

Maidens & Fisherton Primary Schools and
Early Years Centres

SCHOOL IMPROVEMENT PLAN: 2019-2020

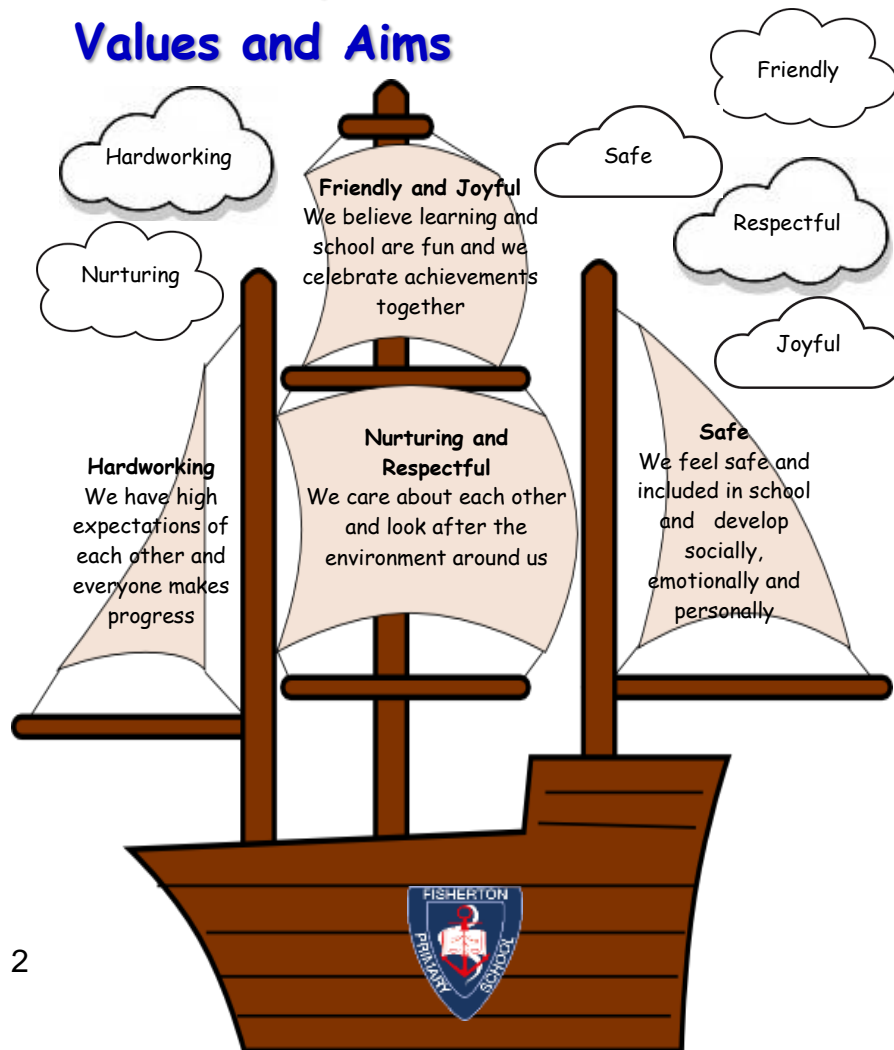


Vision

At Fisherton Primary School and Nursery Class everyone feels safe, included and valued. Everyone believes in themselves, creating relationships that develop them personally, socially and emotionally. We have high expectations and celebrate achievements together. In Fisherton Primary, everyone makes progress and feels that learning and school are fun.

(Developed by the pupils, staff and parents of Fisherton Primary, November 2015)

Fisherton Primary School and Nursery Class Values and Aims



Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of the educational services.

Vision

**At Maidens Primary School and Early Years Centre we believe that the right motivations can move the world.
In striving to provide these motivations our vision is that;**

Many talents are developed to promote

Articulate learners who have

Inquisitive minds and are

Determined to succeed with

Enterprising attitudes in an environment where

Nothing is insolvable and we can ALL belong to a

School where ambition is the norm.

