



**Cookridge Primary School**  
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## Cookridge Primary School's Pupil Premium Strategy Statement 2017/18

### 1. Summary information

<b>School</b>	Cookridge Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£137,840	<b>Date of most recent PP Review</b>	Jan 2018
<b>Total number of pupils</b>	314	<b>Number of pupils eligible for PP</b>	103 (33%)	<b>Date for next internal review of this strategy</b>	July 2018
<b>Lead staff member:</b>	Ben Kerr (Deputy Headteacher)		<b>Lead Governor:</b>	Faye Thompson	

### 2. Current attainment

<i>School pupils eligible for PP 2016/17 (national floor target)</i>				<i>All national pupils not eligible for PP 2016/17(Other)</i>		
<b>% achieving expected standard or above in reading, writing and maths</b>		28%		<b>% achieving expected standard or above in reading, writing and maths</b>		67%
<b>progress in reading</b>	-3.3 (-5)	<b>Attainment in reading</b>	39%	<b>Attainment in reading</b>	77%	
<b>progress in writing</b>	-1.1 (-7)	<b>Attainment in writing</b>	67%	<b>Attainment in writing</b>	81%	
<b>progress in maths</b>	-1.2 (-5)	<b>Attainment in maths</b>	50%	<b>Attainment in maths</b>	80%	

### 3. Barriers to future attainment (for pupils eligible for PP including WBBPP)

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| <ul style="list-style-type: none"> <li>• Are less likely to believe in their ability.</li> <li>• Are less likely to have high aspirations of themselves.</li> <li>• Are less likely to believe school is important.</li> <li>• Are more likely to suffer with conduct problems and hyperactivity.</li> <li>• Are more likely to have under developed vocabulary and lower speech, language and communication skills</li> </ul> | <ul style="list-style-type: none"> <li>• Are less likely to paint, draw or make things at home.</li> <li>• Parents are less likely to teach children the alphabet, counting and numbers.</li> <li>• Parents and other adults are less likely to engage in extended talk or take part in 'sustained shared thinking'.</li> <li>• Parents are less likely to be actively involved in games and activities and therefore children miss opportunities for development.</li> </ul> |
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<ul style="list-style-type: none"> <li>• Are less likely to read at home.</li> <li>• Are likely to have less regularity and routines around meal times and bed times.</li> <li>• Are less likely to sing ,dance or take part in musical activities at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Are more likely to have limited higher order reading skills such as skimming, scanning, synthesis and empathy.</li> <li>• Are more likely to have difficulty with understanding instructional words for tests.</li> <li>• Are more likely to have emotional support needs.</li> </ul>
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**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Mathematical skills in Reception are lower for pupils eligible for PPG than for other pupils.
<b>B.</b>	Reduce the gap in KS1 writing, between PPG and Non-PPG, by securing basic skills.
<b>C.</b>	Reduce the gap in KS2 writing and reading, between PPG and Non-PPG, by securing basic comprehension skills.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Parents and other adults are less likely to engage in extended talk or take part in ‘sustained shared thinking’.
<b>E.</b>	Parents are less likely to teach children the alphabet, counting and numbers.
<b>F.</b>	Parents are less likely to be actively involved in games and activities and therefore children miss opportunities for development.

**4. Outcomes**

	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
<b>A.</b>	The gap in maths, in Reception, between PPG and Non-PPG is narrowing. More children achieving GLD at the end of reception and continues throughout the primary phase, ultimately impacting on the % children achieving expected and exceeding standards in Maths by the end of KS2.	Progress for PPG children will be more than Non PPG showing a narrowing the gap trend e.g. Reception PPG children receive progress of +7.5APS start to finish whereas the Non-PPG receive progress of +7.0APS, there would be narrowing the gap of 0.5APS within the year.
<b>B.</b>	Key Stage 1 children secure the basic fluency skills in writing needed to learn all other facets (phonics, handwriting).	PPG children's progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.
<b>C.</b>	KS2 children are narrowing the gap in Reading and writing.	PPG children's progress and attainment is in line with national.
<b>D.</b>	Children show increased skills in the characteristics of effective learning: playing and exploring, active learning, creating and thinking critically. Investigative/play, reasoning and P4C activities will allow children to engage in extended talk or sustained shared thinking.	Children's increased skills in the characteristics of effective learning can be applied in context and abstract activities thus impacting on their overall achievement and attainment at the end of each Key Stage 2.
<b>E.</b>	Parents are more informed as to the pedagogical approaches we use and able to support their children better at home, ultimately improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2.	Attendance at workshops and parent meetings increases alongside PPG children's progress.
<b>F.</b>	The school supports PPG families in the education of their children. Using nurture activities, missed child development gaps are filled giving children better foundations for learning.	The school provides opportunities for PPG families to receive extra support , funding for enrichment, nurture and advice on their children's education.

