



Ivy Lane Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Ivy Lane Primary School
Pupils in school	400
Proportion of disadvantaged pupils £1345 (FSM/Ever 6) £2345 (LAC) £2345 (SGO / Adopt) £310 (Ever 6 Service Child)	Number of PP pupils= 65 (16% of school population) Number of FSM/Ever 6 = 58 (89% of PP cohort) Number of LAC = 3 (4% of PP cohort) Number of SGO/Adopt= 1 (1% of PP cohort) Number of service = 4 (6% of PP cohort) Number of PP&SEND pupils = 19 (27% of PP cohort)
Pupil premium allocation this academic year	£82,870 plus £30,113 from last academic year due to COVID-19
Academic year or years covered by statement	2020 - 2021
Publish date	January 2021
Review date	April 2021 July 2021
Statement authorised by	Helen Lammin
Pupil premium lead	Katie Burton
Governor lead	Kara McAveety

Disadvantaged pupil progress scores for last academic year (KS2)

Measure	2019 Score	2020 Score	2021 Score
Reading	-1.7	N/A	N/A
Writing	-2.5	N/A	N/A
Maths	-1.6	N/A	N/A
R W M combined	-1.7	N/A	N/A

Disadvantaged pupil performance overview for last academic year

Measure	2019 Score	2020 Score	2021 Score
Meeting the expected standard in Reading	KS1: 82% KS2: 62%	N/A	KS1: 0% KS2: 59%
Meeting the expected standard in Writing	KS1: 82% KS2: 62%	N/A	KS1: 0% KS2: 58%
Meeting the expected standard in Maths	KS1: 73% KS2: 62%	N/A	KS1: 33% KS2: 59%
Meeting expected standard in R, W, M combined	KS1: 73% KS2: 50% (National 51%)	N/A	KS1: 0% KS2: 50%
Achieving high standard in Reading	KS1: 0% KS2: 15%	N/A	KS1: 0% KS2: 42%
Achieving high standard in Writing	KS1: 0% KS2: 8%	N/A	KS1: 0% KS2: 8%
Achieving high standard in Maths	KS1: 0% KS2: 15%	N/A	KS1: 0% KS2: 17%
Meeting the Expected standard in Phonics	88%	N/A	33%

Strategy aims for disadvantaged pupils

Barriers to learning	
<p>Disadvantaged – FSM/Ever6/LAC/Adopted</p>	<p>Internal barriers</p> <p>Limited vocabulary and sentence structure use in the core curriculum - both verbal and written (with associated lower spelling accuracy and skills).</p> <p>Self-esteem and learning resilience of some PP children.</p> <p>External barriers</p> <p>Parental knowledge of how to support PP children and the aspirations for some pupils.</p> <p>Attendance of some PP children accessing school.</p>

	<p>Range of Pre-School settings which effects starting points and creates a wide range of need in EYFS</p> <p>Covid-19 having an impact on children's learning and transition from EY settings to Ivy Lane.</p>
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At Ivy Lane Primary School, in line with the EEF guidance to maximise the benefits of the Pupil Premium grant to all of our pupils, we have adopted a 3 tiered approach:

1) Quality First Teaching: Our key priority is to ensure that children have access to high quality teaching and learning opportunities within the classroom. Professional development opportunities for staff benefit all children and have a positive impact on the learning of children eligible for Pupil Premium.

2) Targeted Academic Support: We use our assessment data to identify gaps in children's learning and to carefully target 1:1 programmes, small group interventions and classroom support for children eligible for Pupil Premium.

3) Wider Strategies: We recognise the impact of wider factors such as attendance and emotional wellbeing on the achievement of children in school and implement strategies to address these.

