

**Meadlands Sports Premium Plan 2020 – 2021**  
**PE & Healthy Living Leader: Josh Penberthy**



Key achievements to date, taken from review of premium spend 2018-2020:	Areas for further improvement and baseline evidence of need: (NB: some of these are carried over from 2018-20 due to Covid-19 limitations & school closures)
<ul style="list-style-type: none"> <li>Achieved the Gold Sports Mark - demonstrating that sport has a high profile and is valued across the school</li> <li>Increased participation in all clubs, including disadvantaged pupils</li> <li>Increased success in borough competitions, Quarter finalists in Tag Rugby competition, Girls and Boys football teams both winning League Pools and qualifying as Quarter finalists. East Borough winners and Runners Up at Basketball competitions.</li> <li>Increased involvement in a wide range of competitive sport and festivals, including: Basketball (13), Cross Country (8), Football (32 (+6 selected for postponed competition due to Covid-19)), Rugby (10), Dance (30), Netball (14) and Swimming (16).</li> <li>Successful trial of new PE kit (2019-20) leading to full introduction (September 2020)</li> <li>Successful virtual <u>and</u> in-school PE sessions and sports week during period of whole or partial school closure, including online challenges, sports day races and in school tasks</li> <li>New awards created to recognise and celebrate team accomplishments and memorable sporting moments</li> </ul>	<ul style="list-style-type: none"> <li>Refurbishment of MUGA and Key Stage 1 and 2 playground area. Ongoing project 2019-2021</li> <li>Rebuilding of Nursery building and re-development of Early Years outdoor space to promote improved physical development</li> <li>Implementations of updated PE curriculum ensuring all PE lessons are nothing less than good.</li> <li>Development of the curriculum intent to introduce water sports to the PE curriculum.</li> <li>Continued inclusion in school sport and ease of access for disadvantaged groups</li> <li>Partnership with Junior Leaders reviewing playground trends and pupil interests.</li> <li>Partnership with Junior Leaders, House captains and club role models to design inter-school competitions and school selection process for externally run competitions.</li> <li>Provide publications and recommendations for external providers and sports clubs run locally as well as support for families to attend clubs.</li> <li>Increase activity throughout school day, using sporting events calendar to increase popularity and enthusiasm of specific sports.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Current Year 6	Targets for 2020-2021	Outcomes for 2019-2020	Meadlands will be using some of the Sports premium funding for additional swimming practice for competitive swimming squad. → No swimming took place due to Covid-19
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	N/A	90%	100%	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A	65%	87%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A	70%	90%	

<b>Academic Year:</b> 2020/21	<b>Funding allocated 2020/21:</b> £18070
<b>Date Updated:</b> September 2020	<b>Funding carried over from 2019/20 (due to Covid-19):</b> £6834 <b>Total funding:</b> £24904

**Key indicator 1:** The engagement of all pupils in regular physical activity; Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

**School Objective:** The outdoor spaces at Meadlands – including the EYs outdoor learning area - are quality environments promoting physical activity or sport, leading to greater use and improved standards across all PE and sporting activities at Meadlands.

School focus:	Actions to achieve:	Funding allocated:	Monitoring and evidence	Impact
To ensure PE is well resourced enabling all pupils to engage fully in PE lessons, extra-curricular sport and play-time games	<ul style="list-style-type: none"> <li>Audit current resources (check quantity &amp; quality) against PE curriculum map and extra-curricular clubs list</li> <li>Audit sports kits and bibs as above.</li> <li>Order new stock in response to audits.</li> <li>School to offer subsidised PE kits to disadvantaged families, on an individual needs basis, so that <u>all</u> children are in full PE kit and participating in PE and active play</li> <li>Work with JLT to review games &amp; activities at playtime and as above, ensure pupils have the resources they need in order to play the games they want to play</li> <li>Increase storage capacity &amp; ensure all resources well organised &amp; appropriately placed to increase use (including PE Shed,</li> </ul>	£3,500 (equipment, kit and storage expenditure)	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Mid Term plans</li> <li>Learning walks including review of storage space</li> <li>Pupil survey</li> <li>Presentation to SLT</li> <li>Governor meeting</li> <li>Meadlands pupils achieving PE scholarship to GC</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children now wear the new PE kit – several of whom have had this financially subsidised by school. KS2 pupil views: <i>“I prefer this kit because it is really smart and I like the skort when we have netball” / “I like having a tracksuit for if its cold”</i></li> <li>✓ PE equipment audited and resources purchased where replacements, renewal or new equipment was required. Teachers equipped to teach all curriculum areas, &amp; children have resources to support a range of active opportunities at playtimes. Appropriate outdoor storage in place to enable safe storage of equipment &amp; quick access.</li> </ul> <p>→ JLT to work more closely with PE lead in 2021-22 &amp; involved in</p>

