

# Wren Park Primary

*"Wren Park, One School, Kind and Resilient Together"*



## School Development Plan 2024-25



RESPECTFUL



AMBITIOUS



RESILIENT

## 2024-26 Priority Areas

- Address OFSTED areas of improvement to secure a judgement of Good at next inspection (Summer 25 / and a positive interim monitoring visit- from Autumn term 24)
- Provide a broad and broad, balanced, and ambitious curriculum for all children.
- Secure outcomes at key points to be at least in line with national or better (EFYS, Phonics, MTC, KS2)
- Enhance Personal Development through partnership work and charities.
- Secure inclusion for children at school including those with challenging SEND and behavioural needs.
- Manage resources efficiently during a period of ongoing financial pressures.
- Maintain a committed workforce where there is shared ambition and a work life balance which is healthy resulting in retention of staff and high-quality education for all children.
- Secure QFT across all classes at all times and a culture of continued improvement
- Secure ongoing distributed leadership, developing talent and succession planning across teaching and school business.
- Provide staff with CPD to enable them to be the best teachers they can be- subject knowledge, best practice in classroom based on research, child development including trauma, attachment, Autism.
- Secure high attendance for all pupils
- Secure high degree of parental satisfaction of their child's school experience
- Further enhance the schools work on Equality

Overview 2024-25		Costings *Update
<b>Priority 1</b>	Personal Development	£
<b>Priority 2</b>	British Values	£
<b>Priority 3</b>	SEND Ambition	£
<b>Priority 4</b>	Curriculum Championship- Impact	£
<b>Priority 5</b>	Pupil Outcomes	
<b>Priority 6</b>	Equality Objectives	
<b>Priority 7</b>	Finance, Resources, Horizon Planning	
<b>Priority 6</b>	Financial stability	Operating a Balanced Budget

**Priority 1: Personal Development-**

**To provide well-planned opportunities to promote the holistic personal development of all children.**

**Objectives:**

- Full implementation of objectives and activities indicated in the PD Statement building upon last year’s introduction of statement of PD Intent
- Refine overview that creates coherent and well-planned links across the whole school curriculum to show opportunities for PD, embedding previous work and introducing new partnerships and PD activities.
- Document progress and achievement in PD through the EDPA award.

**Responsible SLT:** AB/ NB

Actions	Who	Milestones	Cost	Success criteria /Impact	Monitoring /Who	Evaluation
<ul style="list-style-type: none"> <li>• Refresh and revisit Statement of Intent-with staff.</li> <li>• Reviewing PD Calendar</li> <li>• Sharing work around PD with parents</li> </ul>	NB/ AB	Sept/Oct 24  October Curriculum Evenings.  Intent shared	1 hour staff meeting	<ul style="list-style-type: none"> <li>• Staff knowledgeable and “excited / committed” to aims.</li> <li>• Information overview for parents on website. And shared in Curriculum Evenings Oct 24 and other communications / newsletters.</li> </ul>	Governors/ link Governor  T&L committee  SLT	

<ul style="list-style-type: none"> <li>School values “championed” throughout the year.</li> <li>Introduction of PD roles of position within KS2</li> </ul>	<p>All Staff</p> <p>NB/AB to facilitate and monitor with governor</p>		£400, awards and events	<ul style="list-style-type: none"> <li>Golden Book Awards- Linked to values and termly showcasing exemplary efforts of consistently.</li> <li>“Living the Wren Park Way!” Children able to articulate school values and how they help them / school.</li> <li>Displays linked to celebration of values</li> </ul>	<p>Governors’ awards-tbc.</p> <p>Pupil Voice –termly SLT</p>	
<ul style="list-style-type: none"> <li>Year group PD plan shared children during September “new year” ambition. (As appropriate to age and stage of children).</li> </ul>	Teachers	New year group “setting the scene work”	Staff meeting /transition July 24	<ul style="list-style-type: none"> <li>Children aware of the broad ambition for them within the year group and looking forward to events and opportunities.</li> <li>Children able to articulate their own ambitions within school and beyond. Short and Long-term as appropriate to age/ understanding.</li> </ul>	SLT /Pupil voice	
<ul style="list-style-type: none"> <li>EPDA –Portfolio drafted with evidence by December 24</li> </ul>	AB/NB	Action Plan developed as part of SEF	£250 stationery, signage, and	<ul style="list-style-type: none"> <li>Completion of tasks identified in EDPA action plan.</li> </ul>	Review termly	

