

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Greville Primary School
Number of pupils in school	649
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	<b>2025-2026</b> 2025/2026 to 2027/2028
Date this statement was published	Updated November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Duncan Steele Headteacher
Pupil premium lead	Louise Hammond
Governor / Trustee lead	Trevor Hood, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,945
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,842
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,787

# Part A: Pupil premium strategy plan

## Statement of intent

At The Greville Primary School, we believe that every pupil, regardless of their background or personal circumstances, has the potential to make strong progress and achieve high standards across all areas of the curriculum. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils can thrive academically, socially, and emotionally, including those who are already high attainers.

We recognise that disadvantage is not the only barrier to success. Many pupils face additional vulnerabilities - such as SEND, social and emotional challenges, or adverse experiences - that can impact their learning and personal development. Our strategy therefore takes a holistic view, ensuring that all pupils have access to the support, teaching, and opportunities, they need to flourish

Central to our approach is high-quality teaching, underpinned by rigorous professional development and evidence-based practice. We prioritise the development of foundational skills - early language, phonics, vocabulary, early reading and writing, mathematics and core learning behaviours. Strengthening these essential skills enables pupils to access the full curriculum and make sustained progress across all subjects.

Targeted academic interventions complement classroom teaching to close gaps and accelerate progress. These interventions are personalised to the needs of each pupil, informed by robust diagnostic assessment, and applied at the point support is needed. At the same time, structured wellbeing and social-emotional programmes ensure pupils are ready to learn, resilient in the face of challenges, and able to participate fully in school life.

Our approach is carefully designed to be mutually reinforcing. High-quality teaching benefits all pupils, while targeted interventions ensure that disadvantaged pupils make accelerated progress. This strategy does not assume that disadvantage automatically equates to low attainment; rather, it identifies the specific barriers faced by individual pupils and implements evidence-based approaches to overcome them.

To ensure these intentions translate into real outcomes, we will:

- set high expectations and challenge for disadvantaged pupils in every classroom
- act early to provide support as soon as gaps or barriers emerge
- adopt a whole-school approach, in which all staff take responsibility for the progress, attainment, and wellbeing of disadvantaged pupils
- use evidence, data, and professional judgement to continually evaluate and refine our strategies

By combining high-quality teaching, targeted academic support, robust wellbeing programmes, and strong engagement with families, we aim to ensure that every pupil at The Greville Primary School can achieve their potential, close attainment gaps, and develop the skills, knowledge, and confidence to thrive both now and in the future.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Attendance	Attendance data for the previous academic year shows that disadvantaged pupils have lower attendance (92.5%) than their non-disadvantaged peers (96.6%). Reduced attendance limits access to high-quality teaching, hinders progress, and contributes to widening attainment gaps over time.
2 Attainment	Assessments, observations and discussions with disadvantaged pupils indicate lower attainment than non-disadvantaged peers, particularly in writing. End of Key Stage Two data highlights clear gaps: <ul style="list-style-type: none"> <li>• Reading: 64% PP vs 85% non-PP</li> <li>• Writing: 55% PP vs 84% non-PP</li> <li>• Maths: 73% PP vs 85% non-PP</li> </ul> These gaps persist even when removing SEND, and remain below national expectations (2024–25). This indicates the need for targeted academic support to accelerate progress and improve outcomes.
3 Foundational Skills	Assessments, observations and ongoing monitoring indicate gaps in foundational learning skills for some disadvantaged pupils, including phonics, early reading fluency, handwriting, spelling, number sense, and cognitive skills such as working memory and self-regulation. These foundational gaps limit pupils' ability to access the curriculum, particularly in reading and writing, and increase the risk of widening attainment gaps as pupils move through the school.
4 Vocabulary and Oral Language	Assessments and teacher observations indicate that disadvantaged pupils often have underdeveloped oral language skills and vocabulary knowledge. These gaps affect the acquisition of reading comprehension, writing (including GPS), and overall engagement with the curriculum. Evidence from lesson observations, book scrutiny and formative assessment highlights that these language deficits contribute significantly to lower attainment.
5 Additional Needs and Vulnerabilities	A significant proportion of disadvantaged pupils present with co-occurring needs, including SEND (28%), Adverse Childhood Experiences (ACEs) and safeguarding concerns. These vulnerabilities can affect emotional regulation, cognitive development and access to learning. As a result, pupils with multiple barriers are at greater risk of falling further below age-related expectations both academically and emotionally.
6 Personal Development – Emotional Wellbeing	Assessments and observations identify social, emotional and mental health needs for approximately 28% of disadvantaged pupils. These needs affect attendance, engagement and pupils' ability to thrive in learning environments. Reduced emotional resilience and self-regulation can impede academic progress and limit wider personal development.
7	Discussions with pupils and families indicate that some disadvantaged pupils have reduced engagement with wider opportunities such as

