

Schools Forum

School support fund

Date of Report – June 2022

Date of Meeting – 24 June 2022

Purpose of report – To provide an overview in relation to the monies allocated for financial year 2022 - 2023 for the school support fund for both Primary and secondary schools. An overview of the progress of the projects being funded by the carry forward agreed at the March 2022 meeting.

Introduction

This report builds on the information that was provided in writing and verbally for Schools Forum on 26th November 2021 and 4th March 2022 detailing how the school support fund monies had been allocated and spent to date. This current report provides the impact seen through Ofsted inspection on the schools in receipt of LA support and the progress report on the additional projects aimed addressing the Kirklees priorities for wider school improvement (Voice 21, EEF and newly agreed SEND project).

This report will provide an overview of the school commissioning fund, strategic school improvement interventions and the number of schools with a school support plan. Including information regarding the:

- Current spends on strategic school improvement interventions.
- The project brief, Memorandum of understanding and Projections for the SEND multi-partnership project spend.
- Individual allocation for secondary and primary phases for 2022 – 2023.
- Overview of the current number of schools accessing support at each level of segmentation.
- Impact of the challenge and support approach on Ofsted outcomes for those schools in receipt of funding.

Our priorities for deploying resources and developing projects are shaped by key LA strategic priorities as outlined in the learning strategy 'Our Kirklees Futures' and the SEND Transformation plan.

Overview of the school commissioning fund

Strategic school improvement interventions

What	Start Date	Status
Voice 21 cohort 1	by September 2020	Completed 12 schools £14000
Voice 21 cohort 2	By September 2021	In process 10 schools (including 9 funded during Year 1) £28750
Voice 21 cohort 3	By September 2022	Agreed in principle (LA led) LA wide dissemination Circa £15000
Voice 21 Total cost		£57750
Leading positive outcomes	By Dec 2021	In progress

Educational endowment fund / Bradford research school project. Phase 1 – LA wide leadership and management interventions to narrow the gap		19 schools participating in the 2-year leadership development. Day 1 and day 2 have taken place already. Very positive feedback captured. Coaches / mentor sourced inclusive of total cost.
Leading positive outcomes Educational endowment fund / Bradford research school project. Phase 2 – developments bespoke to the individual needs of the school	By May 2022	In progress Same schools participating (due to 2-year agreement)
Leading Positive outcomes - Total cost		<p>14 maintained schools are funded by the LA, 5 Academies are self-funding</p> <p>LA funding 14 schools for 2 years = £28,000 - Governor training for schools = £1127 (14*£80.56)</p> <p>In addition, and support the embedding of learning 6 LA segmentation 3 / 4 schools receive full funding for school contribution = £3000</p> <p>8 LA segmentation 1 / 2 schools receive one year funding for school contribution = £2000 they pay for the additional year £34, 127</p> <p>The latest strategic group meeting reviewed finances. This includes funding from Schools forum, individual school and EEF. The project is working to budget and is forecasted to meet all intended activities.</p>
Delivering Highly Effective Teaching and Learning for Pupils with SEND' - cohort 1	July 2023	<p>Program planning in place Schools contacted by July 2022 On track for the project to commence Sept 2022 DRAFT MOU – see appendix £40,000</p>

Impact report voice 21 year 2 and Year 3 Kirklees wide dissemination plan (Full report and case studies Appendices 1)

Oracy, by its nature, is challenging to measure numerically. Voice 21 measure the impact of oracy using short oracy surveys, completed by staff and students to generate a personalised oracy report for each school (see appendices 1). They also work with schools to develop an individual action plan for whole-school oracy development. The oracy survey results inform this action plan.

The pandemic has had an impact upon the speed of implementation. Talk is, by its nature, a collaborative process. The lockdowns have meant that the explicit teaching of oracy pedagogy has been hampered by the various challenges schools faced during covid 19. The many challenges schools have faced include:

- o pupils working in bubbles
- o pupils working individually and unable to undertake collaborative tasks
- o the wearing of face masks which limits the impact of oracy activities
- o numerous changes to consultancy support by Voice 21 due to both teacher and consultant covid illness
- o significant absence of both pupils and teachers due to covid
- o lack of face-to-face staff meeting time impacting on schools' roll-out of training.