		process and ongoing	enhancement subsidy	<ul style="list-style-type: none"> <li>Intent to have verification of award January 2025</li> </ul>	<p>T&amp;L committee each half term.</p> <p>HT Report to gov's' termly</p> <p>Governor visits and pupil voice half termly</p> <p>Website evidence of PD</p>	
<ul style="list-style-type: none"> <li>Staff to identify Curriculum links and record through planning PD opportunities.</li> </ul>	AB/ all Subject Leads	<p>Review current PD Calendar (Sept 24).</p> <p>Staff enhance this with activities within their year group. (Including visits, visitors, community links- all years)</p>		<ul style="list-style-type: none"> <li>Enhanced range of PD opportunities planned for in a structured way.</li> </ul>	Termly monitoring of planning / T&L committee	
<ul style="list-style-type: none"> <li>Successful completion of EDPA award.</li> </ul>	PD working group			<ul style="list-style-type: none"> <li>PD working group build practice and portfolio to demonstrate</li> </ul>	Governors,	

				activities to build PD and progress as part of this area of improvement.	Pupil Celebration Event	
<ul style="list-style-type: none"> <li>Subject coordinators to show how PD is enhanced by links to their NC subject</li> </ul>	Subject Coordinators	PM discussions and action plan / overview. Website PD statement for each subject.	PM Target setting meeting. Staff Meeting Time	<ul style="list-style-type: none"> <li>Clearly visible how PD threads through each NC subject developed and completed through PM targets –links on Subject action plans (December 24+ further refinement throughout the year).</li> </ul>	SLT. GB T&L committee	
<ul style="list-style-type: none"> <li>Revisit and refresh pupils understanding of role model Role Model through focussed week.</li> <li>Britain at War week- introduction of inspirational people and human rights peacekeepers</li> </ul>	AB	All children have an identified role model to aspire to and able to explain why.		<ul style="list-style-type: none"> <li>School book of role models to be refreshed with reference to their value / characteristic. (Dec24)</li> <li>School visit by UNICEF worker Nov 24</li> </ul>	Book / display shared with children and parents, our role models website page (Dec 24)	
<ul style="list-style-type: none"> <li>Further enhance links with charities and partnerships</li> </ul>	NB/AB + Other staff	See PD calendar. of activities.		<ul style="list-style-type: none"> <li>Many successful links up and running linking coherently to PD plan. Children able to talk about the impact this has had on them.</li> </ul>	PD Governor T&L committee	

				<ul style="list-style-type: none"> <li>• Links with Derby Care homes</li> </ul>		
<ul style="list-style-type: none"> <li>• Develop a partnership with outstanding PD from LA or Private sector (Provisionally Repton Prep)</li> </ul>	Visit Sept 24	Introductory visit and scope of partnership meeting.	Half day visit and half day planning / securing action plan.	<ul style="list-style-type: none"> <li>• AB/NB to establish link and explore possibilities for joint projects around PD.</li> <li>• To include public speaking, sports</li> <li>• To have half termly contact for identified pupils (initially Y6 and Rec)</li> </ul>	AB/NB/ PD governor	Half termly updates, Pupil voice interviews by governors

**Priority 2: British Values**

**To address the weakness in the teaching of British Values as identified by OFSTED.**

**Objectives:**

- Pupils to know and articulate British Values and how they apply in their lives.
- Improve quality of teaching of British Values within in a coherent and structured approach as a specific area of learning and with links across the curriculum.

**Responsible SLT:** AB/ NB

Actions	Who	Milestones	Cost	Success criteria /Impact	Monitoring /Who	Evaluation
<ul style="list-style-type: none"> <li>• School response to UK Summer Riots</li> <li>• Work on identity, belonging, community, multi-faceted people.</li> <li>• Refresh school values and BV</li> </ul>	AB lead	Assembly themes to cover this in Autumn 24  AB to introduce “identity shields” to staff / children- Protection and Pride		<ul style="list-style-type: none"> <li>• Children can talk about their identity, belonging, shared characteristics with other people (within and beyond school)</li> <li>• Identity shields within PSHE to be part of Autumn 2</li> </ul>	Governor pupil discussions Assembly Resources on Website Children’s work and discussion on their “identity shield”	
<ul style="list-style-type: none"> <li>• All classrooms to have a British Values display.</li> <li>• Where evidencing children’s application of BV in addition to any “published resource”</li> </ul>	All teachers	Displays are up in rooms by Oct 24 and enhanced throughout year.	£50 stationery and printing	<ul style="list-style-type: none"> <li>• Children can view and name the British Values.</li> <li>• Displays reflect “British Values in action.”</li> <li>• Consistency of approach but with class specific</li> </ul>	SLT learning walk- End of Oct 24	