1) Teaching priorities for current academic year

Aim	Target	Target date
Progress and Attainment in Reading	To increase the percentage achieving the expected standard in Reading in KS1 and KS2. To maintain or exceed national average progress scores in KS2 (0.0+)	September 2023
Progress and Attainment in Writing	To increase the percentage achieving the expected standard in Writing in KS1 and KS2. To maintain or exceed national average progress scores in KS2 (0.0+)	September 2023
Progress and Attainment in Maths	To increase the percentage achieving the expected standard in Maths in KS1 and KS2. To maintain or exceed national	September 2023

	average progress scores in KS2 (0.0+)	
Progress and Attainment in Phonics	To close the gap between Pupil Premium children and 'All pupils' nationally in Phonics	September 2023

Measure	Activity
<p>Priority 1: To improve progress rates in KS2 in Maths to be in line with national average (0.0) in order to increase percentage achieving expected standard.</p> <p>To increase the percentage achieving the expected standard in Maths in KS2 from 62% to be in line with National Average for Disadvantaged (67%)</p>	<ol style="list-style-type: none"> 1. Implement White Rose from Yr.1 to 6. 2. Ensure objectives are on Insight and teachers use this for formative assessment. 3. Use the Ready to Progress document to identify key focus areas to teach after lockdown. 4. Maths leads to monitor planning and teaching 5. To provide specific and targeted interventions to support with accelerating progress. 6. To provide additional support in class for teachers to carry pre and post teaching with disadvantaged learners
<p>Priority 2: To increase the percentage achieving greater depth in Reading, Writing and Maths in KS1.</p>	<ol style="list-style-type: none"> 1. To use the Catch Up funding to issue more books which include a range of genres for children to access in school. 2. To provide specific and targeted interventions to support with accelerating progress. 3. To provide additional support in class for teachers to carry pre and post teaching with disadvantaged learners
<p>Priority 3: To increase the percentage achieving the expected standard in Writing in KS2 from 62% to be in line with National Average for Disadvantaged (62%)</p>	<ol style="list-style-type: none"> 1. Recovery curriculum to focus on lots of short, sharp writing experiences to revisit a broad range of writing genres and rebuild confidence with writing. 2. Increased use of sentence stems and modelled / shared writes. 3. Lesson planning beginning to show how pupils are prepared and taken through an extended piece of writing – lesson series to show exploration of a genre, identifying features of genres, modelled writing, planning, use of plan to write extended piece and clear teaching about the editing process. 4. Access to writing scaffolds – vocabulary, fronted adverbials, conjunctions, phoneme/grapheme cards, key word lists all freely available for children to access. 5. Very frequent use of modelled and shared writing techniques in all classrooms.

	<p>6. Involvement with 'Wiltshire Talks' oracy project to impact on vocabulary expansion and sentence structures.</p> <p>7. To provide additional support in class for teachers to carry pre and post teaching with disadvantaged learners</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • SEND needs • Less developed oral language skills/vocabulary gap • Stamina for writing has regressed following from Lockdown (March 2020) • Key areas from data analysis show gaps in the following areas: Operations, Fractions, and measures • COVID-19 and children missing significant time in school
Projected spending	<p>Staffing</p> <p>DL lead - £11,926 S&L assistant - £7,105 TA support - £9,093</p> <p>Other</p> <p>Teachers CPD and cover - £1,750 TA overtime - £1,000 Phonics play - £1,000 IT - £2,000 Curriculum resources - £1053 (£9000 including the money rolled over Resources for interventions - £505 Books for PP children to take home - £1,000</p> <p>£36,432</p>

2) Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1: Ensure interventions are purposeful and impact on pupils learning in order for them to make accelerated progress	<ol style="list-style-type: none"> 1. Interventions are effective with pupils making accelerated progress as a result. 2. Assessments used to target pupils needs. 3. Interventions being led by well trained staff with excellent pedagogy and subject knowledge. 4. Use Provision Map to monitor interventions – impact and value for money. 5. Intervention training through TA meetings / sessions. 6. Review the effectiveness of interventions through learning walks and completed intervention proformas

Priority 2: Ensure tracking is used effectively to monitor the progress of Disadvantaged Learners and implement interventions as needed.	<ol style="list-style-type: none"> 1. Use Insight Tracker to focus on individuals and devise reports to feedback to stakeholders. 2. Further develop Disadvantaged Learner cohort profiles.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • SEND needs • Children returning to school after COVID-19. • Anxieties heightened from parents/carers and children • Family situations
Projected spending	<p>Staffing TA training - £2,000</p> <p>Other Resources - £1000 Further interventions - £2000 £5,000</p>