Values

Our values are:

Caring, Respect, Fairness, Honesty, Responsibility and we need
Cooperation for them to be effective

Agreed by pupils and staff (August 2010)

Revisited May 2013

At Maidens and Fisherton Primary Schools and Early Years Centres we aim to be a positive, inclusive and continuously improving learning organisation. We aspire to achieve this in many ways, including utilising the local and national plans, and frameworks below;

South Ayrshire Council Plan

1. Effective Leadership that promotes fairness
2. Reduce poverty and disadvantage
3. Health and care systems that meet people's needs
4. Make the most of the localeconomy
5. Increase the profile and reputation of South Ayrshire and the council
6. Enhanced environment through social, cultural and economic activities

Children's Services Plan - Draft

1. Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
3. Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
5. Ensure children and young people have a voice in influencing service delivery that affects their lives.

National Improvement Framework

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained positive school leaver destinations for all young peopleThe proportion of young people and adults with relevant qualifications is increased.

National Improvement Framework Drivers

1. School Leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School Improvement
6. Performance Information

Summary Statement and Priorities

Using Self Evaluation, as a staff team, we reviewed the 2018-2019 School Improvement Plan (SIP). We have included our evaluation of this performance data review within our Standards and Quality 2019 Report which accompanies this document. In consultation we have identified the priorities for the forthcoming year as highlighted below within this SIP. The priorities and targets in this plan enable us to clearly set out the next steps on our journey, promoting a Curriculum for Excellence throughout and have been developed through the school audit process which has included:

- Consultations with staff and staff audits
- Parental Questionnaires
- Pupil Questionnaires and pupil impact/feedback activities
- Self-evaluation using HGIOS 4 and Care Inspectorate HGIOELC
- Tracking, monitoring and evaluation of learning and teaching

The priorities within the 2019-2020 School Improvement Plan were devised with staff in Term 4, 2018-19; will be discussed with the Pupil and Parent Councils in September 2019, before being shared with parents, also in September 2019 The SIP is a working document and is regularly reviewed and adapted to ensure it is meeting the needs of the pupils of Fisherton and Maidens Primary Schools and Early Years Centres.



PRIORITY 1: RAISING ATTAINMENT IN LITERACY

HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.

National Priorities: 2,4,5 & 6

| What Outcomes Do We Want To Achieve? | How Will We Achieve This? (Intervention Strategies) | Lead Person | Start and Finish Dates | How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target) |
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| <p>Cluster Priorities: To improve children's technical skills for writing across the curriculum.</p> <p>To build consistency of approach in pupil experience across Cluster.</p> | <ul style="list-style-type: none"> Audit of Literacy Framework To create joint assessment tool for use across Cluster To administer assessment to all P7's (August 20) Retest pupils at point of transition into S1 (Sept 2021) | TBC | Planning completed June 2020 for implementation in August 2020; August 2021 for S1 | <ul style="list-style-type: none"> ✓ Through baseline assessment and analysis (Sept 2021) ✓ All children across Cluster are taught agreed skills |
| <p>School Priority Implement a holistic approach to the teaching of writing ensuring all genres are covered, lesson content is relevant and appropriate challenge and pace is considered. This will enable us to narrow the gap between our highest and lowest achievers in literacy.</p> | <ul style="list-style-type: none"> Staff will ensure all genres are covered, lesson content is relevant and appropriate challenge and pace is considered. Shared planning, delivery and moderation with stage partners across schools on a termly basis. Utilise ideas from "Talk for Writing" as an approach and share good practice across schools. | <p>All staff</p> <p>Leeanne Campbell (Head Teacher) Avril Foakes & Helen Hamilton (Principal Teachers)</p> | August '19 - June'20 | <ul style="list-style-type: none"> ✓ 75% of pupils will achieve appropriate CfE levels at P1, P4 & P7. ✓ 100% of pupils will increase the frequency of writing each week ✓ 100% of pupils will participate in motivational reading and writing experiences |