				evidence -photos, work etc:)		
<ul style="list-style-type: none"> <li>Refresh teacher knowledge on work to on the pilot British Values Scheme.</li> <li>Refine teaching resources and “stories” as part of do and review of each unit of study for even more effective teaching for subsequent years.</li> <li>Summer term 2 – plan events to celebrate the learning and progress made in BV as scheme does not cover summer term two. British Values display.</li> </ul>	All Teachers	Staff discussion in staff meeting.	Staff meeting 2 x 30 mins	<ul style="list-style-type: none"> <li>Learning of and refinement of scheme for full Implementation in Sept 24- consistency of approach.</li> </ul>	SLT pupil discussion and evidence in books/ display  Governor visit / T&L committee	
<ul style="list-style-type: none"> <li>British Values teaching identified as specific teaching and links across the curriculum to be identified.</li> </ul>	All Teachers	Evidenced in planning		<ul style="list-style-type: none"> <li>Links made in planning securing the teaching of British Values in a consistent way.</li> <li>Subject leads to identify where BV is taught / linked within units of study.</li> </ul>	LH / T&L committee	
<ul style="list-style-type: none"> <li>“Picture News”</li> </ul>	AB	Evidenced within timetable and resulting display	£600	<ul style="list-style-type: none"> <li>All staff using Picture News resource weekly. Children</li> </ul>	SLT / pupil voice discussion	

<ul style="list-style-type: none"> <li>Develop more opportunities to teach about those with Protected Characteristics- and UNICEF Rights of a Child</li> </ul>				<p>knowledgeable of current affairs and global events.</p> <ul style="list-style-type: none"> <li>Children are increasingly aware and have empathy and understanding of those with Protected Characteristics.</li> </ul>	and learning walks	
<ul style="list-style-type: none"> <li>British Values identified in assembly and whole school themes / events to reinforce their importance. E.g. Through Remembrance and themed days / events</li> </ul>	SLT	Assembly themes scheduled and adapted throughout year.		<ul style="list-style-type: none"> <li>British Values linked to areas of curriculum, events of current affairs- children able to identify which value the theme / event covers.</li> </ul>	SLT Pupil Voice Learning walks	

### Priority 3: SEND Ambition and Inclusion

#### Objectives:

- Review and modify the curriculum alongside subject leaders, to ensure it is accessible, ambitious, and engaging for all learners.
- Foster strong communication channels with parents of students with SEND, encouraging their involvement in decision-making.
- Create opportunities for students with SEND to contribute to decision-making processes in the school.
- To conduct comprehensive assessments to identify the specific needs of students with SEND, including early identification of SEND need and systems to effectively monitor progress.

**Responsible SLT: SENDCO GP**

Actions	Who	Milestones	Cost	Success criteria /Impact	Monitoring /Who	Evaluation
<ul style="list-style-type: none"> <li>Staff CPD on subject leadership and SEND.</li> <li>Staff questionnaires before and after training</li> <li>Use of SONAR for foundation subjects rolled out over the year.</li> <li>Continue with SEND coffee mornings.</li> <li>Start a parent forum group to improve practice.</li> <li>Parental engagement monitored for MEP, one-page profiles etc.</li> <li>Parent questionnaires.</li> <li>Explore ways to incorporate SEND pupils voice through student council and pupil voice questionnaires.</li> <li>Look at ambition and accessibility for school clubs and attendance by SEND pupils to be monitored.</li> </ul>	<p>SENDCo &amp; Curriculum lead</p> <p>SENDCo</p> <p>SENDCo, SC lead, AHT</p>		<p>Staff meetings</p> <p>Time for SENDCo &amp; CL to meet.</p> <p>Small cost for refreshments</p> <p>SENDCo time</p>	<ul style="list-style-type: none"> <li>Subject leaders will be more confident in understanding and discussing SEND within their subject area.</li> <li>All parents will attend MEP review meetings.</li> <li>Parent forum created and reasonable changes made.</li> <li>Parents feedback through coffee mornings and MEPs is positive.</li> <li>SEND pupils voice will be an integral part of school decisions.</li> <li>Pupil questionnaires are acted upon to</li> </ul>	<p>SENDCo &amp; Curriculum lead.</p> <p>Subject lead files</p> <p>SENDCo</p> <p>SENDCo AHT</p>	