3)Wider strategies for current academic year

Measure	Activity
Priority 1: To promote emotional wellbeing amongst Pupil Premium children and families.	<ol style="list-style-type: none"> 1. Whole school 'Achievement for All' initiative to engage with families. 2. Continue to provide nurturing opportunities such as Breakfast Club, ELSA, Forest School, Music Therapy, Time to Talk, Relate, Sand Tray 3. Develop and upskill Teaching Assistants to support PP pupils with managing their emotional behaviours through the use of Sand Tray conversations. 4. Use SDQ questionnaires to measure progress of SEMH interventions.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • SEND needs • Children returning to school after COVID-19. • Anxieties heightened from parents/carers and children • Family situations
Projected spending	<p>Staffing Pastoral Manager - £11,926 Lunchtime supervisor - £6,403 TA support - £3,399 TA support - £9,093</p>

	<p>Other</p> <p>Forest school - £8,075</p> <p>Residential subsidized - £1,400</p> <p>Normal trips - £1,600</p> <p>Time to Talk - £1,214</p> <p>Behaviour Support - £1,271</p> <p>Sport and Music sessions subsidized - £1,000</p> <p>£45,381</p>
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is allocated to allow teaching staff to develop knowledge and skills for pre and post meeting, White Rose Maths	Use of PDM PPA time Work closely with English and Maths lead. Disadvantaged Learner Lead, English and Maths leads to carry out learning walks, monitor data, books and planning
Targeted support	TA knowledge and skills Links between interventions and class teaching	Work with the assessment coordinator. Provide training on specific interventions. Carry out mid intervention checks and learning walks to monitor the effectiveness of interventions. Timetable in time for teachers/ TAs to communicate about the interventions
Wider strategies	Ensuring that all staff and parents are fully informed of the purpose and process of Achievement for All and engage with it effectively. Ensuring that funding is available to promote access t to wider opportunities	Staff training Develop a system for recording structured conversations. Use of outside agencies Track attendance at clubs Prioritise needs

Next review date: April 2021 and July 2021

Ivy Lane Pupil premium strategy statement 2020-21 April 2021 and July 2021 Review

1) Quality First Teaching: Our key priority is to ensure that children have access to high quality teaching and learning opportunities within the classroom. Professional development opportunities for staff benefit all children and have a positive impact on the learning of children eligible for Pupil Premium.

Measure	Activity	Evaluation
<p>Priority 1: To improve progress rates in KS2 in Maths to be in line with national average (0.0) in order to increase percentage achieving expected standard.</p> <p>To increase the percentage achieving the expected standard in Maths in KS2 from 62% to be in line with National Average for Disadvantaged (67%)</p>	<ol style="list-style-type: none"> 1. Implement White Rose from Yr.1 to 6. 2. Ensure objectives are on Insight and teachers use this for formative assessment. 3. Use the Ready to Progress document to identify key focus areas to teach after lockdown. 4. Maths leads to monitor planning and teaching 5. To provide specific and targeted interventions to support with accelerating progress. 6. To provide additional support in class for teachers to carry pre and post teaching with disadvantaged learners 	<p>April 2021</p> <ol style="list-style-type: none"> 1. White Rose is being used in Yr.1 to 6. 2. Objectives are on Insight and staff have used this for Spring 2 data. 3. Ready to Progress document was shared in PDM. 4. Maths monitoring being completed in Term 5 5. Plus 1 and Power of 2 interventions are being used on a 1:1 basis to support with accelerating progress. 6. Pre and post teaching PDM held in Term 4 2021. Impact of pre and post is not yet evident due to timeframe. <p>July 2021</p> <ol style="list-style-type: none"> 1. Objectives were added on to Insight for Spring 2. This will need to be embedded next academic year. 2. Maths monitoring of planning was completed in Term 6 by Maths Leads. No lesson observations were carried out due

		<p>to COVID-19 except for NQTs. Monitoring showed that White Rose was being used across the year groups and this will be developed further next academic year.</p> <p>3. Plus 1 and Power of 2 interventions are implemented for individual pupils. Progress is more evident in some children than others. For a more robust analysis we have purchased IDL Numeracy for September 2021.</p> <p>4. Catch Up funding has continued to pay for TAs to support teachers with pre and post teaching. This needs to be a priority for next academic in terms of monitoring through learning walks.</p> <p>5. Provision map (Edu Key) has provided us with measuring impact for interventions. Use of Sandwell to gather pre and post assessments for intervention. IDL Numeracy will support with this from Sept 21.</p> <p>6.59% achieved the expected standard for Maths at the end of KS2. Although it wasn't above 62%, we need to take into consideration the impact COVID-19 has had on all of our pupils.</p>
<p>Priority 2: To increase the percentage</p>	<p>1. To use the Catch Up funding to issue</p>	<p>April 2021</p> <p>1. Catch Up funding used to issue more books to replenish colour banded reading</p>

achieving greater depth in Reading, Writing and Maths in KS1.

more books which include a range of genres for children to access in school.

