

***Staple Hill Primary School
Pupil Premium Plan 2018-19***



Learning Together to make a Positive Difference

Staple Hill Primary School Pupil Premium Strategy 2018-19

At Staple Hill Primary, we are dedicated to securing the best education for each individual pupil so that they reach their full potential, academically and socially. We demand high expectations for all pupils and continually strive to ensure that no pupil is left behind in their learning. Our school values underpin our learning culture. At Staple Hill Primary, to make a positive difference we:

- learn together/are collaborative
- are respectful
- are kind
- are responsible
- are positive

The school serves the ward of Staple Hill which has been identified as having high levels of child poverty. In evaluating how to spend the Pupil Premium allocation, we look at the barriers faced by disadvantaged pupils in the context of our school and focus spending on addressing these barriers to learning. The strategies and resources are adapted to meet the needs of each pupil and address the barriers that may be unique to their particular circumstance. In order to facilitate this, we are committed to building the capacity and expertise of all staff to enable us to provide a highly personalised programme of support which allows each child to reach their full potential.

Our target key outcome is to diminish the differences in achievement between disadvantaged pupils and others by using our Pupil Premium allocation effectively.

At Staple Hill Primary, our focus is to remove the differences in attainment for these pupils and provide them with every opportunity to catch up and attain as well as the less disadvantaged pupils, as well as raise their aspirations and inevitably life chances.

In order to diminish the differences between disadvantaged pupils and others, we will ensure that:

- A high profile is given to disadvantaged pupils through the use of our SMARTER strategy
- All staff are accountable for the progress of disadvantaged pupils
- Pupil Premium funding is used to target the specific barriers holding children back
- Catch up and booster programmes are in place to accelerate progress of all disadvantaged pupils

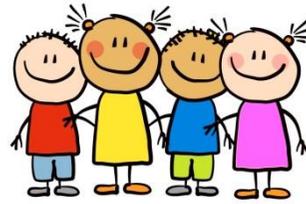
The progress and attainment of all pupils at Staple Hill Primary is carefully tracked and analysed using a wide evidence base which is triangulated in order to draw conclusions and develop action plans. The evidence includes rigorous monitoring in the form of lesson observations; learning walks; book scrutiny; pupil conferencing; pupil progress meetings and data analysis. Accountability is secured through appraisal, three termly data drops and Pupil Progress Meetings when Senior Leaders discuss data, progress and learning barriers and pastoral needs for each pupil with Class Teachers and examine next steps to secure accelerated progress for each individual. We also work very closely with parents/carers, the LA and local cluster schools.

Our funding priorities for 2018 - 2019 identify four key areas which, through rigorous improvement, will address the barriers to learning identified for our Pupil Premium pupils:

1. **Academic**
2. **Attendance**
3. **Raising aspirations of our pupils**
4. **Improving Behaviour for Learning & Wellbeing**

Outlined below are areas of support for disadvantaged pupils that are currently identified to ensure the four key areas are addressed. This Pupil Premium Plan will be due for review September 2019. All evidence used can be found in links at the end of the document.

The Pupil Premium [PP] is additional monies given to schools to support pupils who are considered disadvantaged. The chosen measure for this is the entitlement of Free School Meals within the past 6 years. Our current funding is **£114,940** in total. The funding per child is £1300, £1900 [for PP Plus pupils] and £300 [Children in Service]. Estimated costs have been allocated as outlined in the 2018-19 PP Budget document, although spending is subject to change as additional barriers to learning emerge. This funding may also be topped up, in order to further meet the needs of disadvantaged pupils.



Supporting the Whole Child

Green Provisions

Provisions supporting pupils' academic progress and securing Quality First Teaching e.g. one to one tuition, homework club, attendance support, booster groups, etc.

Blue Provisions

Provisions supporting pupils' enrichment/engagement activities and parental engagement; improving attendance e.g. Family Link Mentors, family learning, breakfast club, after-school clubs, trips, Y6 camp, etc.

Purple Provisions

Provisions for pupils' social, emotional and mental health and wellbeing as well as focusing on raising aspirations and improving Behaviour for Learning e.g. Behaviour Support, Play Therapy, Art Therapy, Nurture groups, etc.

Barrier: Lower aspirations of disadvantaged children.

Action: Regular Reading /Phonics Intervention from Reading Assistants for identified target children.

