

Pupil premium strategy statement (primary)

1. Summary information					
School	Caldmore Primary Academy				
Academic Year	2018-19	Total PP budget	£191,400 PP PP Y1 -6 - £188,561 EY PP - £3,339	Date of most recent PP Review £191,900 £1,113 – Autumn received only £0	FAR – March 2019
Total number of pupils	450 (Inc 52 Nursery)	Current PP	119	Date for next internal review of this strategy	Summer Term 2019
		Ever 6 PP	147		
		EY PP	11		
		LAC PP	0		
		Refugee	-		
		Total	158 (35%)		

		Historic Data						
	<i>National all 2016</i>	<i>National all 2017</i>	<i>Caldmore all 2016</i>	<i>Caldmore all 2017</i>	<i>National PP 2016</i>	<i>National PP 2017</i>	<i>Caldmore PP 2016</i>	<i>Caldmore PP 2017</i>

% achieving at or above ARE in reading, writing & maths by the end of Y6:	60%	61%	37%	57%	39%	43%	33%	60%
% achieving at or above ARE in reading by the end of Y6:	72%	71%	37%	68%	53%	77%	33%	67%
% making at or above ARE in writing by the end of Y6:	79%	76%	73%	69%	64%	81%	61%	73%
% making at or above ARE in maths by the end of Y6:	76%	75%	69%	75%	58%	80%	56%	93%
% making at or above progress in GPS by the end of year 6	NA	77%	69%	82%	NA	82%	50%	80%
% achieving GLD in Rec	66%	70%	48%	55%	52%	56%	67%	62%
% passing the phonics screening in Y1	81%	81%	56%	65%	70%	84%	50%	68%

Current attainment				
	<i>National all 2018</i>	<i>Caldmore all 2018</i>	<i>National PP 2018</i>	<i>Caldmore PP 2018</i>

% achieving at or above ARE in reading, writing & maths by the end of Y6:	64% (CPA -5%)	59%	70%	63%
% achieving at or above ARE in reading by the end of Y6:	75% (CPA -6%)	69%	80%	63%
% making at or above ARE in writing by the end of Y6:	78% (CPA -2%)	76%	83%	81%
% making at or above ARE in maths by the end of Y6:	76% (CPA +3%)	79%	81%	75%
% making at or above ARE in GPS by the end of year 6	78% (CPA +1%)	79%	82%	75%
% achieving GLD in Rec	72%	65%	74%	73%
% passing the phonics screening in Y1	83% (CPA - 5%)	78%	85%	64%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Low levels of speech and language of some pupils. This impacts on all subjects including reading comprehension and word problem solving in Maths. The academy has 13 out of 17 possible ethnic groups (IDSR)
B.	Reading Some pupils not reading widely enough at home due to lack of parental engagement and language barriers.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance – Although absence has decreased over the last three years. (2015/16 5.2%, 2016/17 4.7%, 2017/18 3.7%) this has been due to a proactive approach involving rigorous processes which need to be maintained and built on.	
D.	Lack of life experiences. The academy is in the highest 10% for deprivation nationally. This leads to limited experiences which impacts on the children’s literacy skills and knowledge of the wider world. However, current figures for pupils eligible for PP across our school, does not accurately reflect our demographic.	
E.	High prevalence of safeguarding issues. (403 safeguarding referrals made by staff September ’18 – March ’19) This can impact on children’s well being and achievement.	
F.	Mobility including from other countries Pupils arriving part way through the primary age with little or no prior education from other countries.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the number of PP pupils who make at least expected progress in Reading, Writing and maths as measured by termly assessment data.	<ul style="list-style-type: none"> • Accurate baseline data • Regular assessment points throughout the year to identify gaps • Quality first teaching • Increased parental engagement and home link support • Targeted interventions for precision teaching • SALT interventions • Quality first phonics teaching
B.	Pupil Premium children develop a love of reading.. Monitor home reading records and Accelerated Reader. Measured through internal assessment data and pupil voice.	<ul style="list-style-type: none"> • All children can access the school library regularly and borrow books. • All children are taught in an environment that fosters a love of reading. • All classrooms have a good selection of age-appropriate books. • All children are able to talk about what they have read recently and express preferences and opinions. • All children’s vocabulary is enriched by our language development strategy including Word Aware and Word of the Week. • Three ‘Reading Champions’ promote a love of reading with specific groups of learners and improve parental engagement.
C.	Pupil Premium children’s attendance rate continues to improve therefore diminishing the gap with non-PP children.	<ul style="list-style-type: none"> • Target PP children for breakfast club – Sign up to Magic breakfast