<p>Project rolled forward from last year:</p> <p>Refurbishment of Multi-Use Game Area (MUGA), to ensure safe and appropriate area for learning</p> <p>To work with the HT &amp; EYs Lead to proactively support the Nursery build project, resulting in EYs pupils having access to better-quality outdoor facilities and a wider range of play equipment to support all areas of physical development</p>	<p>outdoor crates and space in staffroom)</p> <ul style="list-style-type: none"> <li>• INSET: support the staff team to develop understanding of resources and how these can be used to support PE mid-term plans</li> <li>• Manage MUGA project through communication with site manager (DE) – including preparation of the space</li> <li>• Gather quotes from providers (JP, DE, BC) and present to SLT. PE lead to support school business team (JG, BC) with fundraising plan.</li> <li>• On installation of new MUGA – manage the communication with parents, pupils &amp; GB</li> <li>• Maintain alternative playground playground, including painting of lines &amp; courts</li> <li>• Complete an EYs Audit with EYs lead (LT) to assess need for a) purpose built outdoor facilities e.g. equipment for climbing and b) equipment/resources to support motor development e.g. bikes, balance blocks.</li> <li>• Investigate and review other <i>successful</i> EYs settings to see how EYs pupils are engaging in PE and in physical activities during continuous provision, and the impact of this</li> <li>• PE lead (JP) to work with EYs lead (LT) &amp; SBM (JG) to contact range of providers to quote on work –</li> </ul>	<p>£10,000 (contribution towards building projects)</p>	<ul style="list-style-type: none"> <li>• Safe and fit-for-purpose games area in place</li> <li>• Increased usage of MUGA with knowledge that surface is safe to use (including playtimes, clubs, and community groups)</li> <li>• Line markings in place are suitable for School Games, fixtures and competitions in Netball, Tennis and Five a-side football, PE lessons and play.</li> <li>• Increased number of pupils in N and R achieving expected standard across the EYs curriculum</li> <li>• EYs practitioners report on improved gross motor skills particularly for those children with SEND needs</li> <li>• EYs practitioners report back on increased number of children successfully managing feelings and behaviour and relationships through play</li> </ul>	<p>reviewing playground use &amp; appropriateness of resources to support this. → GC scholarship delayed until September 2021 (due to Covid-19 limitations)</p> <p>✓ MUGA resurfacing completed August 2021 to limit impact on lessons and activity time. All-weather games space (with netball, tennis &amp; football court markings) - providing a safe and inspiring environment for lessons, play and community use</p> <p>→ Impact of new space &amp; use to be measured in Autumn 2021</p> <p>→ Nursery building project delayed. Project, including update to playground space, to be rolled over to 2021-22.</p>
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	<p>present to SLT</p> <ul style="list-style-type: none"> <li>PE lead (JP), SBM and office team (JG and BC) to investigate further funding streams and make fundraising plan for projects</li> </ul>		<ul style="list-style-type: none"> <li>Parent feedback</li> </ul>	
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**Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement

**School objective:** The pupils are positive PE role models for other pupils in the school - and staff. Children do not only take part in school sports, but in sporting activities and programmed outside of school hours with – making use of local sporting clubs.