Outcomes/Impact:

- 50% Reception children achieved expected standard in R and 33% of Year 1 children achieved expected standard in Phonics. Those that did not are on the SEN register and have additional needs. They received alternative provisions to support them.
- 100% of Y2 children achieved expected standards in R compared to 78% of our Non-PP children.
- 50% of Y6 children achieved AREs in Reading compared to 68% of Non-PP children.



**Supporting the
Whole Child**

Academic

Barrier: Pupils working below age-related expectations in Reading, Writing and/or Maths.

Action: Same day targeted teaching from teacher [TA aerial monitoring, Teacher with guided group and 1:1].

Outcomes/Impact:

- 50% of Y6 children achieved AREs in Reading compared to 68% of Non-PP children.
- 67% of Y6 PP children achieved AREs in Maths compared to 74% of Y6 Non-PP. This shows the gap is closing.
- 72% of Y6 PP children achieved AREs in Writing compared to 89% of Y6 Non-PP. More work on improving vocabulary, cultural capital and word collecting is required to improve the quality of writing for all children.
- 100% of Y2 PP children achieved AREs in R, W & M.

Barrier: Pupils working below age-related expectations need support of information and communication technologies (ICT).

Action: Purchase desktop computers (plus associated hardware) and Clicker 7 (Literacy Toolkit) programme (plus necessary licenses).

Outcomes/Impact:

- Identified SEND children are better able to access and engage in written tasks and are demonstrating improved skills, knowledge and understanding of their learning
- Pupils work harder, longer and more efficiently to improve their learning.
- Teachers have been able to improve quality teaching and learning for this group of pupils using this technology.
- Teachers and TAs have been able to shape quality learning tasks that lead to improved progress and engagement for this group of pupils.

Barrier: Pupils working below age-related expectations need support from teachers and TAs with good subject knowledge.

Action: Twilight Year of Mathematics Training for all teachers and teaching assistants.

Outcomes/Impact:

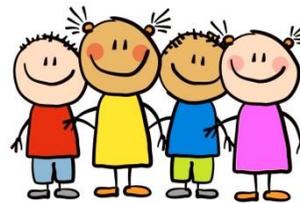
- Work in books shows that children are making greater progress and increased numbers of disadvantaged pupils are achieving AREs in Mathematics.
- We are beginning to see diminishing differences in Mathematics attainment between disadvantaged and Non-disadvantaged group.
- Improved confidence around Mathematics in girls and SEN Support pupils is beginning to emerge.
- The quality of reasoning is improving but is still an area of focus for us as we move forward.
- 100% of KS1 children achieved AREs in Maths. 67% of PP children achieved AREs in Maths compared to 74% of Y6 Non-PP.
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Barrier: Pupils working below age-related expectations need support from teachers and TAs with good subject knowledge.

Action: Maths SLE supporting Maths Leader and providing Maths planning support for teachers and training alongside Maths Leaders.

Outcomes/Impact:

- Improved pupil progress and increased numbers of disadvantaged pupils achieving AREs in Mathematics.
- Reasoning across the school has improved as has the quality of teaching and learning.
- Teachers are supported with planning, delivery and assessment which has led to improved quality of Maths lessons.
- Improved confidence around Mathematics in girls and SEN Support pupils has been evident in books, lesson observations and pupil voice.



**Supporting the
Whole Child**

Academic

Barrier: Children working below age-related expectations in speech and language on-entry to EYFS.

Action: TAs trained in 'Talk Boost' S & L Intervention and lead small groups. Specialist Speech & Language Therapist once fortnightly.

Outcomes/Impact:

- The quality of interventions have improved as has access to timely and swift support.
- Early intervention means children are making better progress with children's S&L improving along with their achievement in their learning.
- An effective assessment process is in place and interventions are in place to support children who need it.

Barrier: Pupils working below age-related expectations need effective assessments and feedback to make rapid progress.

Action: Staff training & cover for leaders to improve subject knowledge and feedback. Purchase of PUMA & PIRA standardised tests.

Outcomes/Impact:

- See data set above.
- More rigorous, standardised testing is in place that enables teachers to analyse outcomes and identify gaps to inform teaching.
- Teaching is shaped to meet the needs of children.
- Teacher subject knowledge is deeper and feedback dialogues support swift assessment and action to improve and address misconceptions in the moment of teaching.



**Supporting the
Whole Child**

Academic

Barrier: Pupils working below age-related expectations in 'Moving & Handling' on-entry to EYFS.

Action: Buy additional resources and increase M & H Interventions and daily activities.

Outcomes/Impact:

- Regular opportunities to develop physical movements and gross motor control.
- 50% of children achieved ELG in Moving & Handling compared to 84% of Non-PP children. Several of PP children not achieving the standard have additional needs and barriers for which they received tailored provisions.

