

Twerton: Contextual Information

Many parents/carers and children at Twerton Infant School & Nursery face particular barriers due to the socio-economic features of the area. In particular the following facts are relevant:

- **Area of Deprivation** - Twerton has low levels of economic prosperity and the highest index of multiple deprivations in the Local Authority .
- 38% of children are living in poverty (Campaign to End Child Poverty).
- School has a very high proportion of children eligible for Free School Meals (62.9.2% IDSR 2018 compared with 26% nationally).

Local Authorities are obliged to report on the features of their areas. The following relevant data is directly from **B&NES Joint Strategic Needs Assessment** which is available online.

<http://www.bathnes.gov.uk/services/your-council-and-democracy/local-research-and-statistics>

- **Social Housing** - Twerton ward has by far the highest percentage of households living in socially rented homes in the Bath Area.
- **Proportion of Children** - Twerton ward (21.37%) had the highest proportion of children aged 0-15 years in the Bath Area in 2011.
- **Unemployment** - By far the greatest proportion of unemployed people in the Bath Area in 2011 lived in Twerton (6.29%), this was the only ward to have a higher proportion of unemployed people than the England & Wales average (4.38%).
- **High level of qualification** (level 4+, equivalent to an undergraduate degree (16 years and over) – Twerton ward has the lowest proportion (15.41%)
- **No Qualifications (16 years and over)** – In 2011, Twerton ward was one of only two out of the sixteen wards in the Bath Area to have a higher proportions of people (16 years and over) with no qualifications than the England & Wales average (22.66%). In Twerton it was 31.73%.
- **Multiple Disadvantage ("Troubled Families")** - only Twerton and Southdown wards having more than 5 complex families resident
- **Child Poverty** – Twerton ward has the highest percentage of children living in poverty (after housing costs, AHC).
- **Criminal damage and arson** - Twerton ward had the highest rate of recorded criminal damage and arson per 1,000 of the population in 2014
- **Violence and sexual offences** - The highest rates of recorded violence and sexual offences in the Bath Area in 2014 were in Abbey (26.91 per 1,000), closely followed by Twerton (25.08 per 1,000)
- **Deprivation** - 5 neighbourhoods (lower level super output areas) in Bath are within the 20% most deprived in England (4 of these neighbourhoods are in the school's catchment area):
 - Twerton West
 - Whiteway
 - Twerton
 - Fox Hill North
 - Whiteway West
- **Teenage conception** – the only two wards in B&NES with a significantly higher under-18 conception rate through 2011 to 2013 were Twerton and Walcot.
- **Domestic Abuse** - the ward with the greatest proportion of police domestic abuse notifications to Children's Social Services in Bath and North East Somerset during the rolling year of April 2012-March 2013 was Twerton with 11.2% (147 notifications) of all notifications.

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Common Barriers

With the above information the school recognises there are common barriers that families face and which therefore impact adversely on children's development, wellbeing and learning. National and international evidence suggests that in areas of high poverty children are more likely to enter schools with:

- [B1]** very low levels of children's Personal, Social, Emotional and Physical Development;
- [B2]** very low levels of children's Communication and Language development;
- [B3]** low levels of Parental Engagement (or parental capacity) in contributing and supporting children's learning and development;
- [B4]** the potential for a higher proportion of children to have experienced early trauma and early adversity and to be at risk of significant harm and have Safeguarding Plans.
- [B5]** low levels of attendance and high levels of persistent absence

The wider evidence correlates with our own experience and local evidence which is based on the Baseline assessments of children when they enter the school.

Strategies to Overcome Barriers

Twerton Infant and Nursery School has developed a range of strategies, often using locally and nationally evaluated evidence, over a number of years to overcome these barriers, the key ones are listed below:

- [S1]** Early Identification of PSED needs - Diagnostic Thrive Screening used to identify gaps in children's development with planning for implementation of strategies to address needs. Integrated working with Health Visitors and Social Care. Commitment to Graduated Approach for Early Help.
- [S2]** Early Identification of Communication & Language needs and to accelerate development - Quality First Teaching of Literacy across nursery and school with Wave 2 Interventions (Talk Boost, Rapid Phonics, Attention and Listening Groups, Speech and Language IEPs). ECAT screening for preschool children.
- [S3]** Raising Parental Engagement through proactive communication between Teachers/TAs and parents, use of Marvellous Me communication tool. TAs having focus readers and reminding parents to support at home, New parent induction programme (including Family Fish & Chips, Phonics Workshops); SENCO and School Nurse Coffee Mornings.
- [S4]** Thrive Interventions for children who are dysregulated or have experienced early trauma or adversity. Specialist Nurture TAs and Nurture Groups (Rainbow Breakfast Nurture Club, Cosy Club).
- [S5]** Lower the threshold for active intervention to improve attendance, when absence reaches 8%, rather than 10% (2017-18).

