



Ark Isaac Newton Academy

PUPIL PREMIUM STRATEGY STATEMENT 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Primary school overview

| Detail | Data |
|---|------------------------------|
| School name | Isaac Newton Academy Primary |
| Number of pupils in school | 630 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | |
| Date on which it will be reviewed | |
| Statement authorised by | Morgan Haines |
| Pupil premium lead | Tam Broadway |
| Governor / Trustee lead | |

Primary funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £220, 215 |
| Recovery premium funding allocation this academic year | £23, 055 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £243, 270 |



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Secondary school overview

| Detail | Data |
|---|----------------------|
| School name | Isaac Newton Academy |
| Number of pupils in school | 1131 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 |
| Date this statement was published | |
| Date on which it will be reviewed | |
| Statement authorised by | Morgan Haines |
| Pupil premium lead | Damola Ademolake |
| Governor / Trustee lead | |

Secondary funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £291, 560 |
| Recovery premium funding allocation this academic year | £81, 696 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £373, 256 |



PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of Intent

The mission of Ark is to ensure that all children, regardless of background and starting points, leave school with genuine choices in how they shape their future. As a primary phase of INA with 24% of pupils eligible for Pupil Premium, we recognise the importance of spending this funding in areas that will help to close attainment gaps and ensure that there is equality of opportunity regardless of background. The school prioritises the funding to support all pupils in receipt of Pupil Premium with the aim of closing any achievement gaps and to raise aspirations.

All members of staff and key stakeholders accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs by:

- Valuing every child and ensuring development to his/her full potential, irrespective of disadvantage.
- Improving the quality of teaching and provision for all children to ensure best possible outcomes.
- Providing targeted support and provision that closes gaps between groups of learners through in-class support, small group and one-to-one interventions.
- Developing a whole school reading ethos as a foundation to improving attainment in all subjects in all year groups.
- Improving disadvantaged pupils/families' engagement with school and learning, including improving attendance.
- Developing cultural capital for all pupils through academic, extracurricular, pastoral and social opportunities.

The academy draws on research evidence (such as the [Sutton Trust Toolkit](#)) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement.



Evidence Base

In June 2019, the EEF published their guide to the [Pupil Premium](#) with the aim of helping schools maximise the benefits of this funding for their students. They identified a number of key principles and dispelled some myths around PP. These included:

- a. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.
- b. The Pupil Premium is designed to support schools raise the attainment of disadvantaged children. However, many of the most effective ways of doing this – including improving the quality of teaching – will benefit other groups.
- c. Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

At Isaac Newton Academy we also believe that knowledge acquisition and access to a broad, experiential curriculum are also vital in ensuing success.

Primary challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Pupils often do not achieve as well as their peers in key areas of reading, writing and maths, gaps are often wider for those achieving greater depth in their studies and above age-related expectations – the gap needs to be narrowed/closed. |
| 2 | Pupils and families with disadvantage can often lack the opportunity to engage with learning and broader learning opportunities that support the development of cultural capital often through financial hardship. |
| 3 | Pupils with disadvantage can often face more challenging home lives where families may need support with the pastoral and social needs of their children. |



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|---|---|
| 4 | Pupils with disadvantage can have limited enjoyment of reading both within and beyond the school day and access to resources at home to support this. |
| 5 | Disadvantaged pupils generally start their education with a vocabulary deficit and below average baseline attainment in all areas. This in turn impacts on their ability to comprehend and read and fluently. |
| 6 | Pupils with multiple vulnerabilities (PP & SEND) have additional barriers to learning and require support to build their resilience/readiness for learning |

