

## **3-year long-term pupil premium strategy**

This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It can be used instead of, or alongside, a one-year strategy.

### **Our philosophy**

We believe that every child has the entitlement to access a high quality education that reflects their talents and recognises their achievements, providing the correct level of challenge.

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 pupil and student outcomes.

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 an 'outstanding' teacher is in every class alongside an effective class team
- Closing the attainment gap between disadvantaged pupils and their peers in every aspect of school life
- Providing targeted academic support for pupils who are not making the expected progress
- Providing targeted social and emotional support for pupils who are identified as needing it
- Addressing other 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

As all of our pupils are unique and have individual needs, we identify these barriers on a pupil by pupil basis.

We use each child's Education Health Care Plan to identify barriers and design strategies of support for personal, social, emotional and academic need within a caring specialist environment.

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy	Poor attendance
Poor language and communication skills	SEND
Low levels of numeracy	Lack of parental engagement
Lack of school readiness	Social and environmental issues
SEND	Lack of focus and confidence due to poor mental health and wellbeing

## 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

## **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 support
3. Wider strategies

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

### **Quality of teaching**

1. Encouraging self-led professional development: Introducing a half-hour weekly CPD slot for teaching staff
2. New staffing structure focussing on specialism of teachers
3. New staffing structure, with Teaching and Learning TAs

### **Targeted support**

1. Collingwood Connect and Stepping Stones
2. Structured interventions: such as those for Dyslexia
3. Small group tuition: smaller class sizes for those students who require this
4. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs
5. Thrive and TI sessions delivered regularly
6. OT and SALT for those pupils who require.
7. Counsellor funded by the school to support mental health needs

### **Wider strategies**

1. Collingwood Connect and Stepping Stones
2. Parental engagement: Providing transport for parents to attend annual reviews
3. Parent workshops

Full planning details for interventions are outlined in the ['Intervention planning in full'](#) section

## **Our review process**

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. 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.

Individual targets are set for each pupil and their progress towards achieving these targets is analysed at the end of interventions.

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

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

## Our funding

Funding summary: Year 1 – 2019/20					
Total number of pupils	160	PPG received per pupil	£935 Secondary £1,320 Primary	Indicative PPG as advised in School Budget Statement	£63,965
		Number of pupils eligible for PPG	61	Actual PPG budget	£46,115
Funding estimate: Year 2 – 2020/21					
Estimated pupil numbers	160				
Estimated number of pupils eligible for PPG	57				
Estimated funding	£56,000				
Funding estimate: Year 3 – 2021/22					
Estimated pupil numbers	160				
Estimated number of pupils eligible for PPG	57				
Estimated funding	£56,000				