					SEND and resource governors to review	
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**Priority 4:** For subject Champions to have clear impact upon their curriculum area and securing Quality of Education of the intended curriculum.

**Objectives:**

- TLR for Curriculum to work with staff and external advisors under the supervision of HT.
- Subject champions to have thorough overview of subject including progression of knowledge and skills.
- Subject champions to have a positive impact on the quality of teaching and subject curriculum across whole school.
- Subject champions to have range of evidence of impact of curriculum through monitoring.
- Subject champions to enhance their own role and best practice through research and collaboration.
- Subjects to be in a position of strength to secure a “Good” grading in Leadership and Management and Quality of Education at next OFSTED.

**Responsible SLT:** AB/ LH

Actions	Who	Milestones	Cost	Success criteria /Impact	Monitoring /Who	Evaluation
<ul style="list-style-type: none"> <li>• Curriculum Lead appointed with TLR and management time.</li> </ul>	AB	In place for 24-25	£3,017 p/a	<ul style="list-style-type: none"> <li>• Developing knowledge of strengths and weaknesses in provision across all subjects RAG</li> </ul>	LH/ AB	

<ul style="list-style-type: none"> <li>Curriculum lead to provide staff self- audit and subject audit and review along with portfolio evidence and discussion</li> </ul>	LH	<p>Audit completed and actions updated by Nov 24</p> <p>Staff meeting subject champion workshops half termly</p>		<ul style="list-style-type: none"> <li>Devising a plan for addressing any large area of need or common areas of need.</li> <li>All subject files are consistent in approach and resulting actions to be coordinated by LH/ AB</li> </ul>	LH/ SLT LH	
<ul style="list-style-type: none"> <li>Subject Champions to develop their yearly action plan.</li> </ul>	All Subject Leads	Completed action plan Nov 24		<ul style="list-style-type: none"> <li>Overarching consistency across all subjects. Curriculum lead to “RAG rate” subjects and prioritise areas for support.</li> </ul>	LH/SLT /T&L committee	
<ul style="list-style-type: none"> <li>Review and monitoring new medium-term planning.</li> <li>Any changes of topics to be considered in “interim documents” to avoid pupils missing key objectives whilst re-aligning history topics</li> </ul>	LH	Sept 24 start.		<ul style="list-style-type: none"> <li>Medium term plans on website for year 24-25</li> <li>Interim documents to be created by LH/ advisor and shared appropriately.</li> <li>Evidence of planning being implemented through work scrutiny, lesson visits</li> </ul>	LH / AB T&L committee Review of Advisor notes/ reports SLT lesson looks with governors	
<ul style="list-style-type: none"> <li>Group monitoring activities facilitated by LH</li> </ul>	LH/ Subject leads	Paired work with a subject		<ul style="list-style-type: none"> <li>Paired learning walks, work scrutiny, pupil voice developing secure</li> </ul>	LH	

