

Morton Primary School Long-term Pupil Premium Strategy-3-Year Plan (2020-21, 2021-22, 2022-23)

Our funding

Funding summary: Year 1 2020-21					
Total number of pupils	106	PPG received per pupil	£1,345	Indicative PPG as advised in School Budget Statement	£30,935
		Number of pupils eligible for PPG	23	Actual PPG budget	£30,935
Funding estimate: Year 2 2021-22					
Estimated pupil numbers	106				
Estimated number of pupils eligible for PPG	20				
Estimated funding	£26,900				
Funding estimate: Year 3 2022-23					
Estimated pupil numbers	106				
Estimated number of pupils eligible for PPG	15				
Estimated funding	£20,175				

This document will have a final review at the end of March 2023 and will then be updated again.

Intervention planning in full

Intervention:	Improve quality of teaching in all classes by ensuring quality first teaching is taking place.		
Category:	Quality of teaching for all		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3	Success criteria:	Every teacher has been judged 'outstanding' by internal assessment
Staff lead:	Headteacher and Subject Leaders		
Implementation	Year 1 2020-21	Year 2021-22	Year 3 2022-23
	<p>How we will implement this intervention in year 1:</p> <p>Ensure Quality First Teaching is taking place. This will ensure each child receives high quality teaching and reduces the need for interventions.</p> <p>Lesson Observations</p> <p>Paired Teaching Observations</p> <p>Pupil Progress Reviews</p> <p>Termly CPD slot/s for self-led/directed professional development.</p> <p>Staff Meetings</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Class structures have been changed with extra support put in place in two classes.</p> <p>Training is now embedded and the NELI programme is being used to offer targeted support to children identified as needing additional support in EYFS..</p> <p>Pupil progress reviews take place termly and staff have been part of the Performance Management process, with targets being reviewed and new ones agreed in September 2022.</p> <p>SLT management time has been allocated to monitor teaching and learning and pupil progress. The interventions that are taking place have been modified if needed to ensure</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>The school is moving to Djanogly from March 2023 after an Inspection in April 2022 and Lesson observations will resume.</p> <p>Monitoring of all staff will take place with the new Trust.</p> <p>CPD has returned on a more regular basis.</p> <p>Staff meetings will focus on the quality first teaching and what that looks like.</p> <p>The school has completed an assessment audit.</p> <p>NFER tests will be used termly for Reading and Maths.</p>

	<p>Covid-19 Caused serious disruption to teaching and learning throughout the academic year.</p> <p><i>Pupils have been tracked using both formative and summative assessment when it was possible due to covid19 disruption.</i></p> <p><i>Separate Lockdown vulnerability grids showing pupil engagement during lockdown completed by staff.</i></p> <p><i>Venn Diagrams show pupil attainment towards meeting age related expectations.</i></p> <p><i>Provision Maps completed to show each individual child's additional support programme.</i></p>	<p>that all pupils receive not only timely support but support that has maximum impact upon learning outcomes.</p> <p>Priorities for learning have been established. Subject Leadership development time has not taken place yet in the Foundation subjects.</p>	<p>The school will enter all data into the new tracking grids and Pupil Progress meetings will take place.</p>
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> • JF/CB STEM Continuous Provision • LB/JC/HB/NB –Read Write Inc Training • JW Virtual School Training • JW SEND Cluster briefings • KF PP Cluster Briefing • JS Maths Leader Conference • JS Maths Subject Leader Briefings • KA English Subject Leader Briefings <p><i>Only 36% of disadvantaged pupils are currently working at the expected standard and will be closely monitored during pupil progress reviews.</i></p> <p><i>Class structures have been changed as a result with extra support put in place in two classes.</i></p> <p><i>Training being implemented on NELI to support early years for new starters and possibly pick up any Y1 as deemed necessary.</i></p>	<p>Annual review notes:</p> <p>There has been no real opportunity for staff development this year although there has been some opportunities for Cluster working.</p> <p>The school has achieved the Science PQSM Award with the Science lead (JT) attending numerous online training opportunities.</p> <p>The school has also obtained the Silver Artsmark Award again with two staff (Jo F and HB) attending various training briefings.</p> <p>The school has lost three key members of staff this year so there has been considerable disruption to staff development as leadership roles have continued to change.</p> <p>Staff are using their NELI training to impact upon outcomes for children.</p>	<p>Final review notes:</p> <p>Staff Development alongside Cluster Meetings is now returning.</p> <p>The school will also take full advantage of the opportunities provided through the Djanogly Trust.</p>