Voice 21's approach has changed since embarking on the project. They are offering a more flexible approach to accessing training, which for individual schools is good. However, for us as an LA, it impacts upon the cost for year three. Below are the proposed options from Voice 21 that we have considered.

Option 1: all 10 schools

- o 5 x primaries 5 x £2500 (£12,500)
- o 5 x secondaries 5 x £3000 (£15,000)
- o 10% discount £2750
- o Management fee £4000
- o £24,750 + £4,000 = **£28,750** for 1 year's membership.

Option 2: 8 schools (we need a minimum of 8 to offer a 10% discount)

- o 4 x primaries 4 x £2500 (£10,000)
- o 4 x secondaries 4 x £3000 (£12,000)
- o 10% discount £2200
- o Management fee £4000
- o £19,800 + £4000 = **£23,800** for 1 year's membership with the conference that you outlined above, that the 2 schools outside of the membership could attend.

If the ratio of primaries and secondaries is different from above, this will affect the cost.

This is a change to the Kirklees original three year offer which consisted of the following:

- o Year 1: working directly with teachers developing an oracy champion.
- o Year 2: cascading through school
- o Year 3: sharing practice

Whilst we recognise the positive impact that the Voice 21 training is having, due to all of the factors above, we feel that, at present, schools are not in a position to move forward into year three with Voice 21. We feel that schools are best placed to further consolidate the training and pedagogy from years one and two. Schools can access year three training independently.

Our proposed option to forum (budget £15, 000) is:

- facilitate an LA-wide oracy conference in Autumn 2 including the sharing of good practice from local Voice 21 schools and oracy keynote speakers. Open to all schools in Kirklees.
- Deliver half termly Oracy network meetings to consolidate and further develop practice in oracy across the LA, with the project schools disseminating good practice. This will support

consolidation of practice in current Voice 21 schools and address LA priorities outlined in Our Kirklees Futures.

Impact report EEF Leading Positive outcomes and Phase 2 plan including LA wide sustainability model

Phase 2 of the project is due to begin in September 2022. The focus will now move to developing the middle leadership layer in the project schools. Governance involvement is also a high priority in this phase.

All project schools will be involved in a core programme; The core focus is on metacognition and self-regulation.

In addition to the core programme, school leaders will disseminate the attendance of the masterclasses to relevant middle leaders. Short, 40 minute, online, evidence-based masterclass will be provided in the follow areas: -

1. Retrieval
2. Disciplinary Literacy / feedback
3. Effective use of TA's (Linked to SEND High Quality First Teaching)

Pre reading will be provided prior to the master classes and signposting to best evidence sent at the end of the session.

- a) 'What does the evidence say' Masterclass. This is open to all schools in Kirklees (virtual online session)
- b) A follow up implementation session will take place for the project schools further developing the implementation model with middle leaders.

Building in Sustainability

Wider Kirklees leaders will be invited to attend three masterclasses from Autumn 2022, as detailed above. To support any non-project school with the implementation of the evidence into school development plans, an introductory pre-recorded video on effective implementation will be made available.

All coaches will be expected to attend the core programme including the masterclass sessions. It is the expectation that coaches will be able to support and develop the implementation model in Kirklees schools through their wider school improvement activities that they undertake as AKLP / academy advisors.

KLPs are receiving training from the Braford Research model in summer 2022 regarding implementation model.

Governance forms a large part of programme sustainability. A **Kirklees wide** training session on 'How schools make effective use of research for evidence informed leadership' will be offered to all Kirklees schools and setting in the early Autumn term. The vehicle for this discussion will be pupil premium, with that in mind the suggested audience is the pupil premium governance lead and the Chair of governors. A second session, specifically for the schools involved in the project will occur in the spring term. This will identify lead governor professionals that will be able to support other schools with the model.

Agreed spend on strategic interventions at March 2022 meeting

Carry over any unallocated money from 2021 – 2022 to facilitate: -

- The rollout of voice 21 across the LA. Currently £9000 remains in the original projects pot, approximately £6000 is required to facilitate the LA wide roll out of this project - Agreed March 2022
- Investment in a new SEND project supported by the research school and other partners. £40000 carry over for phase 1 with further investment required for phase 2 onwards. Phase 1 agreed and in progress.

Update on the spend for the last financial year

Allocations from April 2022 are for use with schools who predominantly require support in the academic year Sept 2022 – August 2023.