## 5. Planned expenditure

Academic year

2017/18

The two headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
A. The gap in maths, in Reception, between PPG and Non-PPG is narrowing.	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Nurture/Life Skills</li> <li>Wave 1 focus on Number and Shape, space and measure – Improving on ‘thinking critically’</li> <li>Maths resources permeate through the provision allowing cross-curricular links during teacher facilitation.</li> <li>Workshops for parents – Home/school similar approach</li> <li>Forest Schools – Teaching children through concrete and abstract learning processes. Research shows very positive impacts on cross-curricular achievement.</li> <li>Red Kite Teaching Alliance - Collaborative Learning Groups (CLGs) – EYFS – Learning from good models of practice.</li> </ul>	<ul style="list-style-type: none"> <li>The reception cohort from 2016/17 achieved above the national (validated) attainment. However, two areas have been identified: Number and Shape, space and measure for being below national (2016). This focus area has been chosen so that all areas are above national.</li> </ul>	<ul style="list-style-type: none"> <li>Triangulation exercises</li> <li>SLT triage</li> <li>Staff triage</li> <li>External moderation through cluster</li> <li>Pupil progress meetings</li> </ul>	Reception Phase leader Deputy Head as Assessment Lead	July 2018	<p>Apr '18: Progress at this stage in Reception should be 4.00pts. Currently PPG are 4.16 overall 17 areas of the EYFS, 4.44 in Number and 4.00 in Shape, space and Measure (School Improvement Plan priority).</p>
B. Key Stage 1 children secure the basic fluency skills in writing needed to learn all other facets (phonics, handwriting).	<p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>Red Kite Teaching Alliance - Collaborative Learning Groups (CLGs) – PPG children</li> </ul> <p>O-track assessment system for early identification of stuck or slow moving children.</p> <p>Wave 1 differentiation:</p> <ul style="list-style-type: none"> <li>LEXIA - Literacy based intervention showing accelerated progress in trials.</li> <li>Purple Mash – Cross curricular ICT resources, linking learning through ICT.</li> <li>Matheletics and Iam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</li> </ul> <p>Wave 2 interventions:</p> <ul style="list-style-type: none"> <li>Better reading – Research and work shows accelerated progress, especially with fluency.</li> <li>Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon.</li> </ul> <p>Matheletics and Iam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</p>	<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>Key Stage 1 results 2017 (validated) have shown that writing, in KS1, is an area of development.</li> <li>In depth analysis of historical T&amp;L has highlighted that basic skills in KS1 an area of focus.</li> </ul>	<ul style="list-style-type: none"> <li>Triangulation exercises</li> <li>SLT triage</li> <li>Staff triage</li> <li>External moderation through cluster</li> <li>Pupil progress meetings</li> </ul>	Deputy Head as Assessment Lead Phase Leaders	July 2018	<p>Apr '18 Lexia – The program is showing accelerated progress from starting points. Basic skills obtained from interventions are starting to be applied in context.</p> <p>Better Readers – Accelerated progress right across the board</p> <p>Local Authority Moderation (By the Lead Moderator) suggested a vast improvement in writing from the previous summer.</p>

