tracking now ensures that pupil progress is measured from starting points. There is a specific focus on PP on pupil progress meetings. High prior attaining pupils, including PP, are identified and targeted for greater depth.</p>	<p>Previous systems measured progress on a year to year basis which did not take account of potential slippage in previous years. Whilst there has been considerable focus on increasing the proportion of PP pupils reaching Age Related Expectations the school recognises there is further work to increase the proportion reaching the greater depth standards.</p>	<ul style="list-style-type: none"> - Planning scrutinies - Lesson observations - Learning walks - Work sampling - Training - Review of data - Pupil Progress Meetings - Staff wide understanding of best practice - PiXL model across year groups 2-6 	<p>SLT, MLT</p>	<p>Half termly monitoring and evaluation, data submission and pupil progress meetings.</p>
<p>Pupils to maintain standards achieved at the end of each term over the school holidays.</p>	<p>Holiday activities are given out</p>	<p>All pupils and particularly PP pupils are vulnerable to slipping back academically over the holidays.</p>	<ul style="list-style-type: none"> - Records of pupils completing high quality holiday work - Holiday activities promoted - Certificate for best homework for each class. 	<p>KS leaders</p>	<p>After specific holidays depending on year group.</p>
<p>To ensure that where mental health barriers exist pupils and their families are supported.</p>	<ul style="list-style-type: none"> - 2 mental health days - Ongoing support through inclusion team - Support with referrals to CAMHS and paediatrics - Develop outdoor classroom and sensory garden - Adapt delivery of WOW days so that they are 'Covid Secure' and can, therefore, continue - DHT to participate in LA's 'Wellbeing in Education' course to consider how staff can be supported so that they, in turn, can support pupils effectively. - HT to attend 'Step On' Norfolk Steps training and cascade to staff to ensure staff are skilled in dealing with pupils experiencing difficulties in managing feelings and behaviours. - School will continue to apply attendance policy 	<p>It is well documented that mental health issues are on the rise for young people and this has a devastating impact on all areas of life including education. Some pupils, parents and staff are nervous about being in a school whilst the risk of Covid-19 infection remains high. However, attendance remains relatively stable (96% overall, 91% if pupils who are isolating are discounted)</p>	<p>Working in partnership with another school who have successfully implemented a mental health day.</p> <ul style="list-style-type: none"> - Gather pupil feedback and evaluate. Feedback so far has been extremely positive. 	<p>ES</p>	<p>End of year</p>

	as needed which includes supporting families who are nervous about returning to school..				
To ensure that teaching can continue remotely and home learning can be set online.	- Teachers to use Google Suit to deliver home learning, teach online if children are isolating and deliver parent's evening.	Teaching and learning should continue remotely if it cannot be done in the classroom to ensure that children do not lose out on teaching time.	<ul style="list-style-type: none"> - Google Suit training - Review of use after isolations - Practise sessions in class - Laptops for families without adequate technology. 	ZB SLT	When needed
Total budgeted cost					£3000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminish the difference between PP children and non-pp children nationally and in school.	<p>Focused intervention for KS1 and KS2 where needed in reading, writing and maths.</p> <ul style="list-style-type: none"> • Small groups • 1:1 interventions • After school tuition 	<p>Data for PP pupils shows some children must make accelerated progress to diminish the differences with all pupils nationally and in school.</p> <p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs</p> <p>Research shows that 1:1 and group interventions can help to accelerate progress and attainment.</p>	<ul style="list-style-type: none"> • Analyse progress • Determine focus children • Agree interventions and staff involved • Monitor outcomes and analyse again • Focus on PP in PPMs <p>Feedback from staff delivering interventions. Where there are concerns, this is acted on.</p>	Inclusion team SLT	<p>6 times a year through</p> <ul style="list-style-type: none"> • Data drops • PPMS • Concerns highlighted
Equal access for all pupils to remote learning opportunities	<p>Google Classrooms has been established in the school. Staff and pupils are trained.</p> <p>Laptops have been procured through the DfE offer for disadvantaged pupils</p> <p>School iPads are available, and data dongles, for families who lack the technology to access remote learning</p> <p>Clear expectations of all pupils to attend remote teaching sessions with daily prompts to parents if pupils are 'absent'</p> <p>Timetables with a minimum of 3 hours face to face teaching plus structured independent learning time are shared if a bubble has to isolate. For isolating individuals, work is set via Google Classroom which as far as possible mirrors work missed in lessons, and offers teaching via Oak Academy, White Rose, etc.</p>	<p>Participation for a significant number of pupils, including disadvantaged pupils, suffered noticeably during the Spring/Summer lockdown. School analysis shows that a number of factors contributed to this including:</p> <ul style="list-style-type: none"> - Some parents were unable to supervise children's learning (e.g. where more than one child required supervision, where parents were working from home) - Some families struggled to establish routines and boundaries which created the structure in the day needed for successful remote learning - Some families lacked the technology, or had an insufficient number of devices for the number of children needing them. - Some parents lacked the confidence in their own academic ability to be able to support the children; in some cases, they were understandably reluctant to admit this to the school - Some families reported that the children's behaviour deteriorated during the lockdown and it became very difficult to motivate them to 	<ul style="list-style-type: none"> • A clear policy for remote learning has been developed, shared with staff, governors and parents. This includes guidance on timetabling. • Training has been put in place for staff to be able to use Google Classrooms effectively • Pupils are using Google Classrooms in school so that they are familiar with it. • Letters are being sent to parents explaining the key things that their child will need to be able to do on Google Classrooms (e.g. log in, join the virtual classroom, open tasks) with instructions so that they can practice at home. • Home learning is being set via Google Classrooms so that pupils become accustomed to accessing it at home. • LSAs will participate in Google lessons and will take registers so that staff can contact parents of children 	Assistant Head Teachers	<p>AHTs will review provision, uptake and impact each time it has been necessary to implement the remote learning policy for a bubble.</p> <p>Impact on individuals who are isolating will be checked by class teachers.</p> <p>Best practice guidance will be updated and shared by AHTs during KS meetings in the light of their reviews.</p>