Owing to the above average number of children at Twerton Infant School who are eligible for Free School Meals, the school is able to commit significant resources to identifying and meeting the needs of the most vulnerable learners to secure the best progress possible for them.

We continue to learn and evaluate what works best to make the most lasting success for children. The attainment of all children is regularly assessed and Pupil Progress Meetings take place each term to monitor progress and identify children at risk of underachievement. Vulnerable children are given additional support and the impact of interventions is regularly evaluated to ensure the use of resources is effective. Particular attention is given to children who are in receipt of the Pupil Premium Grant to ensure they are making the best progress possible.

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As discussed in the [EEF Guide to The Pupil Premium](#) (June 2019), we take a tiered approach to using the Pupil Premium Grant.

High Level

The school has:

- high expectations for all children;
- Quality First Teaching at the heart of all learning;
- a commitment to professional development of all staff ;
- a robust system for monitoring children's attendance and early intervention;
- subsidised Breakfast Club and Classroom Breakfast for all children;
- continuous drive to support and engage parents in their children's learning;
- an evidence-informed behaviour policy that tailors targeted approaches to individuals.

Class Level

The school undertakes:

- Thrive Screening of all children in the class;
- Quality first teaching supported by effective deployment of TAs (daily briefings and plans);
- Class-level strategies, led by teacher, to support and accelerate progress of children at risk of falling behind;
- Same Day Intervention (SDI) with over-learning and pre-learning of vulnerable pupils;
- highly trained and supervised Teaching Assistants;
- Early start/early closing classroom doors to support attendance;
- Regular monitoring of pupils' behaviour, attendance and progress.

Individual Level

Any individual child who needs it has:

- a Thrive plan;
- an Inclusion Plan;
- a bespoke behaviour plan;
- a Speech & Language IEP;
- SLT attendance at TACs/Child Protection conferences/safeguarding meetings
- Parent Support Adviser to support individual parents;
- SENCo & School Nurse coffee mornings.

Evidence Informed Strategies

We have taken on board a range of guidance from the Education Endowment Foundation:

- **Education Endowment Foundation** (2018) Preparing for Literacy – Improving communication, language and literacy in the early years. [[EEF-PFL](#)]
- **Education Endowment Foundation** (2017) Improving literacy in Key Stage 1 [[EEF-ILKS1](#)]
- **Education Endowment Foundation** (2018) Working with Parents to support children's learning [[EEF-WWP](#)]
- **Education Endowment Foundation** (2019) Improving Behaviour in Schools [[EEF-IBIS](#)]

This year the resources that are deployed to support children eligible for PPG, to address the common barriers to learning and development, are described in the following table.

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| Pupil Premium Resources Number of eligible pupils: 78 Total Pupils: 138 | S1 | S2 | S3 | S4 | S5 | Cost (£) | IMPACT & EVALUATION |
|---|----|----|----|----|----|----------|--|
| <p>Inclusion Leader supports development vulnerable learners across school and Nursery 3.5 days (i.e. 0.7FTE). 2 days (i.e. 0.4FTE) is funded from Pupil Premium Grant.</p> <p>EEF-Pfi-7</p> | ✓ | ✓ | ✓ | ✓ | ✓ | 21,961 | <ul style="list-style-type: none"> • Early identification of children’s needs, beginning in the 2 Year Old Room, to ensure early intervention and support is in place (prior to children entering school). • Regular TAF meetings enable multi-agency working to support vulnerable families (Grant applications, Debt-relief, Reach Housing, Family Support, Southside, BAPP, PSA) • Regular coffee mornings to provide an Information Drop-In service for parents to meet with SENCO, Parent Support Advisor and School Nurse. • Regular monitoring and support of inclusion through QFT in each classroom. • Effective co-ordination of Interventions for Pupil Premium children across the school and supervision of 1:1 SEN and Intervention TAs. <p>Evaluation: Evidence of impact in case studies of children; feedback from parents, progress of SEND and FSM children.</p> <p>Recommendation to continue in 2019-20.</p> |
| <p>2 Specialist EYFS LSAs are employed, one in each FS2 class, to work closely with children to address individual needs and support precision teaching and differentiation.</p> <p>EEF-Pfi-[1 to 7]</p> | ✓ | ✓ | ✓ | ✓ | ✓ | 36,919 | <ul style="list-style-type: none"> • Additional capacity within each YR class to meet the social and emotional needs of the most vulnerable children to support their regulation and motivation to learn. Targeted support for personalised plans within the classroom. <p>Evaluation: Progress of children in FS2 from Baseline to end of EYFS. The proportion of children at ARE has significantly increased:</p> <ul style="list-style-type: none"> • Reading: Baseline: 26% ARE – end of EYFS: 52% ARE • Writing: Baseline: 35% ARE – end of EYFS: 52% ARE <p>Recommendation to continue in 2019-20.</p> |
| <p>Specialist Wave 2 Intervention LSA employed 18 hours per week to implement interventions including: Forest School, 1st Class @ Number, Talk Boost, Rapid Phonics, Listening and Attention, Vocabulary Groups and Thrive Plans.</p> <p>EEF-Pfi-1</p> | ✓ | ✓ | | ✓ | ✓ | 11,734 | <ul style="list-style-type: none"> • Forest School positively impacts on children’s self-efficacy, confidence, self-esteem, which is evident in their improved disposition to learning in the classroom. <ul style="list-style-type: none"> ○ Term 1: 30 children from KS1 took part. All 30 children were reported to be more settled and resilient following intervention. ○ Term 2: 26 out of 26 children from YR & KS1 showed better self-regulation and resilience in learning following intervention. ○ Term 3: 21 of 21 children demonstrated better self-regulation and resilience in learning following intervention. ○ Term 4: 24 out of 24 children demonstrated better self-regulation and |

