



‘Catch up’ Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately £80 per pupil.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England’s most disadvantaged children.



Strategy for 2020-21

1. Summary information 'Catch up' Grant					
Academy	Edna G. Olds Academy				
Academic Year	2020-21	Total Catch up budget	£16,800	Number of pupils	206

2. Summary information Additional Disadvantaged Tutoring					
Academy	Edna G. Olds Academy				
Academic Year	2020-21	Total budget	£5,840	Number of pupils	73

Initial evaluations and assessments of gaps/barriers for groups of pupils

3. Barriers to future good attainment
YEAR 6 37% of pupils achieved combined ARE in NFER tests. For some pupils access to technology and support.
YEAR 5 Certain pupils not engaging in online learning consistently during lockdown period. The percentage of Y5 pupils working below ARE in NFER tests (Y4).
YEAR 4 Certain Year 4 pupils have not engaged in on line learning provision during lockdown period. Percentage of Year 4 pupils scoring well below ARE in most recent NFER tests (Year 3 Summer tests undertaken in September 2020 upon return to school). Certain Year 4 pupils have displayed significant drop in understanding and attainment based of Summer NFER paper results and in-class formative assessment.



YEAR 3

Year 3 pupils have not engaged in mathematics and English on line learning during the lock down period. Although some children did access online learning during lockdown. A number of these children did not achieve expected results of baseline testing upon return to school.

YEAR 2

Certain year 2 pupils have not engaged in mathematics and English on line learning during the lock down period. A significant number of Y2 pupils have not passed the phonics Year 1 screening on return to school. Some children have shown a significant drop in attainment levels from prior to lockdown. Some pupils in year 2 have scored below ARE in the summer 2 NFER tests

YEAR 1

Only 31% of the children who achieved GLD at the end of Reception are working at this level at the start of Year 1. Children have missed nearly half of their Reception year and therefore have not had the opportunity to embed many keys concepts/skills prior to starting Year 1, especially regarding reading and writing. Parents have found it difficult to support phonics at home, so many of the children have returned to school saying letter names rather than sounds and are unable to recognise digraphs. This has resulted in the children struggling to blend and segment. The children are also struggling to read and spell common exception words. (Tricky Words) Parents have found it difficult to support letter formation using Letterjoin, which has resulted in very few children using Letterjoin in their writing. Some children are using capital letters, rather than lower-case letters in their independent writing.

RECEPTION

Reception children have missed out on learning opportunities to develop their PSED (making relationships). They will have missed out on the development of key tools in order to manage feelings & behaviour, develop self-awareness and self-confidence. Many reception children have not engaged with early maths and phonics teaching during lockdown which is vital to build upon in order to gain new skills.



4. Planning for Catch up interventions						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Year 6	60% of the year has fallen behind in their expected attainment for maths. Tests show they are working below ARE when they would have been expected to achieve ARE at the end of the year.	12 x 1 hour sessions for 15 pupils (group of 8 and 7) to be provided by class teacher before and after school focusing on their key arithmetic skills	Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit.	Phase Leader	12 x 1 hour sessions @ £33 per hour. Total - £396	



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<p>Year 6</p>	<p>40% of the year has fallen behind in their expected attainment for reading. Tests show they are working below ARE when they would have been expected to achieve ARE at the end of the year.</p>	<p>12 x 1 hour sessions for 15 pupils (group of 8 and 7) to be provided by class teacher before and after school focusing on their inference skills.</p> <p>In addition, we plan to access to online learning and tutorials delivered through a targeted personal in-house programme</p>	<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. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. 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>Phase Leader</p> <p>SLT</p>	<p>12 x 1 hour sessions @ £33 per hour. Total - £396</p> <p>£5,600 allocated to 1:1 ipad project across KS2</p>	
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		using 1:1 ipad technology.				
Year 5	26% of pupils have fallen behind in reading comprehension and tests show that they are working either at the lower end of ARE or below ARE where they would have been securely EXS at the end of Year 4.	12 x 1 hour sessions before school with class teacher for group of 7 with specific focus on domains: 2a, 2c, 2d.	<p>The EEF has found extensive evidence supporting the impact of high quality one to one or small group tuition as a catch up strategy.</p> <p>The EEF has found that teaching reading comprehension strategies where the focus is 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>	SLT	12 x 1 hour sessions @ £39 per hour. Total - £468	
Year 5	30% of pupils, who were on track to be EXS, have fallen behind in maths. Tests show that they are working below where they were predicted to be at the end of Year 4.	12x 1 hour sessions after school with class teacher for group of 5 using GAP analysis of testing to address gaps in learning	<p>The EEF has found extensive evidence supporting the impact of high quality one to one or small group tuition as a catch up strategy.</p> <p>EEF found that effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>	SLT	12 x 1 hour sessions @ £39 per hour. Total - £468	