Barrier: Improving the quality of provision for disadvantaged groups.

Action: Improve resources and provisions to ensure disadvantaged pupils have access to appropriate resources to enable them full access to Quality First Teaching.

Outcomes/Impact:

- Individuals are able to access the curriculum more easily through iPads; additional support; specialist learning resources and individual learning tools, as necessary. Clicker (as outlined above) was purchased to support SEND/PP children.

Barrier: A number of pupils struggle to achieve functional literacy [reading and writing] and subsequently underachieve in relation to their peers.

Action: Reading Assistant deliver 'Switch-on Reading and Writing', an intensive 10-week literacy intervention to identified Y2 pupils.

Outcomes/Impact:

- Achieved functional literacy for all Y2 PP children.
- No gap between R and W achievement for vulnerable children working below Y2 AREs.
- Children are effective, active, independent readers and writers.
- 100% of Y2 children achieved expected standards in R



**Supporting the
Whole Child**

Academic

Barrier: Despite being able to read fluently and accurately some pupils have difficulty gaining meaning from text.

Action: Training for teachers and TAs from LA Literacy Advisor on using Thinking Hats in Guided Reading and planning quality follow-up/pre-read tasks.

Outcomes/Impact:

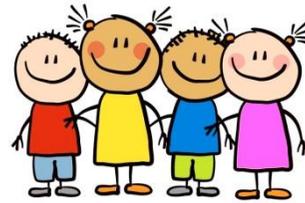
- Quality of Guided Reading has improved and is supported by GR Hats. Delivery is more consistent across the school.
- 50% Reception children achieved expected standard in R. Those that did not are on the SEN register and have additional needs. They received alternative provisions to support them.
- 100% of Y2 children achieved expected standards in R compared to 78% of our Non-PP children.
- 50% of Y6 children achieved AREs in Reading compared to 68% of Non-PP children.

Barrier: Appropriate Maths support for underachieving Y6 pupils.

Action: Timestable Rock Stars to improve efficiency in table facts.

Outcomes/Impact:

- 83% scored half marks or more on KS2 Arithmetic paper in 2019 compared to 71% in 2018 showing good improvement.



**Supporting the
Whole Child**

Academic

Barrier: Reading fluency in Year 6 pupils.

Action: Hire an additional Reading Assistant to listen to readers in Y6 and improve their fluency every afternoon.

Outcomes/Impact:

- 50% of Y6 children achieved AREs in Reading
- A third of these children were PP and SEND with additional needs and/or other barriers. Alternative provisions were in place to supplement the reading assistants.
- Analysis of data shows that limited cultural capital, vocabulary and comprehension hold children back. These are areas of focus for next year.

Barrier: PP pupils across the school are underperforming.

Action: PP Review of current provisions and pupil outcomes

Outcomes/Impact:

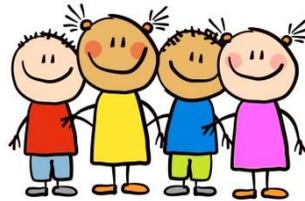
- Steps are in place to address the gaps identified from assessment, review and monitoring.
- PP Review undertaken and actions set for improvement.
- DfE PP Statement document adopted.
- PP Budget re-visioned to tie in with identified barriers for children across the school.

Barrier: Gaps in knowledge and skills in Reading, Writing and Maths for Y6 pupils.

Action: Two additional enrichment teachers (Art and Textiles) to teach Orchid and Poppy 2 hours a week in order to release class teacher to lead one to one and small group booster sessions to support groups in Y6 classes focusing on immediate gap teaching, addressing misconceptions and improving written work. This allows focused teaching for Y6.

Outcomes/Impact:

- 50% of Y6 children achieved AREs in Reading compared to 68% of Non-PP children.
- 67% of Y6 PP children achieved AREs in Maths compared to 74% of Y6 Non-PP. This shows the gap is closing.
- 72% of Y6 PP children achieved AREs in Writing compared to 89% of Y6 Non-PP. More work on improving vocabulary, cultural capital and word collecting is required to improve the quality of writing for all children.
- Children's confidence improved and pre-teaching has supported better outcomes in books.
- Fluency, pace and knowledge of words hold children back so this is a focus for next year and beyond.



Supporting the Whole Child

Academic

Barrier: Appropriate Maths pre-teaching for underachieving Y6 pupils.