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| EEF-Pfi-4 EEF-Pfi-7 | | | | | | | resilience following intervention. <ul style="list-style-type: none"> Term 5/6: 29 out of 30 children demonstrated better self-regulation and resilience following intervention. Teacher comments <ul style="list-style-type: none"> 'Forest School really helped develop the friendship between B and L. B had been quite isolated in the class and after FS B and L were working together really successfully in Explore Time.' Y2 'The children were much more ready to take calculated risks and to come out of their comfort zones. They are more confident in PE'. YR 'The children are more ready to learn and more willing to focus when they come back from Forest School. They've had their fix of outside.' YR 'They really look forward to it. They know they are going to have a good day because it's a Forest School day.' Y2 'They cope better with working independently after having done some Forest School. O is more engaged during his time in class. Having 2 afternoons a week Forest School really helps him with his ADHD traits.' Y1 'It has been nice seeing S relax more about getting messy or muddy.' Y2 'The week is broken up more and this really supports the children who struggle.' Y2 'It has an impact on the rest of the class too. They can all focus and the environment is much calmer without the children who attend Forest School because of specific needs.' Y2 Recommendation to continue in 2019-20. |
| A Specialist Thrive LSA employed 7 hours per week to support vulnerable children and implement Thrive Plans. EEF-Pfi-4 EEF-IBIS-5 | ✓ | ✓ | | ✓ | ✓ | 3,806 | <ul style="list-style-type: none"> 21 particularly vulnerable children (some with additional SEN needs, prior to Inclusion Support or EHCP Funding being secured) have been supported over this academic year through the delivery of individual Thrive Action Plans. Weekly nurture based sessions have been provided by a Specialist Thrive Nurture LSA. These sessions have had a positive impact on the children and they look forward to going, some seeing them as a lifeline. 'I wish I could come and talk to you for 8 hours a day all week.' Teachers feel that Thrive sessions have a positive impact on the children who access them, enabling them to access more of the curriculum in class. Evaluation: |

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| | | | | | | | All of the children, except for 2, with individual Thrive Action plans have increased their wellbeing percentage score this year. This will impact on their resilience, readiness to learn and ability to stay in the classroom alongside their peers. Recommendation to continue in 2019-20. |
| CPOMS licence to effectively monitor Attendance, Behaviour and Safeguarding concerns across the school and nursery. EEF-IBIS-1 EEF-IBIS-6 | ✓ | | | ✓ | ✓ | 645 | <ul style="list-style-type: none"> • CPOMS has streamlined reporting of behaviour and safeguarding concerns and it has improved communication between SLT and Class Teachers. It has enabled reporting of incidents to SLT and Governors on a regular basis. • CPOMS enables reports and chronologies to be generated for individual children which has enhanced the evidence building cycle ahead of making a Needs Assessment. Evaluation: CPOMS has been an excellent investment in 2018-19. It has improved the school's management of Safeguarding concerns and the logging and monitoring of Behaviour across the school. Recommendation to continue in 2019-20. |
| OPAL Play Co-ordinator deployed to raise children's engagement in outdoor play at lunchtime to support development of social and communication skills and physical health. EEF-IBIS-4 | ✓ | ✓ | | | | 3,525 | <ul style="list-style-type: none"> • The costs of this role are split equally between Sport Premium Grant and Pupil Premium Grant. • Play is vital to children's development. A greater range of play opportunity is now being provided which has introduced additional challenge to children. As the culture of advanced play is sustained, it is hoped that children will develop greater resilience and improved wellbeing. • The SMSA and Play Team report there are fewer accidents and behaviour incidents at lunchtime. • Teachers report that the children now return to their classrooms at the start of the afternoons looking like they have been much more active. • Positive feedback from parents and carers: https://www.facebook.com/twertoninfantschool/videos/508689903258021 Recommendation to continue in 2019-20. |
| Inclusion Administrative Support to assist with monitoring, compilation of evidence and filing of paperwork. | | | | | | 500 | <ul style="list-style-type: none"> • Inclusion Leader has more time to actively work on meeting the needs of children. Recommendation to continue in 2019-20. |

