

# Pupil premium strategy statement – Highfield South Farnham Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Greg West
Pupil premium lead	Emily Owen
Governor / Trustee lead	Sue Shoveller

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 118,190
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 118,190

# Part A: Pupil premium strategy plan

## Statement of intent

Highfield South Farnham School fosters the belief that that all young people have an entitlement to reach their potential regardless of their circumstances or the challenges they face. It is our mission to achieve this outcome through implementation of the following:

### Objectives:

- Use of a whole-school approach to tackling disadvantage, no matter the size of the cohort and this approach is deeply embedded into everything the school does.
- All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through Quality First Teaching, which enables needs and barriers to be identified, understood and overcome for all children as part of excellent provision.
- The intent is that all pupils, make accelerated progress and ultimately achieve their potential across all subject areas.
- A whole school understanding and awareness of the specific needs of all pupil premium children and additional resources, teaching and focus is used to meet the individual needs.
- A strong emphasis on staff development which facilitates quality teaching provision and benefits all children - especially the most disadvantaged.
- We aim to encourage, inspire and motivate all of our pupil premium pupils to develop a lifelong love of learning through the broad and balanced approach to teaching the curriculum and enrichment to maximise their cultural capital.
- Ensuring interventions and support are targeted to improve overall progress in all areas especially emotional development.
- Recognising that high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.
- Using a package of writing support to increase the percentage of children achieving expected or better.

### Strategies

The targeted and strategic use of pupil premium funding will support Highfield South Farnham in achieving our aim of helping all our pupils reaching their full potential across the school. To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their educational and emotional outcomes. We will achieve this through:

- Development of oracy skills and vocabulary which are key to closing the gap as they enable access to all aspects of curriculum material and content at all stages of school life and beyond. The ability to listen to verbal instructions, speak eloquently, articulate ideas and thoughts, collaborate with peers and have the confidence to express views are vital skills that support success in learning and life.
- Curriculum development and organisation is based on a clear understanding of cultural capital and educational reasoning which has high ambitions for all children
- Additional support for some disadvantaged children may be necessary and strategies such as focus teaching, targeted pre and post teaching and interventions may all be strategies used. Actions such as this will be measurable, targeted to need and time bonded.
- Engagement with families and the wider community through home school link worker outreach, supporting the management of the necessary environment in which children can grow and develop both at school and at home.
- Closing the attainment gap between our disadvantaged pupils and peers through creating packages of support which accelerate progress.
- Supporting and nurturing our children from armed forces families to cope with all of the challenges they may face.

## Challenges

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

Challenge number	Detail of challenge
1	Low attendance and punctuality issues are an issue and these can affect all support needed but especially access to accelerated learning needed to close the gap to the child's potential.
2	Access to interventions and time available for all groups/individuals can be restricted through poor punctuality and attendance. This in turn can restrict the access children have and limit progress.
3	Social and emotional needs and maximising access to ELSA support for vulnerable groups. Many families have a high level of need and access to emotional support may have a limited affect if attendance or punctuality is poor or access to the specialist support is limited due to volume of need
4	Low expectations of engagement / access of families and pupils: A proportion of families and pupils have poor social and emotional health/well-being. Therefore, fostering a positive attitude to learning, having a positive self-image, greater resilience (both inside and outside of the classroom) and increased emotional intelligence is critical to ensure that all our children are ready to learn.
5	Adequate time for staff professional development, access to training, timetabling and resource management. Ongoing training in school and resource issues can delay training for existing and new staff.

6	Engaging families requiring most support through home school liaisons and support packages, which aims to increase participation as many families have a poor engagement level with school and this can restrict the child's development of a positive relationship with learning.
7	Supporting attendance issues including absence due to medical or mental health challenges for children and families.