Personal Development – Participation and Cultural Capital	school trips, clubs, parental workshops and parents’ evenings. Although internal data shows that PP pupils access clubs at similar rates to non-PP (77%), a number still miss out on enrichment opportunities that build cultural capital, confidence and curriculum knowledge. Reduced participation contributes to gaps in experiences that support learning and wellbeing.
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## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• In line with the Attendance Baseline Improvement Expectation (ABIE), overall attendance for all pupils for 2025-2026 is at least 96.4%</li> <li>• The attendance gap between disadvantaged and non-disadvantaged pupils reduces year-on-year (baseline 2024–25: PP 92.5%, non-PP 96.6%).</li> <li>• The percentage of pupils who are persistently absent is below 7.5%, with disadvantaged pupils significantly below national and below the current school figure (baseline 2024–25: PP 26.8%, non-PP 5.2%).</li> </ul>
Improved foundational skills in early literacy, numeracy and core learning behaviours for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Diagnostic assessments show measurable improvements in phonics, early reading fluency, handwriting, spelling, number sense and core cognitive skills (e.g., working memory, self-regulation).</li> <li>• Increased proportion of disadvantaged pupils meet age-related expectations in the early stages of learning (EYFS, KS1) and demonstrate readiness to access the wider curriculum.</li> <li>• Early gaps close more rapidly, reducing the risk of widening attainment differences in later years.</li> </ul>
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• A greater proportion of disadvantaged pupils achieve GLD, pass the phonics screening check, and achieve EXS+ in reading at KS1 and KS2.</li> <li>• The internal attainment gap between disadvantaged and non-disadvantaged pupils reduces year-on-year.</li> <li>• Outcomes move closer to, or exceed, the national non-PP average.</li> </ul>
Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils’ attainment in writing is at least in line with the national non-PP average by the end of KS2.</li> <li>• The internal gap between PP and non-PP pupils reduces.</li> <li>• Increased proportions of disadvantaged pupils achieve EXS+ in writing at KS1 and KS2.</li> </ul>
Improved maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils achieve attainment at least in line with the national non-PP average in maths by the end of KS2.</li> </ul>