Apr 2018

<p>C. KS2 children are narrowing the gap in Reading and writing.</p>	<ol style="list-style-type: none"> <li>1. Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement.</li> <li>2. FFT Training for school SENDCO – Lead staff training helping staff to tackle some of the barriers faced when working with PPG children.</li> </ol> <p>Reception:</p> <ol style="list-style-type: none"> <li>3. Nurture/Life Skills Group</li> <li>4. Wave 1 focus on Communication and Language – Improving language acquisition and vocabulary bank.</li> <li>5. Workshops for parents – Home/school similar approach</li> </ol> <p>KS1 and 2:</p> <p>O-track assessment system for early identification of stuck or slow moving children.</p> <p>Wave 1 differentiation:</p> <ol style="list-style-type: none"> <li>6. LEXIA – Literacy based intervention showing accelerated progress in trials.</li> <li>7. Matheletics and Iam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</li> </ol> <p>Wave 2 interventions:</p> <ol style="list-style-type: none"> <li>8. Better reading – Research and work shows accelerated progress, especially with fluency. <ul style="list-style-type: none"> <li>• Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon.</li> </ul> </li> <li>9. Matheletics and Iam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</li> <li>10. Group interventions from Teacher</li> <li>11. 1:1 intervention from Headteacher</li> <li>12. Group intervention from Deputy Headteacher</li> <li>13. Ralph Thoresby Booster Sessions for children exceeding expectations.</li> </ol>	<p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• Key Stage 2 results 2016 (validated) show PPG out achieving Non-PPG. However, Key Stage 2 results 2017 (validated) have shown that there is a gap between PPG and Non-PPG. Internal data is closely tracking children in order to narrow this gap.</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation exercises</li> <li>• SLT triage</li> <li>• Staff triage</li> <li>• External moderation through cluster</li> <li>• Pupil progress meetings</li> </ul>	<p>Deputy Head as Assessment Lead Phase Leaders</p>	<p>July 2018</p>	<p>Apr '18 Significant progress in Maths for KS2 PPG children (Children moving from Below ARE to Expected or Expected to Greater Depth) since EYFS.</p> <p>Lexia – The program is showing accelerated progress from starting points. Basic skills obtained from interventions are starting to be applied in context.</p> <p>Better Readers – Accelerated progress right across the board</p> <p>Local Authority Moderation (By the Lead Moderator) suggested a vast improvement in writing from the previous summer.</p> <p>Individual case studies show the accelerated progress of PPG children.</p> <p>Family Schools have implemented SALT programme.</p>
<p><b>Total budgeted cost for 'Quality of teaching for all'</b></p>					<p><b>£80,999</b></p>	

## ii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
D. Children show increased skills in the characteristics of effective learning: playing and exploring, active learning, creating and thinking critically. Investigative/play, reasoning and P4C activities will allow children to engage in extended talk or sustained shared thinking.	<ul style="list-style-type: none"> <li>CPD around pedagogical approaches</li> <li>Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement.</li> <li>FFT Training for school SENDCO – Lead staff training helping staff to tackle some of the barriers faced when working with PPG children.</li> <li>Wave 3 - PDC intervention – To help children with life skills, gaining confidence</li> <li>Wave 2 - Nurture/life skills – Learning Mentor/Deputy Headteacher</li> <li>Wave 1&amp;2 - P4C &amp; Growth Mindset – Whole school – Evidence from research shows impacts across all subjects, especially abstract thinking, open dialogue, community of enquiry, thinking skills, learning to learn</li> <li>Wave 1&amp;2 – Whole school</li> <li>School Ethos and Vision shared regularly</li> <li>Ralph Thoresby Booster Sessions for children exceeding expectations</li> </ul>	<ul style="list-style-type: none"> <li>Children pre the change in school ethos were not exposed to extended talk and sustained shared thinking sessions on a regular basis and, as a result, struggle with critical thinking and reasoning.</li> <li>Changes in curriculum approach and ethos need to combat these deficits and give all children the characteristics of effective learning.</li> </ul>	Thorough briefing of Family Support Worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Class teachers FAST team Deputy Headteacher	July 2018	Apr '18 All observations Drop ins, Peer Reviews and external parties have all identified excellent characteristics of effect learning.
E. Parents are more informed as to the pedagogical approaches we use and able to support their children better at home, ultimately improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2.	<ul style="list-style-type: none"> <li>Termly Phase workshops for parents</li> <li>School Ethos and Vision shared regularly</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessment in reception highlights the gap between those children that have been exposed to the alphabet, counting and numbers in the early years of their lives and those that have not.</li> </ul>	Thorough briefing of Family Support Worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Phase Leader FAST Team	July 2018	Apr '18 Attendance at workshop and celebration events has been good, impacting on overall achievement.
F. The school supports PPG families in the education of their children. Using nurture activities, missed child development gaps are filled giving children better foundations for learning.	<ul style="list-style-type: none"> <li>Personalised workshops</li> <li>Family and Support Team intervention</li> <li>Parent work shops (invites sent out by the FAS Team)</li> <li>Financial support for enrichment activities e.g. trips clubs, resources.</li> </ul>	<ul style="list-style-type: none"> <li>Workshops and celebrations events are not always attended by our most vulnerable families. As a result, some on the most vulnerable children are not supported by school/parent partnerships.</li> </ul>	Thorough briefing of Family Support Worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Phase Leader FAST Team Deputy Headteacher	July 2018	Apr '18 More families supported by Family and Support Team than ever before. Breakfast clubs makes sure all children have a good start to the day.
<b>Total budgeted cost for 'Other Approaches'</b>					£56,841	
<b>Total Cost</b>					£137,840	

