Pupil Premium Strategy 2020-2023

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

* Ensuring quality first teaching in all classes
* Closing the attainment gap between disadvantaged pupils and their peers
* Providing targeted academic support for pupils who are not making the expected progress
* Addressing non-academic barriers to attainment such as attendance and behaviour
* Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

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| **Academic barriers to attainment** | **Non-academic barriers to attainment** |
| Poor language and communication skills | Poor attendance and punctuality |
| Poor basic maths skills | Poor behaviour |
| Limited language skills | Lack of parental engagement |
| Lack of targeted support | Lack of effective learning behaviours |
| Special educational needs | Engagement in extra-curricular activities |

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

**Explore**

* Identify a key priority that we can address
* Systematically explore appropriate programmes and practices
* Examine the fit and feasibility with the school

**Prepare**

* Develop a clear, logical and well-specified plan
* Assess the readiness of the school to deliver the plan
* Make practical preparations

**Deliver**

* Support staff and solve any problems using a flexible leadership approach
* Reinforce initial training with follow-on support
* Drive faithful adoption and intelligent adaption

**Sustain**

* Plan for sustaining and scaling the intervention from the outset
* Continually acknowledge, support and reward good implementation practices
* Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

**Quality of teaching**

1. Current pedagogy element to each teacher’s performance management targets
2. Professional development: focus on CPD linked to reading- ensure all Key Stage 1 staff have appropriate phonics training and Key Stage 2 teacher have shared reading training
3. Support for early career teachers- support and mentoring for RQT
4. **Targeted academic support**
5. Structured interventions: Wellcomm interventions for EYFS and Year 1 pupils
6. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
7. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

**Wider strategies**

1. Learning mentor to monitor attendance and punctuality termly
2. Learning mentor to provide Magic123 parenting classes termly
3. Financial support for trips and residentials

Full planning details for interventions are outlined in the ‘[Intervention planning in full’](#_Intervention_planning_in) section.

Our review process

This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the PPG is regularly discussed with class teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

# Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

We publish our strategy for using the pupil premium on the school website.

# Our funding

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| Funding summary: Year 1 |
| Total number of pupils | 186 | PPG received per pupil | £1345 | Indicative PPG as advised in School Budget Statement | £49,350 |
| Number of pupils eligible for PPG | 39 | Actual PPG budget | £ |
| Funding estimate: Year 2 |
| Estimated pupil numbers | 192 |
| Estimated number of pupils eligible for PPG | 35 |
| Estimated funding | £48,005 |
| Funding estimate: Year 3 |
| Estimated pupil numbers | 191 |
| Estimated number of pupils eligible for PPG |  |
| Estimated funding | £ |

