

## 3-year long-term Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 – SEP 23

Detail	Data
School name	Silsden Primary School
Number of pupils in school Not INC Nursery	606
Proportion (%) of pupil premium eligible pupils (Sep 23)	18.3 % (111 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	23/24 – 25/26
Date this statement was published	31.10.23
Date on which it will be reviewed	July 24
Statement authorised by	Governing Board
Pupil premium lead	Mr K Russell
Governor lead	Mr N Whitaker

### Funding overview 23/24

Detail	Amount
Pupil premium funding allocation this academic year	£154,410.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 24315.00
<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	£ 178725.00
<b>Actual Spend 22/23</b>	N/A New Plan

## Statement of intent

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. 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.

We will hold a proportion of the PPG in an “Emergency Response” fund. This is designed to support individual children and their families should their circumstances mean that there is a significant impact on a child’s ability to attend school and engage in learning.

We believe in selecting a small number of priorities as this gives 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.

## Our priorities

Our priorities are as follows:

- Ensuring an ‘outstanding’ teacher is in every class
- 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 parental engagement

## Barriers/Challenges to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Quality First Teaching.	Pupil Attendance
Effective intervention and targeted support	Access to Learning at Home
Pupils Speech and Language development	Parental and Pupil Engagement/Aspirations
Pupils Reading ability including phonics and comprehension	Swift access to quality other professionals for medical/cognition and learning /welfare/care issues

## 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 three interventions.

### Quality of teaching

1. Professional development: Training for teachers to improve practice.
2. Pupils to have access to high quality Phonics Teaching and Provision

Activity	Evidence that supports this approach
<p><b>1. Bespoke Improving Teaching CPD package to move all teachers to good/outstanding to develop teachers knowledge and understanding of using Metacognitive strategies</b></p>	<p><i>“Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment” EEF</i></p> <p>The most effective tool for improving levels of attainment and rates of progress is good teacher who can deliver high quality teaching and learning opportunities.</p> <p><i>“There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.”EEF</i></p>
<p><b>2.Pupils to have access to high quality Phonics Teaching and Provision</b></p>	<p><i>“Phonological awareness is also a key predictor of a child’s literacy progress and later academic achievement. These can be difficulties with decoding or reading comprehension.” EEF</i></p> <p>Reading is the key to accessing all areas of the curriculum. Children who can’t read make less progress and get less enjoyment out of their learning. The ability to decode words is the fundamental skill required to unlock reading any text. Children will only learn this skill if they receive high quality phonics teaching consistently throughout school.</p>

### Targeted academic support

1. Structured Speech and Language interventions: Pupils to have access to professional internal Speech and Language Therapist support.
2. Small group tuition: PP Pupils to have access to a range of structured intervention for English and Maths before and after school

- One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs based on providing opportunities to respond to feedback.

Activity	Evidence that supports this approach
<b>1. Structured Speech and Language interventions: Pupils to have access to professional internal Speech and Language Therapist support.</b>	<p><i>“Children who experience language difficulties in association with other vulnerabilities may be particularly at risk of poor outcomes. For example, children with both language and speech difficulties are particularly vulnerable to later literacy difficulties” EEF</i></p> <p>In the Early Years speech is an essential first skill that children need to master before they learn to read and write. Access to specialised support will help children who have difficulty with this area of development to remove this barrier enabling them to succeed later in their educational journey</p>
<b>2. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs based on providing opportunities to respond to feedback.</b>	<p><i>“Providing feedback is a well-evidenced and has a high impact on learning outcomes” EEF</i></p> <p>Research shows that feedback is more effective if children are given the time to respond to it. Opportunities should be provided for pupils to work on gaps in their skills and knowledge within the school day with more focussed support.</p>

### Wider strategies

- Recruitment of School Inclusion Assistant to support PP families with attendance and other welfare issues
- Establishment of support for children attending school through school transport.
- Assistance with costs for wider extended curriculum access, school uniform and individual circumstances (Emergency Response Fund Included)

Activity	Evidence that supports this approach
<b>1. Recruitment of School Inclusion Assistant to support PP families with attendance, parental engagement and other welfare issues</b>	<p><i>“Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.” EEF</i></p> <p>Children who do not attend school regularly have a much higher chance of under achievement. A high proportion of PP children and their families need support with a range of different needs which if left alone become barriers to children attending school. Having a dedicated member of staff will help us work with wider professionals to address these needs and enable these children to confidently access school regularly.</p>
<b>2. School to provide transport to school</b>	<p><i>“There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing</i></p>