Primary intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| Reduce attainment gaps between non-PP and PP pupils ensuring students make progress in line with non-PP students at the school | Data analysis will show any gaps reducing between PP and non-PP students. Where there are gaps evidence of increased progress will be noted for PP students to ensure acceleration. |
| All students develop excellent literacy and numeracy skills. | Data outcomes including national assessments will be higher than the national average for PP students and in line with non-PP students. |
| All students have access to their curriculum entitlement | Reduced costs for trips, or other paid activities are significantly reduced to ensure all pupils are able to participate. PP tracker will demonstrate student participation and the events each pupil has been offered. All PP students offered a Chromebook to support with accessing Home Learning. |
| Attendance is high across all student groups, and students with persistent absence are supported to improve their attendance. | Attendance data reports will show that pupils in receipt of PP have attendance in line with national averages and of 96%+ in line with school targets. Both attendance and persistent absence rates for PP students are consistent and in line with non-PP students. |
| The mental health and wellbeing of our students is well supported. | Students have access to in school support for emotional and mental health concerns ensuring there are no learning barriers to their progress or attainment. Pupil voice shows pupils are happy and mentally healthy and enjoy school. |



Primary activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provide ongoing phonics training, coaching and resources to all EYFS and KS1 teachers. | <ul style="list-style-type: none"> • Reading is crucial to success in school and life. It is essential that children master decoding and blending before they move into Year 2. • Early reading success is linked to reading for pleasure. • EEF Phonics • High impact for very low cost based on very extensive evidence | 1, 4, 5 & 6 |
| Develop a high-quality oracy education for every child: Voice 21. | <ul style="list-style-type: none"> • Pupils' confidence and vocabulary impacts on their understanding of the wider world. • EEF Oral Language • Very high impact for very low cost based on extensive evidence | 1, 2, 3, 4, 5 & 6 |
| Provide high quality professional development opportunities through weekly co-planning and coaching for staff to ensure quality first teaching and learning for every child. Implementation of the Great Teacher Rubric: high-quality coaching development for all teachers to ensure quality first teaching is delivered. | <ul style="list-style-type: none"> • EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. • EEF Feedback • Very high impact for very low cost based on extensive evidence | 1, 5 & 6 |
| Provide ongoing high-quality professional development and training to support subject knowledge and pedagogy. | EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. | 1, 2, 5 & 6 |



Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 90,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Rapidly close the provision gap to enable all pupils to read at or above their chronological reading age.</p> <p>NGRT assessments used to identify pupils below their chronological age. PM Benchmarking used to identify specific reading gaps to tailor interventions needed.</p> <p>Lexia Programme 1:1 and online tutoring in place for identified pupils who are reading six months or more below their chronological age.</p> | <ul style="list-style-type: none"> • The EEF recommends that targeted support for struggling pupils is a key component of an effective Pupil Premium strategy. • Teacher led interventions can have greater impact because the planning and assessment for learning opportunities are responded to immediately. | 1, 4 & 5 |
| <p>Nuffield Early Language Intervention in place for EYFS to support with early speech and language.</p> | <ul style="list-style-type: none"> • EEF Oral Language • Very high impact for very low cost based on extensive evidence | 3, 4 & 5 |
| <p>Support for pupils that require Speech & Language intervention</p> | <ul style="list-style-type: none"> • EEF Oral Language • Very high impact for very low cost based on extensive evidence | 3, 4 & 5 |
| <p>Learning Support Assistants to provide targeted small group and 1:1 intervention across year groups</p> | <ul style="list-style-type: none"> • EEF recommends that targeted support for struggling pupils is a key component of an effective pupil premium strategy • Success in the key areas provides a vital foundation for transition to Year 1 • PP meetings at key assessment points focus on the graduated response approach and inform subsequent interventions | 1, 3, 4, & 6 |