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<p>Year 5</p>	<p>30% of pupils, who were on track to be GDSS, have fallen behind in maths. Tests show that they are working below where they were predicted to be at the end of Year 4.</p>	<p>12x 1 hour sessions after school with class teaching assistant-under the instruction of the class teacher- for group of 4 using GAP analysis of testing to address gaps in learning</p>	<p>The EEF has found extensive evidence supporting the impact of high quality one to one or small group tuition as a catch up strategy.</p> <p>EEF found that effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>EEF found that quality of the teaching of the small group may be as or more important than the group size</p>	<p>SLT</p>	<p>12 x 1 hour sessions @ £39 per hour. Total - £468</p>	
<p>Year 5</p>	<p>20% of pupils have fallen behind in SPAG. Tests show that they are working below where they were predicted to be(EXS) at the end of Year 4.</p>	<p>12x 1 hour sessions after school with class teaching assistant-under the instruction of the class teacher- for group of 4 using GAP analysis of testing to address gaps in learning.</p> <p>In addition, we plan to access to</p>	<p>The EEF has found extensive evidence supporting the impact of high quality one to one or small group tuition as a catch up strategy.</p> <p>EEF found that effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>EEF found that quality of the teaching of the small group may be as or more important than the group size</p>	<p>SLT</p>	<p>12 x 1 hour sessions @ £39 per hour. Total - £468</p>	



		online learning and tutorials delivered through a targeted personal in-house programme using 1:1 ipad technology.			£5,600 allocated to 1:1 ipad project across KS2	
Year 4	Approx. 40% of class (not including PP children) did not achieve expected results in summer NFER tests in Reading comprehension. 10% of class were well below expected results.	Booster sessions after school for approx. 45 minute to 1 hour.	Taken from EEF: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.	Class teacher and Phase Leader	12 x 1 hour sessions @ £19 per hour. Total - £228	



<p>Year 4</p>	<p>30% of class (not including PP children) did not achieve expected results in SPaG paper. 20% of the class achieved far below ARE.</p>	<p>Booster group after school for 45 mins to 1 hour.</p>	<p>Taken from EEF: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>	<p>Class teacher and phase leader.</p>	<p>12 x 1 hour sessions @ £19 per hour. Total - £228</p>	
<p>Year 4</p>	<p>30% of class (not including PP children) did not achieve expected results in Maths papers. 20% of class achieve far below ARE.</p>	<p>Booster group after school for 45 mins to 1 hour.</p>	<p>Taken from EEF: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully</p>	<p>Class teacher and phase leader.</p>	<p>12 x 1 hour sessions @ £19 per hour. Total - £228</p>	



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		In addition, we plan to access to online learning and tutorials delivered through a targeted personal in-house programme using 1:1 ipad technology.	timetabled to enable consistent delivery.		£5,600 allocated to 1:1 ipad project across KS2	
Year 3	7 out of 29 children did not achieve ARE during baseline testing for English when they otherwise would have.	1 hour sessions after school to recover	“Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable Consistent delivery.”	Class teacher and phase leader	12 x 1 hour sessions @ £19 per hour. Total - £228	