		champion with external advisor		understanding of current provision. <ul style="list-style-type: none"> <li>Secure through PM targets Oct 24.</li> </ul>	
<ul style="list-style-type: none"> <li>Subject champions to actively promote and enhance their subject through research and collaboration.</li> </ul>	Subject leads	Subject leads ongoing. Staff lead staff meetings for subject (see diary tbc)		<ul style="list-style-type: none"> <li>Big Questions- Evidence improvement- What has improved in your subject through your Championship? Termly review linked to PM.</li> </ul>	SLT Beginning of Dec, Mar, July Twice yearly Subject reports to governors
<ul style="list-style-type: none"> <li>Continue to attend cluster subject meetings and partnerships recently established with other schools within the city and beyond.</li> </ul>	Subject leads	Staff to have sufficient non-contact cover to enable them to attend events (internal cover due to budget constraints)	Staff cover – aim to minimise this to equivalent of 10 afternoons / year.	<ul style="list-style-type: none"> <li>Discussions and partnerships with other schools enhances staff CPD and subject knowledge which is cascaded to all staff through staff meetings.</li> </ul>	Ongoing subject Championship updates
<ul style="list-style-type: none"> <li>Develop / refine effective assessment systems within foundation subjects.</li> <li>Implementation of assessments</li> <li>Assessment policy updated to develop good practice in AFL and use of summative assessment</li> </ul>	SLT	SLT time to research and consider most suitable resources	? £2000 estimate	<ul style="list-style-type: none"> <li>Data to demonstrate pupils' acquisition of knowledge and subject specific skills- analysed by staff and SLT to inform future learning.</li> <li>SONAR tracking to be used to record and identify trends/ needs in all</li> </ul>	Teachers  LH/ SLT termly review of data

				foundation subjects (currently RWM)		
<ul style="list-style-type: none"> <li>Subject Champions to research good practice in adaptive teaching for children with SEND and provide ideas/ support for staff</li> </ul>	Subject Champions	Half termly staff meeting subject workshops		<ul style="list-style-type: none"> <li>Adaptive teaching evident across the school and all subjects</li> </ul>	Subject champions evidence - report to governors. SEND governor learning walks	

**Priority 5: To secure positive pupil outcomes- in line with or better than national benchmarks.**

**Objectives:**

- Analyse 2024 outcomes for pupils identify emerging needs of school and cohorts.
- Set targets for 2024-25 EYFS, Phonics, KS2 (national SATs) and school targets on attainment.
- Secure QFT consistently across school and address any arising issues.

**Responsible SLT:** AB/GP

Actions	Who	Milestones	Cost	Success criteria /Impact	Monitoring /Who	Evaluation
<ul style="list-style-type: none"> <li>Analysis of 2024 outcomes</li> </ul>	SLT	Data review July /Sept 24		<ul style="list-style-type: none"> <li>Strengths and Priority areas identified.</li> <li>Staff to understand outcomes and</li> </ul>	SLT- Report to Govs Autumn2	

				<p>implications for their new classes.</p> <ul style="list-style-type: none"> <li>• Clear actions to build upon success and drive improvement in any identified areas</li> </ul>		
<ul style="list-style-type: none"> <li>• Sharing of targets through PM Review</li> </ul>	SLT/ all teachers	Oct 24		<ul style="list-style-type: none"> <li>• Pupil attainment targets include within PM review targets. Ambitious and realistic for all.</li> </ul>	SLT PM reviews/ summary report to govs	
<ul style="list-style-type: none"> <li>• QFT evident in all classroom's ensuring teaching is relevant and enabling children to know, do and remember more. (Aligned with LTP, MTP and NC objectives) *Links with strands on Assessment and Adaptive teaching</li> <li>• Develop the effectiveness of moderation across all year groups. (Evidence of and key findings)</li> <li>• CPD on Teaching and Learning including "Walk through's" based on</li> </ul>	<p>SLT and Subject leads for English and Maths</p> <p>LH/SLT</p> <p>AB</p>	Ongoing		<ul style="list-style-type: none"> <li>• All children making progress in learning- evidenced in work scrutiny, pupil discussion and use of summative and dynamic assessment.</li> <li>• SLT to identify children / cohorts "off track"- and response to be planned.</li> <li>• Review Sonar Data termly. Moderation activities within staff meeting following termly assessments.</li> <li>• 2X Per half term staff meeting input.</li> </ul>	<p>Work scrutiny, learning walks, in class assessments.</p> <p>Facilitated by LH, govs to attend if available/ report to T&amp;L</p> <p>SLT Learning walks</p>	

concepts by Sherrington and Caviglioli				Evidence of impact in learning walks		
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**Priority 6: Equality Objectives- See Equality Plan for further detail.**

Objectives:

- Promote and secure good attendance for all children, individually and by group (SEND, PP and by ethnic group)
- Secure good pupil progress for children, having high ambition for all.
- Promote positive behaviour and attitudes amongst all children.
- Develop staff and governor awareness of equality and the part they play in promoting it.