## 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
To ensure our whole school strategy is embedded into our local offer and understood by all school practitioners.	Equity evidenced in our local offer for all children. All practitioners including ECT/+1 and incoming staff can effectively differentiate learning for all groups of children, upskilled through high-quality PD.
<p>Improve the percentage of PP children achieving greater depth by the end of the year. Focus intervention on children who are identified through aspirational targets.</p> <p>Ensure high prior attaining pupils make good progress and to ensure maintained or better end of year attainment. At the end of the school year, they achieve greater depth in subjects identified as being higher achievers in.</p>	<p>Through teaching and feedback, we have promoted metacognition and self-regulation by all children. Metacognition project to continue 24-25.</p> <p>PP children have been included in additional teaching by highly experienced teachers.</p> <p>Half termly data and pupil progress meetings reflect improvement in 90% of PP children achieving expected or better by the end of the year.</p>
<p>Disadvantaged children who have been identified make accelerated progress:</p> <ul style="list-style-type: none"> <li>Improved Speech and Language skills across EYFS (leading to an improvement of PP children meeting GLD by the end of reception).</li> <li>Targeted children achieve expected standard in Year 1 phonics and Year 2 catch up.</li> <li>Improvement in PP outcomes in KS1 in reading, SPAG and writing.</li> </ul>	<p>Evidence based interventions including Talk Boost and Precision Teaching are being utilised throughout the school.</p> <p>These resources have been used well to impact as many children as possible. In year 1, targeted support for phonics and reading has raised attainment of PP children.</p> <p>Targeted children passed phonics screening by the end of Year 2.</p> <p>End of year data and pupil progress meetings reflect 90% of PP achieving age related expectations is in line with non-pupil premium data.</p>

<p>Use resources effectively to provide targeted additional support for PP children with SEN.</p>	<p>EYFS results July 2024 reflect an improvement of PP children meeting age related expectations- +22.3% above the national average.</p> <p>PP outcomes in KS1 reading and writing is in line with their peers.</p> <p>Increasing percentage of PP children achieving 100% in the year 4 times tables check.</p> <p>Increasing percentage of PP children achieving EXP in the year 6- KS2 SATs.</p>
<p>Use resources effectively to provide targeted additional support for PP children with SEN.</p> <p>School attendance rates to exceed that of the national average for primary schools (96%).</p> <p>Children from vulnerable groups better represented in school trips, enrichment visits and extra-curricular activities.</p> <p>Children from vulnerable groups make accelerated progress to close the gaps left from COVID-19 school closures.</p>	<p>Pupil progress meetings successfully impacting provision planning in all year groups.</p> <p>HSLW, SENDCo and assessment leads monitor data throughout the year – this data is to show children from vulnerable groups making accelerated progress.</p> <p>Attendance monitored regularly by HSLW, SENDCo, assessment leads and HT to ensure appropriate support is in place.</p> <p>Attendance for key children improved.</p>
<p>To support disadvantaged children to develop their social and emotional wellbeing so that they have increased confidence and resilience in all aspects of being a successful learner, communicator and citizen, both in and outside of school.</p>	<p>Increased participation in extra-curricular activities so that all eligible disadvantaged children who want to participate are given the opportunity to attend all school trips and organised activities which incur costs.</p> <p>Increase number of PP children participating in the Aspire extra-curricular activity.</p> <p>Increased participation of disadvantaged children in wrap around care in school.</p>

## Activity in this academic year

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

### Teaching

Budgeted cost: £84,725

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>- Extended mentoring process to be implemented using the SLT.</li> <li>- Rigorous School Effectiveness Programme to continue to support all staff through regular observations.</li> <li>- Implement ECF training and provide high quality CPD through our work as part of the academy</li> <li>- Monitor progress and identify any necessary support through termly pupil progress meetings and the staff appraisal process.</li> <li>- Continue to provide provision of Focus Groups and small group intervention from most experienced staff.</li> </ul>	<p>Disparity between attainment of PP and non PP children in average scaled scores.</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds ECF underpinned by strong evidence base as referenced in <a href="#">The Early Career Framework</a></p> <p>Using the Pupil Premium: guidance for school leaders (March 2022)</p>	1,2,3,4,5
<ul style="list-style-type: none"> <li>- Additional teachers providing focus group teaching and small group interventions across years 2, 3, 4, 5 and 6 from our most experienced staff.</li> </ul>	Supporting quality first teaching and targeting gaps in learning and a range of learning styles enabling greater than expected progress to close the gap	1,2,4,5
<ul style="list-style-type: none"> <li>- Rigorous School Effectiveness Programme to continue to support all staff through regular observations.</li> <li>- Monitor progress and identify any necessary support through termly pupil progress meetings and staff appraisal process.</li> <li>- Provide staff at all levels with high quality CPD (including facilitation and delivery of ECF and new NPQs).</li> <li>- Further support for CTs including training and</li> </ul>	<p>Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as being based on extensive research, being very low cost and high impact.</p> <p>EEF guidance report: Effective Professional Development Research from the NFER shows that a whole school ethos of high attainment for all pupils, high quality first teaching and meeting individual needs are the most effective ways to ensure</p>	1,2,3,4