<p><b>for most vulnerable PP families and breakfast club provision</b></p>	<p><i>them for learning or supporting behaviour and school attendance.”</i> <i>EEF</i></p> <p>Children who do not attend school regularly have a much higher chance of under achievement. Where children’s attendance or punctuality is a major concern school will make provisions for the collection of children in the morning so that they are at school on time and prepared for the day.</p>
<p><b>3.Assistance with costs for wider extended curriculum access, school uniform and individual circumstances (Emergency Response Fund Included)</b></p>	<p>Self-esteem and participation in educational opportunities are important factors in enabling children to make progress and achieve. It is important that we help out PP families financially so that they can provided the equipment and uniform that children may need and that their children can take part in all the activities that our school offers both within and beyond the curriculum.</p>
<p><b>4.Extended school time for homework clubs</b></p>	<p><i>Extended school time could mean extending core teaching through targeted after-school tuition, or homework programmes. Such programmes are more likely to impact learning if they are clearly structured, linked to the curriculum, and led by well-qualified and well-trained staff.”</i> <i>EEF</i></p> <p>School to provide weekly opportunities for children to complete homework tasks and receive additional tuition to do so from school staff.</p>

## Our review process

The SMT will report on the progress of actions in this strategy to Governors each term. The SMT will conduct a light touch review each year. 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 in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. All Pupil Premium pupils are a highlighted group and form a specific target for teacher performance management. The progress of pupils in receipt of the PPG is regularly discussed with teachers in their termly Performance Management Pupil Progress Meetings.

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. The Pupil Premium Link Governor will regularly meet with the HT and monitor the progress of the actions and impact of the plan on pupil achievement.

## Accountability

Schools are expected to be able to articulate the standards relating to 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 schools' performance tables page on the school website.

<https://www.compare-school-performance.service.gov.uk/school/107273/silsden-primary-school/primary/results-by-pupil-characteristics?accordionstate=0|1|2|3|4>

## Our funding

Funding summary: Year 1 23/24					
Total number of pupils	606	PPG received per pupil	£1455	Indicative PPG as advised in School Budget Statement	£154,410
		Number of pupils eligible for PPG	111	Actual PPG budget	£129,255
Allocated Spend Year 1		£206800			

## Intervention planning in full

Category:	<u>Quality of teaching</u>		
Intervention:	School to access high quality School Improvement Support and CP to Improve the Quality of Teaching		
Intended outcomes:	<p><u>Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3</u></p>	<p>Success criteria:</p>	<p><u>External validation show that the teaching profile has an 'outstanding' teacher in every classroom by the end of year 3</u></p> <p><u>School has an Accurate SEF and purposeful relevant school development plan</u></p>
Staff lead:	<u>SMT - KR</u>		
Implementation	Year 1 23/24	Year 2 21/22	Year 3 22/23
	<p>School to engage with new SIP to evaluate the provision for pupils across the school so that the school has an accurate self-evaluation which will feed into the schools ongoing development plans to improve the quality of teaching in all year groups</p> <p>School to become a member of the RED Kite Alliance to enable staff to access high quality professional networks and CPD opportunities – Particularly those for curriculum leaders to help develop early stage leadership responsibility in school</p>		

Light-touch review notes	Termly/Annual review notes:		Termly/Annual review notes:		Termly/Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
Anticipated expenditure	Year 1	SIP Support £10,000  RED Kite Member ship £2800  Additional RED Kite CPD £7000	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:	£ 20,000				
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:	£				

Category:	<u>Quality of Teaching</u>		
Intervention:	<u>Regular release time for teachers to participate in professional discussions with Subject Coordinators.</u>		
Intended outcomes:	<u>Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3</u>	Success criteria:	<u>External validation show that the teaching profile has an 'outstanding' teacher in every classroom by the end of year 3</u>
Staff lead:	<u>SMT - KR</u>		
Implementation	Year 1 20/21	Year 2 21/22	Year 3 22/23
	<p>Teachers to receive release time to work with subject coordinators in English and maths.</p> <p>Discussions based on evaluation and monitoring activities undertaken by coordinators.</p> <p>Cycle of monitoring following discussion to check implementation of actions.</p> <p>All teachers to receive a minimum of one session per term initially.</p> <p>Session to be more frequent/targeted where required.</p>		

Light-touch review notes	Termly/Annual review notes:		Termly/Annual review notes:		Termly/Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
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	£0	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:	£				

Category:	<u>Quality of teaching</u>		
Intervention:	<u>Pupils to have access to high quality Phonics and Guided Reading Teaching and Provision</u>		
Intended outcomes:	<u>PP children's phonic knowledge and reading ability to be improved</u>	Success criteria:	<u>PP children achieve similar or better phonic scores to their peers on the Y1 phonics screening test. In all three years of plan.</u>
Staff lead:	<u>SMT – AOH</u>		
Implementation	Year 1	Year 2	Year 3
	Continuation of the school's current approach to the teaching of phonics from Nursery. School to train new staff of the methodology of the phonics program Additional release time for staff and TA's to attend in house phonics training Top up of phonics resources to maintain a high quality and relevant scheme of books for pupils and staff to use Provision of whole class guided reading resources.		
Light-touch review notes			