2. To provide specific and targeted interventions to support with accelerating progress.

3. To provide additional support in class for teachers to carry pre and post teaching with disadvantaged learners

books

2. Bug Club purchased using Catch Up funding so children can access colour banded reading books online.

3. Nesy intervention purchased using the Catch Up funding to support with reading and spelling.

4. Toe by Toe, precision teaching and phonic interventions being held to accelerate progress.

5. Pre and post teaching PDM held in Term 4 2021. Impact of pre and post is not yet evident due to timeframe.

July 2021

1. From May 2021, all year groups had full access to the school library. Year groups are assigned a library slot each week.

2. Two full time TAs have been in Y2 this year. The same staff have delivered the interventions which has benefitted the pupils as they can see the impact regularly back in the classroom.

3. Catch Up funding has continued to pay for TAs to support teachers with pre and post teaching. This needs to be a priority for next academic in terms of monitoring through learning walks.

4. All children in Y2 did not make ARE

		combined. 50% of the DL cohort are also SEND. 50% of children made above expected progress in Writing this year.
<p>Priority 3: To increase the percentage achieving the expected standard in Writing in KS2 from 62% to be in line with National Average for Disadvantaged (62%)</p>	<ol style="list-style-type: none"> 1. Recovery curriculum to focus on lots of short, sharp writing experiences to revisit a broad range of writing genres and rebuild confidence with writing. 2. Increased use of sentence stems and modelled / shared writes. 3. Lesson planning beginning to show how pupils are prepared and taken through an extended piece of writing – lesson series to show exploration of a genre, identifying features of genres, modelled writing, planning, use of plan to write extended piece and clear teaching about the editing process. 4. Access to writing scaffolds – vocabulary, fronted adverbials, conjunctions, phoneme/grapheme cards, key word lists all freely available for children to access. 5. Very frequent use of modelled and shared writing techniques in all classrooms. 6. Involvement with 'Wiltshire Talks' oracy project to impact on vocabulary expansion and sentence structures. 	<p>April 2021</p> <ol style="list-style-type: none"> 1. Writing is still an area where we need to support our children with confidence and stamina. We have booked Talk for Writing training for Sept 2021. 2. Writing moderation planned for Summer term. 3. We have purchased Clicker 8 using the Catch Up funding. Staff were trained in Term 4 2021. Impact cannot be measured yet due to timeframe. Clicker 8 monitoring planned for Term 6. 6. Wiltshire Talks 'Oracy project' project has been postponed due to COVID. This will be a focus for next academic year. 7. Pre and post teaching PDM held in Term 4 2021. Impact of pre and post is not yet evident due to timeframe. <p>July 2021</p> <ol style="list-style-type: none"> 1. Writing moderation has taken place twice this academic year. Once across the PAT schools and once across the school. 2. There are elements of good teaching across the school and use of writing

	<p>7. To provide additional support in class for teachers to carry pre and post teaching with disadvantaged learners</p>	<p>scaffolds can be evident in planning and books.</p> <p>3. Clicker monitoring was carried out in June 2021. There are gaps where some year groups are not using the programme due to confidence in delivery. This will need to be closely monitored from September.</p> <p>4. Pupil's were interviewed across some year groups and there was some evidence of additional scaffolds being used. Further rigorous monitoring needs to take place from September.</p> <p>5. Opportunities for shared writing can be found lower down the school, particularly in KS1. Talk 4 Writing will support this moving forward for 2021/22 year.</p> <p>6. 58% achieved the expected standard for Writing at the end of KS2. Although it wasn't above 62%, we need to take into consideration the impact COVID-19 has had on all of our pupils.</p> <p>Wiltshire Oracy Talks to be carried over to 2021/22 year.</p>
<p>Projected spending</p>	<p>Staffing DL lead - £11,926 S&L assistant - £7,105 TA support - £9,093</p>	<p>Spending to date 18.03.21 Staffing DL lead - £6957 (£11,926 by academic year) S&L assistant and TA support combined -</p>