Edna G. Olds Academy

<p>Year 3</p>	<p>6 out of 29 children did not achieve ARE during baseline testing for Maths when they otherwise would have.</p>	<p>1 hour sessions after school to recover</p> <p>In addition, we plan to access to online learning and tutorials delivered through a targeted personal in-house programme using 1:1 ipad technology.</p>	<p>“Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable Consistent delivery.”</p>	<p>Class teacher and phase leader</p>	<p>12 x 1 hour sessions @ £19 per hour. Total - £228</p> <p>£5,600 allocated to 1:1 ipad project across KS2</p>	
<p>Year 2</p>	<p>12 children have fallen behind in Reading comprehension as tests show that they are working below ARE as to where they would have been at the</p>	<p>Booster sessions for approximately 45 mins to an hour after school.</p>	<p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>	<p>By Class teacher and Phase leader</p>	<p>12 x 1 hour sessions @ £19 per hour. Total - £228</p>	



	<p>EXS at the end of year 1.</p> <p>12 children have fallen behind in maths as tests show that they are working below ARE as to where they would have been at the EXS at the end of year 1.</p> <p>12 children behind in assessed writing task show that they are working below ARE as to where they would have been at the EXS at the end of year 1.</p>	<p>Booster sessions for approximately 45 mins to an hour after school.</p> <p>Booster sessions for approximately 45 mins to an hour after school.</p>	<p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>	<p>By Class teacher and Phase leader</p> <p>By Class teacher and Phase leader</p>	<p>12 x 1 hour sessions @ £19 per hour. Total - £228</p> <p>12 x 1 hour sessions @ £19 per hour. Total - £228</p>	
Year 1	<p>53% of the children achieved GLD at the end of Reception (16 children)</p> <p>Baseline assessments at the start of Year 1,</p>	<p>English Booster -2 x ½ hour sessions per week, with teacher. Tuesday – 1 group of 6 children (2.40 – 3.10)</p>	<p>‘Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.’</p>	<p>Phase Leader</p>	<p>24 x 1/2 hour sessions @ £29 per hour. Total - £348</p>	



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	show that of those 16 children, 31% (5 children) are currently at GLD.	<p>Wednesday – 1 group of 6 children (2.40 – 3.10)</p> <p>Maths Booster - 2 x ½ hour sessions per week, with teaching assistant (JB)</p> <p>Tuesday – 1 group of 6 children (2.40 – 3.10)</p> <p>Wednesday – 1 group of 6 children (2.40 – 3.10)</p>	<p>(Improving Literacy in KS1: Summary of Recommendations EEF)</p> <p>‘High quality targeted support can provide effective extra support for children.’</p> <p>(Improving Mathematics in the Early Years and KS1 Summary of Recommendations EEF)</p>		<p>24 x 1/2 hour sessions @ £14 per hour.</p> <p>Total - £168</p>	
Reception	A group of children (15) have been identified by teacher assessment to be working below ARE in all areas.	Interventions will take place during morning breakfast club and lunch times on a Tuesday and Friday by class teachers	The EEF states that structured interventions, particularly maths and literacy, are likely to be necessary. Also indicating that there is extensive evidence supporting the impact of highquality one to one and small group tuition as a catch-up strategy, acknowledging that tuition delivered by qualified teachers is likely to have the highest impact.	Review with Early Years team	<p>24 x 1 hour sessions @ £28 per hour.</p> <p>Total - £672</p> <p>24 x 1 hour sessions @ £28 per hour.</p> <p>Total - £672</p>	



Reception	A group of children (4) have been identified by class teacher as finding difficulty with PSED and finding the social and emotional aspects of school a challenge.	Leigh to carry out yoga nurture on Mondays	The EEF states that interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs	Review with EY team	12 x 1 hour sessions @ £27 per hour Total - £324	
All year groups YR-Y6	PHSE work across all year groups NFER summer term tests	Small group nurture therapy across lunchtime - reading, speaking / oracy work. Upgrade of Showbie online learning platform	Yoga Nurture Therapist and Class Teachers		2 hours per week – £28 per hour – x 14 weeks – Total £784 £800 per yearsubscription	