Action: Before-school Maths pre-teaching (daily 30 mins).

Outcomes/Impact:

- 67% of Y6 PP children achieved AREs in Maths compared to 74% of Y6 Non-PP. This shows the gap is closing.
- This supported improved confidence and enjoyment of Maths.
- Targeted focus on Arithmetic saw 83% of children score half marks or more on KS2 Arithmetic paper in 2019 compared to 71% in 2018 showing good improvement.

Barrier: Developing teacher Best Practice to accelerate pupil achievement.

Action: Purchase IRIS Connect, a filming suite which allows recording of lessons so teachers can reflect and develop practice. Improved practice leads to higher impact on learning.

Outcomes/Impact:

- Improved pupil progress
- Reflective teachers show evidence of improved practice and outcomes.
- Lesson observations, review of filmed lessons show progressive improvement.

Barrier: Parents reluctant to engage with school.

Action: Contracted Parent Support Worker [Ali Dawes] to work with families and mentor individual children. PSW part of Safeguarding Team and lead on aspects of Child Protection and SAFeh's.

Outcomes/Impact:

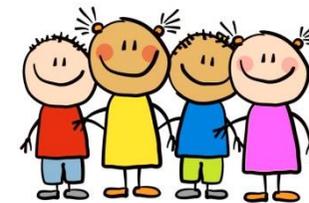
- Increased confidence and engagement of families in need. Enabling access to required services including financial support; parenting workshops; food vouchers; welfare support and signposting to LA services.
- Families supported by collaboration with SENCo and Safeguarding Lead to ensure appropriate access to services from a range, depending on needs [SAF].
- Targeted families more engaged with school and actively seek support and advice when required thereby strengthening links between home and school.
- Individual children's attendance is increased and sustained.
- Parents attend Parenting Workshops
- Family Link Mentors facilitate breakfast and uniform subsidy by liaising with families and staff to identify children in need.
- AD attend/lead CP, SAFeh & TAC meetings, and liaise with Social Care, parents & school Safeguarding Team, as necessary.

Barrier: Improving the quality of provision for disadvantaged groups.

Action: Extra-curricular after-school sports and other activities subsidised to ensure access for all pupils.

Outcomes/Impact:

- Raised motivation and engagement.
- Rise in uptake of children taking part in after-school sport and activities.
- Increased skills and self-esteem of individuals.
- Provided a range of opportunities to children who would not otherwise be able to partake in them.
- Provided a range of opportunities and equal access for all children and promoted healthy active lifestyles through sport and the Daily Mile.



Supporting the Whole
Child
Enrichment/Engagement

Barrier: Pupils at risk of PEX (permanent exclusion).

Action: Commission Impact Mentoring programme to provide twice weekly mentoring sessions.

Outcomes/Impact:

- Provided a trusted mentor relationship for children at risk of exclusion
- Reduced number of fixed-term exclusions and prevented permanent exclusion
- Created greater opportunity for peers to access interruption-free teaching



Supporting the Whole
Child

Enrichment/Engagement

Barrier: Quality of provision for disadvantaged groups.

Action: School trips and residential visits subsidised to ensure access for all pupils.

Outcomes/Impact:

- Raised motivation and engagement.
- Inclusion on all trips enable children to take part in activities and experiences that enhance learning, self-esteem and self-confidence.
- Ensured children had access to this part of the curriculum if parents could not pay.

Barrier: Childcare support for Parents/Carers at start of day. Children start school day hungry.

Action: Extended Breakfast Club signposted to specific families. Subsidy offered to most in need.

Outcomes/Impact:

- Children in school this early ensured they were more ready to learn on time, at the start of the school day, and parents felt supported with child care and transition, at start of school day.
- Decreased late attendance for a few children where they consistently accessed the provision.
- Disadvantaged children get a healthy meal at start of day so 'ready for learning'.

Barrier: Low Attendance of disadvantaged pupil lower than Non-PP Group.

Action: Engage services of Integra Educational Welfare Officer Services [EWO].

Outcomes/Impact:

- Children's attendance showing improvement in the right direction and is above national average of 95% and is approaching the school target of 96%.
- Lateness has more than halved
- Unauthorised absence has dropped as has number of broken weeks though greater focus is needed to reduce it further.
- There is a higher level of engagement between school and parents with regard to attendance. SAFeh's are being used to further target attendance and other barriers.
- EWO's work with families and focus on accountability has supported improvement to attendance and the support offered.

Barrier: Low Attendance of disadvantaged pupil lower than Non-PP Group.