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| | <p>assessing ensuring children meet the benchmarks for their expected level.</p> <ul style="list-style-type: none"> • Staff will review and adapt a range of assessments to benchmark and measure appropriately all children's progress in Literacy and English. • Through increasing opportunities for children to be actively involved in setting learning intentions and success criteria. • Through providing additional in house CLPL for all staff in holistic approaches to planning and assessment. • Through further engagement in school moderation activities to further improve confidence and standards. | Helen Hamilton (Principal Teachers) | | |
| <p>School Priority</p> <p>To meet the needs of all learners in Literacy and close the attainment gap between the most and least disadvantaged children.</p> | <ul style="list-style-type: none"> • Through ongoing review of current support resources to provide the most appropriate daily/weekly support for identified pupils. • Through establishing a more thorough and comprehensive Dyslexia screening programme to inform earlier intervention support. • Staff are confident and able to apply appropriate interventions or supports. • Through seeking out and offering appropriate CLPL opportunities for teaching staff and school assistants | All teaching Staff Pauline Ryding | August '19 - June'20 | ✓ All children showing signs of dyslexia will have an Ecological assessment |

PRIORITY 2: RAISING ATTAINMENT IN NUMERACY

HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.

National Priorities: 2,4,5 & 6

| What Outcomes Do We Want To Achieve? | How Will We Achieve This? (Intervention Strategies) | Lead Person | Start and Finish Dates | How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target) |
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| <p>Cluster Priority</p> <p>To improve children's numerical skills.</p> <p>To build consistency of approach in pupil experience across Cluster.</p> | <ul style="list-style-type: none"> Refer to Level 2 Study Pack in line with framework to identify key skills to be covered Staff CLPL to engage with Study Pack & Framework to ensure consistency of approach across Cluster: twilight event on 13 November 2019 Assessment of pupils at point of transition into S1 (Sept 2020) | Cluster HT's | <p>August 2019</p> <p>Sept 2020</p> | <ul style="list-style-type: none"> ✓ Overall, children are applying consistent numeracy skills ✓ All children across Cluster are taught agreed skills ✓ Reduction in gaps in learning of subsequent cohorts at point of transition |
| <p>School Priority</p> <p>To ensure all children benefit from high quality learning and teaching in order to raise attainment.</p> | <ul style="list-style-type: none"> Dedicated minimum of 6hrs quality numeracy and maths per week that provide application of skills. Implement new effective approaches to teaching such as Concrete, Pictorial, Abstract, use of Numicon And Bar Modelling Staff will share, discuss approaches and resources they find to be effective in raising attainment in numeracy | All staff | August '19 - June '20 | <ul style="list-style-type: none"> ✓ Use of assessment data at start, middle & end of year to demonstrate that children are on target ✓ 85% of pupils will achieve appropriate CfE levels at P1, P4 & P7. ✓ Assessment and moderation of holistic assessments at school and cluster level |

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| | <ul style="list-style-type: none"> • Parents will continue to be given opportunities to join children in class and attend learning events • Parent booklets will be issued • Numeracy parent survey will be issued at parents evening | | | |
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| PRIORITY 3: WELLBEING, EQUALITY AND INCLUSION FOR ALL HG10S4/HG10ELC Q1:2.1 Safeguarding and child protection, 2.4 Personalised support, 2.5 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children, 3. Improvement in children and young people's health and wellbeing National Priorities: 2,4,5 & 6 | | | | |
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| What Outcomes Do We Want To Achieve? | How Will We Achieve This? (Intervention Strategies) | Lead Person | Start and Finish Dates | How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target) |
| Cluster Priority Cluster will achieve Mental Health & Wellbeing Charter mark. Production of Cluster policy on LGBT+ | <ul style="list-style-type: none"> • complete initial audit and action plan for Mental Health & Wellbeing Charter as Cluster, personalise for individual school contexts • Cluster approach to completing activities required to achieve charter mark • young people identify shared issues, produce policy and resources to support others | C Hodgart C Kay | August 2019 June 2020 | ✓ Achievement of Mental Health & Wellbeing Charter mark ✓ Policy will be produced and individualised to reflect school context |