In the past 2 years over 60 schools have had access to support plans and projects. This spans the full Ofsted grading profile, LA challenge and support segmentations and all phases of education.

Any rollover funding from 2021 -2022 has now been allocated to schools following Ofsted inspections this term (April – June 2022).

- Secondary - £13, 293 – reallocation into segmentation 3 schools.
- Primary - £24, 164 – reallocation into new segmentation 3 schools.

Round table meetings are taking place over the next few weeks where final invoices will be reviewed with the schools in receipt of additional support.

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- . The following amounts have been allocated for 2022 – 2023:
- Secondary allocation - £83,578. Primary allocation - £113, 350.

Individual allocation for secondary and primary phases for 2021 – 2022.

Appendix 2 outlines the allocation for each phase, with a breakdown of the funds for individual schools over the past two years and the indication of need for next year. Further allocations will be identified following the round table meetings and analysis of additional data / intelligence in early Autumn term.

Overview of the current number of schools accessing support at each level of segmentation

Phase	Maintained Schools Segmentation				Academy Schools Segmentation				Total			
	1	2	3	4	1	2	3	4	1	2	3	4
Nursery			1								1	
Infant	6	1	5	1	2	1	1		8	2	6	1
First	6	3	2		4		1		10	3	3	
Junior	8	1	1		1	1	1		9	2	2	
Through Primary	43	11	11	1	21	2	4	4	64	13	15	5
Middle					2				2			

Secondary	1	2	3	1	8	3	3	2	9	5	6	3
Special	1	3			1	1			2	4		
PRUs					2	1			2	1		
Cross phase					1		1		1		1	
	65	21	23	3	42	9	11	6	107	30	34	9
March 22 reporting	75	14	22	5	37	8	11	8	112	22	33	13

We have 10 less schools in segmentation 1 (new HT) or academisation.

4 schools have moved out of segmentation 4 (2 maintained and 2 academies)

Impact of the challenge and support approach on Ofsted outcomes for those schools in receipt of funding

Primary Schools

Year 1 2017 - 2018	Year 2 2019 - 2019	Year 3 2019 - 2020	Year 4/5 2020 - 2022
Achieved Target grade	Achieved Target grade	Achieved Target grade	Achieved Target grade
8 maintained schools 2 academies	8 maintained schools 2 academies	5 maintained schools 1 academy	13 maintained schools
Support in place – lower Ofsted grade (below target)	Support in place – lower Ofsted grade (below target)	Support in place – lower Ofsted grade (below target)	Support in place – lower Ofsted grade (below target)
2 maintained schools 1 academy	2 maintained schools	2 maintained schools closed / Academy conversions	1 maintained school

Target grade is either to maintain grade or move up a grade.

Out of 39 Primary Inspections, 15 were maintained schools in segmentation 3 with a plan. Of these, 13 maintained hit their target grade (3 of these were to retain RI). 1 good school was assessed as RI. 1 was assessed as inadequate.

17 maintained schools in segmentation 1 were without a support plan – 3 of these schools have not retained their target grade and will require a new plan. 3 maintained schools retained their grade however, they will be subject to a full section 5 inspection next time and therefore have moved to segmentation 3 and will require a school funded plan.

Currently 20 maintained Primary Schools are in Segmentation 3 and 2 maintained primary schools are segmentation 4. These schools will be issued with new plans from Sept as dictated by this terms round table meetings.

Secondary Schools

Year 1 2017 - 2018	Year 2 2019 - 2019	Year 3 2019 - 2020	Year 4/5 2020 - 2022
Achieved Target grade	Achieved Target grade	Achieved Target grade	Achieved Target grade
2 maintained schools 2 academies	4 maintained schools 2 academies	1 maintained school 5 academies	5 maintained schools
Support in place – lower Ofsted grade (below target)	Support in place – lower Ofsted grade (below target)	Support in place – lower Ofsted grade (below target)	Support in place – lower Ofsted grade (below target)
1 maintained school 2 academies	1 maintained school 1 Academy	1 academy	1 maintained school

Of the 6 maintained schools inspected since January 2022, all were in receipt of funding based on need and 5 out of the 6 maintained their target grade.