	<ul style="list-style-type: none"> <li>• The internal attainment gap reduces year-on-year between PP and non-PP pupils.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils' outcomes in reading, writing and GPS improve and move closer to national non-PP averages by the end of KS2.</li> <li>• Assessments indicate improved vocabulary knowledge, speaking and listening, and language comprehension.</li> <li>• The attainment gap between disadvantaged and non-disadvantaged pupils reduces internally.</li> </ul>
To improve progress of our disadvantaged children who also have additional vulnerabilities.	<ul style="list-style-type: none"> <li>• 90% of pupils who are both disadvantaged and on the SEND register achieve at least expected progress against their SMART School Support Plan (SSP) targets each term.</li> <li>• Improved engagement and independence are demonstrated through teacher observations and ongoing assessment.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Thrive assessments, pupil voice, parent surveys and teacher observations indicate sustained improvements in emotional wellbeing and self-regulation.</li> <li>• Increased participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Reduction in behaviour concerns, safeguarding escalations and SEMH-related barriers to learning.</li> </ul>
To improve parental engagement to ensure children access enrichment opportunities.	<ul style="list-style-type: none"> <li>• The majority of parents and carers of disadvantaged pupils will: <ul style="list-style-type: none"> <li>• Attend parents' consultations, or engage through follow-up communication where attendance is not possible (building on 2024–25, when 83% attended).</li> <li>• Attend workshops, celebrations and curriculum events that support their child's learning.</li> <li>• Have a clear understanding of the additional support their child is entitled to and how it is delivered.</li> <li>• Actively support their child's participation in clubs, trips and wider enrichment opportunities, with participation improved or maintained compared with 2024–25 baselines: <ul style="list-style-type: none"> <li>○ 95% of pupils attended school trips and enrichment opportunities (non-attendance due to absence).</li> <li>○ 100% of pupils attended the residential.</li> <li>○ 77% of pupils took part in at least one extra-curricular club, in line with non-PP peers.</li> <li>○ 59% of eligible pupils (Years 3–6) accessed a music lesson.</li> </ul> </li> </ul> </li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continual Professional Development (CPD) Coaching Programme</b> for all teaching and support staff to ensure quality first teaching. This CPD uses <i>The WalkThrus</i> by Tom Sherrington, a selection of evidence-based teaching strategies rooted in cognitive science.</p>	<p>High-quality teaching is pivotal for improving pupil outcomes. Research shows effective CPD improves classroom practice and can narrow the disadvantage gap.</p> <p>EEF – Professional Development  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>WalkThrus – Professional Development  <a href="https://walkthrus.co.uk/how-does-it-work">https://walkthrus.co.uk/how-does-it-work</a></p> <p>EEF – Tiered Approach – High Quality Teaching  <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p>	<p>2, 3, 4, 5</p>
<p><b>Embed dialogic activities</b> across the curriculum, including <i>Word Aware</i>, to support pupils in articulating key ideas, consolidating understanding, and extending vocabulary.</p>	<p>Oral language interventions, including high-quality classroom discussion, are low-cost and have high impact on reading and comprehension. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4, 5</p>
<p><b>Professional development for vocabulary instruction</b>, including the <i>Deliberate Vocabulary WalkThru CPD</i> and use of <i>Widgets</i>, to strengthen pupils' word knowledge and understanding.</p>	<p>Robust strategies for teaching vocabulary and modelling language use in the classroom are essential to build pupils' repertoire and understanding of the meaning and usage of words.</p> <p>EEF – Vocabulary  <a href="https://educationendowmentfoundation.org.uk/reading-house/vocabulary">https://educationendowmentfoundation.org.uk/reading-house/vocabulary</a></p>	<p>2, 3, 4, 5</p>
<p><b>Upskill staff on Read Write Inc (DfE validated systematic synthetic phonics programme) to</b></p>	<p>Phonics approaches have strong evidence for improving decoding and word-reading accuracy, particularly for disadvantaged pupils.</p>	<p>2, 3, 4, 5</p>

strengthen phonics teaching and early literacy for all pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
<b>Professional development to implement SEND strategies</b> in line with the SEND Action Plan.	Disadvantaged pupils with SEND face a double attainment gap. Teachers embedding familiar, high-impact strategies (scaffolding, modelling, explicit instruction) improve learning outcomes for these pupils. EEF – SEND in Mainstream Schools. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	2, 4, 5
<b>Training staff on deployment of additional adults (LAs)</b> to supplement teaching effectively.	Evidence shows that LAs are most effective when they support, rather than replace, teachers; proper deployment enhances pupil outcomes and staff satisfaction. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2, 3, 4, 5
<b>Accelerated Reader</b> to assess reading age and suggest appropriately levelled books to promote independent reading.	Evidence shows that Accelerated Reader appears to be effective for weaker readers as a catch-up intervention <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a>	2, 3, 4, 5
<b>Improve the quality of social and emotional learning (SEL)</b> through staff CPD, PSHE <i>Jigsaw</i> programme, and participation in SAATIS (trauma-informed project).	SEL is strongly associated with improved academic performance, behaviour, relationships, and attitudes to learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 5
<b>Embed Zones of Regulation</b> to increase pupils' self-awareness, self-regulation, and emotional understanding, and provide a common language for communication and problem-solving.	Metacognition and self-regulation strategies support pupils in managing behaviour, emotions, and learning more effectively. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embed Word Aware</b> to develop vocabulary skills for disadvantaged pupils with relatively low spoken language skills.</p>	<p>Oral language interventions improve speaking, listening and overall language development. These approaches have strong evidence of positive impact on attainment.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</a></p>	<p>2, 3, 4, 5</p>
<p><b>Additional targeted phonics sessions</b> for disadvantaged pupils requiring further support, delivered through Read Write Inc with consultant input.</p>	<p>Phonics approaches have robust evidence demonstrating strong improvements in decoding, especially for disadvantaged pupils. Short, regular, targeted sessions are particularly effective.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4, 5</p>
<p><b>1:1 tutoring for LAC/PLAC pupils</b> not yet meeting their individual expected attainment.</p>	<p>One-to-one tuition has strong evidence of improving progress, closing knowledge gaps and supporting pupils who are falling behind.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>2, 3, 4, 5</p>
<p><b>Targeted class teacher support</b> through guided groups, small group intervention and tailored instructional strategies within core subjects.</p>	<p>Effective feedback has a high impact on progress. Small-group and targeted support helps pupils address misconceptions and make accelerated progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>2, 3, 4, 5</p>
<p><b>Reciprocal Reading</b> to develop comprehension strategies including predicting, clarifying, summarising and questioning</p>	<p>Structured reading comprehension strategies have a high impact on pupils' reading accuracy and understanding. Reciprocal Reading has positive evaluation outcomes.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</a>   <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2, 3, 4, 5</p>