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| <p>School Priority Improve resilience and emotional well-being of all pupils. To create a climate of high expectations and high aspirations for everyone.</p> | <ul style="list-style-type: none"> • How Nurturing is Our School Audit tool used • A range of INSET training to be provided, giving staff strategies for identifying the needs of children suffering from Bereavement and Loss, Adverse childhood Experiences and Trauma, Attachment etc. • Nurture sessions will be provided for identified pupils • Key staff will attend any relevant nurture training and be supported by staff from Chestnut Cottage. Knowledge will be shared with other staff to ensure this is embedded in all classes and throughout the school • Regular planned learning experiences which provide opportunities for team building, social interaction & problem solving skills • A daily lunch time/playtime loose parts play hub will be used to build resilience and promote wellbeing • Daily class check in procedure which allows pupils to express their emotions on a daily basis. • Through review and adaptation of health and wellbeing approaches across all classes to provide the most effective learning and teaching approaches across the school. | <p>Leeanne Campbell (Head Teacher)</p> <p>Allison Eaglesham</p> <p>Catherine McQuade (school assistant)</p> <p>Helen Hamilton & Avril Foakes (Principal Teachers)</p> | <p>August '19 - June '20</p> | <ul style="list-style-type: none"> ✓ Well-being web & pupil surveys demonstrate an improvement in children's wellbeing and emotional resilience, specifically I know what to do if I'm worried about my own safety or protection, I have adults in school I can talk to if I'm upset or worried about something ✓ 100% of children will have the opportunity daily for a class check in ✓ 100% of pupils to have access to or be engaged in at least one wider achievement activity either within school or within the community. |
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| <p>School Priority</p> <p>To improve children's confidence and increase the culture of thinking across the whole curriculum.</p> | <ul style="list-style-type: none"> • Through adopting a collegiate approach and commitment to embedding Making Thinking Visible, Growth Mindset and Mindfulness into the culture of the whole school, including Early Years. • All staff trained in mindfulness, Growth kindest and Making Thinking Visible approaches • All children will be part of a Leadership group monthly in order to build confidence and leadership skills • Use Twitter feed to share school events and news through a safe, secure mobile device • All children will benefit from homework that is relevant, appropriate and active. (challenging and supportive as appropriate) | <p>All Staff</p> <p>Carolyn Blondin (Class Teacher) Helen Hamilton (Principal Teacher)</p> <p>Each staff member has a specific group responsibility</p> <p>All Staff</p> | <p>August '19 - June '20</p> | <ul style="list-style-type: none"> ✓ All children in P1-7 have a leadership role within the school strengthening children's voice and actions ✓ Classroom observations to monitor increase in use and presence of higher order thinking within classrooms |
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PRIORITY 4: EARLY YEARS CENTRE IMPROVEMENT PRIORITIES

HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.2 Raising attainment and achievement

NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.

National Priorities: 2,4,5 & 6

| What Outcomes Do We Want To Achieve? | How Will We Achieve This? (Intervention Strategies) | Lead Person | Start and Finish Dates | How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target) |
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| Early Years Priorities: Provision of opportunities within the Early Years Centre which maximises pupil successes and achievements within Literacy, Numeracy and Health and Well Being. | By ensuring high quality learning environments are provided that are literacy & numeracy rich & that provide opportunities for child led learning and encourage independent learning & enquiry. | L Campbell (Head Teacher) Whole EY team | August 2019 - June 2020. | ✓ Maintain attainment achieved in Literacy, Numeracy and Health and Well Being Developmental Milestones targets for Pre-School children to ensure achievement figures are above the authority average. |
| Extend Intergenerational learning opportunities | By strengthening links with Malin Court, involving residents and staff more in planning mutually beneficial activities. Increase regularity of visits to twice a month. | David Jack General Manager Malin Court Avril Foakes (PT) Early Years Staff | August 2019- June 2020. | ✓ Photographic evidence via floorbooks, document children/residents comments regarding the impact it's had on them. Pupil/parent/resident impact surveys. |
| Identification and effective early intervention to support children with delayed language development. | Early Talk boost training for all Early Level staff. | Avril Foakes (PT) Catherine McClelland (EYP) Sula O'Duffy (SALT) | Sept/Oct 2019 Implementation will be ongoing | ✓ Audio evidence recorded on e-profiles, staff professional judgement, parental & Health Visitor confirmation, evidenced through Talk Boost trackers. |