	Learning mentors contacting families known to be vulnerable to ensure that they have the support needed.	participate meaningfully	<p>who are not attending.</p> <ul style="list-style-type: none"> Google lessons will, as far as possible, stick to the curriculum plans so that children continue to learn and progress as planned. 		
Raised self esteem and confidence for targeted PP pupils by ensuring they have an opportunity to develop a relationship with an interested adult who will advocate for them and support them.	Mentoring programme to target 16 PP pupils.	Evidence from other local school shows a positive impact on well being and achievement through mentoring.	<ul style="list-style-type: none"> Mentor training Tracking academic progress of mentees Pair strong mentors with mentors with less confidence mentors. 	KC	Termly
Targeted pupils in year 6 to achieve age related expectations so they are ready for secondary school	Small group extra tuition paid for by the school.	The Education Endowment Foundation indicates that pupils accelerate by 4 months on average as a result of small group tuition. 7 PP pupils were targeted either in maths or English for this support in 2018-19. All of them achieved the expected standard in reading, writing and maths.	<ul style="list-style-type: none"> Use experienced teachers as tutors Request weekly feedback from tutors Measure impact through PiXL test and data. 	LV	Weekly during spring and summer term

<p>For vulnerable year 6 pupils to be well prepared to make a successful transition to secondary school.</p> <p>To reduce the risk of vulnerable pupils becoming involved in gang related activity.</p>	<p>Key stage 2 learning mentor and FLM to run an enhanced transition programme with the support of other agencies including secondary school and police.</p>	<p>Evidence shows that exclusion rates of vulnerable pupils increase significantly during the secondary phase of education. Evidence also shows that mental health concerns worsen during the secondary phase of education.</p>	<ul style="list-style-type: none"> - Experienced staff members leading the transition programme - Pupil voice 	<p>SB/ES</p>	<p>End of summer term</p>
<p>For children to be confident, sociable and have high self-esteem so their behaviour is improved for learning.</p> <p>For parents to be more confident in providing an appropriate level of nurture for their children.</p>	<p>Offer targeted</p> <ul style="list-style-type: none"> • social skills groups • emotional support programmes. • Student mentor works with groups and individuals • Cherry Trees • Thinking Space • Play therapy • In class support • Work with parents and family • Home visits • Referrals to other agencies • Parenting classes • Self regulation through laughology 	<p>Research shows that children who have more confidence and higher self-esteem are more likely to make the most of their learning opportunities.</p> <ul style="list-style-type: none"> • Gains in social and emotional functioning are maintained over time by NG students (O'Connor and Colwell, 2002) • Children who attended a NG had a significant chance of improving their learning and skills (Gerrard 2005) including language and literacy skills (Hosle, 2013) • NGs resulted in improvement in behaviour and social skills (Cooper and Tiknaz, 2005) • Pupils with SEBD in mainstream classrooms improved in behavioural terms significantly better than pupils with and without SEBD attending schools that did not have NG provision (Cooper and Whitebread, 2007) 	<p>Pupils are identified and referred to the inclusion team which runs nurture programmes and has learning support mentors. Groups are run weekly and in between as frequently as required.</p> <p>Progress will be monitored through a variety of means including SDQs, Boxall profiling, behaviour records and observation.</p>	<p>Inclusion team</p>	<p>½ termly</p>