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|--|---|---|
| <p>Provide targeted support and personalised provision for SEND pupils who are also PP.</p> <p>To ensure pupils with multiple vulnerabilities receive additional one-to-one support to meet their needs.</p> | <ul style="list-style-type: none"> • There is a gap between one-to-one allocated EHCP SEND funding and the cost of one-to-one support. Where pupils have more than one vulnerability (SEND and PP) the gap between the cost of one-to-one support and SEND funding is allocated to these pupils. • Research shows that personalised provision best meets pupils' needs. | 6 |
| <p>Provide parent/carer workshops to enable them to support their child at home and to learn and develop strategies to help with home learning.</p> <ul style="list-style-type: none"> • Digital Learning • Phonics & Reading • Maths • Assessment | <ul style="list-style-type: none"> • The importance of parental engagement is well documented. • Successful support for parents is practical and provides guidance. | 2 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 70, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Ensure all pupils are supported with emotional and mental health wellbeing via the work of x2 ELSA trained TAs.</p> <p>Pupils with mental health concerns are identified early and support offered in school where students don't otherwise meet thresholds for external support.</p> | <p>Early intervention is key in supporting students with emotional or mental health needs and preventing needs from escalating.</p> <p>Local authority services have become stretched as a result of the pandemic – the more support that can be offered to pupils in a safe and know environment the better.</p> | 3, 6 |
| <p>Provide Place2Be counselling support for pupils that need more targeted or specific</p> | <p>Early intervention is key in supporting students with emotional or mental health needs and preventing needs from escalating.</p> | 3, 6 |



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|--|---|------|
| support around mental health issues. | Local authority services have become stretched as a result of the pandemic – the more support that can be offered to pupils in a safe and know environment the better. | |
| <p>Provide support in tracking attendance and persistent absence through the Educational Welfare Offer (EWO) services.</p> <p>Meeting with parents to provide support and advice around attendance and ensuring PP students achieve rates in line with national averages and with non-PP students.</p> | Proven impact on attendance and attainment outcomes. | 3, 6 |
| <p>Provide enrichment opportunities to supplement the curriculum: trips, visits, talks, subscriptions, etc.</p> <p>To ensure all pupils have a wide variety of rich experiences.</p> | Equality of opportunity through providing access for families with challenging financial constraints | 2 |
| <p>Provide an extensive range of enrichment activities and opportunities through extra-curricular experiences.</p> | <p>Many disadvantaged students do not always have the access to the range of extra-curricular activities particularly those that come with a cost attached.</p> <p>Providing a range of free clubs extends pupils' experiences whilst also developing skills and increasing confidence.</p> | 2 |
| <p>Provide a world class music provision for all students, including small group teaching, provision of instruments and opportunities to perform.</p> <p>All students given an instrument to practise at home.</p> | <p>The DfE report on the Importance of Music Education states that all students should have the opportunity to learn a musical instrument and make music with others.</p> <p>The provision develops confidence, team skills and self-discipline as well as a platform for lifelong engagement in music.</p> | 2 |



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Primary total budgeted cost: £ 250,000



Part B: Primary review of outcomes in the previous academic year

Primary pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

| Summer 2022 | Actual |
|--------------------|---------------------------------|
| Year 6 Assessments | Age Expected/Above Age Expected |
| Key Stage 2 | Non-PP (PP – 33 pupils) |
| RWM | 86/23% (PP 88/12%) |
| Reading | 89/40% (PP 94/36%) |
| Writing | 93/25% (PP 91/15%) |
| Maths | 94/36% (PP 95/49%) |

- PP pupils in line or better than their peers at achieving Age Expected Outcomes but some further work needed to ensure more PP pupils are reaching above Age Expected Outcomes in line with non-PP pupils.

| Summer 2022 | Actual |
|--------------------|---------------------------------|
| Year 2 Assessments | Age Expected/Above Age Expected |
| Key Stage 1 | Non-PP (PP – 25 pupils) |
| RWM | 85/27% (PP 56/4%) |
| Reading | 92/46% (PP 80/20%) |
| Writing | 88/32% (PP 60/12%) |
| Maths | 92/37% (PP 68/12%) |

- Whilst outcomes are higher than the National picture on all measures, KS1 pupils, and those in receipt of PP funding have been impacted significantly through the time of the pandemic and will continue to need significant support going into KS2 to close the gaps between PP and non-PP pupils.