School focus:	Actions to achieve:	Funding allocated:	Monitoring and evidence	Impact
To raise pupils' self-esteem in PE through celebration of their learning and outcomes in all areas of school and extra-curricular sport.	<ul style="list-style-type: none"> <li>Junior leader for PE appointed in Autumn term. Half termly (or more) meetings with PE lead to collect pupil voice and plan actions to raise profile of sport and PE.</li> <li>PE lead (JP) to contribute to wider school celebrations: weekly certificates, afternoon tea nomination, half termly warrior boards and in-class displays</li> <li>Photographs of sporting achievements to be framed and displayed through Upper KS2 corridor.</li> <li>PE lead (JP) to work with PSHE lead (CD/LL) on development of PATHS PALs (play time activity leaders and buddies). Support provided through pupil training, review of implementation &amp; follow up work.</li> <li>Lesson plans &amp; mid-term plans to be consistent with wider curriculum planning: to include progressive vocabulary and heroes of sport. This will be used to enhance teaching in PE lessons across the school.</li> </ul>	£1200 (contribution towards leadership time & CPD)	<ul style="list-style-type: none"> <li>Pupil voice – through end of year survey and JLT feedback</li> <li>Increase in applications to both JLT and House Captains</li> <li>Parent attendance at Sports Awards assembly</li> <li>Evident increased profile of sport across the school through display work as well as action outside</li> <li>Evidence from lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Weekly 'Athlete of the Week' certificates presented &amp; highlighted on corridor PE display</li> <li>✓ Sports awards assembly delivered online due to school closure. Trophies still awarded to pupils. – Number reduced due to reduction in sports clubs and opportunities (Covid-19 limitations)</li> <li>✓ Termly Newsletter shared with parents and pupils detailing successes and sporting achievements, and children's sporting news from clubs outside of school highlighted in main newsletter. Pupil views: "it made me feel really proud because my photo was in the letter"</li> <li>→ External visitors unable to be onsite &amp; sports trips unable to take place due to Covid-19. Ensure planned for 2021-22 if risk assessment allows.</li> </ul>

<p>Delivery of a Successful sports &amp; mental health week increasing children's awareness of different games and wellbeing</p>	<ul style="list-style-type: none"> <li>Improved communication with school community, promoting and celebrating PE and sport. To include: monthly PE/health assemblies, half termly Sport Newsletter, sport tweet at least once a week</li> <li>Half termly sport visitor to the school (once COVID risk assessment allows) - leading assembly and activity for group of pupils</li> <li>Opportunities for sport-related trips, e.g. to stadiums or to watch professional sport, to be arranged by PE lead (JP). Minimum one this year. Disadvantaged groups to be prioritised &amp; offered subsidised travel &amp; costs.</li> <li>PE lead (JP) to work with junior leader, pastoral lead (CD) and teaching team to organise sports week that will be inclusive of and inspiring for all. Plan to presented by junior leader 1 month in advance.</li> <li>Successful communication to parents regarding Sports Week</li> <li>End of year Sport Personality of the Year celebration – to round of sports week. Trophies bought for all winners, including engravings – to include all sports represented in clubs or curriculum provision. Winners nominated by club leads, teachers and/or peers.</li> </ul>	<p>£1000 (visitor or workshop fee, awards costs, contribution to leadership time)</p>	<ul style="list-style-type: none"> <li>Pupil voice through survey</li> <li>Observation of engagement in sports week activities</li> <li>Increased positive mental health and wellbeing amongst children</li> <li>Staff feedback</li> </ul>	<p>✓ Smaller sports week held in expanded phase bubbles at end of July. Included sports day/morning, in-class activities &amp; whole school sponsorship day "Meadlands Makes Tracks". 100% of pupils participated.</p> <p>✓ Pupil views: "sports day was a bit different this time but it was really fun!" / "I love sports day – because PE is my favourite subject and it's always really fun and we're outside all morning"</p>
<p>The pupils' curriculum experiences are enriched by making use of resources in the wider community.</p>	<ul style="list-style-type: none"> <li>PE lead (JP) to build upon collaboration with other schools (TKA, GC), clubs (FFS, The Knights, Boundless dance) and agencies (TYM) – arrange visits to Meadlands and to external sites, supported by these groups.</li> </ul>	<p>£500 (subsidised access)</p>	<ul style="list-style-type: none"> <li>PE report – pupil skill assessment</li> <li>Links with community</li> <li>Website</li> </ul>	<p>✓ Successful re-introduction of a small number of external clubs/specialists (e.g. Boundless Dance) &amp; visits to external sites (e.g. Bowles &amp; TYM) - but limited expansion due to Covid-19.</p>