## 6. Review of expenditure 2016/17

Previous Academic Year

2016/17

### 2016-17 Overview of the school

#### Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	307
Total number of pupils eligible for PPG	104 (34%)
<b>Total amount of PPG received</b>	<b>£138,500</b>

### i. Raising Standards

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. The gap, in oral language skills in Reception, between PPG and Non-PPG is narrowing This overall impacts on more children achieving GLD at the end of reception and continues throughout the primary phase, ultimately impacting on the % children achieving expected and exceeding standards in reading and writing by the end of KS2.</p>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Nurture/Life Skills Group</li> <li>Wave 1 focus on Communication and Language – Improving language acquisition and vocabulary bank.</li> <li>Workshops for parents – Home/school similar approach</li> <li>Forest Schools – Teaching children through concrete and abstract learning processes. Research shows very positive impacts on cross-curricular achievement.</li> <li>Red Kite Teaching Alliance - Collaborative Learning Groups (CLGs) – EYFS – Learning off good models of practice.</li> </ul>	<p>Jan '17 Update - PPG children making Accelerated progress in all three areas of Oracy (Listening and Attention, Understanding and Speaking). Strategies have also impacted those not eligible for PPG.</p> <p>July '17 – Impact Analysis:                      Speaking = +6.65APS                      Understanding = +6.30APS                      Listening and attention = +7.65APS</p> <p>Combined percentage at ELGs of 92.6% (Above national)</p>	<p>Will continue the approaches and monitor the oracy levels in reception.</p> <p>We will be looking at none academic intervention as well.</p> <p>Change of focus to both Maths strands.</p> <p>Red Kite peer review and LA moderation highlighted EYFS as a model of good practice.</p>	<p>£86,620</p>