Light-touch review overall assessment	<p>The intervention is performing:</p> <p>Due to the disruption of covid19 the intervention programmes cannot be truly measured therefore this will be closely monitored from Sept 21 to check against Interventions in place however I would judge this as:</p> <ul style="list-style-type: none"> As expected 		<p>The school has had significant disruption and staff changes throughout the year and with this in mind I would judge this as the intervention is performing:</p> <ul style="list-style-type: none"> As expected 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> As expected 	
	Anticipated expenditure	Year 1	£30,935	Year 2	£26,315.00	Year 3
Total anticipated expenditure:		£ 82,808 needed to cover TA salaries(20-21) £ 76,354 TA salaries (21-22)				
Actual expenditure	Year 1	£82, 808	Year 2	£76,354	Year 3	£84723
	Total actual expenditure:	£82, 808		£76,354		£84723
Intervention:	Develop resilience and independence in all children					

Category:	Quality of teaching for all		
Intended outcomes:	Children are more resilient when faced with a range of challenges, developing positive attitudes to learning.	Success criteria:	<p>Positive Behaviour for Learning throughout school.</p> <p>Improved independence</p> <p>Improved resilience when faced with difficulties</p> <p>Better understanding of the Growth Mindset and how to apply this.</p> <p>Application of transferable skills to problem solving</p>
Staff lead:	ET/KA		
Implementation	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23
	<p>How we will implement this intervention in year 1:</p> <p>Positive behaviour for learning in class monitored through the Good to be Green behaviour reward system.</p> <p>Support for disadvantaged children in class to enable them to complete the most challenging work possible according to their ability.</p> <p>Develop Velcro effect with TA's to further promote independence.</p> <p>Build on Growth Mindset that is already in place during weekly assembly.</p> <p>Develop problem solving skills through the new curriculum.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The school has continued to implement the Good To be Green behaviour system</p> <p>All PPG children who need support receive it either within the class or during interventions. All children are provided with opportunities to access challenging activities during lessons.</p> <p>Growth Mindset is still being implemented throughout the school and has continued to be part of our Assemblies throughout the year.</p> <p>The Curriculum allows the opportunity for the development of Reasoning</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>The school has reviewed it's Behaviour Policy with all staff.</p> <p>The school continues to use the Good To Be Green approach and the school has introduced the Gold Card for children who behave consistently well.</p> <p>Growth Mindset is ongoing as part of the school's whole school approach.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Good to Be Green was reinforced following Covid-19 lockdown with children given reminders and a degree of leeway as they settled back into school life with a full class.</p> <p>Disadvantaged continue to be supported in class through a variety of class, group and individual activities with support given at the appropriate level promoting independent learning whenever possible.</p> <p>Assembly did not take place other than in classes due to Covid-19 so Growth Mindset was not covered at whole school level instead Wellbeing of children took precedence following Covid-19 and lockdown with integration of children back into teaching and learning in a classroom environment and the expectations this entails.</p> <p>Problem solving skills to be integrated through our new curriculum and build these in wherever possible during curriculum review of Topic Maps.</p>	<p>Annual review notes:</p> <p>Good To Be Green has been reinstated and it's profile raised again this year.</p> <p>The school has also introduced the Gold Reward Cards for those children who are always Good. The school has also looked carefully at the organisation of the Good To Be Green days ensuring that these are better organised and there is a wider choice of activities available.</p> <p>An Assembly rota has been created and themes are attached to this and this includes Growth Mindset. All children now attend all Assemblies.</p> <p>Opportunities for problem solving and reasoning are regularly available throughout the curriculum.</p>	<p>Final review notes:</p> <p>The school continues with the Good To Be Green programme in it's revised format.</p> <p>Assemblies are reflective of British Value and the Nine Protected Characteristics.</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <p>Due to the disruption of covid19 the intervention programmes cannot be truly measured therefore this will be closely monitored from Sept 21 as part of SLT however I would judge this as:</p> <ul style="list-style-type: none"> As expected 	<p>The intervention continues to perform:</p> <ul style="list-style-type: none"> As expected 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> As expected

Anticipated expenditure	Year 1	£	Year 2	£	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 3	£
	Total anticipated expenditure:	£ This will form part of the overall expenditure for Year 1 and 2				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?		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:	This forms part of the overall expenditure £82, 808 In Year 2 this has formed part of the £76,354				

Intervention:	To improve the social, physical and emotional well-being of pupils (with a particular view on how Covid-19 has affected individual pupils).		
Category:	Targeted academic support		
Intended outcomes:	To raise confidence and self-esteem in disadvantaged pupils.	Success criteria:	
Staff lead:	ET		
Implementation	Year 1 2020-21	Year 2021-22	Year 3 2022-23
	<p>How we will implement this intervention in year 1:</p> <p>To motivate disadvantaged learners to take part in wider school roles to promote their social emotional and physical well-being.</p> <p>Small group work</p> <p>WOW days</p> <p>Peer Mentoring</p> <p>Mini Leaders</p> <p>Mindfulness sessions in class.</p> <p>Lego Therapy</p> <p>Specific Sports Activities</p> <p>Forest Schools</p> <p>Arts Mark and Arts Award</p> <p>Evidence (Sutton Trust/EEF)</p> <p>Social and Emotional Learning +4 months</p> <p>Outdoor Adventure learning +4 months</p> <p>Sports Participation +2 months</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The school has fully implemented is PSHE Scheme and follows the Derbyshire approach to the teaching of PSHE.</p> <p>There are the weekly timetabled sessions for the teaching of PSHE and the school has had focussed weekly Assemblies based upon the themes in the scheme.</p> <p>The school has been in receipt of some excellent support from the P4YP programme.</p> <p>A robust referral process is now in place and any referrals are added to My Concern.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>The school now focusses upon the British Values and weekly Assemblies are used to promote these.</p> <p>The school has made effective use of Pupil Voice both within school and in the Cluster.</p> <p>The school has attended Cluster parliament meetings.</p> <p>The school has now incorporated the nine protected characteristics also into regular assemblies so that all the children are familiar with these and how they relate to their personal development.</p>

	<p>Development of Arts Participation Sutton Trust/EEF +2 months.</p>		<p>The school now offers excellent pastoral support within the school.</p>
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The overall impact of Covid-19 on our pupils will vary depending on their individual circumstances.</p> <p>Individual pupils identified for additional support through P4YP the schools early help provider with additional hours for this purchased to accommodate extra need.</p> <p>As and when it was felt necessary we would come off timetable and work on this within our class bubbles.</p> <p>Exception improvements ascertained in one class with regards to physical fitness through the mile challenge with every child beating their individual best by considerable margins. This was picked up by another class and again huge improvements made by all.</p> <p>All implementations above covered by individual class bubbles.</p>	<p>Annual review notes:</p> <p>The school has been in receipt of some excellent support for our most vulnerable pupils through the P4YP hours that it purchases. Children and parents have had 1:1 support both in school time, in the holidays and great progress has been made.</p> <p>The case load of the P4YP worker is carefully monitored by their Line Manager who is independent to school.</p> <p>The school has also made effective use of all opportunities to keep healthy in both mind and body and recognises fully the importance of being outside.</p>	<p>Final review notes:</p> <p>The school continues to offer excellent support for our most vulnerable families.</p> <p>P4YP offers support throughout the year and our pastoral worker goes above and beyond to support our families.</p> <p>Her case load continues to be monitored by her Line Manager at The Hub.</p>

Light-touch review overall assessment	The intervention is performing: Due to the disruption of covid19 the intervention programmes cannot be truly measured therefore this will be closely monitored from Sept 21 to check against Intervention however I would gauge this as:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Above expectations 		<ul style="list-style-type: none"> As expected 		<ul style="list-style-type: none"> As expected 	
Anticipated expenditure	Year 1	£	Is expenditure anticipated to increase, decrease or remain the same?	Decrease	Is expenditure anticipated to increase, decrease or remain the same?	Decrease
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£ This will form part of the overall expenditure				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Decreased	Did expenditure increase, decrease or remain the same?	Decreased
	Total actual expenditure:	£ This forms part of the overall expenditure				

Intervention:	To improve the standards of achievement and progression in reading		
Category:	Targeted academic support		
Intended outcomes:	<p>To further develop reading through Phonics, Guided Reading, Read to Succeed and Reading PAL's.</p> <p>To develop reading for understanding across school.</p> <p>To increase opportunities of reading for meaning and pleasure across school.</p>	Success criteria:	Children have improved decoding, fluency, reading stamina, inference and deduction skills through reading texts that challenge them.
Staff lead:	<ul style="list-style-type: none"> KF/KA 		
Implementation	Year 1 2020-21	Year 2021-22	Year 3 2022-23
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Daily Phonics and Guided reading to take place. 'Read to Succeed' sessions timetabled promoting reading for pleasure. Build on the introduction of Reading PAL's through Peer to Peer support. This has been developed further this year since taking part in the PALS UK project with Coventry University through the EEF. Pupil Progress Meetings Pupil Interviews Book Scrutiny 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><i>Continue developing pupils' knowledge and skills in reading and in understanding the different reading strands as they progress through school.</i></p> <p><i>SLT management time to be allocated to monitor teaching and learning and pupil progress.</i></p> <p><i>Following meetings with Phonics and English lead additional support to be discussed and implemented as necessary</i></p> <p><i>Any interventions that are taking place will need to be closely monitored and checked to decide if they are meeting pupil needs and amended as necessary.</i></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