Service	Cost
Booster classes	£6,628
Nurture therapy	£1,108
IT	£5,600
Resources	£800
Total	£14,136



5. Planning for additional disadvantaged funding					
What do we want to achieve?		How?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered? Refer to research from EEF or other research to justify the choice of strategy.</i>	<i>Be clear about what outcomes will be monitored</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Evaluate the success against the identified gaps in knowledge</i>



Edna G. Olds Academy

<p>Year 6</p>	<p>5 disadvantaged pupils have fallen behind with content identified that needs to be covered. Tutoring to support work habits, re-build confidence and re-visit summer work in maths and English learning.</p>	<p>12 x 1 hour sessions for 5 pupils to be provided by class teacher before and after school focusing on ARE arithmetic and grammar knowledge.</p> <p>Additional technology for AG to allow access to ipads at home along with wifi dongle.</p>	<p>Phase Leader</p>	<p>12 x 1 hour sessions</p> <p>Dongle for home learning access – £60 x 1</p>	
<p>Year 5</p>	<p>8 disadvantaged pupils have fallen behind with content identified that needs to be covered. Tutoring to support work habits, re-build confidence and re-visit summer work in maths and English learning.</p>	<p>12 x 1 hour sessions for 8 pupils to be provided by class teacher before and after school focusing on ARE reading and grammar knowledge.</p> <p>Additional technology for AK to allow access to ipads at home along with wifi dongle.</p>	<p>Phase Leader</p>	<p>12 x 1 hour sessions</p> <p>Dongle for home learning access – £60 x 1</p>	
<p>Year 4</p>	<p>6 disadvantaged children (PP) flagged as not achieving expected results in Reading NFER summer paper, with 3 of these children being flagged as achieving well below expected level.</p>	<p>Booster group after school for 45 mins to 1 hour.</p>	<p>CT and Phase leader</p>		



<p>Year 4</p>	<p>7 disadvantaged children (PP) flagged as not achieving expected results in SPaG NFER summer paper, with 3 of these children being flagged as achieving well below expected level.</p>	<p>Booster group after school for 45 mins to 1 hour.</p>	<p>CT and Phase leader</p>		
<p>Year 4</p>	<p>8 disadvantaged children (PP) flagged as not achieving expected results in SPaG NFER summer paper, with 5 of these children being flagged as achieving well below expected level.</p>	<p>Booster group after school for 45 mins to 1 hour.</p> <p>Additional technology for FH, WB, ZY, MP to allow access to ipads at home along with wifi dongle.</p>	<p>CT and Phase leader</p>	<p>Dongle for home learning access – £60 x 4 – Total £240</p>	
<p>Year 3</p>	<p>3 out of 29 children did not achieve ARE during baseline testing for English when they otherwise would have.</p>	<p>1 hour sessions after school to recover</p> <p>“Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable Consistent delivery.”</p>	<p>Class teacher and phase leader</p>		



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<p>Year 3</p>	<p>2 out of 29 children did not achieve ARE during baseline testing for Maths when they otherwise would have.</p>	<p>1 hour sessions after school to recover</p> <p>“Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable Consistent delivery.”</p> <p>Additional technology for DM, EST to allow access to ipads at home along with wifi dongle.</p>	<p>Class teacher and phase leader</p>	<p>Dongle for home learning access – £60 x 2 – Total £120</p>	
<p>Year 2</p>	<p>3 disadvantaged children achieved below age related in summer 2 nfer tests in maths</p> <p>4 disadvantaged children achieved below age related in summer 2 nfer tests in English</p> <p>4 disadvantaged children achieved below age related against the national curriculum</p>	<p>1 hour tutoring session after school using identified objectoves from the NFER papers and national curriculum</p> <p>1 hour tutoring session after school using identified objectoves from the NFER papers and national curriculum</p> <p>1 hour tutoring session after school using identified objectoves from the NFER papers and national curriculum</p>	<p>Class teacher to monitor throughout and report to Phase leader</p> <p>Class teacher to monitor throughout and report to Phase leader</p> <p>Class teacher to monitor throughout and</p>		