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
Anticipated expenditure	Year 1	£10,000	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:	£				

Category:	<u>Targeted Academic Support</u>		
Intervention:	<b><u>Structured Speech and Language interventions: Pupils to have access to professional internal Speech and Language Therapist support</u></b>		
Intended outcomes:	PP pupils are not limited in their attainment and progress at KS1 due to their speech and language difficulties.	Success criteria:	<b><u>Progress and attainment of Pupil Premium children in KS1 to be in line with non-Pupil Premium children and above national for similar group.</u></b>
Staff lead:	<b><u>SMT – L M</u></b>		
Implementation	Year 1	Year 2	Year 3
	School to continue to invest in high quality S& L Support from NHS for 1 day per week to support EYFS and Y1 children School employs its own S&L trained TA to work alongside NHS to assess children, deliver programmes and train staff in school Purchase the WELLCOMM S&L assessment and diagnostic tool.		
Light-touch review notes			

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
Anticipated expenditure	Year 1	£38,000	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:	£ 0				
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:	£				

Category:	<u>Targeted Academic Support</u>		
Intervention:	<u>Small group tuition: PP Pupils to have access to a range of structured intervention for English and Maths before and after school. Pupils to receive targeted feedback during school</u>		
Intended outcomes:	<u>PP pupils to achieve good rates of progress towards AREs</u>	Success criteria:	<u>Pupil Data shows that the GAP between PP pupils and Non PP Pupils diminishes over the academic year.</u>
Staff lead:	<u>SMT – JH,AHO</u>		
Implementation	Year 1	Year 2	Year 3
	<p>Employment of the equivalent of two L3 teaching assistant salaries to provide addition capacity to allow same day feedback for pupils in school and after school learning intervention.</p> <p>Time of existing TA's to deliver same day feedback for ENg and Ma.</p> <p>In addition, PP children to have access to the following</p> <p>4x Beanstalk Readers for KS1+2</p> <p>Maths on the move</p> <p>Additional weekly homework sessions</p>		
Light-touch review notes			

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
Anticipated expenditure	Year 1	£58,000	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:	£				

Category:	<u>Wider Strategies</u>		
Intervention:	<b><u>Recruitment of School Inclusion Assistant. Travel to School Assistance</u></b>		
Intended outcomes:	<b><u>To increase parental engagement and pupil attendance</u></b>	Success criteria:	<b><u>Attendance of Pupil Premium children is above 95.0%</u></b>
Staff lead:	<b><u>SMT- KR</u></b>		
Implementation	Year 1	Year 2	Year 3
	<p>In order to help facilitate good attendance for out PP children whose attendance is below 90% school to purchase a school minibus to provide daily collection from home and transport to school for these children.</p> <p>Employment of Welfare Inclusion Coordinator to monitor attendance and support families so that they have a positive relationship with school</p> <p>School to develop its offer of support for families and train staff to deliver the parents "Parenting Course"</p>		

Light-touch review notes						
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
Anticipated expenditure	Year 1	£36,500 Full year. £17,500 estimate for Mini bus £3500 to train staff for parenting course	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
	Total anticipated expenditure:	£57500	Year 2		Year 3	
Actual expenditure	Year 1	£	Year 2	£31052	Year 3	£
			Did expenditure increase, decrease	Increased Decreased	Did expenditure increase, decrease or	Increased Decreased

			or remain the same?	Remained the same	remain the same?	Remained the same
	Total actual expenditure:	£				

Category:	<u>Wider Strategies</u>		
Intervention:	<b><u>Assistance with costs for wider extended curriculum access, school uniform and individual circumstances</u></b>		
Intended outcomes:	<b><u>All PP children to have the opportunity to access all aspects of school life and not be limited by financial barriers at home.</u></b>	Success criteria:	<b><u>PP children attend all organised Educational Visits and Residential Events and are fully included in the school community</u></b>
Staff lead:	<b><u>SMT – KR</u></b>		
Implementation	Year 1	Year 2	Year 3
	Element of funding set aside for; <ul style="list-style-type: none"> <li>• School Uniform</li> <li>• Access to educational visits</li> <li>• Access to residential visits</li> <li>• Access to extra-curricular clubs</li> <li>• Individual interests such as music tuition</li> </ul>		

Light-touch review notes	Termly/Annual review notes:		Termly/Annual review notes:		Termly/Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
Anticipated expenditure	Year 1	£17,000	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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