		<ul style="list-style-type: none"> • EWO employed to monitor pupils and follow up quickly on absences. (One day per week) • Clear mapping of actions following an absence. • Use of rewards to encourage attendance • Safeguarding team regularly discuss PP pupils regarding PA and overall attendance • Removal of pupils for absences of more than 20 days. Spotlight campaign for legal proceedings
D.	<p>Improve 'out of the classroom' learning such as school trips and enrichment opportunities expanding the wider curriculum, creating a depth of learning</p> <ul style="list-style-type: none"> • All pupils are exposed to first hand experiences • Pupils are exposed to the outside world through rich vocabulary opportunities and language acquisition • Pupils build confidence in public, gaining valuable life experiences <p>School Trips In-School enrichment opportunities community links, Residential experiences</p>	<ul style="list-style-type: none"> • Every class participates in a high quality enrichment opportunity to support learning at least once a term with a range of experiences subsidised by the school. In addition, a number of free enrichment opportunities will be initiated in conjunction with the local community e.g. libraries and other public services • Link with Aston University including visits. • Develop school sports teams to compete in competitions. • Booster groups for pupils with a lower starting point. Afterschool clubs to include sport, music, gardening, dance and drama. • Linking the wider curriculum to real life experiences
E.	<p>All PP children feel safe at home and in school and know what to do if they need support. All adults in school understand how to support children with vulnerabilities.</p>	<ul style="list-style-type: none"> • All staff have received Attachment Awareness Training. • All staff are trained in how to report concerns using CPOMs. • The safeguarding curriculum is taught effectively throughout the school and monitored by the safeguarding team. • The Safeguarding Team receive regular up-to-date training which is then cascaded to the rest of the staff.
F.	<p>Newly arrived pupils (including from other countries) settle quickly into the school and parents are well informed about the school's expectations and how to support their child.</p>	<ul style="list-style-type: none"> • Induction meetings (with a translator if possible). • Baseline assessments on arrival. • Wellcomm Screening for EYFS which informs planning. • Parent Workshops offered regularly. • Best practice NTE strategies employed in all classes. • NTE language groups.

A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to [polling](#). The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>

Sutton Trust: academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](#) – in sponsored academies in 39 chains from 2013-2015. The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils.

<http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>

<http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.

As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the school, whilst complimenting and enriching the existing curriculum.

4. Planned expenditure

Academic year	2018/19	£191 400
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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?
PP children have a love of reading. Including PP children who may be able to reach Above ARE.	Accelerated Reader, Purchase high quality books that will interest all groups of learners.	The programme (which gives pupils a reading age) enables teachers and SLT to monitor the level and quantity of pupil's reading.	Account administrator monitors the use of the programme.	Literacy Leader, reading champions , HM	Termly £7000 over 3 years = £2500 per annum Plus £2000