coaching to implement strategies in the classroom to support more able students.	disadvantaged pupils achieve highly.  Using Pupil Premium: guidance for school leaders (March 2022)	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Mentoring and training by subject leaders to support class teachers in providing appropriate challenge and increasing EXS attainment levels.</li> <li>- Within Year 6, targeted support led by teachers/TAs to focus on high attaining pupils.</li> <li>- Class teachers, during pupil progress meetings, to identify pupils who are expected to attain GDS at the end of Key Stage 2, adapting planning sequences where necessary.</li> <li>- Through focus teaching, targeted children below EXS to achieve EXS by the end of KS2</li> <li>- Train school staff on use of FFT Aspire to support data analysis.</li> <li>- SENDCo trained all staff to support with provision mapping, intervention tracking and target setting.</li> <li>- Data for vulnerable groups to be used to inform personalised learning programme throughout the school from new intervention tracking system.</li> <li>- Class teachers, during pupil progress meetings, to identify pupils who are expected to attain GDS at the end of Key Stage 2, adapting planning and support where necessary.</li> </ul>	<p>Research based interventions address specific needs.</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds.</p> <p>Intervening with pre and post teaching and personalised learning, will enhance access to the curriculum <i>EEF Teacher Feedback to Improve Pupil Learning.</i></p> <p>Using Pupil Premium: guidance for school leaders (September 2023)</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust, 2011).</p> <p>Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference <i>EEF Teacher Feedback to Improve Pupil Learning.</i></p>	1,2, 4, 5, 7

<ul style="list-style-type: none"> <li>- SENDCo and SLT to review provision half termly and feedback to staff.</li> <li>- SENDCo, assessment leads, HSLW and HT to review attendance and feedback to year leaders and support to ensure appropriate support is in place.</li> <li>- In preparation for the year 4 times tables check. <i>24-25 – additional intervention groups implemented to support.</i></li> <li>- In preparation for end of year 1 phonics check, implement 1-1 and small group intervention using Little Leaps.</li> </ul>		
<ul style="list-style-type: none"> <li>- Train new school staff on use of FFT Aspire to support data analysis.</li> <li>- Monitor teachers' use of FFT through progress discussions.</li> <li>- Pupil progress meetings to be used in conjunction with school wide data analysis programme to identify needs and map provision effectively. Continue to refine the SLT impact in this process. SLT to attend year group meetings and continue to develop the SLT data review focusing on PP.</li> <li>- SENDCo and SLT to review provision half termly and feedback to year leaders.</li> <li>- Introduce a centralised personalised learning timetabling to allow SENDCo and SLT to better monitor the inclusion and attainment of vulnerable groups.</li> </ul>	<p>Research based interventions (e.g. Talk Boost, AcceleRead, AcceleWrite, Jump ahead, Precision Teaching etc.) address specific needs.</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust, 2011) Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference.</p> <p>EEF <i>Early Years Toolkit</i> socio-economic attainment gap will grow by 11% and 75% as result of school closures. Median estimate is that the gap will widen by 36%. This will more than re-verse the progress on narrowing the gap seen over the last decade. It is projected that the gap will widen most in maths and for younger children and the gap in language is likely to widen. The EEF reported that It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place.</p>	1, 4, 5

	(Educational Effective-ness Research) shows that small group tuition is effective due to greater feedback from the teacher, more sustained engagement in smaller groups and work which is more closely matched to learners' needs. guidance for school leaders (September 2023).	
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## Wider strategies