	<p>Other Teachers CPD and cover - £1,750</p> <p>TA overtime - £1,000 Phonics play - £1,000 IT - £2,000 Curriculum resources - £1053 Resources for interventions - £505 Books for PP children to take home - £1,000 £36,432 budgeted</p>	<p>£9799 (£16,198 by academic year)</p> <p>Other Teacher CPD and cover - £295 for Pupil Premium conference, Clicker 8 training £195, Bill Jerman consultancy £208</p> <p>Phonics play - £1000 IT - £0 Curriculum and intervention resources - £450.64 Books for PP children to take home - £1000</p> <p>£19,904.64 spent so far (£31,272.64 by academic year)</p> <p>Possible Future Expenditure Talk for Writing</p> <p>Spending to date 12.7.21 (Waiting for report from finance)</p> <p>ANY OUTSTANDING MONEY WILL BE CARRIED OVER TO NEXT ACADEMIC YEAR DUE TO THE DISRUPTION OF COVID-19.</p>
<p>2) Targeted Academic Support: We use our assessment data to identify gaps in children's learning and to carefully target 1:1 programmes, small group interventions and classroom support for children eligible for Pupil Premium.</p>		
<p>Measure</p>	<p>Activity</p>	<p>Evaluation</p>

<p>Priority 1: Ensure interventions are purposeful and impact on pupils learning in order for them to make accelerated progress</p>	<ol style="list-style-type: none"> 1. Interventions are effective with pupils making accelerated progress as a result. 2. Assessments used to target pupils needs. 3. Interventions being led by well trained staff with excellent pedagogy and subject knowledge. 4. Use Provision Map to monitor interventions – impact and value for money. 5. Intervention training through TA meetings / sessions. 6. Review the effectiveness of interventions through learning walks and completed intervention proformas 	<p>April 2021</p> <ol style="list-style-type: none"> 1. Academic interventions have been streamlined this year due to COVID-19 and deployment of Teaching Assistants. We use Provision Map to analyse our interventions. 2. At the end of each Assessment Drop and where appropriate, pupil progress reviews are completed. Here assessments are discussed and these are carried out by the SENCo. 3. Teaching Assistants are trained to carry out interventions e.g precision teaching, use of Clicker, Nessy 4. Provision Map is being used to monitor interventions. There is still room for improvement with this, especially costing. Training to be arranged early next academic year for all staff. 5. TA meetings are held termly alongside other meetings where training is provided. 6. Formalised learning walks have not been completed due to Lockdown and COVID-19. Reading Deep Dive has taken place in Term 5 2021 <p>July 2021</p> <ol style="list-style-type: none"> 1. Some evidence of interventions having an impact on accelerating progress e.g child in Y2 with Reading due to support
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		<p>form precision teaching and paired reading.</p> <p>2. Various diagnostic assessments are being used to assess children. The data is now being inputted onto Insight to track progress. PAT will decide which assessments to use so there is consistency.</p> <p>3. Learning walks and monitoring will be scheduled over the year. This has not happened consistently due to COVID.</p>
<p>Priority 2: Ensure tracking is used effectively to monitor the progress of Disadvantaged Learners and implement interventions as needed.</p>	<p>1. Use Insight Tracker to focus on individuals and devise reports to feedback to stakeholders.</p> <p>2. Further develop Disadvantaged Learner cohort profiles.</p>	<p>April 2021</p> <p>1. Disadvantaged Learner Lead has been trained on how to devise reports using Insight. This was shared for pupil progress review meetings.</p> <p>2. Disadvantaged Learner cohort profiles have been updated in January 2021 and April 2021 and July 2021</p> <p>3. Disadvantaged Learner Lead sits in on pupil progress review meetings and supports and challenges staff with progress.</p> <p>4. Disadvantaged Learner Lead met with Head and Exc Heads to discuss data for DLs in February 2021 .</p> <p>5. Disadvantaged Learner Lead attends PAT cluster meetings where data and priorities are shared and discussed.</p> <p>6. As a school we have explored Dyslexia</p>