<p><b>Nessy Reading and Spelling</b> intervention to support pupils with specific literacy difficulties.</p>	<p>Nessy provides structured, personalised learning in phonics and spelling. Evidence shows positive impact on reading and spelling for struggling learners.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://www.nessy.com/en-gb/shop/research/the-effects-of-the-nessy-reading-and-spelling-program-used-in-a-general-educational-setting">https://www.nessy.com/en-gb/shop/research/the-effects-of-the-nessy-reading-and-spelling-program-used-in-a-general-educational-setting</a></p>	<p>2, 3, 4, 5</p>
<p><b>Ready to Progress NCETM Maths</b> intervention to address identified gaps in number, fluency and conceptual understanding.</p>	<p>Structured LA-led small group interventions can improve attainment when implemented consistently and with fidelity.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>2, 3, 4</p>
<p><b>Plus 1 and Plus 2 one-to-one maths interventions</b> to secure foundational number facts and fluency.</p>	<p>One-to-one maths tuition is effective for building key knowledge and supporting pupils at risk of falling behind.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>2, 3, 4</p>
<p><b>Additional teacher deployment to reduce class size</b> in high-need year groups to support English and maths.</p>	<p>Reduced class size can improve outcomes when accompanied by targeted, high-quality teaching and structured small-group instruction.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>2, 3, 4, 5</p>
<p><b>Pre-teaching of key skills, vocabulary and concepts</b> to prepare disadvantaged pupils for upcoming lessons and reduce cognitive load.</p>	<p>Pre-teaching is an effective component of high-quality, adaptive teaching, supporting disadvantaged pupils with secure understanding before new learning is introduced.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>2, 3, 4, 5</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Whole-staff training on behaviour and relationships</b>, including Zones of Regulation and participation in the SAATIS trauma-informed project, to strengthen school ethos and improve behaviour.</p>	<p>Both universal, whole-school approaches and targeted interventions can have positive effects on behaviour, relationships and learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1, 5, 6</p>
<p><b>Social and Emotional Learning (SEL) and mental health support</b>, including Thrive, ELSA, and Draw and Talk.</p>	<p>Extensive evidence links strong social and emotional skills with improved academic outcomes, attitudes, behaviour, and long-term life chances. SEL approaches have consistently positive outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>5, 6</p>
<p><b>Enrichment opportunities</b>, including instrumental lessons, educational visits, clubs, and opportunities for responsibility across the school.</p>	<p>Arts participation and wider enrichment activities can improve wellbeing, confidence and pupil engagement. Increasing access for disadvantaged pupils raises aspirations and broadens experiences.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>6, 7</p>
<p><b>Embedding effective attendance practice</b> following DfE's <a href="#">Improving School Attendance guidance</a> including Family Support Worker involvement and close work with attendance and inclusion officers.</p>	<p>DfE guidance is based on schools with proven success in reducing absence and persistent absence. Strong systems, early intervention and relational work with families are shown to improve attendance outcomes.</p>	<p>1, 5, 7</p>
<p><b>Supporting Pupil Premium parental engagement</b>, including ensuring attendance at parents' consultations, workshops and trip meetings, supported by the Family Support Worker.</p>	<p>Parental engagement interventions have a positive impact on learning and encourage stronger home–school partnerships, supporting improved outcomes across the curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1, 7</p>

<b>Contingency fund for acute issues</b> to allow rapid response to emerging needs.	Based on internal and wider school evidence, retaining a small, flexible contingency allows the school to respond swiftly to unanticipated challenges that may disproportionately affect disadvantaged pupils.	All
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**Total budgeted cost:** £116,787 (including meals and milk)