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>- Implement use of half termly analysis of PP engagement and opportunities to increase levels of engagement and opportunities</li> <li>- Review extra-curricular and enrichment engagement as part of termly pupil progress meetings.</li> <li>- Target opportunities based on the feedback from engagement tracker and pupil progress meetings</li> <li>- Encourage uptake for extra-curricular activities by class teachers and year leaders.</li> <li>- Opportunities for enrichment made available to children eligible for PP especially those who are more able.</li> <li>- Investigate reasons for children not attending school trips especially residential to enable the school to subsidise where necessary.</li> <li>- Individual invites for enrichment opportunities, clubs and intervention and follow up from CTs, HSLW, SLT and SENDCo.</li> </ul>	<p>EEF Guide to pupil premium</p> <p>Increased levels of vulnerable pupils and the impact of economic hardships within our families</p> <p>Measured increase of applications of food bank and uniform requests</p> <p>HSLW to assess the need for financial support for residential and school trips/visitors and clubs. Follow this up with funding applications over and above PP funding to support as needed</p>	1,2, 3, 4, 6, 7
<ul style="list-style-type: none"> <li>- Rigorous programme of personalised learning to include ELSA.</li> <li>- Review social and emotional needs in meetings each week.</li> <li>- SENDCo to monitor ELSA uptake.</li> <li>- Individual invites for enrichment opportunities, clubs and intervention and</li> </ul>	<p>Research based interventions address specific needs</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p>	1, 2, 3, 4, 5

<p>follow up from CTs, HSLW, SLT and SENDCo.</p> <ul style="list-style-type: none"> <li>- Teaching Assistants to complete training including TA development programme with Anspear (teaching school hub) which covers elements of engagement and emotional support.</li> <li>- SENDCo training program though TA meetings weekly to cover interventions and emotional regulation support.</li> <li>- Support parents with their own subject knowledge so they can better support their children at home (through enhanced provision of parent workshops and information videos).</li> </ul>	<p>ELSA support as needed following initial assessment of need from DSL</p> <p>Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the differences and gaps in learning</p> <p>EEF Guidance: Improving Social And Emotional Learning In Primary Schools</p> <p>Using Pupil Premium: guidance for school leaders (March 2022)</p>	
<ul style="list-style-type: none"> <li>- Share attendance data with all staff and utilise CPOMs to monitor attendance and record intervention to continue (addition of EBSNA tag)</li> <li>- Attendance officer, SENDCo, assessment leads and HT to ensure appropriate support is in place.</li> <li>- Staff to be trained in EBSNA and trauma informed practise to identify need and continue to support children with attendance.</li> </ul>	<p>Working together to im-prove school attendance (DfE, September 2024)</p>	<p>7, 2</p>

**Total budgeted cost: £118,190**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<p>Improve the % of PP children achieving age related expectations by the end of the year. Focus adult intervention on children who are identified through aspirational KS2 targets.</p> <p>From their starting point, ensure high prior attaining pupils make good progress and to ensure maintained or better end of year attainment. At the end of the school year, they achieve greater depth in subjects identified as being higher achievers in.</p>	<p>Through teaching and feedback, we have promoted the interest levels and engagement of reluctant readers through Rapid Readers reading scheme and little leaps. We have ensured staff carry out this intervention regularly to maximise progress.</p> <p>PP children have been included in these additional groups taught by highly experienced staff members – this has prevented these children from falling further behind.</p> <p>Coaching and in-class support has improved teacher’s confidence in supporting the more able.</p> <p>Half termly data and pupil progress meetings reflect improvement in % of PP children achieving at least age-related expectations by the end of the year.</p>
<p>Disadvantaged children who have been identified make accelerated progress. % of PP achieving in line/ exceeds non-pupil premium data.</p> <p>Improved Speech and Language skills across EYFS (leading to an improvement of PP children meeting by the end of reception).</p> <p>Targeted children achieve expected standard in Year 1 phonics and Year 2 catch up.</p> <p>Improvement in PP outcomes in KS1 writing.</p> <p>Use resources effectively to provide targeted additional support for PP children with SEN.</p>	<p>Evidence based interventions including Precision Teaching, have been introduced throughout the school. These resources have been used well to impact as many children as possible. In year 1, targeted support for phonics and reading has raised attainment of PP children. End of year data and pupil progress meetings reflect a greater % of PP achieving age related expectations. EYFS results July 2024 reflect an improvement of PP children meeting at least age-related expectations</p> <p>PP outcomes in KS1 Writing improving well with a good level of progress made or better</p>

