

Pupil Premium allocation, spending and impact at King's Oak Academy – September 2016

Raising the attainment of disadvantaged learners

One of my key foci in my new role as 'Assistant Principal – Outcomes' will be closing the attainment 'gap' between disadvantaged children and their peers. It must be acknowledged that currently disadvantaged students are leaving the academy (as with many schools and academies) with lower attainment, and therefore opportunities, as children from more affluent backgrounds. This is something that we must, as educationalists, change.

Leaders have taken time to identify the barriers to the attainment and progress of disadvantaged students. Below is an outline of those barriers:

- **Teaching and learning** – The academy has introduced a developmental teaching programme, where teachers will focus on developing their teaching to support the attainment and progress of all students including disadvantaged. Investment in developing teachers as coaches and a CPD programme which is centred around closing the gaps in teacher's pedagogy and practice.
- **Ethos and culture**– Students whose behaviour is a barrier to learning will be supported by pastoral and phase leaders. This team will work closely with all parents and engage them as partners in their child's education.
- **Attendance** – the overall attendance including attendance of disadvantaged students is low. Students who are absent are not catching up with the work they have missed and are falling further behind.
- **Transition** – Early intervention in the transition phase to support students who are falling behind to make progress or be in line with their peers at the start of secondary school. Ensuring all students particularly those in year 10/11 are inspired and informed to pursue further educational opportunities after GCSEs.
- **Interventions** – in order to support all students including disadvantaged students, a large investment is placed upon supporting students with 1-1, small group literacy and numeracy sessions so they can effectively access the learning in the classroom. Also supporting students whose social and emotional well-being is a barrier to learning is extremely important.

We have carefully allocated our funding to other areas of the academy to ensure that our disadvantaged students will attain in line with our non-disadvantaged students on new government accountability measures. Further details of this funding are detailed below:

Number of pupils and pupil premium grant received September 2015 - August 2016	
Number eligible for pupil premium	221 @ £941 per pupil
Total Pupil Premium	£208,175
Total plan expenditure	£236,314
Expenditure over PP received	£28,139

Outcomes of year 11 Disadvantaged students 2016-17

	Nat Av.		2016			2017	
		No.	Grade.	P8	No.	Grade.	P8
All	62%	91	47.0%	-0.39	94	58.5% ↑	-0.23 ↑
PP	43%	33	36.0%	-0.75	31	48.4% ↑	-0.51 ↑
Non PP	70%	58	53.0%	-0.1	63	63.5% ↑	-0.09 ↑
Internal Gap			-17%	-0.65		-15.1% ↑	-0.42 ↑
National comparison	33%		-34%	-0.75		-21.6% ↑	-0.51 ↑

		Nat Av.	2016		2017	
			No.	Grade.	No.	Grade.
Best Eng 9-4	All	74%	91	63.0%	94	71.3% ↑
	PP	58%	33	48.0%	31	61.3% ↑
	Non PP	80%	58		63	76.2% ↑
		Nat Av.	2016		2017	
			No.	Grade.	No.	Grade.
Best Maths 9-4	All	68%	91	63.0%	94	69.1% ↑
	PP	50%	33	57.0%	31	58.1% ↑
	Non PP	75%	58		63	74.6% ↑

1. Teaching and learning; ensuring that the day to day teaching meets the needs of all learners, especially the most vulnerable					
Areas of spend	Cost	Description of intervention	Intended Impact	How the impact is to be measured	Impact of intervention (further evidence to follow by summer 2017)
MINTCLASS	£1800	MINTCLASS allows all teachers to identify the pupil premium students in their classes. This then allows us to detail the individual support that students receive in the classroom.	Ensuring that the seating plan is having impact in the classroom Monitoring the attainment of PP students in individual assessments, intervening where required.	Monitoring the attainment of PP students in school headline/subject and teachers assessments.	So far this has saved teachers time on producing seating plans, meaning that they can focus on strategies of improving in class support for all children including pupil premium. This allows teachers to differentiate and target key groups of students in the classroom thus helping them make progress
PiXL membership	£3150 (total cost)	PiXL is supporting us in strategies for raising attainment in year 11, particularly that of disadvantaged students.	Departments will develop and improve their approach to raising attainment by using PiXL strategies.	Audit of PiXL strategies being used to raise attainment and match those with impact on student outcomes.	Overall PP performance has improved across a range of subjects who are using the PiXL approach. See appendix 1.1 for details
Show my Homework and Homework club	£2766	Homework club is funded to ensure that all children improve the submission of homework. We arrange for key disadvantaged children to attend on a regular basis. SMHW will help students to organise the completion of their homework and it will allow their parents to engage in homework. Sutton Trust :Homework +5months	SMHW/homework club will help students to complete their homework. It will also enable students to catch up on work missed and provide parents with information on home learning.	To analyse the impact of SMHW/homework club attendance on outcomes. Also look at individual case studies. Parent and student voice.	PP attendance to homework club is consistently high. Further evidence needs to be gathered to support its overall impact.
Whole school CPD focussed upon developing and improving teaching and learning	£0	We need to improve the consistency across the academy in these areas. It must be noted that we have many excellent classroom practitioners who are asked to lead these sessions. With the new developmental teaching model, which will aim to effectively diagnose the weak areas of teaching and encourage teachers to commit to improving their overall practice.	Quality first Teaching and Learning is effectively supporting the progress of all learners and closing the gaps in attainment between disadvantaged and non- disadvantaged students.	To evaluate the impact of CPD actions in subject/teacher outcomes with all student including disadvantaged as the year progresses. This will be seen in overall outcomes and department and teacher improvement plans.	