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| Marvellous ME communication tool to raise engagement of parents through regular communication to parents and carers of children’s learning and achievements. EEF-PfI-5 EEF-WWP-2 EEF-WWP-3 EEF-IBIS-4 | | | ✓ | | | 300 | <ul style="list-style-type: none"> Monitoring of usage by classes shows that it has been used most widely in the Owls pre-school (lots of positive feedback from parents). Usage in FS2 and KS1 has been very good in places. <ul style="list-style-type: none"> In 2019-20, the second year of implementation, SLT will set a minimum expectation for usage by teachers, to include sharing of curriculum specific vocabulary each week and information about learning at least twice a week. <p>Evaluation:</p> <ul style="list-style-type: none"> Parent Survey Summer 2019 showed over 80% of parents value feedback about their children through Marvellous Me App. <p>Recommendation to continue in 2019-20.</p> |
| Attendance Officer to provide additional administrative support to enable timely correspondence with parents every three weeks to promote improved attendance. EEF-GPP-Tier3 | | | ✓ | | ✓ | 749 | <ul style="list-style-type: none"> To support the activities of the school’s Attendance Strategy. This involves writing letters to parents of children with low attendance immediately following the regular reviews by HT. Writing letters to parents of children who are persistently late and to parents of children in YR to let them know of the interventions that will take place when their child moves into Y1. <p>Evaluation:</p> <ul style="list-style-type: none"> Attendance in 2018-19 for T1 to T4 was 93.9% across the school. Attendance at St Michael’s Junior Church School, our neighbouring schools, is 93.0%. <ul style="list-style-type: none"> In 2019-20, the threshold for active intervention will increase from 92% to 94% <p>Recommendation to continue in 2019-20.</p> |
| Brighter Futures Behaviour and Attendance Partnership & Consultancy to provide assessment, intervention, consultancy, CPD to support staff development to better meet needs of children with additional needs and Thrive Plans. EEF-GPP-Tier3 EEF-IBIS-4 | ✓ | ✓ | ✓ | ✓ | | 8,000 | <ul style="list-style-type: none"> In 2018-19, 11 children were referred to Panel. There were 7 active interventions. Bespoke CPD for TAs and Teachers has supported the effective implementation of the targets of children with individual plans and has enable children with significant needs to remain in the school. The school has provided 2 session of CPD on Thrive for Support Staff to inform our calm, developmental approach to meeting children’s needs in response to behaviour incidents and concerns. <p>Evaluation:</p> <ul style="list-style-type: none"> The active interventions provided through the B&A Panel, alongside the school’s Thrive Approach led to a reduction in the number of behaviour incidents in classroom with our most vulnerable children. <p>Recommendation to continue in 2019-20.</p> |