Action: Provision of alarm clocks for persistently late/absent pupils.

Outcomes/Impact:

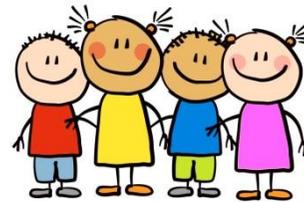
- As above.

School Attendance Data for 2017-18

Group	% Attendance	% Lateness @ Close of Register	% Unauthorised Absence	% 6+ Broken Weeks
PP	94.97	0.29	0.99	29% (23 pupils)
Non-PP	95.99	0.11	0.55	20% (45 pupils)

School Attendance Data for 2018-19

Group	% Attendance	% Lateness @ Close of Register	% Unauthorised Absence	% 6+ Broken Weeks
PP (78)	95.57%	0.12	0.62	27% (21 pupils)
Non-PP (213)	95.59	0.05	1.06	37% (79 pupils)



Supporting the Whole Child

Enrichment/Engagement

Barrier: Improving the quality of provision for disadvantaged groups.

Action: Music tuition, as appropriate, to ensure access for all pupils.

Outcomes/Impact:

- Aside from providing instruments for loan when children have forgotten theirs, this provision has not been accessed though it was offered.

Barrier: Improving the quality of provision for disadvantaged groups.

Action: Sports Coach Clubs subsidised to ensure access for all pupils.

Outcomes/Impact:

- Raised motivation and engagement.
- Rise in uptake of children taking part in after-school sport and activities.
- Increased skills and self-esteem of individuals.
- Provided a range of opportunities to children who would not otherwise be able to partake in them.
- Provided a range of opportunities and equal access for all children and promoted healthy active lifestyles through sport



Supporting the Whole Child

Enrichment/Engagement

Barrier: Improving parental engagement and skills so that they can better support home learning.

Action: Parent Support Worker workshops for PTs on supporting phonics, reading & maths at home as well as 'Emotional Wellbeing of Children'.

Outcomes/Impact:

- Raised aspiration, motivation and engagement.
- Rise in uptake of supporting learning and wellbeing at home.
- Increased skills and self-esteem of individuals.
- More parents requesting further help and guidance with supporting their children at home with learning, behaviour management and wellbeing.

**Barrier: Struggle to forge or maintain friendships.
Limited/poor play skills.**

Action: Play Leader training for identified pupils.

Outcomes/Impact:

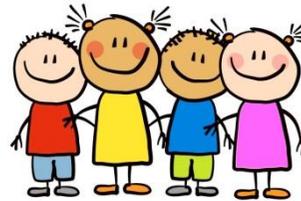
- Support with resolving social and friendship conflicts.
- This is an area that needs to be developed further and adopted with greater consistency.

**Barrier: Struggle to forge/maintain friendships.
Limited/poor play skills.**

Action: Sports Coach lunchtime clubs.

Outcomes/Impact:

- Raised engagement in group play for children who struggle with appropriate social interaction.
- Social skills and appropriate play improved.
- Improved self-esteem and healthier mutual friendships developed. Greater focus needs to be on children being able to sustain this reduced adult support, direction and supervision.



**Supporting the
Whole Child**

- Wellbeing -

Barrier: School Uniform for those in need.

Outcomes/Impact:

- Promoted sense of well-being and belonging to school community
- School uniform subsidy for those in need has allowed children to become part of Staple Hill and reduced 'difference' between PP pupils and their peers especially when they are attending with uniform that is incorrect, doesn't fit or is not in good condition.



**Supporting the
Whole Child**

- Wellbeing -

Barrier: Lower aspirations of disadvantaged pupils and increased low level disruption during learning.

Action: Nurture groups and modified curriculum every afternoon led by TA for targeted pupils.

Outcomes/Impact:

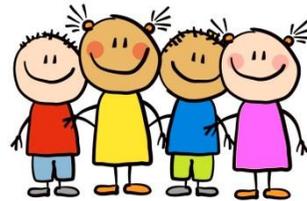
- Increased levels of engagement in class
- Self-esteem, confidence and resilience for learning has shown some improvement.
- Behaviour-related incidents at lunchtime/playtime, over time, has reduced. This has been most effective alongside additional provisions such as behaviour plans, adult support and other interventions.

Barrier: Emotional instability of individual children affecting ability to focus on learning, leading to inappropriate behaviour and underachievement.

Action: TA-led Sand Tray Therapy to support targeted pupils focusing on SEL.