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| Summer 2022 | Target | Actual |
|--|--------|--------|
| Year 2 Phonics Screening Re Checks | 100% | 100% |
| Year 1 Phonics Screening Checks | 97% | 94% |

| Summer 2022 | Target | Actual |
|---|--------|--------|
| Early Years Meeting the Early Learning Goals | 87% | 84% |



Externally provided programmes

| Programme | Provider |
|-------------------------------|-----------------------|
| Read, Write, Inc Phonics | Ruth Miskin |
| Oxford Reading Owl | Oxford Reading |
| New Group Reading Test (NGRT) | GL Assessment |
| PM Benchmarking | Scholastic |
| Lexia | Lexia Learning |
| Spelling Frame | Spellingframe |
| Maths Mastery | Ark Maths Mastery |
| Maths with Parents | Learning with Parents |
| Mathletics | 3P Learning |
| Times Table Rock Stars | Maths Circle Ltd |
| | |



Secondary challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Literacy and oracy to support with written and verbal communication. Recent reading age test data shows that there is a 6 month reading age gap between PP and NPP students |
| 2 | Numeracy to support with students being numerate. In the most recent baseline Maths test, there was an average gap of 8% between PP and NPP students in Yr7 and 12% for Yr8. |
| 3 | Social and cultural awareness to help students engage the wider world |
| 4 | Self-regulation to support students in making the right choices when reacting to situations |
| 5 | Staffing, resources and training to support adults in supporting students |
| 6 | Attendance: PP historically have lower attendance compared to their peers. This will have impact on academic progress |
| 7 | Home life: Having a school environment that is safe and well structured that can support PP students |

Secondary intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| High levels of progress in literacy for pupils eligible for PP | Students eligible for PP make progress in line with non pp students by the end of the year. This will be evidenced using English and Reading age assessments in June. |
| High levels of progress in pupils in numeracy for pupils eligible for PP | Students eligible for PP make progress in line with non pp students by the end of the year. This will be evidenced using Maths & Numeracy assessments in June. |



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|---|--|
| An increase in the progress and attainment of PP students | Outcomes to be above national average in all headline measures |
| High level of attendance for PP students | At least 96% attendance for PP students |



Secondary activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 77, 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Employment of a Maths teacher and a Maths teaching assistant. This will increase teacher pupil ratio and will give us the opportunity to reduce class sizes. | Reduced class sizes research shows the positive impact it can have on student progress. | 1 and 2 |
| Enrolment onto English and Maths mastery for KS3. Training will enhance the quality of teaching and curriculum planning. | <p>A study by the brilliant found that the English Mastery programme had a significant positive effect – equivalent to four months’ additional progress. Find the full report here.</p> <p>A Fischer Family Trust (FFT) Education Datalab impact report found conclusive evidence to show the Maths Mastery programme had a positive impact on helping to lift GCSE grades - equivalent to one month of additional progress. Find the full report here.</p> | 1 & 5 |
| Additional curriculum time for literacy | Additional curriculum time will allow for more time in the delivery of basic literacy. Following the English Mastery Curriculum, Yr7-9s have increased curriculum time on reading (1 period a week) to access strategies to improve literacy. | 1 |
| Develop metacognitive and self-regulation skills in all pupils through the | Teaching this metacognition strategy will help build pupils to become more independent learners. There is quite a | 1, 2, 5 & 7 |



| | | |
|--|--|----------------|
| use of low stakes testing and trackers | lot of strong evidence research that shows it can add up up to 7 months progress over the course of the year. Click here for more on the impact of metacognition and self-regulation. | |
| Targeted marking and feedback | The EEF has highlighted the effectiveness of precise feedback, indicating what pupils have done well and what they need to do to improve. There is quite a lot of strong research that shows it can add up to 6 months progress over the course of the year. Click here for more on the impact of targeted marking and feedback. | 1, 2, 4, 5 & 7 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 33, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group academic intervention in English, Maths and Science Achieved through engaging with the National Tutoring Programme. | The EEF has highlighted the effectiveness of small group intervention. There is quite a lot of strong research that shows it can add up to 4 months progress over the course of the year. Click here for more on the impact of small group intervention. | 1, 2 & 5 |
| Speech and language therapy and other oral language interventions | The EEF has highlighted the effectiveness of small group intervention. There is quite a lot of strong research that shows it can add up to 6 months progress over the course of the year. Click here for more on the impact of speech and language therapy. | 1 & 3 |



Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 161, 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Mental health support through Place2Be and ELSA | The DfE conducted a study on the impact COVID 19 has had on the mental health and wellbeing of young people – click here . Place2Be and ELSA provide a service that has seen a positive impact on the lives of you people nationally. | 3 & 5 |
| Access to enrichment and careers /university opportunities | Research conducted by Ofsted has led to an overhaul in what its core focus in evaluating the quality of education students receive. Introducing cultural capital strategies provides a level playing field when accessing the curriculum (academic and wider). | 3 |
| Recruitment of an attendance support officer and education welfare officer | The DfE produced a report outlining the impact attendance has on educational achievement - click here . Having additional staff will help ensure implementing strategies to improve attendance is manageable and actionable. | 6 |
| Increasing the capacity of pastoral leadership | Providing additional capacity in year groups for year groups with the most needs, will have a positive impact on the educational experience of PP students. This will be done by introducing deputy pastoral leaders. | All |

Secondary total budgeted cost: £ 277, 350



Part B: Secondary review of outcomes in the previous academic year

Secondary pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Yr11 21-22 GCSE Outcomes

The table below shows actual P8 outcomes for our school in 2019 against an estimated P8 generated by Ark internally using Ark school data and the prior attainment of our students. This will be updated once actual P8 outcomes are produced.

| P8 PP Gap | PP | NPP | Gap |
|-----------|-----|-----|-----|
| 2019 | 0.6 | 0.7 | 0.1 |
| 2022 | 1.2 | 1.5 | 0.3 |

- P8 has improved for both groups, however we have seen a wider gap between PP and NPP compared to 2019 (see table below).
- On average PP students were 1/3 of a grade below their peers. The biggest gaps this year are seen in the English bucket (0.33) and Ebacc bucket (0.36) with Maths not being too far from this (0.27). 4 students have had the biggest impact on P8 for PP students, having P8 scores less than -0.5.
- The common trend for these students is that their attendance is below 90%. 1 student in particular found it really challenging to be in lessons due to anxiety, the swift decision to arrange for her to work in our intervention room in the last weeks of Yr11 helped with her attending school. Removing their progress scores brings our PP P8 to 1.4.



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Current Yr10 21-22 EOY Outcomes

The table below shows the P8 outcomes at the start of the academic year for our current Yr11 against last years Yr11s.

| P8 PP Gap | PP | NPP | Gap |
|-----------|------|------|------|
| Yr11 2023 | 0.24 | 0.77 | 0.53 |
| Yr11 2022 | 0.10 | 0.33 | 0.23 |

- Although progress for our PP students is stronger than our previous cohort, the gap has widened

Attendance

| AV. Att/PA | PP% | NPP% | Gap |
|------------|-----------|-----------|---------|
| 21-22 | 94/15.8 | 95/10 | 1/5.8 |
| 20-21 | 93.8/18.8 | 95.4/10.2 | 1.6/8.6 |

- The attendance gap is much narrower compared to the previous year, so is our PA gap. The added admin support in recruiting an attendance officer has meant an increase in the level of rigour and precision in tracking and following up on attendance.

Literacy

Our students completed reading age assessments at the start and at the end of the year. The charts below show group analysis over time for all year groups. **Blue** are PP and **Red** are non PP.