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| Extend & enhance ICT provision. | By creating personal accounts for each child on Education City & tracking their progress. Ensuring 100% of children are given regular opportunities to use digital technologies including i-pads, cameras & computer. Source and purchase age appropriate resources to introduce simple coding e.g. code-a-pillar. | Early Years Staff EY Teacher | August 2019- June 2020 | <ul style="list-style-type: none"> ✓ Pictorial evidence through e-profiles, tracking evidence produced by computer software. Achievement of Numeracy & Literacy developmental milestones. ✓ Pictorial and auditory evidence documented in e-profiles, floorbooks and planning. |
| Continue to develop & extend outdoor learning provision. | Adding to current provision of loose parts, creating areas of interest in the outdoor learning space to encourage independent learning and enquiry. Develop and implement regular forest & beach school outings. | Early Years Staff Joanne Crane (Forest School Lead) | August 2019- June 2020 | |
| Extend Home Link Resources | Early years staff will each develop Home Link resources which focus on specific themes e.g. bed-time routines, Schemas, Numeracy (2-3 year olds) | Early Years Staff Joanne Crane (2-3 yrs Numeracy) Catherine McClelland (bed-time routines) Christine Stewart (Schemas) Karen Graham (story bags) | August 2019- June 2020 | <ul style="list-style-type: none"> ✓ 2-3 year old children - Schemas, Bedtime routines, early numeracy & story bags issued to targeted pupils on a weekly basis for at least 2 terms. ✓ Evaluations from parents/carers, achievement of developmental milestones, staff witnessing social/emotional development/maturity. |

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| Enhance teaching & learning in ML +1 (French) | Using Camembear Resources & SAC skills pathways, staff will embed the use of French greetings, colours, numbers etc. into everyday group time. | Early Years Staff (Christine Stewart) Early Years Teacher | August 2019- June 2020 | ✓ Oral evidence documented in e-profiles & staff witnessing children using the language accurately. |
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PRIORITY 5: CURRICULUM PLANNING

HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.2 Raising attainment and achievement

NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.

National Priorities: 1,2,4,5 & 6

| What Outcomes Do We Want To Achieve? | How Will We Achieve This? (Intervention Strategies) | Lead Person | Start and Finish Dates | How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target) |
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| School Priority To continue to review aspects of our curriculum, to reflect CfE, SAC Frameworks and new National guidance, to best meet the needs of learners. Implement the SAC progression pathways in order to embed planning frameworks to ensure consistency of approach across subjects. Develop a shared understanding & streamlined approach to assessment of progress. | <ul style="list-style-type: none"> Through using South Ayrshire Council skills pathways consistently at all stages to plan and implement a differentiated curriculum. Through reviewing and adapting a range of assessments to benchmark and measure appropriately all children's progress in Literacy, Numeracy & HWB. Through providing additional in house CLPL for all staff in holistic approaches to planning and assessment. Through engagement across school moderation activities to further improve confidence and standards. | Leeanne Campbell (HT) Avril Foakes Helen Hamilton (PTs) | August '19 - June '20 | <ul style="list-style-type: none"> ✓ 70% of pupils will achieve appropriate CfE levels at P1, P4 & P7. ✓ Pupil progress folders will contain assessment evidence. |

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| <p>School Priority: Schedule opportunities for Maidens Primary School and Early Years Centre and Fisherton Primary School and Early Years Centre to collaborate and improve experiences for learners and staff team through utilising shared pedagogy, skills and knowledge base.</p> | <ul style="list-style-type: none"> • Through timetabled In-Service working, staff team meetings and management meetings to provide collaborative opportunities for joint working which benefit children, staff team and parents/community. | <p>L Campbell (Head Teacher)</p> | | <ul style="list-style-type: none"> ✓ Track experiences enabled through collaboration between both schools and early years centres ✓ Team meeting and management minutes |
| <p>School Priority: Improved opportunities for pupil interaction with a range of digital technologies.</p> | <ul style="list-style-type: none"> • Audit current provision within schools & EYC. • Refresh the availability of laptops, desktops, I-pads and active panels to support learning and teaching. • Audit staff training needs and provide training where required. • Weekly planning to show evidence of digital technology being used. • Class blogs will be established and used to encourage this particular genre and build cyber resilience • Develop opportunities for children to deepen their learning through participation in achievement awards programmes in technology and engineering • A digital technology parent workshop will be delivered to showcase pupils' developing skills | <p>All staff</p> | | <ul style="list-style-type: none"> ✓ Staff confidence increased in a range of approaches to teaching digital technology ✓ Class blogs and tweets show evidence of digital technology being used |

PRIORITY 6: POLICY & PROCEDURES

HGIOS4/HGIOELC QI: 1.3 Leadership of Change, 1.4 Leadership and management of staff.

NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children, 3. Improvement in children and young people's health and wellbeing

National Priorities: 1,2 & 3

| What Outcomes Do We Want To Achieve? | How Will We Achieve This? (Intervention Strategies) | Lead Person | Start and Finish Dates | How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target) |
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| School Priority: Use information gathered from parents, pupils and staff surveys to adapt and improve policy and procedure within the school. | <ul style="list-style-type: none"> Revise and refresh the school values and aims to ensure relevance to the current context of each school. Consult with all stakeholders to revise the homework and behaviour policies to reflect the current setting and needs of all pupils. | Leanne Campbell (HT) A Foakes & H Hamilton (PTs) | August 2019 - June 2020 | <ul style="list-style-type: none"> ✓ The values and aims of our school are shared and evident in the ethos. ✓ The homework and positive behaviour policy are relevant and purposeful. |

Maintenance Agenda

We will maintain progress in the following areas:

| Maintenance Agenda | Outdoor Learning | Rights Respecting Schools | Dyslexia Friendly School | Eco School | HWB (Health & Well Being) | Professional Update PDR/PRD | Self-Evaluation |
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| HGIOELC HGIOS 4 | QI 1.5 | QI 1.3 | QI 1.3 | QI 1.3 | QI 3.1 | QI 1.2, 1.5 | QI 1.1 |
| Person Responsible | All Teaching Staff | Laura Gordon Laura Martin | Christie Mackay Amanda Holland | Paul Gregor Davina Blain | Allison Eaglesham Laura Martin | SMT | SMT |

Maidens PEF Budget

| Strategic Objectives | Non-Staff Intervention/resource/ CLPL | Cost |
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| <ul style="list-style-type: none"> <i>Educational Services Plan and National Improvement Framework Priorities;</i> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children <i>National Improvement Framework- Drivers</i> 4. Assessment of children's progress 5. School Improvement 6. Performance Information | Accelerated Reader 1 year subscription | £1712 |
| <ul style="list-style-type: none"> <i>South Ayrshire Council Plan;</i> 2. Reduce poverty and disadvantage 3. Enhanced Environment through social cultural and economic activities. <i>Educational Services Plan and National Improvement Framework Priorities</i> 3. Improvement in children and young people's health and wellbeing <i>Children's Services Plan</i> 4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing. | Transport cost to access ODL 30 weeks (minibus) | £1200 |
| <ul style="list-style-type: none"> <i>South Ayrshire Council Plan;</i> 2. Reduce poverty and disadvantage 3. Enhanced Environment through social cultural and economic activities. <i>Educational Services Plan and National Improvement Framework Priorities</i> 3. Improvement in children and young people's health and wellbeing <i>Children's Services Plan</i> 4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing. | Swimming EYC Pre- school (One block) | £300 |

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| <ul style="list-style-type: none"> • <i>South Ayrshire Council Plan;</i> 2. Reduce poverty and disadvantage 3. Enhanced Environment through social cultural and economic activities. <ul style="list-style-type: none"> • <i>Children's Services Plan</i> <ul style="list-style-type: none"> 3. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing. • <i>National Improvement Framework- Drivers</i> <ul style="list-style-type: none"> 1. Leadership 2. School Improvement | MIDAS Training & minibus licence – one EYC staff member | £400 |
| <ul style="list-style-type: none"> • <i>South Ayrshire Council Plan;</i> 2. Reduce poverty and disadvantage 3. Enhanced Environment through social cultural and economic activities. <ul style="list-style-type: none"> • <i>Educational Services Plan and National Improvement Framework Priorities</i> <ul style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing <ul style="list-style-type: none"> • <i>Children's Services Plan</i> 4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing. | School Assistant- 10 hrs including Music after school clubs | £6108 |
| | | £9720 |