# Intervention planning in full

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| Intervention: | Current pedagogy element to each teacher’s performance management targets |
| Category: | Quality of teaching |
| Intended outcomes: | To develop and enhance teaching practice | Success criteria: | Every teacher has been judged ‘good’ by internal assessment |
| Staff lead: | Helen Friend |
| Rationale: | To encourage staff to become reflective practitioners  |
| Implementation | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in year 1:During performance management appraisal each teacher will discuss the Rosenschine’s principles and decide on one they would like to focus upon. They will be directed to relevant reading and at the end of the cycle reflect on how this has been implemented in their teaching and how effective this has been. | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):Based upon the dialogue during Performance Management reviews, new principles may be decided upon, | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):As Year 2 |
| Light-touch review notes | Annual review notes: | Annual review notes: | Final review notes: |
| Light-touch review overall assessment | The intervention is performing:* Far above expectations 🞏
* Above expectations 🞏
* As expected 🞏
* Below expectations 🞏
* Far below expectations 🞏
 | The intervention is performing:* Far above expectations 🞏
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 | The intervention is performing:* Far above expectations 🞏
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* Far below expectations 🞏
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| Anticipated expenditure | Year 1 | £ TBC | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 |
| Year 2 | £ | Year 3 | £ |
| Total anticipated expenditure: | £ |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| Intervention: | Professional development: focus on CPD linked to reading- ensure all Key Stage 1 staff have appropriate phonics training and Key Stage 2 teacher have shared reading training |
| Category: | Quality of teaching |
| Intended outcomes: | To reduce the gap in reading at KS1 and KS2 | Success criteria: | At least 67% of Pupil Premium children to achieve ARE at the end of Year 1 in Phonics CheckIncreased vocabulary in KS2 as evidence through writing and reading results |
| Staff lead: | Alex Hopwood/ Amanda Lancelott |
| Rationale: |  |
| Implementation | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in year 1:CPD for all KS1 staff to ensure they have appropriate Read Write Inc training during Autumn term. CPD for KS2 teachers for shared reading during Autumn term.Closing the Gap Reading/ Writing Training for all teachersPossible oracy training | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):Possible in house training for new staff | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
| Light-touch review notes | Annual review notes: | Annual review notes: | Final review notes: |
| Light-touch review overall assessment | The intervention is performing:* Far above expectations 🞏
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 | The intervention is performing:* Far above expectations 🞏
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| Anticipated expenditure | Year 1 | £500 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 |
| Year 2 | £ | Year 3 | £ |
| Total anticipated expenditure: | £ |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| Intervention: | Support for early career teachers: coaching and mentoring for RQT |
| Category: | Quality of teaching |
| Intended outcomes: | Quality first teaching across all lessons | Success criteria: | All teaching and books to be judged at least good |
| Staff lead: | Alex Hopwood |
| Rationale: |  |
| Implementation | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in year 1:Half termly meetings with NQT mentor. Planning meetings factored in and in formal catch ups. Training needs identified and relevant courses attended where possible | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):As Year 1 dependant upon needs | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
| Light-touch review notes | Annual review notes: | Annual review notes: | Final review notes: |
| Light-touch review overall assessment | The intervention is performing:* Far above expectations 🞏
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| Anticipated expenditure | Year 1 | £500 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 |
| Year 2 | £ | Year 3 | £ |
| Total anticipated expenditure: | £ |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| Intervention: | Structured interventions: Wellcomm sessions for EYFS children |
| Category: | Targeted academic support |
| Intended outcomes: | For children in receipt of the PPG to achieve in line wit their peers | Success criteria: | Children to leave EYFS at the appropriate Wellcomm stage for their chronological age |
| Staff lead: | R Randles |
| Rationale: |  |
| Implementation | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in year 1:During the first three weeks of Reception all children will take part in a Wellcomm screening. Any gaps will be addressed during weekly 1:1 or small group sessions. Children will be reassessed half termly. Parents will also be given activities to complete at home. | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**As Year 1** | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):**As Year 1** |
| Light-touch review notes | Annual review notes: | Annual review notes: | Final review notes: |
| Light-touch review overall assessment | The intervention is performing:* Far above expectations 🞏
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 | The intervention is performing:* Far above expectations 🞏
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| Anticipated expenditure | Year 1 | £1,850 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 |
| Year 2 | £ | Year 3 | £ |
| Total anticipated expenditure: | £ |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| Intervention: | Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations |
| Category: | Targeted academic support |
| Intended outcomes: | To narrow the gap between children in receipt of the Pupil Premium Grant and their peers | Success criteria: | All identified children to make at least expected progress |
| Staff lead: | J Weston/ L Bladen |
| Rationale: |  |