<p>B. The regular use of AFL is used in identifying stuck or slow progress. It is used to initiate and direct interventions and is effective in its implementation and it impacts on PPG children's achievement and attainment.</p>	<p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>Red Kite Teaching Alliance - Collaborative Learning Groups (CLGs) – PPG children</li> </ul> <p>O-track assessment system for early identification of stuck or slow moving children.</p> <p>Wave 1 differentiation:</p> <ul style="list-style-type: none"> <li>LEXIA - Literacy based intervention showing accelerated progress in trials.</li> <li>Purple Mash – Cross curricular ICT resources, linking learning through ICT.</li> <li>Mathletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</li> </ul> <p>Wave 2 interventions:</p> <ul style="list-style-type: none"> <li>Better reading – Research and work shows accelerated progress, especially with fluency.</li> <li>Targeted intervention in maths and literacy</li> <li>Mathletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</li> </ul>	<p>Jan '17 Update – Assessment systems and processes allow early identification of stuck or children making slow progress. As a result, planning and interventions can be adapted regularly and are fit for purpose. Internal data is showing a narrowing the gap trend, between PPG and Non-PPG children, throughout their time at Cookridge.</p> <p>July '17 – PPG children are making accelerated progress on the Lexia and Better Readers programs. Where Attainment is low accelerated progress is happening. Strategies have also impacted those not eligible for PPG.</p>	<p>Continue to improve AFL processes and reaction time to stuck or slow moving children.</p> <p>In depth impact analysis of intervention.</p> <p>As a school we are wanting to see PPG children move more in line with national attainment.</p>	
<p>C. Basic skills (phonics, reading fluency, arithmetic) are imbedded and can be applied in abstract contexts, overall narrowing the gap in Attainment between PPG and Non-PPG by the end of KS2.</p>	<ul style="list-style-type: none"> <li>Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement.</li> <li>FFT Training for school SENDCO – Lead staff training helping staff to tackle some of the barriers faced when working with PPG children.</li> </ul> <p>KS1 and 2: O-track assessment system for early identification of stuck or slow moving children.</p> <p>Wave 1 differentiation:</p> <ul style="list-style-type: none"> <li>LEXIA – Literacy based intervention showing accelerated progress in trials.</li> <li>Mathletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</li> </ul> <p>Wave 2 interventions:</p> <ul style="list-style-type: none"> <li>Better reading – Research and work shows accelerated progress, especially with fluency.</li> <li>Targeted intervention in maths and literacy</li> <li>Mathletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</li> <li>Group interventions from Teacher</li> <li>1:1 intervention from Headteacher</li> <li>Group intervention from Deputy Headteacher</li> <li>Ralph Thoresby Booster Sessions for children exceeding expectations</li> </ul>	<p>Jan '17 Update – A focus on basic skills across the school is impacting attainment and progress, with the Internal data showing a narrowing the gap trend, between PPG and Non-PPG, throughout their time at Cookridge.</p> <p>July '17 – Triangulation activities have also highlighted a focus on Mathematical Fluency. This has resulted in an adaption to our overall curriculum, which has already begun. Interim Frameworks (expected standards for each year group) have been used towards the end of this year and have impacted on achievement; however we recognise that these have to be adapted in line with our curriculum changes. This work has already begun.</p>	<p>Continue to improve AFL processes and reaction time to stuck or slow moving children.</p> <p>In depth impact analysis of intervention.</p> <p>As a school we are wanting to see PPG children move more in line with national attainment.</p>	<p style="text-align: right;"><b>£18,780</b></p>

## ii. Social and Emotional support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>D. Children are more resilient, dealing with frustration, never giving up and working collaboratively and manage their time more effectively.</p>	<ul style="list-style-type: none"> <li>Wave 3 - PDC intervention – To help children with life skills, gaining confidence</li> <li>Wave 2 - Nurture/life skills – Learning Mentor</li> <li>Wave 1&amp;2 - P4C &amp; Growth Mindset – Whole school – Evidence from research shows impacts across all subjects, especially abstract thinking, open dialogue, community of enquiry, thinking skills, learning to learn</li> <li>Wave 1&amp;2 — Whole school</li> <li>School Ethos and Vision shared regularly</li> <li>Ralph Thoresby Booster Sessions for children exceeding expectations</li> <li>Wave 1&amp;2 - Forest Schools</li> </ul>	<p>Jan '17 Update - Noticeable changes in behaviours especially within lesson times (Reduction in behaviour incidents – especially severe behaviour incidents)</p> <p>July '17 Update – Lesson observations, school council and parental feedback all indicate that children are more resilient, can deal with frustration, try to never give up and work collaboratively and manage their time more effectively. Strategies have also impacted those not eligible for PPG.</p>	<p>Nurture groups were well established by the end of the year and the children attending showed significant improvement in behaviour. This was also recognised by parents.</p> <p>Nurture groups will continue and will be more frequent targeting more children. Deputy Headteacher will be conducting child development nurture groups as well.</p> <p>Tangible measurements will be trailed showing rate of impact.</p>	
<p>E. The school supports PPG families in the education of their children</p>	<ul style="list-style-type: none"> <li>Family and Support Officer</li> <li>FAST Team</li> <li>Parent Workshops – Deputy/FAS Team</li> <li>Parent information meetings</li> <li>Financial support for enrichment activities e.g. trips, clubs, resources</li> </ul>	<p>March '17 Update – The school is supporting more families than it ever has through meetings, support networks, signposting families to other agencies, helping with applications and home visits.</p> <p>July '17 - More families are receiving support from the cluster. The Family Support and Attendance Manager, alongside the Deputy Headteacher are now carrying out targeted support for families through family development sessions.</p>	<p>Whist the FAS Team have made the links with families, it is now important that the school maximises impact on learning for the children involved.</p>	<p>£33,100</p>
Total cost:				<p><b>£138,500</b></p>