<p>KS2 pupils have a learning experience outside of Meadlands classroom leading to greater engagement and inspiration for a particular area of sport.</p> <p>Systems measure the progress pupils make across the PE curriculum, enabling teachers to report back to SLT and parents with evidence and therefore confidence about pupils' knowledge and skills.</p>	<ul style="list-style-type: none"> <li>• PE lead (JP) to work in collaboration with TYM to develop unit of work relating to water sport (sailing/kayaking/paddle boarding). Development of project includes costing, communication with parents, safety, agreed outcomes, KO &amp; mid-term planning.</li> <li>• JP &amp; JLT are able to report back on the impact of the experiences on their own learning. Summer 2021.</li> <li>• PE lead (JP) to review current assessment procedures in PE – sample swimming, rugby &amp; basketball</li> <li>• PE lead (JP) to work with LT to develop understanding of EYs assessment in relevant areas such as fine and gross motor strength and coordination</li> <li>• PE lead (JP) to work in collaboration with PE locality network in assessing skill for KS1 and 2 pupils.</li> <li>• PE lead (JP) to present findings to SLT throughout year. JP to join staff research project – set aside time to attend whole staff meetings (see SDP)</li> </ul>	<p>£600 (contribution towards leadership time)</p>	<ul style="list-style-type: none"> <li>• Knowledge organisers and mid-term plans for externally delivered PE and sport</li> <li>• PE assessment documentation</li> <li>• Reports and presentations to SLT</li> <li>• Governor meetings</li> <li>• Pupil end of year reports</li> </ul>	<p>→ Links with local community to be a continued focus for 2021-22. → Development of water sports unit to carry over to 2021-22 (due to Covid-19 limitations) → SSCO from GC to begin teaching PE session &amp; running lunchtime club at Meadlands, Autumn 2021</p> <p>→ Curriculum &amp; timetable alterations made (due to Covid-19 limitations) – curriculum development &amp; assessment work to be carried over to 2021-22</p>
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**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

**School objective:** To work with Staff and ensure that they are confident when leading PE lessons and children are given good-quality coaching at sporting events.

School focus:	Actions to achieve:	Funding allocated:	Monitoring and evidence	Impact
To ensure the intent of the PE Curriculum is clear, and that	<ul style="list-style-type: none"> <li>• PE policy and associated web pages updated</li> </ul>	<p>£1000 (contribution towards</p>	<ul style="list-style-type: none"> <li>• Curriculum map</li> <li>• KO</li> <li>• Mid Term Plans</li> </ul>	<p>✓ Knowledge organisers completed throughout year has meant clear progression through sports for all</p>