2. Ethos and culture					
Areas of spend	Cost	Description of intervention	Intended Impact	How the impact is to be measured	Impact of intervention (further evidence to follow by summer 2017)
House system	80% contribution for Heads of House @ £143,865	<p>The house system and vertical tutor groups offer a supportive environment for disadvantaged students</p> <p>We have changed the remit of heads of house to focus on academic achievement for individual students.</p> <p>Altered line management of heads of house will ensure a focus on attainment. Line management meetings will include a forensic look at pupil premium students.</p> <p>Sutton Trust: Social and emotional learning +4 months, mentoring +1 month</p>	<p>Improvement in the following areas:</p> <ul style="list-style-type: none"> - Outcomes of disadvantaged students - Attendance - Behaviour 	<p>Impact will be measured across the year in the following ways:</p> <ul style="list-style-type: none"> - Outcomes of disadvantaged students - Attendance - Behaviour points <p>Evidence of successful casework from Heads of House.</p>	<p>Although PP attendance has improved overall by 2%. Attendance of PP students remains an area for improvement in year 9, 10 and 11. Persistent absence of PP students requires improvement.</p>
Aspirational assemblies	£1200	<p>House assemblies drive no excuse ethos whilst Phase assemblies focus on motivation and aspiration. In addition we acquired the services of a motivational speaker and mentor to work with Year 11 and a group of pupil premium students around raising their aspirations, self- esteem and preparation for exams.</p>	<p>Reduction in the number of students who are NEET. Progress on pupil outcomes particularly pupil premium students.</p>	<p>Review destinations data termly and at the end of the year.</p>	<p>See destinations data in section 5.</p>
Parental engagement drive	60% contribution towards admin support £250	<p>Parents are invited in on a regular basis. These meetings are as follows:</p> <p>SSP – an academic focussed meeting chaired by the phase leader</p> <p>BSP – a behaviour focussed meeting chaired by the house leader</p> <p>Attendance meetings – chaired by the house leader</p>	<p>An increased engagement from parents of disadvantaged students in attending key meetings to support their child's progress in school.</p>	<p>Parent voice and evidence of successful engagement with parents of disadvantaged students where progress in outcomes, behaviour or attendance is seen. Also review of attendance at parents evening.</p>	<p>Attendance at parent's evenings is on average 82%.</p> <p>Year 7 – 95%</p> <p>Year 8 – 65%</p> <p>Year 9 – 90%</p> <p>Year 10 – 72%</p> <p>Year 11 – 89%</p> <p>The engagement of parents of year 11 in particular at parents evening and academic mentoring meetings have contributed to the improvement of PP attainment.</p>