## Intervention planning in full

Intervention:	Encouraging self-led professional development: Introducing a half-hour weekly CPD slot for teaching staff		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3	Success criteria:	Lessons judged to be 'Outstanding' by internal review and Ofsted
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>We will allow all teaching staff a weekly half-hour CPD slot for self-led professional development. Priorities for learning will be established in liaison with School Priorities and take into consideration any appraisal or monitoring feedback. Cover will be provided where necessary.</b></p>	<p>How we will implement this intervention in year 2:</p> <p><b>We will continue to allow all teaching staff a weekly half-hour CPD slot for self-led professional development and have school wide events.</b></p>	<p>How we will implement this intervention in year 3:</p> <p><b>We will continue to allow all teaching staff a weekly half-hour CPD slot for self-led professional development and have school wide events.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The programme was set up and staff attendance was monitored. Due to Covid-19 the programme was not completed and therefore will continue next year.</p> <p>Informal staff feedback regarding CPD was positive and there was a high level of engagement.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£0	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£0	Year 3	£0
	Total anticipated expenditure:	£0				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	New staffing structure focussing on specialisms of teaching staff		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3	Success criteria:	Lessons judged to be 'Outstanding' by internal review and Ofsted
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Teaching staff will teach the subject areas where they have identified a strength, with changes made as necessary and training offered if required.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Teaching staff will teach the subject areas where they have identified a strength, with changes made as necessary and training offered if required.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Teaching staff will teach the subject areas where they have identified a strength, with changes made as necessary and training offered if required.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Staff are teaching their subject specialisms. Staff feedback regarding this has been positive. This has also allowed specialist staff to plan consistent lessons across key stages to ensure progress for all learners.</p> <p>This approach will be further refined next year.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£640,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£766,000	Year 3	£793,000
	Total anticipated expenditure:	£2,199,000				
Actual expenditure	Year 1	£682,000	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	New staffing structure, with Teaching and Learning TAs		
Category:	Quality of Teaching		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3	Success criteria:	Lessons judged to be 'Outstanding' by internal review and Ofsted
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Assign TAs to either Teaching and Learning or Pastoral strands (ideally one of each in each class).</b></p> <p><b>Offer training and support as needed for those identified as Teaching and Learning.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Continue to support internal training and development of TAs in Teaching and Learning.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Continue to support internal training and development of TAs in Teaching and Learning.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>This process was begun and Teaching Assistants were assigned to each strand. This was refined in February as some Teaching Assistants were reallocated to different class groups. We have yet to conduct a full review due to Covid-19. This will therefore continue next year.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£591,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£658,000	Year 3	£680,000
	Total anticipated expenditure:	£1,929,000				
Actual expenditure	Year 1	£534,000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Collingwood Connect and Stepping Stones</b>		
Category:	Targeted support		
Intended outcomes:	To support pupils and students who have barriers to education to access school.	Success criteria:	Assessments carried out on pupils as required. Pupils attending school and accessing main site
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Set up Collingwood Connect and Stepping Stones as a provision.</b></p> <p><b>Monitor and evaluate provision and adapt as needed to meet the needs of the learners.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Further embed the use of the two provisions in order to meet the needs of the learners.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Further embed the use of the two provisions in order to meet the needs of the learners.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Collingwood Connect has been very successful in encouraging students to attend school on a part-time basis. Community Teachers have built up a positive relationship with their pupils and are working to re-integrate.</p> <p>Stepping Stones has carried out assessments on new starters and these have been used to place pupils in appropriate classes.</p> <p>This assessment needs to be carried out on pupils across the school next year.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input checked="" type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£72,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£138,000	Year 3	£141,000
	Total anticipated expenditure:	£351,000				
Actual expenditure	Year 1	£89,000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Structured interventions: such as those for Dyslexia</b>		
Category:	<b>Targeted support</b>		
Intended outcomes:	<b>To source and implement interventions for specific identified areas.</b>	<b>Success criteria:</b>	<b>Interventions sourced and used as necessary to support pupils and students</b>
Staff lead:			
Implementation	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p>How we will implement this intervention in year 1:</p> <p><b>Identify interventions and trial them with pupils to evaluate effectiveness.</b></p> <p><b>Once established, use these interventions with the cohort of pupils and students that will benefit the most.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Continue to use these interventions with the cohort of pupils and students that will benefit the most, evaluating the impact frequently to ensure the effectiveness.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Continue to use these interventions with the cohort of pupils and students that will benefit the most, evaluating the impact frequently to ensure the effectiveness.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Nessy was purchased and a number of pupils have been enrolled on this.</p> <p>We are at the very early stages of this.</p> <p>Due to Covid-19 we have not been able to enrol all the pupils. This is to continue next year.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input checked="" type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£5,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£5,000	Year 3	£5,000
	Total anticipated expenditure:	£15,000				
Actual expenditure	Year 1	£2,000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Small Group tuition: smaller class sizes for those students that require this		
Category:	Targeted support		
Intended outcomes:	Pupils and students to be taught in smaller class sizes if there needs require it	Success criteria:	Pupils and students making good progress (or better) in smaller class groups.
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Identify those pupils and students who would benefit from the smallest class size and resource this.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Identify those pupils and students who would benefit from the smallest class size and resource this.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Identify those pupils and students who would benefit from the smallest class size and resource this.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>This was achieved in the 'G' groups in the school, and these pupils had a higher level of support than those in 'P' groups.</p> <p>This will need to be monitored next year as we move to Year group teaching rather than Key Stage.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£n/a	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£n/a	Year 3	£n/a
	Total anticipated expenditure:	£n/a				
Actual expenditure	Year 1	£n/a	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs		
Category:	Targeted support		
Intended outcomes:	Wider breadth of opportunities to access support and intervention.	Success criteria:	Good (or better) progress made by pupils accessing interventions and opportunities.