		<p>Gold intervention. We are also looking at IDL and Project X Code.</p> <p>July 2021</p> <p>1. Objectives on Insight have continued to be accessed by staff. As part of monitoring next year, staff will need to refer to these to triangulate evidence.</p> <p>2. DL cohort profiles have been update 3 times this year and have been amended to include further information on attendance, parental engagement and wider opportunities.</p>
<p>Projected spending</p>	<p>Staffing TA training - £2,000</p> <p>Other Resources - £1000 Further interventions - £2000 £5,000</p>	<p>Spending to date 18.03.21</p> <p>Staffing Clicker 8 training for TAs (overtime) - £13.00ph x 15 = £195.00 De-escalation training for staff (overtime) - £295</p> <p>Other Resources - £884.49 Further interventions/screeners - £300.00</p> <p>£1,774.49 spent so far</p> <p>Possible Future expenditure IDL Numeracy intervention - £399 + VAT –</p>

purchased ready for September

3) Wider Strategies: We recognise the impact of wider factors such as attendance and emotional wellbeing on the achievement of children in school and implement strategies to address these.

Priority 1: To promote emotional wellbeing amongst Pupil Premium children and families.

1. Whole school 'Achievement for All' initiative to engage with families.
2. Continue to provide nurturing opportunities such as Breakfast Club, ELSA, Forest School, Music Therapy, Time to Talk, Relate, Sand Tray
3. Develop and upskill Teaching Assistants to support PP pupils with managing their emotional behaviours through the use of Sand Tray conversations.
4. Use SDQ questionnaires to measure progress of SEMH interventions.

April 2021

1. AFA has continued to some degree this year however structured conversations have been amended due to COVID-19. The main priority is to engage with our disadvantaged families which we have continued to do.
2. All provisions listed have continued, including during lockdown this year. We have increased our Sand Tray assistants to 3 and are in the process of extending our Forest School provision from Term 5. From Term 5 we will also have a play therapist who will be working with two children one morning a week. We would like this to increase if she is able to. Play Therapy has been paid for using Catch Up funding.
4. We are continuing to use SDQ questionnaires to measure progress of SEMH interventions.
During lockdown, staff continued to complete online courses which supported

		<p>SEMH</p> <p>6.As a school we have realised that a lot of our children have been affected by lockdowns and COVID-19. We have decided to increase our SEMH provision further and to train our staff on Trauma, de-escalation and resilience. We have also bought into Thrive and all staff will be trained in June 2021.</p>
Projected spending	<p>Staffing Pastoral Manager - £19,055</p> <p>Lunchtime supervisor and TA support - £16798</p> <p>Other Forest school - £8,075 Residential subsidized - £1,400 Normal trips - £1,600 Time to Talk - £1,214 Behaviour Support - £1,271 Sport and Music sessions subsidized - £1,000 £45,381</p>	<p>Spending to date 18.03.21</p> <p>Staffing Pastoral Manager - £11115 (£19,055 by academic year)</p> <p>Lunchtime supervisor - £ included above in priority 1 TA support - £ included above in priority 1</p> <p>Other Forest school - £2043 (£8,075 by academic year) Residential subsidized - £500 Normal trips - £0 (have encouraged classes to arrange online workshops for Summer term) Time to Talk - £1,214 Behaviour support -£1350 Sport and Music sessions subsidized - £1,000 Educational Psychologist - £117 (£350 by</p>

		<p>academic year) ELSA - £67 (£200 by academic year) Sand tray Resources - £312.64 Sand tray course - £720 Thrive Training (1/2 amount for 2 years) - £3540 Team Teach training - £375.00 School uniform - £125 £22,478.64 spent so far (£36,816.64 by end of academic year)</p> <p>Future expenditure</p> <p>Betsy de Thierry Trauma training Term 6 2021 – £656</p> <p>Forest school training for member of staff - £800</p> <p>Increased Forest school provision to ½ day extra a week Term 5/6- £400</p> <p>Summer House due to limited space in school - £2000 + cost to install it.</p> <p>Furniture FOR Summer House - £1000</p> <p>Nicola Pierson consultancy – parent workshops</p>
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