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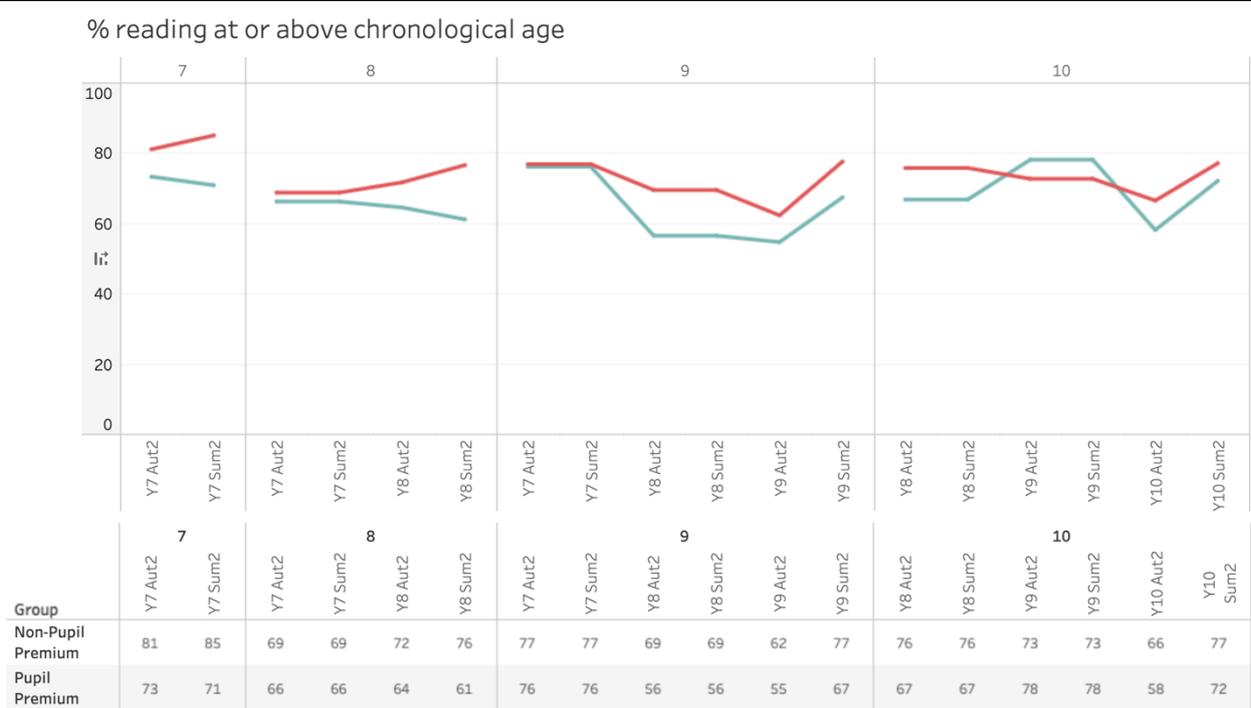
% reading 2 or more years below chronological age



- For the chart above, we see a narrowing comparing PP and NPP for Yr9. We also see a decline in the proportion of PP students that are 2 years below their chronological reading age
- In Yr8, we see an increase in the gap between PP and NPP. We also see an increase in the proportion of students that are 2 years below their chronological reading age



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- For Yr9+10 we see a sharp increase in the proportion of students at or above their chronological reading age. This shows a positive impact as a result of literacy strategies.
- The rate of improvement for PP students in Yr10 is faster compared to NPP students as indicated by the steepness of the line, narrowing the gap
- For Yr7+8 we see a reverse in outcomes. There is a decline in the number of PP students that are reading at or above their reading age.

Numeracy

The table below shows the average attainment of students after completing end of year exams in Maths.

| Average attainment | PP | NPP | Gap |
|--------------------|-----|-----|-----|
| 7 | 4.5 | 5.6 | 1.1 |
| 8 | 4.1 | 5.1 | 1.0 |
| 9 | 4.3 | 4.7 | 0.4 |



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| | | | |
|--|-----|-----|-----|
| 10 | 5.1 | 6.0 | 0.8 |
| <ul style="list-style-type: none">• The gap is narrower in Yr9.• We see a wider gap in attainment for Yr7+8• Across KS3, Yr7 are showing strong outcomes. This could be a result of 50% the year group coming from the primary. In addition to this, Yr7 started Maths mastery which is aligned to network assessments | | | |