Outcomes/Impact:

- Target children accessed the sessions and were able to talk with a trusted adult. For some, the sessions led to an improvement in their confidence and learning. Those that continued to struggle needed additional support and interventions including a SAFeh assessment and family support.



**Supporting the
Whole Child**

- Wellbeing -

Barrier: Reluctant Learner and poor Behaviour for Learning attitudes. At risk of exclusion.

Action: Employ Integra Behaviour Support Service to provide assessment and school support to identified pupils.

Outcomes/Impact:

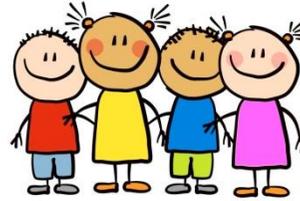
- Reduced frequency of fixed term exclusions and no permanent exclusions.
- More effective and consistent management of violent outbursts/incidences in class and during playtimes. All reported systematically as part of school Safeguarding and Behaviour & Discipline policies.
- Clearer support strategies were put in place for pupils including support plans, behaviour plans, Zones of Regulation and ELSA interventions.
- Support and guidance for SENCo, SLT and staff was shared and actioned to assist in behaviour management and mapping of provisions to meet the needs of pupils.
- Accessed Inclusion Support and Behaviour Support assessments and interventions including Lego Therapy for target pupils and engagement of parents.
- Boxall Profile and Sensory Needs Questionnaire used to assess needs of children and shape provision which has assisted in providing much-needed support.

Barrier: Emotional instability of individual children affecting ability to make good choices in play, leading to inappropriate behaviour and impacts on Behaviour for Learning.

Action: Additional one to one LBS support during lunch break for identified pupils.

Outcomes/Impact:

- Children making better choices during their play and play activities with other pupils when assisted.
- Reduced incidents of conflict as adult facilitates appropriate play and sets up positive friendship groups.



**Supporting the
Whole Child**

- Wellbeing -

Sources of Evidence

Link between absence and attainment at KS2 and KS4

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf

Breakfast impacts school performance

<http://articles.extension.org/pages/68837/breakfast-and-the-brain:-how-eating-breakfast-impacts-school-performance>

Outdoor Adventure Learning and Progress

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning>

Arts Participation and link to progress

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/>

Reading Comprehension Strategies

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/>

Switch-On Reading and Writing

<https://educationendowmentfoundation.org.uk/our-work/projects/switch-on-reading/>

'Such enthusiasm - a joy to see': An evaluation of Forest School in England, October 2005. Richard Murray and Liz O'Brien

[http://www.forestry.gov.uk/website/pdf.nsf/pdf/ForestSchoolEnglandReport.pdf/\\$FILE/ForestSchoolEnglandReport.pdf](http://www.forestry.gov.uk/website/pdf.nsf/pdf/ForestSchoolEnglandReport.pdf/$FILE/ForestSchoolEnglandReport.pdf)

Forest School and its impacts on young children: Case studies in Britain. Liz O'Brien, Richard Murray

http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_O'Brien_Murray-2007.pdf

Sand Tray Therapy

<http://www.goodtherapy.org/learn-about-therapy/types/sand-tray-sand-play-therapy>

<https://www.psychologytoday.com/blog/in-therapy/201002/cool-intervention-4-sandplay>

Play Therapy

<https://psychcentral.com/lib/helping-a-child-through-play-therapy/>

Art Therapy

<http://www.arttherapyjournal.org/art-therapy-for-children.html>

Nurture Groups

<http://www.goodenoughcaring.com/the-journal/how-nurture-groups-help-children-in-schools/>

Making best use of Teaching Assistants

<https://educationendowmentfoundation.org.uk/resources/making-best-use-of-teaching-assistants/>

Talk Boost Intervention [Speech & Language]

http://www.ican.org.uk/~media/Ican2/What%20We%20Do/Talk%20Prog/Talk%20Boost/TB_Info_2.ashx

<http://www.ican.org.uk/talkboost>

Effective use of pupil premium

http://www.teachprimary.com/learning_resources/view/effective-use-of-pupil-premium

<http://www.sec-ed.co.uk/best-practice/secrets-to-success-how-to-spend-the-pupil-premium>

Education Endowment Foundation Teaching and Learning Toolkit

[https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Teaching_and_Learning_Toolkit_\(July_12\).pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Teaching_and_Learning_Toolkit_(July_12).pdf)

Blog: Girls on board, 20 Jan 2016, ANDY HAMPTON FRSA

<https://www.thersa.org/blog/2016/01/girls-on-board>