<p>Use resources effectively to provide targeted additional support for PP children with SEN.</p> <p>School attendance rates to exceed that of the national average for primary schools (96%). Children from vulnerable groups better represented in school trips, enrichment visits and extra-curricular activities.</p>	<p>Pupil progress meetings formalised. SENDCo and assessment leads have monitored data throughout the year – this data has shown children from vulnerable groups making accelerated progress to close the existing gaps.</p> <p>Home school link worker and senior school leaders making contact with families to improve the attendance and punctuality rates building positive relationships and improving the levels of engagement and attitude to learning</p>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>Many service pupil premium children were identified as core, capable of reaching EXS with extra intervention. Therefore, we allocated funds to focus group teaching and interventions.</p> <p>Aspire sports academy also invited service PP children to develop teamwork, sporting abilities and gross motor skills with no cost to the families.</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>Increased EXS and value added for service children.</p>

## Further information (optional)

The range of provision:

- *Achievement and standards.* We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations. Where appropriate, we will also use the resources to target GD children with PP to help them exceed age-related expectations.
- *Learning support.* We will enable children fully to access learning and accelerate progress where there are specific barriers other than identified SEN.
- *Pastoral support.* We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning opportunities and access support.
- *Extra-curricular and enrichment provision.* This may include:
  - Small group literacy/numeracy support.
  - Use of ELSA support groups.
  - Support for enrichment activities and educational visits.
  - Use of specialist learning software.
  - *Links with parents.* We hope to develop parental engagement and aspirations.
  - *External services.* Where the need arises, we may use pupil premium funding to buy in additional welfare services to support these children and their families.

**What is available for children with pupil premium at Highfield South Farnham School?**

<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Quality first teaching through teaching and feedback, including metacognition and self-regulation by children, additional group teaching by highly experienced teachers.	Disparity between attainment of PP and non PP children in average scaled scores.  Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)	All teachers following the school teaching and learning policy.  Most experienced outstanding teachers planning and delivering additional focus groups.  Book scrutinies.  School Effectiveness programme.	SLT

	Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as being based on extensive research, being very low cost and high impact.	Data analysis (including vulnerable groups)	
Additional 1-1 Support  Evidence-based interventions  Focus group teaching by highly experienced teachers  Rigorous programme of personalised learning to include ELSA interventions	Research based interventions (e.g. AcceleRead, Accel-eWrite, Jump ahead, Precision Teaching etc.) address specific needs.  Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust, 2011).  Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference	Pre and post testing to analyse the impact of every intervention.  Personalised learning in place.  Focus group daily feedback.  Quality training for support staff.  School effectiveness schedule.  Weekly health checks .  SENDCo to discuss key children and interventions with ELSA.  Train additional ELSA.	SENDCo , SLT
Assessment lead and SENDCo continually review PP provision and outcomes against success criteria identified in this document	Assessment lead and SENDCo work with HSLW and SLT to ensure a cohesive approach to PP provision and delivery of PP strategy.	SENDCo has robust PP register to work with SLT to identify, select and review targeted PP pupils	Assessment leads, SLT and SENDCo

Review provision mapping document to include data and provision in one place.	Less experienced staff have required support in applying data to design interventions.	Pupil progress meetings completed termly.	
Senior Leaders meet regularly to discuss attendance and review support in place for individuals.  Attendance awards.  Continual support and modification of strategies with HSLW if necessary.	<i>'a child who is absent a day of school per week misses an equivalent of two years of their school life</i>  <i>90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all'</i> <i>(Hants.gov.uk)</i>  <i>"Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on absence before the problem escalates" (Nick Gibb</i>	Continual monitoring of attendance data including vulnerable children.	Senior Leaders and HSLW
Encourage uptake for extra-curricular	Extra-curricular clubs have been seen to improve children's self-	Continual monitoring of attendance in extra- curricular and	CT  Subject leaders

<p>activities by class teachers and SLT.</p> <p>Opportunities for enrichment made available to children eligible for PP especially those who are more able.</p> <p>Investigate reasons for children not attending school trips especially residential to enable the school to subsidise where necessary.</p>	<p>esteem and attainment.</p> <p>It is important that all children have access to entire rich experience of our school.</p>	<p>enrichment activities with a focus on vulnerable groups.</p> <p>Funding provided where necessary.</p> <p>Opportunities for children eligible for PP evidenced in the SDP.</p> <p>Continual communication with parents to ensure they are aware of the opportunities for their children.</p>	<p>HT</p> <p>SLT</p> <p>HSLW</p>
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