This data shows a strong correlation linking target support with a support plan and direct improvement both in terms of segmentation and Ofsted grading

Appendix 1

Voice 21 Report Year 3 2021-22 – to Schools Forum

National Context

The importance of talk in securing the best outcomes for pupils has never been as prominent in the National debate. The Ofsted research review on English, published on May 23rd 2022, cites ‘the Matthew Effect: the word-rich get richer and the word-poor get poorer’, as a major contributing factor to underachievement and the widening educational gap, explaining that ‘developing spoken language is especially important for those from disadvantaged backgrounds, who are the most likely to be word poor’. The report also states that, ‘developing spoken language, including vocabulary, is essential for the academic progress of all children’ and highlights that ‘there is a body of research exploring the benefits of using classroom discussion (dialogic talk) as a general classroom pedagogy’. This research has been pioneered by Voice 21, using the research of Robin Alexander and Neil Mercer as well as many other eminent educational practitioners.

The dedicated section on Spoken Language links directly to the work of Voice 21 and refers to the curriculum for spoken language as needing ‘a range of different interrelated aspects: physical, linguistic, cognitive, and social and emotional’ which all participating schools have received training on.

The section on Spoken Language ends by outlining what features a high-quality curriculum might have.

- An effective spoken language curriculum identifies the components that pupils need to learn for successful spoken communication. It focuses on interrelated aspects that constitute effective spoken language (physical, linguistic, cognitive and social and emotional).
- Teachers equip pupils with the right knowledge and vocabulary for them to be able to speak on a topic effectively
- Pupils learn how to take part in exploratory talk and use talk to present ideas.
- There is a focus on ensuring that pupils can select and use appropriate grammar and register for audience and purpose, including Standard English where necessary.

- Teachers model spoken language for pupils. This includes language that pupils might not encounter away from school.
- The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills.

Through participating in the Voice 21 project, all schools are demonstrating some features of a 'high-quality curriculum'.

Intent

Voice 21 is a commissioned, independent project. The commissioning was initially for Year 1 of the project and was agreed by Bev Richards. Dionne Heaven undertook the responsibility to commission and organise the project. This was then rolled into Year 2. Both have since left the Authority.

As a commissioned project, Voice 21 works directly with the schools, providing the training and follow up consultancy support, collecting evidence and impact. Their work is based upon their own training models and structures. The impact measures are also set up, agreed and evidenced by Voice 21. Reports are sent to Kirklees from Voice 21 regarding engagement in the project. Schools receive individual reports.

It was agreed with Voice 21 that LA officers could attend training as CPD. They did not have a formal role in terms of support.

An LA officer worked with Holmfirth to understand the Voice 21 principles. The school have worked on curriculum design. Their Oracy Champion has begun to deliver whole-school training. The consultant worked with the oracy champion and the science department. This has involved implementing explicit talk activities into the year 8 science curriculum using the Voice 21 Talk Tactics. The science department are currently teaching the units before further embedding talk into other year groups. The school also received bespoke support from the Voice 21 consultant.

In addition to the training for Y2 Voice 21 also provide the following and set out their impact measures:

The emphasis for Year 2 is on developing a whole-school approach to oracy. Through training sessions and bespoke consultancy, the oracy lead and oracy champions will facilitate the cascading of oracy throughout school.

Implementation

Year 2 2021-22

10 schools were involved in moving forward into Y2. This was based upon engagement in the Y1 project and capacity and willingness to be part of the project in September 2021.

9 of these schools were from Year 1 of the project and Oak was invited to participate as they had been undertaking the Voice 21 training independently and it was felt that the school would benefit from support into Y2.

Schools involved:

- | | |
|-------------------------|------------------------------|
| ➤ Newsome Academy | ➤ Salendine Nook High school |
| ➤ Holmfirth High school | ➤ St Thomas Junior school |

- Hyrstmount Junior school
- Honley J&I school
- Netherhall learning campus

- Westborough high School
- Ravensthorpe Junior school
- Oak J& I schools

Timeline of training 2021-22

Welcome back
Webinar 12.10.21

Development Day 1
3.11.22

Development Day 2
7.2.22

Training: Taken from Voice 21 Stage 2 documentation

Day 1 was delivered in person and was held at Salendine Nook High School.