<p>implementation is strong and staff are confident in their delivery</p>	<ul style="list-style-type: none"> <li>• PE lead (JP) to work with class teachers to complete Knowledge Organisers, term at a time, for PE and report these to HT. All complete by the end of the year.</li> <li>• PE CPD delivered by PE lead (JP): introducing KOs and developing staff pedagogy, and later making horizontal and vertical links across PE curriculum and reinforcing knowledge, skill and memory. In order to do successfully JP to develop schedule based on staff needs– report back to HT.</li> <li>• Present findings to SLT: Is the implementation working? Does it fulfil the whole school curriculum intent? Are pupils making good progress?</li> <li>• Successful communication between SLT &amp; sports lead, and external sport teachers (Boxing, Yoga &amp; Dance), means their lesson expectations &amp; outcomes are clear, teaching &amp; learning is strong.</li> <li>• Progression of swimming at Meadlands to be reviewed, including which classes attend and when, and how we ‘close the gap’.</li> </ul>	<p>leadership time, subsidised swimming fees)</p>	<ul style="list-style-type: none"> <li>• Lesson observation feedback</li> <li>• Staff feedback</li> <li>• INSET notes</li> <li>• Lesson plans</li> <li>• Policy</li> <li>• Website</li> <li>• Staff are able to make links: horizontally, vertically and diagonally across PE curriculum</li> </ul>	<p>classes. Throughout Knowledge Organisers and MT plans, vocabulary is highlighted and built upon year on year.</p> <p>✓ Subjects leader is accountable for staff progression – coaching offered where needed. Staff and volunteers are equipped to lead age-appropriate, challenging, and engaging lessons or extra-curricular sessions.</p> <p>→ Swimming progression reviewed – change in approach for 2021-22 (delayed due to Covid-19 limitations preventing swimming taking place)</p>
<p>To ensure the PE lead is supported effectively and able to access relevant CPD</p>	<ul style="list-style-type: none"> <li>• PE lead (JP) to create and review termly action plans</li> <li>• PE lead (JP) to report to SLT half termly on progress towards Sports premium strategy/action plans</li> <li>• PE lead (JP) to be supported in role by in school and Borough colleagues including Partnership Manager and School Games Organiser.</li> <li>• Relevant AFC or SGO CPD opportunities to be accessed by PE lead and team. Cover arranged to</li> </ul>	<p>£1000 (contribution to CPD, class cover, leadership time)</p>	<ul style="list-style-type: none"> <li>• Performance Management outcomes</li> <li>• Minutes of meetings</li> <li>• Register- attendance at CPD</li> </ul>	<p>✓ Termly action plans created and reviewed to ensure progress in all areas of PE and Healthy Living</p> <p>✓ Sports lead attended UK Active CPD virtually during school closure. Well-equipped with skills and knowledge to lead subject area confidently and competently, and model outstanding PE teaching.</p> <p>→ Teaching Assistant &amp; PE coach accessing university teaching qualification to further support PE</p>

PE and sporting events are successfully supported by staff	<p>enable this (FFS or extended hours of p/t staff)</p> <ul style="list-style-type: none"> <li>• Staff responsible for school sports and clubs are able to attend sports matches and courses to help advance the children’s development and their own coaching experiences – to be organised by PE lead (JP) based on needs and opportunities identified</li> <li>• Children are able to participate in a number of leagues and tournaments, as detailed in competition calendar – planned, communicated and risk assessments in place at least 3 weeks in advance</li> </ul>		<ul style="list-style-type: none"> <li>• Diary – attendance at tournaments</li> <li>• Pupil voice following participation</li> <li>• Increased confidence and strength in delivery amongst clubs providers</li> </ul>	<p>teaching, 2021-22.</p> <p>→ Competitions, fixtures and festivals did not take place due to Covid-19. This will be a focus for 2021-22.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

**School objective:** To ensure a range of activities in our PE provision; appealing to all pupils’ needs and interests

School focus:	Actions to achieve:	Funding allocated:	Monitoring and evidence	Impact
The school supports inclusion and participation for all, through priority places and/or subsidised or fully funded extra-curricular clubs for all PPG & SEND children	<ul style="list-style-type: none"> <li>• PE lead (JP) to work with SLT and office team (JG) to ensure a good breadth of clubs is on offer, once clubs are able to begin (date TBC – dependent on Covid-19 risk assessment). This will include increased activities for Rec/KS1 children</li> <li>• PE lead (JP) to consult with Junior leader and JLT group to collect pupil voice</li> <li>• PE lead (JP) to manage sports and related club registers, and monitor attendance of KS1 and 2 pupils</li> <li>• PE lead (JP) &amp; PPG Lead (JB) to monitor take-up of disadvantaged pupils, reporting this information to the SLT and GB. Where pupils on the PPG or</li> </ul>	£3000 (subsidised clubs places, safety checks)	<ul style="list-style-type: none"> <li>• Clubs lists and attendance records</li> <li>• Competition lists and attendance records</li> <li>• Equality policy and objectives</li> <li>• PPG strategy report</li> <li>• School budget records</li> <li>• Records of pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>✓ 100% of disadvantaged pupils offered free and priority sporting clubs places, of which 97.2% accepted places (2.77% = 1 child remaining) – Autumn 2020. As a result, children on SEND &amp; PPG register more likely to attend clubs than non-SEND/non-PPG.</li> <li>✓ Good habits and early passions for exercise and healthy lifestyles are embedded amongst children</li> </ul> <p>→ Clubs offer more limited due to Covid-19 limitations. Increase in clubs capacity &amp; extra-curricular</p>