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Utilise TAs in order to deliver specific tailored interventions in order to enhance progress.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Utilise TAs in order to deliver specific tailored interventions in order to enhance progress.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Utilise TAs in order to deliver specific tailored interventions in order to enhance progress.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>This will need to be an ongoing programme as the teaching assistants will require further training and development in each intervention.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input checked="" type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£24,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£25,000	Year 3	£26,000
	Total anticipated expenditure:	£75,000				
Actual expenditure	Year 1	£22,000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Thrive sessions delivered regularly		
Category:	Targeted support		
Intended outcomes:	Pupils' barriers to learning decreased for those with emotional needs.	Success criteria:	Positive 'scoring' of progress using Thrive assessment.
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Ensure access to Thrive sessions for those identified as requiring additional support, both in lessons and 1:1.</b></p> <p><b>Use of referrals and assessments to monitor this.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Ensure access to Thrive sessions for those identified as requiring additional support, both in lessons and 1:1.</b></p> <p><b>Use of referrals and assessments to monitor this.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Ensure access to Thrive sessions for those identified as requiring additional support, both in lessons and 1:1.</b></p> <p><b>Use of referrals and assessments to monitor this.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Thrive sessions have been delivered to both whole class groups and individual students. A referral and assessment system has been maintained to ensure that they are having a measurable impact.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£3,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£3,000	Year 3	£3,000
	Total anticipated expenditure:	£9,000				
Actual expenditure	Year 1	£1,200	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	OT and SALT for those pupils who require support		
Category:	Targeted support		
Intended outcomes:	Pupils' barriers to learning decreased for those with needs in relation to OT and/or SALT needs	Success criteria:	Progress seen through OT and SALT assessments.
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>OT sessions delivered to the whole class and also individual programmes delivered as required.</b></p> <p><b>SALT sessions delivered to the whole class and also individual programmes delivered as required</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>OT sessions delivered to the whole class and also individual programmes delivered as required.</b></p> <p><b>SALT sessions delivered to the whole class and also individual programmes delivered as required</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>OT sessions delivered to the whole class and also individual programmes delivered as required.</b></p> <p><b>SALT sessions delivered to the whole class and also individual programmes delivered as required</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The appointment of a specialist OT HLTA has ensured the success of these programmes. Although Covid-19 has meant that we have not been able to deliver them in school since March 2020, our capacity has expanded and we look to further embed and enhance this in 2021.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input checked="" type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£17,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£17,000	Year 3	£17,000
	Total anticipated expenditure:	£51,000				
Actual expenditure	Year 1	£26,000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Counsellor funded by school to support mental health needs</b>		
Category:	<b>Targeted support</b>		
Intended outcomes:	<b>Pupils accessing counselling if deemed appropriate</b>	<b>Success criteria:</b>	<b>Pupils accessing counselling if deemed appropriate</b>
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Pay for external counsellor for pupils and use in-house 'triage' and referral system to monitor this.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Pay for external counsellor for pupils and use in-house 'triage' and referral system to monitor this.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Pay for external counsellor for pupils and use in-house 'triage' and referral system to monitor this.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The triage and referral system has worked well and the counsellor has seen a number of pupils. There is currently a waiting list due to the demand for the expertise.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£5,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£5,000	Year 3	£5,000
	Total anticipated expenditure:	£15,000				
Actual expenditure	Year 1	£1,250	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Collingwood Connect and Stepping Stones</b>		
Category:	<b>Wider Strategies</b>		
Intended outcomes:	<b>To support pupils and students who have barriers to education to access school.</b>	Success criteria:	<b>Assessments carried out on pupils as required. Pupils attending school and accessing main site</b>
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Set up Collingwood Connect and Stepping Stones as a provision.</b></p> <p><b>Monitor and evaluate provision and adapt as needed to meet the needs of the learners.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Further embed the use of the two provisions in order to meet the needs of the learners.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Further embed the use of the two provisions in order to meet the needs of the learners.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Collingwood Connect has been very successful in encouraging students to attend school on a part-time basis. Community Teachers have built up a positive relationship with their pupils and are working to re-integrate.</p> <p>Stepping Stones has carried out assessments on new starters and these have been used to place pupils in appropriate classes.</p> <p>This assessment needs to be carried out on pupils across the school next year.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£73,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£138,000	Year 3	£141,000
	Total anticipated expenditure:	£352,000				
Actual expenditure	Year 1	£89,000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Parental Engagement: Providing transport for parents to attend annual reviews		
Category:	Wider Strategies		
Intended outcomes:	Parents to be able to attend annual reviews	Success criteria:	Parents attending annual reviews
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Use of staff to collect and drop off parents for annual reviews so that this is not dependent on access to transport.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Use of staff to collect and drop off parents for annual reviews so that this is not dependent on access to transport.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Use of staff to collect and drop off parents for annual reviews so that this is not dependent on access to transport.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Only one parent has utilized this offer so we possibly need to publicise it more widely.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input checked="" type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£5,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£5,000	Year 3	£5,000
	Total anticipated expenditure:	£15,000				
Actual expenditure	Year 1	£0	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Parent workshops		
Category:	Wider Strategies		
Intended outcomes:	Parents more confident in parenting strategies for children with SEND	Success criteria:	Attendance at workshops and positive feedback
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Provide a programme of parenting workshops delivered by a range of professionals in school.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Provide a programme of parenting workshops delivered by a range of professionals in school.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Provide a programme of parenting workshops delivered by a range of professionals in school.</b></p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>These were established and very well attended (until Covid-19 meant that they had to cease). They will start again as soon as practicable.</p>	<p>Annual review notes:</p> <p><b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:</p> <p><b>[Use this space to review the overall success of your intervention.]</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input checked="" type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£1,500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1,500	Year 3	£1,500
	Total anticipated expenditure:	£4,500				
Actual expenditure	Year 1	£750	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				