Challenge for all ability groups in particular the PP children that need to catch up quickly in order to reach age-related expectations.	Maths No Problem	Scheme is in line with the best practice internationally as evidenced in the PISA tests. https://www.gov.uk/government/publications/the-pupil-premium-an-update	Monitoring books, observations, data analysis	Maths Leader	£7474.28
Early Years Challenge for all ability groups in particular the PP children that need to catch up quickly in order to reach age-related expectations.	Communication and language resources Partial funding of L3 TA Maths resources (Ten Town) Visitors and experiences	A high proportion of PP children enter below ARE in EYFS in all areas. Targeted support and strategies in class enable them to make at least expected progress.	EYFS Action plans reviewed half termly Pupil Progress meetings Pupil premium meetings 9staff and parents)	MM (EYFS Lead)	£6500
PP can access a range of Interactive Education Resources on the Internet that support their learning. Where pupils cannot access this at home opportunities are given to access them at school.	Mathletics, Little Bridge Linguascope Oxford Owl	Consolidating and embedding the learning that takes place during lessons.	Class teachers to monitor use of these online resources.	HM, ABa, SA	Mathletics - £2189.38 Little Bridge - £600.00 Linguascope - £360.00 Oxford Owl - £198.00 Purple Mash - £1140.00 Ten Town - £108.00
PP children's wellbeing is supported through a clear PSHE/R.E curriculum which targets self –esteem, resilience, identity, healthy body and mind, peer relationships	Jigsaw PSHE Discovery R.E	Children are taught PSHE/R.E themes consistently and rigorously throughout the Academy.	Learning Walks Book looks SMSC policy SMSC leads Action plan review	HM, TC	Jigsaw - £4056.00 Discovery RE - £996.00

PP children's well- being and safety is supported through Safeguarding Visitors to the Academy	Careless Talk Street teams Saltmine Theatre	Children are taught how to keep themselves self (internet safety, Prevent)	Pupil feedback Safeguarding concerns	HM, NT, A Ba	Careless talk - £550.00 Saltmine Theatre £620 Street Teams £400
Total budgeted cost					£27.843.66
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?
Pupil Premium pupils make at least expected progress. Parents of pupil premium children are engaged with the academy in order to support their child's learning.	Partial funding of Inclusion Manager and Learning Mentor	Improve attendance for PP pupils where attendance is a concern. Learn about and deal with barriers to learning before they escalate. Support SEN PP pupils by monitoring IEP work weekly.	IEP book monitoring Attendance data, Child concern records.	HM, NT	£50 000

<p>Pupil Premium pupils make at least expected progress in Reading, Writing and Maths. Measured by termly assessment data.</p>	<p>Speech and Language Service</p>	<p>A report has been released offering important information about how many children have language impairment in primary school. The findings are based on the Surrey Communication and Language in Education Study (SCALES) project, led by University College London, and tells us that:</p> <ul style="list-style-type: none"> -Language impairment is seven times more common than other developmental conditions such as autism. -This means that approximately two children - 7.58% - in every Year 1 class will have a significant language impairment that impacts learning. -These children with language impairment have higher social, emotional and behavioural problems, with 88% failing to achieve early curriculum targets <p>http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx</p>	<p>Welcome screening Speech and language assessments, Pupil progress meetings.</p>	<p>HM</p>	<p>£4000</p>
<p>Targeted support of PP pupils who are not on track to make at least expected progress. In class and group teaching.</p>	<p>Partial funding of HLTA</p>	<p>Small group tuition is defined as one teacher or professional educator working with two, - five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Moderate cost, moderate impact, +3 months EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/</p>	<p>Pupil progress meetings. TAs have a target regarding PP progress in Performance Management reviews.</p>	<p>HM, ABa</p>	<p>£8450</p>

Barriers to learning for specific PP pupils are addressed promptly.	Examples of spending include: a dehumidifier, alarm clocks, counselling	To identify barriers to learning for PP pupils who are not making at least expected progress. Identify key actions to address these concerns.	During Pupil Progress meetings evaluate the impact of these purchases on the learning of the individuals involved.	HM	£2000
PP pupils who are SEN / New To English / SPLD receive targeted, expert support within class and through intervention 1to1s or groups.	Funding of SEN LSP. Rushall Inclusion	Pupils are quickly identified and barriers to learning are addressed. LSP has expertise in working with children with a range of specific needs in mainstream and Special education. This expertise is used to support all teaching staff.	IEPs, Pupil Progress meetings	HM	£14,000 £2100.00
Total budgeted cost					£80,550

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?
Pupil Premium children develop a love of reading..	Funding of KS1 and KS2 Reading Champions.	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	Star reading assessments termly. Pupil interviews, feedback from teachers and parents	LM and EB	£6000