<p>All resources meet British Health &amp; Safety Standards - children can participate safely and no harm is caused to anyone due to unsafe equipment</p>	<p>SEND register do not accept places or attend, family to be contacted directly and encouraged.</p> <ul style="list-style-type: none"> <li>PE lead (JP) to monitor participation at competition and events, including the number of participants from disadvantaged groups. For this group, opportunities to compete or represent the school are a priority.</li> <li>PE lead (JP) and site manager (DE) to ensure safety checks arranged and undertaken on all PE equipment (inside and outside). JP to be present where possible, and action taken swiftly when something is deemed unsafe.</li> </ul>	<p>(Included above)</p>	<ul style="list-style-type: none"> <li>Safety assurance certificates following inspection</li> <li>CPOMs injury log</li> </ul>	<p>opportunities for <u>all</u> children will be a continued focus in 2021-22.</p> <p>✓ Equipment and facilities safe for use. Where this wasn't safe (MUGA) – action taken to replace.</p>
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**Key indicator 5: Increased participation in competitive sport**

**School objective:** Increasing opportunity for children and staff to compete and coach at a competitive level.

School focus:	Actions to achieve:	Funding allocated:	Monitoring and evidence	Impact
<p>Increased attendance at borough sporting competitions, leagues and events.</p> <p>Meadlands maintains links with locality to ensure regular tournaments in specific sports</p>	<ul style="list-style-type: none"> <li>PE lead (JP) to ensure a range of sport at competition level organised for the year ahead (including tournaments and matches, and to include football, rugby, netball, tennis, dance – at a minimum), and report to SLT on this</li> <li>PE lead (JP) to arrange additional competitions within locality, to ensure breadth of opportunity to represent school and promote inclusion of all children who show an interest in sport</li> <li>PE lead (JP) to coordinate communications with children, parents and staff regarding</li> </ul>	<p>£1000 (contribution towards leadership time &amp; cover)</p>	<p>Competition list – see diary</p> <p>Certificates of attendance at events, or medals and trophies awarded</p> <p>Pupil voice – PE Junior Leader notes</p> <p>Pupil voice following participation</p>	<p>→ Competitions, fixtures and festivals did not take place due to Covid-19. This will be a focus for 2021-22.</p>

	<p>competitions</p> <ul style="list-style-type: none"> <li>PE lead (JP) to be released to attend events and manage teams</li> <li>Commitment to Richmond School sport partnership</li> <li>Commitment to Richmond Sports and fitness Services SLA: School will attend a variety of competitions and festivals that are organised and run by RSSP. Diarised by PE lead (JP) when announced, dependent on interest and availability of children.</li> <li>Entry to privately run dance competitions and performances e.g. Rising Stars Dance/Richdance, and country dance competition (if these are not cancelled due to COVID-19). Transport and appropriate dancewear subsidised by school, as appropriate.</li> <li>Additional swimming sessions and coaching to be arranged for Gifted and Talented swimming squad, in advance of swimming gala (if this is not cancelled due to COVID-19).</li> </ul>	<p>£800 (approx. fee)</p> <p>£400 (approx. fee)</p> <p>£300 (anticipated fees + subsidised travel/dancewear)</p> <p>£600 (contribution to swimming pool hire, coach/staffing costs)</p>		
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Key Indicator	Approximate funding amount allocated	Percentage of funding allocated	Amount spent by Aug 2021	Percentage of Funding spent by Aug 2021	
1. Engagement of pupils	£13,500	54%	£17936.82	69.9%	
2. Profile of PE	£3,300	13%	£528	2.1%	
3. Knowledge and confidence of PE teaching	£2,000	8%	£900	3.6%	
4. Broad range of experience and activities	£3,000	12%	£2552	10.2%	
5. Increased participation	£3,100	12%	£2390	9.6%	
<b>Total</b>	<b>£24,900</b>	<b>99%</b>	<b>£22,285.82</b>	<b>89.5%</b>	<b>→ £2618 carried over to 2021-22</b>