Day 2 was delivered virtually due to advice from Voice 21

Impact (Taken from Voice 21 Stage 2 Documentation)

First and second term Report – Stage 2 (Overview)

Feedback from Voice 21 term reviews:

- 100% of schools have an oracy champion to lead the work in their settings.
- 100% of schools have registered for the Voice 21 Exchange. This is an online forum providing training, information, research and a social forum. The exchange is only available to schools working directly with Voice 21.
- All schools have either had or have booked their milestone consultant meeting.
- Feedback from all training was positive with 100% of delegates giving good or excellent.

Notes provided by Voice 21 from February 2022 Mid-term meeting.

‘Holmfirth: Strategic whole-school approach and there was lots of positive feedback from V21 and attendees. The OC (Oracy Champion) has led a workshop at their whole school training day and from this has extended the oracy team with colleagues from across a range of subjects who are trialling approaches in their teaching and sharing these back in faculty meetings. Practice is now developing more school-wide than before which is great. In form time oracy has been a positive tool to deliver their Footsteps curriculum (PSHE) and many teachers have commented that the structures and scaffolds from V21 have been really beneficial in having more structured discussions on a range of topics. Teachers feel more confident talking about topics because of the tools they are using.’

‘Oak CE: Due to challenges within school, in our milestone meeting, we agreed to focus on pedagogy and practice. The school have been linked to the Halifax Academy (S3 school) to arrange a visit and the school lead at Halifax will share the toolkit as a means to develop shared understanding and expectations for classroom talk.’

‘Newsome Academy: Sterling work on developing a culture of Oracy through dialogue assemblies, now called ‘seminars’. Y9 Speechmaking event was to take place in front of parents – and Voice 21 will be

exploring the potential for an annual whole-school oracy event to include Speechmaking, formal debate, structured discussion and performance poetry in future meetings and in-person consultancy day in June.'

'**Netherhall**: supported the SL and OC to plan CPD on the role of questioning and teacher talk tactics in improving exploratory talk.'

Voice 21 were also asked to provide the following by the consultants to support evidence of impact:

1. 'KP and PL require impact evidence to present to School Forum for the Headteacher Forum on 24th June.
2. They require impact evidence for covering - **school lead impact** (what they have done and what the whole school impact has been), **teacher voice** (evidence of impact), **pupil voice** (evidence of impact). The evidence can be soft or hard.
3. The evidence must include impact for at least 1 secondary school and 1 primary school. '

The attached case studies have been presented by Voice 21 (confidential to the meeting).

Case studies: St Thomas , Holmfirth High School and Newsome Academy

- Voice 21 are currently working on case studies form primary schools.
- Oracy, by its nature, is challenging to measure numerically. Voice 21 measure the impact of oracy using short oracy surveys, completed by staff and students to generate a personalised oracy report for each school. They also work with schools to develop an individual action plan for whole-school oracy development. The oracy survey results inform this action plan.
- The pandemic has had an impact upon the speed of implementation. Talk is, by its nature, a collaborative process. The lockdowns have meant that the explicit teaching of oracy pedagogy has been hampered by the various challenges schools faced during covid 19. The many challenges schools have faced include:
 - o pupils working in bubbles
 - o pupils working individually and unable to undertake collaborative tasks
 - o the wearing of face masks which limits the impact of oracy activities
 - o numerous changes to consultancy support by Voice 21 due to both teacher and consultant covid illness
 - o significant absence of both pupils and teachers due to covid
 - o lack of face-to-face staff meeting time impacting on schools' roll-out of training.
- Whilst we recognise the positive impact that the Voice 21 training is having, due to all of the factors above, we feel that, at present, schools are not in a position to move forward into year three with Voice 21. We feel that schools are best placed to further consolidate the training and pedagogy from years one and two. Schools can access year three training independently.

Appendix 2

Individual allocation for secondary and primary phases for 2021 – 2022.