3. Transition						
Areas of spend	Action	Cost	Description of intervention	Intended impact	How the impact is to be measured	Impact of intervention (further evidence to follow by summer 2017)
Year 6 to 7 transition	Additional visits for more vulnerable	£0	Students confident about move to KOA, very strong transfer of information so that individual strengths and needs are known and can be addressed.			Students that had extra visits are already settled into the academy as recognised through student voice.
	Summer School targeted at Pupil Premium students	£2,500 (resources) £2000 (staffing)	Conversations with primary colleagues, students and parents identify individual barriers so that students can hit the ground running. PRE-CAF/change tracker for all pupil premium students, key barriers shared with all staff. Parents are invited in during term 6. Invite students with low literacy and numeracy scores for additional transition days in the summer. Sutton Trust: small group tuition +4 months, summer schools +3months	100% students said they were looking forward to starting secondary school. 100% of students and parents found the transition days helpful and enjoyable. 100% of students involved in the additional days with a focus on boosting their literacy and numeracy.	Student voice Parent voice Literacy and numeracy assessment data.	Students at summer school gave excellent feedback about their experiences. 100% of students suggested that they were more confident since the start of the week, and 100% said they were looking forward to starting secondary school. More details of this impact can be found on the year 7 catch-up funding.
Year 11 to Post 16	Individual Post 16 interviews	£0	Students make informed choices Post 16 and are encouraged to be aspirational in those choices. Aim for no students to become NEET 1 year after leaving	100% of students eligible for pupil premium funding have destinations secured in further education or training (2016 – 17).	Destinations data	At the end of the 2016-17 academic year all PP students secured a place in further education or training. We also saw a higher percentage of PP students (6% increase) securing level 2/3 courses. See appendix 1.1 for breakdown
	SSG transfer of information to Post 16 staff		More vulnerable students are known to Post 16 staff so that additional support can be put in place			
	Careers Advisor	£2800	Disadvantaged students in years 10 and 11 all have access to bespoke careers interviews. Sutton Trust: Mentoring + 1 month			

4. Attendance					
Areas of spend	Cost	Description of intervention	Intended Impact	How the impact is to be measured	Impact of intervention (further evidence to follow by summer 2017)
EWO working closely with Heads of House, Pastoral Student Support and Attendance Officer to ensure appropriate action when attendance falls below 94%	60% contribution towards EWO and towards Pastoral Student Support and Attendance Officer salary EWO @ £5616 Attendance officer @ £9244 Pastoral Student Support @ £7474	EWO is invited in for fortnightly meetings. They would also support with individual cases, including home visits. Sutton Trust: Mentoring + 1 month	Improvement of the school's overall attendance and close the gap in attendance between disadvantaged and non-disadvantaged students.	Attendance data and tracking	Removed from plan after term 3 as this was not having the impact required. The money was redirected to support the development of the SEED (alternative education programme for disaffected students)
Inclusion Manager	80% contribution towards Inclusion Manager support £800	We use the inclusion manager in advice situations in difficult cases, as well as supporting high level meetings.		Persistent absence and exclusions data	Exclusion of pupil premium students have reduced by 33% compared to the previous year.
Attendance target on PM of Heads of House	£0	Maintained focus on attendance		House attendance data for disadvantaged students and individual case studies.	Attendance of PP is still low and requires improvement
Tutor group and House focus on attendance	£0	Sense of competition and a shared responsibility			Attendance of PP is still low and requires improvement

5. Interventions						
Areas of spend	Action	Cost	Description of intervention	Intended Impact	How the impact is to be measured.	Impact of intervention (further evidence to follow by summer 2017)
Inclusion hub		£28,707	To re-integrate students with behaviour concerns to classes post seclusion or exclusion. Pupils will receive 1-1 or small group mentoring. Sutton Trust: Behaviour Interventions + 4 months	Improve the engagement and progress of students by reducing the amount of time lost to exclusions.	Exclusion data and individual case studies.	Exclusion of pupil premium students have reduced by 33% compared to the previous year.
Support hub		Staffing cost as above	1-1 and small group support for students who are struggling academically. Sutton Trust: Small Group + 4months, one-to-one +5 months	Closing the gaps in pupil's progress in learning.	SEN and PP data tracking for students accessing this support. Student voice	Individual case students show the positive impact of the support hub has had on the more vulnerable students who access it. Improvement of behaviour logs for supported students, and increased engagement in education.
Seclusion			Alternative to exclusion		FTE exclusion data for all students including PP.	
More vulnerable learners targeted for GCSE intervention	CLF intervention	£0	CLF leads in English and Mathematics give in-class support.	The improvement of year 11 outcomes and for disadvantaged students meaning that the gap is closing.	Headline and subject analysis for year 11 outcomes.	See headline data for impact
	After school sessions	£0	Many after school sessions are offered (particularly for Year 11) where disadvantaged student attendance is targeted.			
	Easter and half term revision	20% contribution to cost @£500	We run a focussed revision session in school holidays for Year 11 students.			
	Tutor time intervention	£0				
	SLT in key lessons	£0	Mathematics and English leads give extra support to Year 11 disadvantaged students during tutor time.			