	objectives and aspirational milestones for Writing	Additional technology for ZS, LA to allow access to ipads at home along with wifi dongle.	report to Phase leader	Dongle for home learning access – £60 x 2 – Total £120	
Year 1	<p>Year 1 Baseline Assessments have shown that 31% of the children identified as GLD at the end of Reception, have begun Year 1 at GLD. This means many children in the class are not yet able to access the Year 1 curriculum as normal, as indicated below.</p> <p>‘For children moving into Year 1 there are particular issues we need to consider as we strive to embed effective learning and secure progress over the next year. Whether children have had a few weeks back in class before the summer or not, they will have missed almost half of their Reception year and will not have the solid foundations</p>	<p>The environment and teaching in Year One is to continue the Early Years enabling environment approach, as recommended by Early Excellence.</p> <p>‘If Continuous Provision is not currently a feature of your Y1 classroom, developing this will be a vital step towards securing successful transition’</p> <p>‘This allows children to revisit and embed deep level learning, to make links between knowledge, to build on taught skills and secures in-year progression. In this way you continue to support children with the experiences they need now, offering a seamless journey towards the requirements of the National Curriculum.’</p> <p>(Early Excellence: The Challenge for Y1 September 2020 – a cohort unlike any other that has gone before)</p> <p>Provide opportunites for the children to use concrete manipulatives to</p>	Phase Leader	<p>Active World Tuff Tray Stand and Cover Set - TTS £119.92 (For outdoor provision)</p> <p>To support practical hands on application of maths and English skills –</p> <p>Numicon Display Number Line – TTS £17.99</p> <p>Box of 80 Numicon Shapes – TTS (£47.94)</p> <p>Grooved Plastic Base Ten Starter Set – Learning Resources UK £32</p>	



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	<p>necessary to move to the National Curriculum as quickly and successfully as usual.'</p> <p>(Early Excellence: The Challenge for Y1 September 2020 – a cohort unlike any other that has gone before)</p>	<p>support application of maths and English skills</p> <p>'Use manipulatives and representations to develop understanding. Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.'</p> <p>(Improving Mathematics in the Early Years and KS1 Summary of Recommendations EEF)</p>		<p>Two-Colour Counters (Set of 120) – Learning Resources UK £6.76</p> <p>Phonics Super Sentence Tub - Phases 2 – 3 TTS £51.54</p>	
Reception	<p>X1 child has been out of school for 6 months without interacting on Showbie</p> <p>X3 children returned on a heavily reduced timetable back in June</p> <p>X1 has been out of school for 6 months but has interacted on Showbie</p> <p>All children are working below age related expectations in the 4 key areas (Mat, Lit, PD, PSED)</p>	<p>Children will participate in interventions linked to Maths, Literacy, PSED and PD on a Tuesday and Friday lunch time.</p> <p>These intervention will be delivered by class teachers, focussing on bridging the gap between where the children currently are and where they should be.</p> <p>Work will be recorded in their recovery curriculum books and via tapestry.</p> <p>Nuffield Early Language Programme</p>	<p>Class teachers to review impact half termly</p>	<p>£500 subscription</p>	



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All year groups YR-Y6	PHSE work across all year groups	<p>1:1 nurture therapy for 11 identified disadvantaged children and lunchtime reading, speaking / oracy work.</p> <p>1:1 counselling for 6 identified children</p> <p>NTP – WB identified for accessing this service.</p>	<p>Yoga Nurture Therapist and Class Teachers</p> <p>Counsellor and class teachers</p>	<p>4 hours per week – £28 per hour – x 14 weeks – Total £784</p> <p>£50 per half day x 12 – Total £600</p>	
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Service	Cost
Booster classes	Included in costs above
Nurture therapy	£784
Counselling	£600
Resources	£780
IT	£600
Total	£2,764