Pupil Premium children experience a variety of enriching activities throughout their time at our academy.	Music Specialist to provide after school music club. All Y6 pupils to learn an instrument. Arts Quality mark	To provide an opportunity for PP children to develop their creativity and musical skills and knowledge. To use Performance Arts to develop the children's Speech and Language skills	Attendance register for the club. Pupil interviews	ND CS MM LM	£2000 + £1578.67 £1578.69
Pupil Premium children experience a variety of enriching activities throughout their time at our academy.	Subsidise educational visits and visitors to the school. (theatre groups, university visits, author visits, international day visitors) Half of residential visit	To broaden pupils' life experiences which they can then use in many areas of the curriculum (such as writing). To raise expectations of PP pupils. Enrichment throughout the curriculum is key to inspiring learning and promoting enjoyment of school-life and education in general. If children are engaged and inspired then they want to be in school learning. Afterschool clubs extend learning and nurture PP children's interest in specific areas http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf	Record of school visits, pupil voice	Class teachers PP co-ordinators	£2000 £ 1338.48 coach hire - £425.00
Pupil Premium pupils make at least expected progress in Reading, Writing and Maths. Measured by termly assessment data.	Release of teaching staff to discuss progress of Pupil Premium children.	To identify barriers to learning for PP pupils who are not making at least expected progress. Identify key actions to address these concerns.	Termly assessment data	ABills Class teachers	12 days of supply £2160
All PP pupils have access to a free nutritious breakfast daily.	Staffing and resourcing to support the National School Breakfast Programme.	A significant number of PP pupils are not eating breakfast before they arrive at the academy. Magic Breakfast rational - Pupils arrive at school hungry for many reasons, but poverty is the main factor at play.	Register of attendance. Monitor changes in attendance, punctuality, progress and attitude.	HM, ABa, NT	£2000 supervision +£2000 cooks £5000 additional food and activities

		https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day			
All PP pupils feel happy, safe and well supported in their pastoral needs by all members of staff.	Training for all staff in 'Attachment Awareness.'	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Moderate impact, Moderate cost https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit	Safeguarding team will monitor impact through CPOMs safeguarding referrals. Well-being / SDQ questionnaires.	Safeguarding Team	£1000
Attendance of PP children continues to improve	Funding of EWO	Children's attendance is monitored daily and support given to families/children whose attendance must improve https://www.gov.uk/government/news/new-data-highlights-true-picture-of-school-absence	Attendance monitored daily Home visits	EWO LV/NT	£4032.00
PP children will have access to and will be targeted for lunchtime clubs	Lunchtime clubs run by WFC	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy program (with one study showing an impact of up to ten months' additional progress). https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	SLT monitoring Register of attendance Pupil Voice	WFC MB	£4427.50

PP children will be supported if needed with their behaviour. Targeted sessions with year groups with develop resilience across the school.	Funding of IBSS	Research has shown that poor behaviour and slower progress can be attributed to attachment needs/Resilience	Pupil feedback forms Staff feedback Reviewing of Safeguarding curriculum	HM NT	£4424
Total budgeted cost					£39,964.36

PUPIL PREMIUM 2017-18

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll (not including nursery)	
Total number of pupils eligible	133
Amount PPG received per pupil	
Total amount of PPG received	£175,660
Total amount of PPG spent	£175,000

7. Review of expenditure

Previous Academic Year	2017/18			
i. Quality of teaching for all				
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 (and whether you will continue with this approach)	Cost
A, C, D: Improved pedagogical knowledge and range of strategies for pupils' language and writing development	<ul style="list-style-type: none"> • SALT • Word Aware • Colourful Semantics • Wellcom 	GLD improved for the third year running. 67% of Nursery children achieved ARE and 79% of PP pupils in Reception got expected in Reading, Writing, Maths and Speaking. Disadvantaged children achieved a progress score of 3.4 in Reading, 3.1 in writing and 3.2 in maths.	Extremely successful. Continue to embed throughout academy.	
B: Models and images used consistently so that pupils are able to apply their mathematical knowledge, skills, understanding and reason effectively.	<ul style="list-style-type: none"> • Singapore Maths implemented from years 1-5 • Numicon, diennes and other models/images use as prompts • In the moment learning captured 	KS 2 Maths attainment for all pupils improved for the third year running. 79% at Expected which is 3% better than the national average. 73% of PP pupils in Y6 achieved Expected. Progress during Y6 was 4.2 which is well above expected. Progress for the school is significantly better than average.	Extremely successful. Maths lead to continue to support teachers and support staff. Singapore maths to start in Year 6.	