Ensure that pupils' gaps in learning are identified and that targeted support is in place to enable them to fill those gaps	Identify learning gaps Use PiXL to close the gap and support children to be at Age Related Expectation or above. Class PiXL approach to be adopted in year 2-5 as well. Whole class therapies to be used.	In y6, PiXL therapies enable support for children to be specifically targeted to address learning gaps. The PiXL methodology of: - Diagnosis (identifying gaps through assessment and gap analysis) - Therapy (specific teaching to address the learning gap) - Testing (targeted testing to ensure that the learning is secure)	DHT as assessment lead, AHTs as PiXL leads and designated trained staff to implement therapies and tests.	Deputy Head/MH / NM	Weekly
Support key marginal pupils to be able to reach age related expectations in the SATs.	Create an additional literacy and numeracy group, taught by the Deputy Head Teacher in Year 6.	Previous years' outcomes show this to be a successful approach with the vast majority of key marginal pupils achieving age related expectations in statutory assessments.	As per of the school's monitoring cycle: - Pupil Progress Meetings - Lesson observations - Work book scrutiny - Performance management	MH	½ termly
To increase children's enjoyment and engagement with reading.	Children's magazine subscriptions and targeted parent meetings. Magazine subscriptions for parents and training on how to model good reading culture.	Home reader logs and parent survey shows that a significant number of children who are disadvantaged do not read regularly at home. This limits the progress they make in reading.	Pupils will have access to a choice of magazines. Letters to parents with tear off reply slips showing how engaged the children were.	PP Co ES	On hold at the moment – We have depleted stock as we sent lots home during lockdown. Trying to build up a bank of them so each separate year group/class can have their own box to choose from, in line with the school's COVID risk assessment.
To ensure that pupil's barriers do not prevent them from attending and engaging with school.	The school will keep a contingency fund to support families where issues such as transport, uniform etc. could form a barrier to their ability to access school.	A number of PP children are also Children In Need. Their families lack the resilience and/or resources to ensure good attendance and engagement when presented with difficult challenges.	On an individual basis.	SLT ES	
To ensure that pupils go into class fed and prepared for learning.	Breakfast offered to targeted pupils.	Pupils who arrive to school hungry struggle to focus.	On an individual basis.	ES KC	