**Responsible SLT:** HT

<b>Actions</b>	<b>Who</b>	<b>Milestones</b>	<b>Cost</b>	<b>Success criteria /Impact</b>	<b>Monitoring /Who</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Appoint and train Attendance Officer.</li> <li>• Use of LA ATTEND framework and engaging with CPD offers around attendance.</li> <li>• Use of Working Together to Improve School Attendance</li> </ul>	<p>AB</p> <p>Attendance Officer</p>		Salary Cost £18k approx		<p>Governor Monitoring of Attendance</p> <p>AB weekly Safeguarding</p>	

<p>2024 (DfE guidelines)</p> <ul style="list-style-type: none"> <li>• Introduce weekly monitoring at SLT level.</li> <li>• Introduce teaching staff to weekly attendance and welfare concerns notifications.</li> <li>• Agree format for reporting to governors on attendance.</li> <li>• Appoint a new SEMH lead.</li> <li>• Team teach train the trainer.</li> <li>• Staff training on autism awareness within adults (KS2 2024 KS1 2025)</li> </ul>	<p>AB</p> <p>AB</p> <p>Attendance Officer</p> <p>AB</p> <p>AB</p> <p>AB or GP</p> <p>INSET</p> <p>TBC</p>				<p>governor termly</p> <p>AB</p> <p>AB/ Govs</p> <p>AB/ GP</p> <p>AB / SBM to source</p>	
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<ul style="list-style-type: none"> <li>Staff and governors responsible for recruitment to be aware of protected characteristics, unconscious bias and confirmation bias and the promotion of equality and diversity within the workplace.</li> </ul>					TBC	
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**Priority 7: To ensure financial stability during a time of budget pressure/ horizon planning.**

Objectives:

- Maintain a balanced budget by year end.
- Ensure efficient use of Staffing resources for the benefit and best interests of pupils.
- Minimise risk to staffing structure (avoid need for restructuring and associated loss of staffing hours)
- Minimise wasted expenditure and maximise best value principles.

**Responsible SLT:** HT, SBM, Resources Committee, GB

<b>Actions</b>	<b>Who</b>	<b>Milestones</b>	<b>Cost</b>	<b>Success criteria /Impact</b>	<b>Monitoring /Who</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>Management of the set budget within the licenced deficit of-£11k</li> </ul>	HT, SBM,	Termly summary	Finance package Price-6	<ul style="list-style-type: none"> <li>Budget approved by Govs and school finance team.</li> </ul>	Half termly monitoring-assessing	

<ul style="list-style-type: none"> <li>• Implications of budget to be monitored by resources committee at least termly</li> <li>• Regular benchmarking of expenditure against comparable schools – staffing costs, utilities, buildings, curriculum resources</li> </ul>	GB		visits/ year cost £3,000?	<ul style="list-style-type: none"> <li>• Overview throughout the year of budget expenditure v forecast shows “on-track.”</li> <li>• Identify where possible overspends are made and economies can be made.</li> </ul>	any variance to planned expenditure HT/ SBM	
<ul style="list-style-type: none"> <li>• School building stock to be maintained within the principles of best value.</li> </ul>		Use of devolved capital for priority projects linked to conditions survey	Annual Devolved capital and draw down	<ul style="list-style-type: none"> <li>• Projects and works completed as efficiently and according to priority.</li> </ul>	SBM, Resources committee, LA professional adviser	
<ul style="list-style-type: none"> <li>• Build a culture of a financially responsible workforce.</li> </ul>		Involve staff in broad overview of budget and associated pressures.	Resources costed against coded budget	<ul style="list-style-type: none"> <li>• Low supply costs (internal cover used whenever possible- redeployment of staff in line with need)</li> <li>• Low staff absence (individual trigger points to identify where challenge ad support is needed)</li> </ul>	SLT/ SBM/ Govs	

<ul style="list-style-type: none"> <li>• Identified resources based upon needs and well considered intended impact.</li> <li>• Maximise income from other sources eg. PA events</li> </ul>				<ul style="list-style-type: none"> <li>• Resources purchased only after SLT scrutiny (unless of an immediate need and of low-cost consumable nature).</li> <li>• Gobs to consider making parental requests for voluntary contributions.</li> <li>• School trips to be sustainable through parental contributions whilst still enabling support for assisted places for PP and disadvantaged</li> </ul>		
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