| Implementation | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in year 1:During the first three weeks of Autumn term teachers will be asked to identify those children who they feel have fallen behind their peers. J Weston will provide small group tuition to these children in order to address these gaps**.** | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):Children will be identified at the end of Summer term | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):As Year 2 |
| Light-touch review notes | Annual review notes:**[Use this space to review the success of your intervention in year 1. Record whether pupils’ goals were met.]** | Annual review notes:**[Use this space to review the success of your intervention in year 2. Record whether pupils’ goals were met.]** | Final review notes:**[Use this space to review the overall success of your intervention. Record whether pupils’ goals were met.]** |
| Light-touch review overall assessment | The intervention is performing:* Far above expectations 🞏
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| Anticipated expenditure | Year 1 | £3,700 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 |
| Year 2 | £ | Year 3 | £ |
| Total anticipated expenditure: | £ |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| Intervention: | One-to-one support: Creating additional teaching and learning opportunities using TAs |
| Category: | Targeted academic support |
| Intended outcomes: | For children both in receipt of the Pupil Premium Grant and with identified special educational needs. | Success criteria: | Children to make at least expected progress |
| Staff lead: | N Grimster |
| Rationale: |  |
| Implementation | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in year 1:Teachers to identify SMART targets for children to work on for the term. Children to have 1:1 sessions with a Teaching Assistant to work on their targets. Children in receipt of SEND funding to have support as necessary. | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):As Year 1 | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):As Year 1 |
| Light-touch review notes | Annual review notes:**[Use this space to review the success of your intervention in year 1. Record whether pupils’ goals were met.]** | Annual review notes:**[Use this space to review the success of your intervention in year 2. Record whether pupils’ goals were met.]** | Final review notes:**[Use this space to review the overall success of your intervention. Record whether pupils’ goals were met.]** |
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 | The intervention is performing:* Far above expectations 🞏
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| Anticipated expenditure | Year 1 | £1,850 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 |
| Year 2 | £ | Year 3 | £ |
| Total anticipated expenditure: | £ |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| Intervention: | Learning mentor to monitor attendance and punctuality |
| Category: | Wider strategies |
| Intended outcomes: | Children to attend school regularly and punctually | Success criteria: | Attendance and punctuality to be above 95% |
| Staff lead: | S Trousdale |
| Rationale: |  |
| Implementation | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in year 1:S Trousdale to monitor attendance and punctuality termly. Where this has dipped below 95% then contact will be made with the parent/ carer and support will be offered. Teachers to comment upon attendance and punctuality at parents evening and on reports. | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):As Year 1 | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):As Year 1 |
| Light-touch review notes | Annual review notes: | Annual review notes: | Final review notes: |
| Light-touch review overall assessment | The intervention is performing:* Far above expectations 🞏
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| Anticipated expenditure | Year 1 | £18,000 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 |
| Year 2 | £ | Year 3 | £ |
| Total anticipated expenditure: | £ |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| Intervention: | Learning mentor to provide Magic 123 parenting sessions and ELSA sessions with children |
| Category: | Wider strategies |
| Intended outcomes: | Improved behaviour at home and learning behaviour | Success criteria: | Children are ready to learn and show engagement and enthusiasm in lessons |
| Staff lead: | S Trousdale |
| Rationale: |  |
| Implementation | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in year 1:Termly parenting classes will be offered (3 weekly sessions) led by S Trousdale. Parents will be notified of these or signposted to S Trousdale if they have raised concerns regarding behaviour. Identified children will take part in weekly ELSA sessions linked to individual needs | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**As Year 1** | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):**As Year 1** |
| Light-touch review notes | Annual review notes: | Annual review notes: | Final review notes: |
| Light-touch review overall assessment | The intervention is performing:* Far above expectations 🞏
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 | The intervention is performing:* Far above expectations 🞏
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| Anticipated expenditure | Year 1 | As above | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 |
| Year 2 | £ | Year 3 | £ |
| Total anticipated expenditure: | £ |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| Intervention: | Subsidised trips and residentials |
| Category: | Wider strategies |
| Intended outcomes: | All children to have the opportunity to engage in after school clubs and take part in the full life of school | Success criteria: | All children able to attend trips and residentials |
| Staff lead: | L Bladen/ S Trousdale |
| Rationale: |  |
| Implementation | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in year 1:Children in receipt of the Pupil Premium Grant to be offered subsidised trips and residentials on an individual basis | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):As Year 1 | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):As Year 1 |
| Light-touch review notes | Annual review notes: | Annual review notes: | Final review notes: |
| Light-touch review overall assessment | The intervention is performing:* Far above expectations 🞏
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 | The intervention is performing:* Far above expectations 🞏
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| Anticipated expenditure | Year 1 | £7,000 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏Decrease 🞏Remain the same 🞏 |
| Year 2 | £ | Year 3 | £ |
| Total anticipated expenditure: | £ |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |