



EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Twechar Primary School
Head Teacher	Marie-Louise Brogan
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale

Aims:- *To help each child to do their best in their play and learning. *To help each child to become confident and responsible in Twechar PS and the community. *To have a community where everyone belongs and is welcome and included. *To give everyone in our Twechar community a say in our school and Early Years Centre by listening to them. *To give everyone a chance to share their success in learning. Vision:- To enable everyone to grow and learn at Twechar PS and Early Years Centre. Values:- Belonging, Respect, Fun

Current Standards & Quality Report
Standards & Quality Reports - Twechar Primary

Framework for School Improvement Planning 2026 – 29

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2026/27	2027/28	2028/29
Priority 1	Wellbeing & Inclusion • Citizenship and RRS • EDC Dyslexia Toolkit	Wellbeing & Inclusion EDC Dyslexia Toolkit	Wellbeing & Inclusion
Priority 2	Pedagogy • Features of Highly Effective Practice, Effective Questioning & Meta-Skills • Raising Attainment in reading and grammar	Curriculum • CIC Implementation Planning • 21 Hours	Pedagogy • CIC Implementation

Section 2: Improvement Priority 1			
School/Establishment	Twechar Primary School		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Marie-Louise Brogan		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity & Opportunity	Priority 6: Wellbeing & Inclusion Priority 2: Learning & Teaching Priority 7: Skills for Learning, Life & Work	Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in skills and sustained, positive school-leaver destinations for all	QI 3.2 Raising attainment and achievement QI 3.3 Increasing creativity and employability QI 3.1 Wellbeing, equality & inclusion

Framework for School Improvement Planning 2026 – 29

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
World of Work & Citizenship Pupil Council influencing curriculum links to employability Digital Leaders supporting use of digital tools for skills profiling Eco Committee leading sustainability and community projects Community Champions representing the school in local events or partnerships RRS / UNCRC Gold Rights Ambassadors & UNCRC Committee leading rights-based assemblies, campaigns and learning walks Pupil Council gathering learner voice on rights, wellbeing and inclusion Anti-Bullying Champions promoting rights-based relationships Dyslexia Guidelines Implementation Digital Champions modelling use of assistive technology Pupil Voice Groups evaluating dyslexia-friendly practice Literacy Champions and Pupil Leads supporting reading for pleasure and inclusive literacy approaches.	CLPL & Staff Development Training on dyslexia guidelines, UNCRC/RRS, and Career Education/DYW. Learning & Teaching Resources Dyslexia-friendly materials, rights-based resources, skills/career education tools. Digital & Assistive Technology Immersive Reader, Read&Write, voice-to-text, devices and access supports. Pupil Leadership & Engagement Resources for Rights Ambassadors, pupil voice activities, community/career projects. Family & Community Partnership Materials Workshop resources, communication tools, employer engagement supports.	Clear, accessible information for families Sharing of EDC Parent-friendly guides on dyslexia supports, children's rights, and skills/world-of-work learning. Workshops and learning events Sessions on dyslexia strategies, UNCRC/RRS, digital tools, and career education. Regular communication and updates Use newsletters, digital platforms and learner profiles to share progress, rights learning and skills development. Family participation in school life Involvement in rights-based activities, community projects, employer talks, and staged intervention meetings.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Training on key frameworks CLPL on Dyslexia Guidelines, UNCRC/RRS Gold, and Career Education Standard/DYW. Pedagogy & classroom practice Dyslexia-friendly teaching, rights-based pedagogy, and skills-focused learning approaches. Digital tools & accessibility Training on assistive technologies (Immersive Reader, Read&Write), digital	partnership working	Targeted Support Staffing PSA/teacher time to support dyslexic learners, pupil leadership, and skills/career-related activities. - £1000 Assistive & Digital Tools Funding for accessibility software (Immersive Reader/Read&Write), devices, and digital resources for rights and world-of-work learning. - £1000

Framework for School Improvement Planning 2026 – 29

rights resources, and online career learning tools. Collaboration & moderation Time for staff to work together on staged intervention, rights-based learning progression, and world-of-work planning.		Family Engagement & Workshops Resources to run dyslexia, rights and career-education workshops; materials to support home learning. - £500 Equity of Access to Experiences Support for transport, materials or participation costs for community projects, employer visits and rights-based activities. - £500
--	--	---

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Termly update
To ensure consistent, evidence-based identification and support for learners with dyslexia by implementing East Dunbartonshire Council's updated Dyslexia Guidelines and providing high-quality professional learning for all staff.	Implement the EDC Dyslexia Identification Pathway Audit current practice against the new guidelines. Establish a clear, staged process for identification and support. Ensure all evidence gathering (classroom observations, work samples, assessments) follows EDC expectations. Update school policies to reflect the new pathway.	Increased confidence and engagement in learning. Improved access to the curriculum through appropriate supports. Learners can articulate their strengths, needs and strategies that help them. Improved attainment and progress over time.	By August 2028	
	Deliver high-quality CPD for all staff Provide whole-staff training through EDC modules and webinar on : Dyslexia awareness Identification and assessment	Staff confidently identify early indicators of dyslexia. Staff use dyslexia-friendly strategies consistently. Staff understand and follow the EDC Dyslexia Pathway. Increased use of digital tools to support literacy and access.	By August 2028	

Framework for School Improvement Planning 2026 – 29

	Classroom strategies and differentiation Assistive technology and digital supports Offer targeted CPD for support staff and early career teachers. Build staff confidence in using dyslexia-friendly approaches across the curriculum.			
	Strengthen learning, teaching and assessment for dyslexic learners Embed dyslexia-friendly pedagogy in all classrooms. Increase use of digital tools (Immersive Reader, Read&Write, voice-to-text). Ensure assessment arrangements reflect learner needs. Develop consistent use of learner profiles and support plans.	Clear, consistent staged intervention processes. High-quality support plans with measurable targets. Positive feedback from families. Evidence of improved outcomes for dyslexic learners. CLPL evaluations and staff confidence surveys Tracking and monitoring data Quality of support plans and learner profiles Classroom observations Pupil voice and focus groups	By August 2028	
	Improve communication and partnership with families Share the new EDC guidelines with parents/carers. Provide workshops on dyslexia, digital tools and home learning strategies. Ensure families are fully involved in staged intervention meetings and decisions.	Family feedback Review against EDC Dyslexia Guidelines	By August 2028	
	Strengthen monitoring, tracking and evaluation Track progress of learners with dyslexia using EDC templates.	Ensure robust assessment and evidence gathering Provide appropriate, proportionate support	By August 2028	

Framework for School Improvement Planning 2026 – 29

	Review interventions regularly to ensure impact. Use data to identify patterns, gaps and next steps. Include dyslexia support in quality assurance processes.	Engage learners and families meaningfully Ensure staff have the knowledge, confidence and tools to support dyslexia effectively.		
To embed children's rights across the life and work of Twechar Primary School, ensuring that all learners experience a rights-respecting culture that is visible in relationships, learning, leadership and community engagement, in line with the <i>UNCRC (Incorporation) (Scotland) Act 2024</i> and the expectations to achieve the <i>Rights Respecting Schools Gold Award</i> .	Embed UNCRC rights across learning, teaching and school life Audit current practice against RRS Gold criteria. Ensure rights language is used consistently in classrooms, assemblies and policies. Develop progressive rights-based learning experiences throughout the school. Link rights to real-life contexts within Twechar and the wider world.	Learners confidently talk about their rights and how they are upheld in school. Staff plan progressive rights-based learning across the curriculum	By August 2027	
	Strengthen pupil participation and leadership Expand pupil leadership groups (Rights Ambassadors, Eco, Digital Leaders, Pupil Council). Train Rights Ambassadors to lead assemblies, learning walks and campaigns. Increase opportunities for children to influence school improvement priorities. Develop class charters that are co-created, reviewed and lived by learners.	Learners demonstrate leadership, agency and influence in school decision-making. Increased participation in rights-based campaigns and community projects. Learners feel safe, respected and included, and can articulate this clearly. Evidence of rights-based practice influencing school improvement.	By August 2027	

Framework for School Improvement Planning 2026 – 29

	Deepen community engagement in rights-based practice Work with local partners (Healthy Living Centre, community groups, local charities). Share rights-based practice with families through workshops, newsletters and events. Develop community projects linked to rights, wellbeing and sustainability. Promote Twechar Primary as a rights-respecting hub within the village.	Rights are visible in displays, policies, relationships and decision-making. Strong partnerships with families and community organisations. Positive feedback from learners, families and partners.	By August 2027	
	Build staff confidence and consistency in rights-based pedagogy Provide CPD on UNCRC, RRS Gold criteria and rights-based teaching. Review policies through a rights lens. Use moderation to ensure progression in rights-based learning.	Staff consistently use rights-based language and approaches. Policies and practices reflect UNCRC principles. Staff model rights-respecting relationships.	By August 2027	
All learners will benefit from shared vision, values and aims and a consistent approach to relationships and behaviours.	Collaborative working with all stakeholders to define clear Vision, Values & Aims All stakeholders to continue to reflect upon our current VVA and co-create a new VVA aligned to our school and culture	New VVA created through consultation meetings, surveys and professional dialogue and launched in April 2027	April 2027	
To strengthen all learners' understanding of the world of work and develop their skills	Embed Career Education (3–18) across the Twechar curriculum	Learners confidently discuss different jobs, skills and pathways.	By August 2027	

Framework for School Improvement Planning 2026 – 29

as responsible, active citizens by delivering progressive, relevant and meaningful learning experiences aligned to <i>Curriculum for Excellence</i>, the <i>Career Education Standard (3–18)</i>, <i>Learning for Sustainability</i>, and East Dunbartonshire Council's commitment to improving outcomes for all learners.	Map world-of-work experiences across all stages to ensure progression from ELC to P7. Use local contexts (e.g., Twechar Healthy Living Centre, community volunteers, local trades) to make learning relevant. Introduce regular learning conversations linking skills to future pathways. Develop skills language across the school (e.g., teamwork, problem-solving, communication).	Learners can articulate the skills they are developing and how these relate to future learning, life and work. Increased participation in leadership roles and community projects. Learners demonstrate understanding of rights, responsibilities and citizenship. School / Community Strong partnerships with local employers and community groups. Increased family engagement in world-of-work events. Visible evidence of pupil voice shaping school improvement.		
	Strengthen partnerships with local employers and community organisations Establish a Twechar "World of Work Network" including local businesses, tradespeople, emergency services, and community groups. Work with EDC's DYW team to access employer links beyond the village. Offer workplace visits, virtual sessions, and parent/carers career talks. Connect with local secondary schools to support transition and skills progression.	Enhanced community connections reflecting Twechar's identity and strengths.	By August 2027	

Framework for School Improvement Planning 2026 – 29

	Develop learners' citizenship knowledge and participation Strengthen pupil leadership groups (Eco, Rights Respecting, Digital Leaders, Pupil Council). Embed <i>UNCRC</i> and <i>Rights Respecting Schools</i> practice across the school. Increase opportunities for children to influence school improvement (e.g., learning walks, focus groups). Deliver IDL projects linked to community improvement, sustainability and local heritage.	Pupil focus groups and learning conversations Skills profiles and learner-journey evidence Tracking of participation in leadership and community activities Feedback from partners, parents and staff Classroom observations showing improved learning, teaching and assessment Evidence of progression in skills for learning, life and work	By August 2027	
--	---	---	----------------	--

Section 2: Improvement Priority 2

School/Establishment	Twechar PS
Improvement Priority 2	Pedagogy, Effective Questioning & Meta-Skills. Raising Attainment in numeracy and literacy.
Strategic Leads	Marie-Louise Brogan

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 1: Leadership Priority 4: Curriculum	Improvement in achievement, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement

Framework for School Improvement Planning 2026 – 29

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Effective Questioning & Meta-Skills Questioning & Dialogue Leaders Staff model high-quality questioning; learners lead peer questioning routines and discussion protocols. Meta Skills Ambassadors Staff coordinate meta-skills progression; learners promote and model meta skills across classes. Collaborative Learning & Enquiry Leads Staff lead enquiry groups and peer observations; learners support learning rounds and share feedback. Learner Voice & Evaluation Leaders Pupils lead focus groups and gather feedback; staff facilitate structures for learner-led evaluation. RUAE & TQA Staff lead consistent approaches to RUAE/TQA; learners model strategies and support peers during reading tasks. Literacy Champion & Teaching Staff Staff curate high-quality texts and poems; learners help select, share and recommend texts across stages. Staff lead hinge questions, moderation and feedback approaches; learners support peer assessment and self-evaluation. Pupil Council Pupils lead focus groups on reading strategies and text choices; staff facilitate structures for learner-led evaluation.	Effective Questioning & Meta-Skills Professional Learning Resources IOS materials, West Partnership guidance, questioning frameworks, meta-skills progression tools. Time for Collaboration Staff enquiry meetings, peer observations, learning rounds, moderation time. Learner Dialogue Supports Talk prompts, discussion protocols, meta-skills language posters, reflection tools. RUAE & TQA High-Quality Texts & Poetry Bank Short texts, poems, model answers, annotated exemplars for P4–7. Assessment & Tracking Tools RUAE question banks, TQA mini-assessments, shared tracking templates, moderation materials, GAPS Grammar Assessments, PIRA Reading Assessments. CLPL & Pedagogy Resources RUAE/TQA training materials, grammar teaching supports, modelling and feedback guides. Classroom Supports Reading strategy prompts, success criteria posters, vocabulary/grammar scaffolds.	Effective Questioning & Meta-Skills Share questioning and meta-skills guides with families to support learning conversations at home. Provide short video/model examples of effective questioning strategies used in class. Invite parents to learner-led dialogues where pupils explain their thinking and meta skills. Use newsletters/Seesaw/Glow to highlight meta-skills language and ways to reinforce it at home. RUAE & TQA Share RUAE question types and reading strategies with families in simple, parent-friendly formats. Provide short texts/poems for home reading with prompts for discussion and analysis. Run family literacy workshops on RUAE, TQA and supporting comprehension at home. Use digital platforms to share model answers, vocabulary supports and reading progress updates.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Targeted CLPL on core pedagogies RUAE/TQA strategies, effective questioning,	targeted approaches to literacy & numeracy	Targeted Literacy Support Staffing PT time to deliver small-group RUAE, TQA and

Framework for School Improvement Planning 2026 – 29

modelling, feedback, and meta-skills development. Collaborative enquiry and peer learning IOS enquiry cycles, peer observations, learning rounds, moderation and shared planning. Resource and exemplars development Banks of short texts/poems, model answers, questioning frameworks, meta-skills tools. Consistent assessment and progression training RUAE/TQA assessment design, hinge questions, reading benchmarks, meta-skills progression mapping.		reading intervention, plus supported dialogue for questioning/meta-skills and reading recovery. High-Quality Literacy Resources Short texts, poetry collections, comprehension materials, grammar/TQA resources - £3000 Literacy Assessments - £1000 Professional Learning & Collaboration Time Funding release time for staff to engage in IOS enquiry, CLPL on RUAE/TQA, moderation and peer observations. - £1000
--	--	---

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Termly update
To enhance the quality of learning, teaching and assessment for all learners by developing all teaching staff expertise in effective questioning and meta-skills, through engagement with the West Partnership's IOS (Improving Our Schools) professional learning programme.	Following the West Partnership Whole School Improving our School (IOS) Model. Term 1 Inset Day 2 – IOS Session1 -Analysis of whole school ACEL Data and Context of School. -Identify patterns of attainment, trends and barriers to learning. -Self-evaluation and reflection on development needs within numeracy and maths. September – IOS Session 2	-Ongoing reflection and discussion. -Quality Assurance Calendar -ACEL Data -NSA Data -Maths Standardised Pre & Post Assessment Data -Tracking Meetings and Data Discussed -Pupil Voice – Learner Conversations -Targets set and monitored Confidence Audits completed	Term 1 Inset Day 2 Inset Day 3 Staff Meetings and Curriculum Development time as per Working Time Agreement Calendar.	

Framework for School Improvement Planning 2026 – 29

	Presentation of Fact, Story, Action approach and time to analyse class data. Inset Day 3 – IOS Session 3 Sharing of Quality Assurance and Self-Evaluation for numeracy Other activities -5 hours individual CLPL including professional reading -Teacher self-evaluation -Journal Tasks -Interrogation of data -Staff with SLT complete Fact, Story Action for each class -Learner conversations			
To increase attainment for all learners through improving staff capacity in pedagogical approaches in numeracy.	CLPL for all staff in the continued delivery maths and numeracy focussed planning using Making Maths Memorable approach – Bruner’s Spiral Learning in Primary 4-7	CLPL delivered in house on approaches to planning and implementation. Time given for planning. Good practice visits to other schools. Collegiate activities to moderate planning and delivery	Staff meetings as per WTA	
By embedding highly effective practice learners’ attainment in literacy and numeracy will increase	Term 2 Classroom observations by SLT November - IOS Session 4 -Overview and Analysis of class observations identifying areas of highly effective practice. IOS Session 5 Teacher Self-Evaluation and completion of EDC L& T Toolkit IOS Session 6 Presentation by SLT of SE findings IOS Session 7	Ongoing reflection and discussion Quality Assurance Calendar Pre and post assessments Tracking meetings and data collection Classroom Observations Pupil voice- Learner Conversations Confidence Audits	Staff meetings as per WTA	

Framework for School Improvement Planning 2026 – 29

	Staff to identify professional reading, CLPL materials			
Through robust analysis of class data in literacy and numeracy and building teacher capacity through CLPL and professional reading attainment in numeracy literacy will increase for all learners.	Term 3 Staff meetings focus on Highly Effective Practice area dependent on audit. Tracking and monitoring Data gathering Inset Day 4 - IOS Session 8 Trio Visits overview and decisions Trio Visits Professional reading.	Ongoing reflection and discussion Quality Assurance Calendar Pre and post assessments Tracking meetings and data analysis Classroom Observation (trio visits) Pupil Voice – Learner Conversations Targets set and monitored	Staff meetings as per WTA In-Set Day 4	
	Term 4 Highly Effective Practice area dependent on audit April - IOS Session 9 Trio visit feedback – key messages Tracking and monitoring ACEL data collection P1, P4 and P7 Triangulation of evidence Inset day 5 - IOS Session 10 - reflection and review of SIP. Self-evaluation of QIs – use Start, Stop, Continue - Agreement of SIP and WTA for next year.	Ongoing reflection and discussion Quality assurance calendar ACEL data NSA data Progress in maths data Pre and post assessments Phased assessments Tracking meetings and data Classroom observation Pupil voice -Learner Conversations Targets sets and monitored	Staff meetings as per WTA In-Set Day 5	
To improve reading and writing attainment in Primary 4–7 by developing learners' skills in <i>Reading for Understanding, Analysis and Evaluation (RUAE)</i> and	Establish a consistent whole-school approach to RUAE (P4–7) Introduce a structured weekly RUAE cycle using short texts and poetry.	Improved accuracy and depth in answering RUAE questions. Increased confidence in analysing language and writer's craft.	Aug 26 – June 27	

Framework for School Improvement Planning 2026 – 29

<i>Technical Accuracy (TQA)</i> through consistent use of short texts, poetry and high-quality comprehension strategies within an IDL context.	Teach and model key RUAE question types (e.g., <i>Own Words, Context, Analysis, Evaluation</i>). Use shared success criteria and exemplars across stages. Embed reading strategies (skim, scan, summarise, infer, visualise).	Improved grammar and technical accuracy in written responses. Greater engagement with short texts and poetry. Evidence of progression in reading benchmarks. Consistent use of RUAE and TQA strategies across P4–7. Increased confidence in teaching comprehension and grammar. Effective use of modelling, questioning and feedback. Shared understanding of progression and expectations.		
	Strengthen TQA (Technical Accuracy) teaching Teach grammar, punctuation and sentence structure explicitly through reading texts. Use short texts and poems to analyse writer's craft and grammatical choices. Provide regular TQA mini-lessons linked to reading tasks. Use consistent marking codes and feedback strategies.	Clear progression pathways for reading and TQA. Improved attainment data in reading (teacher judgement, SNSA, internal assessments). Strong evidence base for moderation and tracking. Positive feedback from learners and staff.	By August 2027	

Framework for School Improvement Planning 2026 – 29

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact: Outcomes for learners; targets; % change	Tasks/Interventions for identified groups	Resources: Identify PEF allocation, staffing and resources that will be procured to support	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): What are the key dates for implementation? Link to Outcomes	Progress: Identify progress and impact in narrowing the PRAG
Increased attainment and achievement in literacy and numeracy for all learners through leading and supporting change in pedagogical approaches and ensuring strategic improvements are impactful and sustainable	Leading and self-evaluating change in pedagogy and strategic improvement in School Improvement Priorities	Staffing PT to acting DHT and CT – to acting PT - £15000	Assessment and attainment data. Increase in attainment for all pupils in literacy and numeracy. Policies and Procedures evaluated and developed to align to new practice and expectations	Aug-June 27	
Increased attainment and achievement in literacy and numeracy for identified children including those affected by poverty as well as other factors – ie attendance	Health & Wellbeing, Literacy Numeracy interventions for identified groups and pupils	August boxes to aid transition Nurture Room resources Online resources £1000	Assessment and attainment data. Use of Fact , Story, action Approaches	Pre-data – Sept 2026 Post data May 2027	
Increased engagement with families, including those potentially affected by poverty as well as other factors	Family Learning activities and interventions to be planned and implemented throughout the year	£1000	Continuous self-evaluation, ie questionnaires during Family Learning Events	Ongoing throughout the year. FLA evaluation by May 2027	

Framework for School Improvement Planning 2026 – 29

Increased motivation, physical and mental health for all children through outdoor learning	Playground improvements ie – gardening equipment, playground markings, loose parts	£3000	Pupil council lead pupil feedback questionnaires Pupil and staff observation Parental feedback.	All improvements by November 2026	
--	--	-------	---	-----------------------------------	--

School PEF allocation 26/27: £28175

Total PEF allocated in SIP £28, 175 Underspend: £ _____0_____