Financial Year	20/21			21/22			22/23		
	Allocation Includes RO	Spent	Rolled over	Allocation Includes RO	Spent	Not yet finalised Rollover	Allocation	Spent	Rolled over
Secondary Allocation			£72647 Roll over	£89390	76, 097 (£2000 - V 21, £20000 - SEND)	13,293	83, 578		
School 1 (3)	38695	19230	19465	19465	16535	2930	To be allocated		
School 4 (1) *	5000	5000	0	0	0		Remain good coming back for Outstanding £5000		
School 5 (3)	40132	5455	34677	34677	28933	5744	13,000		
School 6 (3)	5000	5000	0	Now academised					
School 7 (2)	20,000	20,000	0	10,000	2525	7475	Now good Changed to segmentation 2		
School 9 (2)	16500	5205	11295	21795	20795	1000	Now good Changed to segmentation 2		
School 12 (2) *	10000	10000	0	13500	14125	(625)	Now good Changed to segmentation 2 £5000 allocation		
School 13 (3)	33625	26415	7210	17210	10150	7060	Due academisation		
				116647	93063	23584	23,000	Allocation due to be considered July 2022	
Primary Allocation			£117805	£125472		24, 164	113350		
School 1 – (3)	New plan in Nov 2021			10000	2950	7050	Awaiting Ofsted		
School 2 – (3)	New plan in Feb 2022			5000	0	5000			
School 5 – (4)	3440	3440	0	Now academised					
School 7 – (2)	833	0	833	833	0	833	Now a good school Spring 2021		

Financial Year	20/21			21/22			22/23		
	Allocation Includes RO	Spent	Rolled over	Allocation Includes RO	Spent	Not yet finalised Rollover	Allocation	Spent	Rolled over
School 8 – (3)	13903 + top up 1623	0	15526	20526	7835	12691	Moved to segmentation 3 plan continues. Round table planned to finalise spend.		
School 9 – (3)	New plan in Jan 2022			5000	0	5000			
School 10 – (3)	6855	4710	2145	11895	4780	7115	Remain RI plan continues.		
School 11 – (3)	10000	2980	7020	7020	6599	421	Awaiting Ofsted		
School 12 – (3)	1834	1834	0	0	0	0	New plan - RI £5000		
School 13 – (4)	5000	1800	3200	8800	3875	4925	New plan - RI judgement		
School 14 – (3)	No plan in place school funded support								
School 19 – (3) Honley	New plan Feb 2022			4000	675	3325			
School 20 – (3) Kayes	6025	0	6025	7125	4795	2330	Awaiting inspection, considered good.		
School 21 – (2)	New plan due March 2022			5000	0	5000	Now good – Case study KFS		
School 22 – (4)	10000	3530	6470	12290	5275	7015	Academised		
School 26 – (3)	39750	31145	8605	13805	4570	9235	Continuation of plan N and BB		
School 27 – (3) Nields	3150	0	3150	10275	2200	8075	No further funding.		
School 28 – (4)	9940	6805	3135	10315	2775	7360	Awaiting RT meeting		
School 31 – (3) Scholes	School funded support plan in place			6500	6500	0	RT meeting booked		
School 32 – (3)	New plan for March 2022 school funded						0		
School 33 – (3) Academy	3800	0	3800	5780	5780	0	Now academised		
School 34 – (3) Academy	New plan for Jan 2022 – school funded support						Now academised		
School 35 – (3) St Thomas	7160	0	7160	22350	7350	15000	RT meeting due		

Financial Year	20/21			21/22			22/23		
	Allocation Includes RO	Spent	Rolled over	Allocation Includes RO	Spent	Not yet finalisedRollover	Allocation	Spent	Rolled over
School 36 – (2)	New plan Feb 2022			6000	6000	0	Case study – Now good		
School 38 – (1)	10320	5000	5320	5320	5320	0	Now good		
School 39- (1)	2000	95	1905	2155	305	1850	No further support required		
School 40 – (2 now 1)	4725	4725	0	Good school					
School 41- (3 now 2)	6700	6700	0	500	500	0	Good school		
School 42- (3 now 2)	8010	2600	5410	7910	6775	1135	Good school		
School 43 – (3 now 1)	5200	5200	0	Good school					
School 44- (1)	35	35	0	Good school					
School 45 – (1)	0	225	(225)	Good school					
School 46 – (1)	1500	1875	(375)	Good school					
School 47- (1)				1200	845	355	Good school		
School 48- (1) *				250	250	0	Good school		
School 49 – (1) *				250	250	0	Good school		
School 50 - (3)	New plan Feb 2022			2500	500	2000	5000		
School 51- (1) *				1000	1000	0	Now good		
School 52 – (1) *				250	250	0	Good School		
School 53 – (3)	New Plan Feb 2022			7000	1100	5900			
School 54 – (3)	New plan Feb 2022			5500	500	5000			
				187599	76594	111005			