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| Reading Eggs License to provide online learning platform for children to access in school and at home to reinforce and apply their learning in Phonics. EEF-PfI-2 EEF-ILKS3 EEF-WWP-2 | | ✓ | ✓ | | | 640 | <ul style="list-style-type: none"> • Y2 Phonics Outcomes - 50 out of 54 children make the expected standard in Phonics Check by end of Year 2. • Y1 Phonics Outcomes - 18 out 29 achieved the expected standing in Year 1 Phonics Check, 62%. Only 50% of this cohort achieved GLD last year in YR. <i>Recommendation to continue in 2019-20.</i> |
| Phonics Bug Teaching Resource to provide interactive teaching tool for all teachers to support systematic teaching of synthetic phonics. EEF-PfI-2 EEF-ILKS3 | | ✓ | | | | 425 | <ul style="list-style-type: none"> • Y2 Phonics Outcomes - 50 out of 54 children make the expected standard in Phonics Check by end of Year 2. • Y1 Phonics Outcomes - 18 out 29 achieved the expected standing in Year 1 Phonics Check, 62%. Only 50% of this cohort achieved GLD last year in YR. <i>Recommendation to continue in 2019-20.</i> |
| Mathletics License to provide online learning platform for children to access in school and at home to reinforce and apply their mathematical knowledge and number skills. EEF-WWP-2 | | | ✓ | | | 800 | <ul style="list-style-type: none"> • Mathletics is used in the computer suite, both on the Multi-Point workstations and on iPads. It provides an activity, tailored to the maths level of each child, that can be undertaken independently. • This increases children’s independence and also allows Guided Reading to take place within two smaller groups led by the teacher and teaching assistant. |
| Twinkl Subscription to teachers with access to wide range of resources to support planning for QFT to meet the needs of all learners within the classroom. | | | | | | 1332 | <ul style="list-style-type: none"> • Teachers make good (but not excessive) use Twinkl and it saves them a considerable amount of time when preparing resources. |
| Parent Support Advisor (0.2FTE) which is spread across the week EEF-GPP-Tier3 EEF-PfI-5 EEF-WWP-4 | | | ✓ | ✓ | | 1,300 | <ul style="list-style-type: none"> • Parental support for 5 families including signposting to other agencies. • Parent Support Advisor – Michelle Morrissey has begun working with 4 families in crisis and a 5th family has been referred. Michelle meets with HL weekly to provide an update with engagement/progress made with each family. |

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| Development of Forest School – Canopy, waterproofs, additional mud kitchen, ropes, carabiners, fire pit, storage units. EEF-PFL-7 | ✓ | ✓ | | ✓ | ✓ | 1,200 | <ul style="list-style-type: none"> Enables the Forest School to be used throughout the whole year regardless of the weather conditions. |
| After School Reading Eggs Club – to provide children with opportunity to practice and apply phonics knowledge. EEF-PFL-2 EEF-ILKS3 | ✓ | ✓ | ✓ | | | 2,342 | <ul style="list-style-type: none"> Parents of PPG children are given training and support so they can provide increased support to their children to accelerate and sustain their academic and social development. Children access after school Reading Eggs Club to practise phonics skills. <p><i>Recommendation to continue in 2019-20.</i></p> |
| Rainbow Breakfast Club – transitional nurture group for (emotionally) vulnerable children 8:45am to 9:05am. EEF-GPP-Tier3 EEF-IBIS-4 EEF-IBIS-5 | ✓ | ✓ | ✓ | ✓ | | 293 | <ul style="list-style-type: none"> Up to 8 places for children to check in with two very friendly TAs, over toast and orange juice, before joining class as the registers close at 9:05am. Several parents have commented that Rainbow Club has made a big difference to their children. Children who previously were reluctant to come to school and would be distressed on arrival (and when separating from parents) are very happy to join Rainbow Club. <p><i>Recommendation to continue in 2019-20.</i></p> |
| School Counsellor – weekly psychotherapy counselling sessions for most vulnerable children in school. This service has been offered on a voluntary basis to the school but would have a cost of £4,710 if we paid for it. | ✓ | ✓ | ✓ | ✓ | | 0 | <ul style="list-style-type: none"> Provides effective support for pupils experiencing complex issues such as early trauma, early adversity, family loss, bereavement, family divorce, illness and friendship difficulties. Develop and implement individual plans in conjunction with key staff members, which respond appropriately to pupils' individual needs and promote educational achievement. Promote pupils' self-confidence, behaviour and independence. <p><i>Recommendation to continue in 2019-20.</i></p> |
| Bursaries for Breakfast Clubs EEF-IBIS-4 EEF-GPP-Tier3 | ✓ | ✓ | ✓ | | ✓ | 1200 | <ul style="list-style-type: none"> 10 places at Breakfast Club have been provided for children in receipt of PPG funding. This has improved attendance and readiness to learn in all cases. |

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| Bursaries for Holiday Clubs | ✓ | ✓ | ✓ | | | 500 | <ul style="list-style-type: none"> • Vulnerable children have taken part in fun and healthy activities during the long holidays to support their ongoing social and emotional development and to provide respite for families. |
| Bursaries for After School Clubs | ✓ | ✓ | | ✓ | ✓ | 1,430 | <ul style="list-style-type: none"> • Provision for 15 pupils to attend afterschool clubs each term. |
| Bursaries for School Trips | | | | | | 900 | <ul style="list-style-type: none"> • Promotes inclusion. All children able to go on at least one school trip in year. |
| Contingency | | | | | | 2459 | |
| | | | | | | 102,960 | Total Grant for 2018-19 (£102,960) |

Date of Review: 1st October 2019