		<p><i>This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.</i></p>	
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The head and subject leader believe reading is a key element of developing the child.</p> <p>Phonics/Reading continues to be a strength through the implementation of the above.</p> <p>Reading banding has been reviewed through outside support. Older books have been given to a school in Gambia and replaced with new stock.</p> <p>Phonics books purchased to match the phonic levels of individual children purchased.</p> <p>Library overhauled and new non-fiction books to be purchased.</p> <p>Class reading corners created.</p>	<p>Annual review notes:</p>	<p>Annual review notes:</p>

Light-touch review overall assessment	The intervention is performing: Due to the disruption of covid19 the intervention programmes cannot be truly measured therefore this will be closely monitored from Sept 21 to check against Intervention however I would gauge this as:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> As expected 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£	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	£	Year 3	£
	Total anticipated expenditure:	£				
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:	£ This forms part of the overall expenditure				

Intervention:	To improve the standards of achievement and progression in mathematics		
Category:	Targeted academic support		
Intended outcomes:	<p>Improved understanding of the 4 number operations leading to transferring these skills to problem solving and reasoning.</p> <p>To develop the White Rose Premium across school to leading to a Mastery Approach to Mathematics.</p> <p>Develop effective same day interventions to support pupils.</p>	<p>Success criteria:</p>	<p>Lesson observations will show that pupils are applying maths knowledge to problem solving and reasoning.</p> <p>Confidence in pupils applying these skills</p>
Staff lead:	KF/JS		
Implementation	Year 1 2020-21	Year 2021-22	Year 3 2022-23
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Targeted support in class (core learning) and through tailored intervention. (EEF average progress of 8 months for given feedback). Quality feedback and green pen responses. Outdoor and active lessons to motivate and develop problem solving skills through Maths of the Day. Develop Maths Mastery through all year groups EEF + 5 months Assertive Mentoring Times Tables Challenges Assertive Mentoring weekly skills. Pupil Progress Meetings Pupil Interviews Book Scrutiny 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>To sign up for White Rose Premium and roll this out across the whole school.</p> <p>To allocate Staff Meeting time and SLT to check the implementation and delivery.</p> <p>Maths lead to monitor teaching and learning across school.</p> <p>Senior Link advisor to complete joint observations of mathematics with maths lead.</p> <p>Targeted interventions as necessary with a particular focus on extra support in class 2 and 4 (extra TA support bought in).</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.</p>

		<p>Expand times tables club at lunchtime for those needing extra support and motivation to learn tables.</p> <p>Set TT Rock Stars Challenges to motivate.</p> <p><i>This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.</i></p>	
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Severely disrupted due to Covid-19.</p> <p>Weekly skills seem to have become tired and so a new approach is needed to revitalise and drive improvements.</p> <p>Times Table challenge needs to continue and has had mixed success.</p> <p>TT Rock Stars was introduced to support during Covid-19 and was successful in the most motivating some individuals.</p> <p>Maths of the Day extremely useful during Covid-19 promoting outdoor learning as often as possible.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> As expected <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£	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	£	Year 3	£
	Total anticipated expenditure:	£				
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:	£ This forms part of the overall expenditure				

Intervention:	To closely monitor attendance and input early measures to improve as needed:		
Category:	Wider strategies		
Intended outcomes:	To improve attendance of disadvantaged pupils to ensure lost learning is kept to a minimum.	Success criteria:	<ul style="list-style-type: none"> Regular attendance checks by Headteacher and as appropriate necessary follow up from P4YP if attendance does not improve. Reduction in number of persistent absentees amongst pupils eligible for PP. Attendance for all disadvantaged to be in line with National at 96% or better. Improved attendance and punctuality shows improve progress and attainment.
Staff lead:	KF		
Implementation	Year 1 2020-21	Year 2021-22	Year 3 2022-23
	<p>How we will implement this intervention in year 1:</p> <p>Use of an attendance tracking system to improve attendance.</p> <p>First day response.</p> <p>Weekly report and follow up as necessary.</p> <p>Breakfast Club to ensure they eat as children who are hungry and distracted makes it difficult to be able to concentrate and learn.</p> <p>P4YP to work alongside families as necessary.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continue with:</p> <p>First day response.</p> <p>Weekly report and follow up as necessary.</p> <p>Breakfast Club to ensure they eat as children who are hungry and distracted makes it difficult to be able to concentrate and learn.</p> <p>P4YP to work alongside families as necessary.</p> <p>Re-introduce rewards for termly/yearly 100% attendance.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.</p>

		<p><i>This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.</i></p>	
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Overall attendance of disadvantaged children was 96.88%</p> <p>Children (7) below 95% for year – families contacted and discussions held.</p> <p>Of the 7 children below 1 child absence was due to hospitalisation and 2 operations another child was due to medication changes for constipation and the need to be at home for immediate use of toilet.</p> <p>All children will be closely monitored from Sept 21.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> As expected 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£	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	£	Year 3	£
	Total anticipated expenditure:	£				
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:	£ This forms part of the overall expenditure				