	and displayed			
C, D: An academy wide strategy is used to foster a love of reading and provide accurate assessment of pupils' reading ages	<ul style="list-style-type: none"> Implement Accelerated Reader Appoint 3 'Reading Champions' 	Reading areas developed and used by the children consistently. No Pens Wednesday created a buzz about vocabulary and Word of the Week embedded throughout the school. The library is now opened up to parents and children. Disadvantaged children achieved a progress score of 3.4 in Reading	Reading has a much higher profile throughout the school. Continue to develop reading areas, word of the week, use of the library and parental engagement.	£52,000
ii. Targeted Support				
	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E: Attendance rates for pupils eligible for PP is 96%+ with a decreasing number of pupils who are persistently absent.	<ul style="list-style-type: none"> Establish Pupil Welfare Team Appoint Pupil Welfare Manager Provide incentives for reward-based attendance SLA for weekly 	Attendance for Disadvantaged children has risen for the third year running to 95.8%. The number of PA who are PP has dropped.	Successful. Pupil Welfare Manager and Safeguarding manager to continue to carry out home visits and monitor attendance weekly. Attendance display in hall and competitions to continue.	
A, B, C, D: Outcomes for PP pupils reviewed, emerging needs are identified and addressed	<ul style="list-style-type: none"> Pupil progress meetings 	Children who need strategies and interventions are targeted quickly and these are monitored regularly and adapted if necessary. PP children's attainment was higher than non PP children's in Reading, Writing and maths in EYFS.	New HLTA to support with strategies and interventions for PP children who are not on track to make expected progress. PP children's progress to continue to be a target on support staff's Performance Management.	

A, B, C, D: Bespoke, targeted support across the academy supported by expertise of external agencies	<ul style="list-style-type: none"> Inclusion manager/PP lead SALT SLA IBSS SLA Rushall Inclusion SLA 	SEN pupils who are Disadvantaged made 3.4 progress points in Reading, 2.8 in Writing and 3.2 in Maths which was better than non-Disadvantaged SEN pupils.	Level 2 SEN LSP to be appointed Autumn 2018. Attachment training for all staff in November 2018. Rushall Inclusion to continue to support SEN team.	
A, B, C, D: Pupils access a range of online learning platforms during the school day and at home to support emerging needs	<ul style="list-style-type: none"> IDL Mathletics Education City Little Bridge 	Children's use of Mathletics and Little Bridge monitored and this showed increasing pupils of children accessing them. DA pupils who do not have access at home have opportunities to use them at school.	Mathletics competition to continue and develop. More children to have access to Little Bridge.	
Individual PP pupils in particularly challenging home circumstances can access expert support	<ul style="list-style-type: none"> Pupil welfare team Play therapy Counselling Supervised contact 	Three members of the Safeguarding team now have attachment training and the Vice Principal led whole staff attachment introduction to the whole staff. Safeguarding Manager had Lego therapy and Emotion Coaching training and now runs several groups in school. Three children were referred to House on the Corner for counselling. Two were able to attend and this was funded through school. Healthy Body, healthy Mind days were successfully run in Spring and Summer terms.	Attachment training for all staff in November 2018. This will support staff development in how to support children who are at risk of exclusion and vulnerable children. Continue to build staff knowledge through up to date training. Jigsaw PSHE scheme to be introduced in 2018-19. Continue with termly healthy Body, healthy Mind days.	£87,000

iii. Other approaches

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 (and whether you will continue with this approach)	Cost
PP pupils are able to access extra-curricular enrichment e.g. residential trips,	<ul style="list-style-type: none"> Music tuition Forest Arts events Resources for 	School partially funded PP children who wanted to attend the Residential trip.	Music tuition for all Year 6 pupils in 2018-19. Creative Arts lead to continue to foster links with Forest Arts Centre and lead Arts Award.	£36,000

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.caldmore.attrust.org.uk