To ensure that pupils who lack the facilities at home to focus on home learning have opportunities to complete this work at school.	Weekly after school homework club.	Pupils successfully master basic concepts in maths and English through learning at home as well as school. (e.g. fluency in reading, times tables)	Pupil attendance at homework club will be monitored. Pupil's homework will be marked by teachers. Children can use laptops in school to do homework	ES	Ongoing On hold due to Covid as we are unable to mix bubbles. Technology is offered for children to complete homework at school.
For PP pupils to meet or exceed the schools minimum expectation for attendance (95%) For PP pupils to arrive at school punctually.	<p>Attendance</p> <ul style="list-style-type: none"> - Absence recorded in pupils' work books to be shared with parents. - Traffic light letters for pupils whose attendance falls below 95% - Door step visits for pupils with poor attendance - Attendance section on the school website - Prize giving for good attendance. <p>Punctuality</p> <ul style="list-style-type: none"> - SLT on the gate in the mornings - Video of morning routine to be shared with parents - Regular reminders on newsletter and website. 	Pupils need to attend school regularly and punctually so they do not fall behind in their learning.	Monitor attendance data for PP and non PP pupils.	Attendance officer KC ES	Weekly
To ensure that PP pupils who have EAL are able to access the curriculum and make appropriate progress.	<p>Word Aware</p> <p>Pre teaching vocabulary</p> <p>Vocabulary displays</p> <p>Changes to LSA deployment</p> <p>Focus on oracy</p> <p>Visit schools with high numbers of EAL pupils</p> <p>Language lead to focus on enriching language</p> <p>Train new staff and re-fresh LSAs on Green Folder.</p>	Pupils who are in the early stage of English acquisition and bilingual pupils need to be exposed to rich vocabulary through oral activities as well as in writing and pictures. LSAs who are deployed effectively can support them with this.	<ul style="list-style-type: none"> - Lesson observations - Learning walks - Work sampling - Training - Review of data - Pupil Progress Meetings - Provision mapping 	NK	Termly
Total budgeted cost					£130,000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that provision for PP pupils is coordinated and evaluated for impact.	PP Coordinator to set strategic plan with wider PP focus group; to monitor the quality of provision and to evaluate its impact as per this strategy document.	Leadership is essential to ensure that the right approach is targeted for the right pupils, that all teachers and support staff are accountable for knowing who PP pupils are, what their gaps are, and for ensuring that high quality learning experiences support pupils to make accelerated progress.	Mentoring from Deputy Head Teacher ½ termly meetings with focus group Clear centralised recording and evaluation of strategies in place for individuals and, where appropriate, provision maps PP focus in school monitoring activities, data checks & Pupil Progress Meetings	PP Co	Half Termly
To enable children to enjoy learning, see its relevance and make better progress.	To provide a broad range of enrichment activities including: (Currently reduced due to covid) <ul style="list-style-type: none"> • forest school • educational visits (On hold) • music specialist • internal provisions • music service lessons • theatre • after school activities (on hold) • in school and (external –On Hold) sports coaches • 	Having wider life experiences will impact on their ability to be creative and place the broad curriculum they are studying in a real life context.	As part of curriculum development opportunities are identified for each year group where enrichment activities could enhance their understanding and experience PP children are targeted to ensure they can access a wide range of activities including, if needed, activities out of school.	PP Co	Half termly
To ensure high attaining pupils eligible for PP are offered opportunities to accelerate their learning.	<ul style="list-style-type: none"> • All staff know who "quicker grasper" PP children are • Map out barrier to learning for individuals e.g. attendance – EAL, attendance, behaviour, parental support and SEN • Specific planning for able PP to accelerate progress. • Termly discussions about progress • Links with Family Liaison officer and KS leads. • LSAs also take responsibility for HPA PP pupils • Develop a definition of what GD looks like 	To ensure there is no ceiling for children's learning.	<ul style="list-style-type: none"> • Analyse progress • Determine support needed • Agree interventions and staff involved • Monitor outcomes and analyse again 	SLT and Class teachers	Half termly

<p>To ensure that all pupils including PP are safe.</p>	<ul style="list-style-type: none"> • Actions are on a case by case basis. • King's Wood is heavily invested in safeguarding training, DSLs and a culture of safeguarding among all adults. • Embed use of CPOMS • Student mentors and FLM work directly with pupils and families where there are safeguarding concerns and offer support where needed. 	<p>Children who do not feel safe are at risk. This can impact on all areas of life including education. Schools have a duty to keep children safe in education.</p>	<ul style="list-style-type: none"> • Regular safeguarding training for all staff. • Refresher training for DSLs • Robust safeguarding policy and practice in line with all statutory and recommended guidance. • Use of CPOMS to log all safeguarding issues. 	<p>All staff HT</p>	<p>Ongoing</p>
<p>To ensure parents are equipped to support their children's learning at home.</p>	<ul style="list-style-type: none"> • PAFT programme delivered at school. (on hold due to Covid-19) • Parents are able to bring young children. (on hold due to Covid-19) • PAFT leaflet on website • PAFT leaflet to be available at parent's evenings. (on hold due to Covid-19) • Phone calls to selected families to maintain communication during lockdown. • Welfare checks are being made for families whose attendance is an issue • Links made with local foodbanks and the school are referring families who need it. 	<p>Children in the early years access much of their learning about the world and physical/language development outside school.</p>	<ul style="list-style-type: none"> • PAFT to be delivered by a trained expert. • Parent voice 	<p>ES</p>	<p>Ongoing</p>
<p>To increase parents' confidence and motivation to engage positively with school</p>	<ul style="list-style-type: none"> • Parent section on school website • Parent volunteers programme in school to help parents gain confidence and meet other parents (on hold due to C-19) • Follow up appointments for missed parents' evenings (on hold due to C-19) • Door step visits • Parenting classes (on hold due to C-19) 	<p>Pupils who are well supported by their parents make better progress at school.</p>	<ul style="list-style-type: none"> • Monitor targeted parent's attendance at parent's evening and other school events. • Parent voice 	<p>ES</p>	<p>Ongoing</p>

	<ul style="list-style-type: none">• Adult Education (on hold due to C-19)• Information evenings, workshops, performances, assemblies and open afternoons (on hold due to C-19)• Offer support to parents who have difficulty engaging with school (e.g. provide interpreter for meetings, provide transport in exceptional circumstances)				
Total budgeted cost					£50,000