Whole school literacy focus	LEXIA	£3642	High profile, literacy levels improved. All students read	Lexia will contribute to the literacy progress of all students including disadvantaged.	Lexia tracking and monitoring by all English teachers. Report from Head of key stage 3 English.	In the case of our current Year 10s and 9s, the progress of our pupil premium students is on a par with the rest of the cohort. In year 8 pupil premium girls performed much better than boys, girls improving standard score by 5.2. Overall year 7 student's performance was disappointing and requires improvement. See appendix 1.1 for full Lexia report.
Thrive		£5000	Identifying and improving the emotional and social barriers to students' engagement in the classroom and with peers. Setting up a Thrive space and training staff to facilitate this intervention in an all through academy. Sutton Trust: Behaviour Interventions + 4 months	Thrive will enable students to overcome the social and emotional barriers to their engagement with learning and build positive relationships with others.	Thrive progress reports for individual students in both the Acorn and Secondary. Case studies for individual students, which also looks at the impact on attendance, behaviour and student outcomes.	Thrive has had a positive impact on the group of students who have been accessing it and this is evident from the number of Case studies. See appendix 1.1 for more details on impact
Academic Intervention – effective tracking programme (Phase leaders)		£3000	Funding has been reserved for academic intervention. As yet, this funding has not been allocated as we will use data analysis throughout the year to determine where it should be used. Sutton Trust: Small group tuition + 4 months, reduced class size +3months and one to one tuition +5months	Outcomes of PP students in Key Stage 3 and 4 are improving and the gap is closing.	KS3 and 4 Headline and subject data.	High 5 sessions – Half term holiday programme and academic mentoring have supported the improvements in attainment of pupil premium students. 84% of PP students improved their overall Maths and English grade. 42% secured a grade 5 (strong pass) or above in English and 63.9% secured a grade 4 (pass) or above. 32% secured a grade 5 or above in Maths and 58% a grade 4 or above.

Appendix 1.1

2016/17 attainment increases in subject s applying the PiXL approach

Qualification Name	PP	2016 A*-C %	2017 A*-C %	
Science Biology	T	75	100	↑
Science Chemistry	T	75	83.3	↑
Science Core	T	22.2	34.8	↑
Geography	T	28.6	50	↑
DT Product Design	T	33.3	50	↑
Drama	T	50	66.7	↑
English (9-4)	T	48.0%	61.3%	↑
Maths (9-4)	T	57.0%	58.1%	↑

2016/17

Destinations

	No.	Neet	L1	L2	L3	PP Totals
HAP	32			2	30 (6)	6
MAP	56		6 (3)	12 (7)	40 (9)	19
LAP	10	1	5 (4)	2(2)	2	6
Totals	98	4	4	23	68	31

Lexia Impact analysis

In the case of our current Year 10s and 9s, all of these strands of intervention will have impacted on performance on the Suffolk Reading Scales. It can be seen from table 1 below that our students are more or less maintaining their relative performance over time, and that the progress of our pupil premium students is on a par with the rest of the cohort.

Year 9 2016 -7

BD	BE	BF	BG	BH	BI	BJ	BK	BL
Diagnostic Spelling Y9 Yr09	Diagnostic Spelling Y10 Yr10	Diagnostic Spelling Y11 Yr11	Annual gain (EOY7-SOY7) in Months	Annual gain (EOY8-EOY7) in Months	Annual gain (EOY9-EOY8) in Months	Overall gain (EOY9-SOY7) in Months	Change in SS SSEOY9 - SSSOY7	
(3)	(3)	(3)						
None	Whole cohort count		119	123	107	99	96	
None	Whole cohort average gain		8.5	12.3	6.2	27.7	-2.6	
Gender=M	Filtered Count		42	43	37	36	34	
Gender=M	Filtered Average		8.3	11.2	6.6	26.3	-3.5	
Gender=F	Filtered Count		77	80	70	63	62	
Gender=F	Filtered Average		8.6	12.9	6.0	28.5	-2.1	
Pupil Premium=Yes	Filtered Count		44	44	32	30	29	
Pupil Premium=Yes	Filtered Average gain		5.2	12.7	9.0	27.5	-3.8	
Pupil Premium=No	Filtered Count		75	79	75	69	67	
Pupil Premium=No	Filtered Average		10.4	12.1	5.0	27.8	-2.1	
Gender=M; PP=Yes	Filtered Count		13	13	11	10	10	
Gender=M; PP=Yes	Filtered Average		8.4	8.5	12.8	28.2	-3.7	
Gender=F; PP=Yes	Filtered Count		31	31	21	20	19	
Gender=F; PP=Yes	Filtered Average		3.9	14.4	7.0	27.2	-3.8	

Table 1 Results for Y9 2016 following three years of literacy intervention

Over KS3, Y9 2016-7 made an overall average gain in reading age of 27.7 months ; girls 28.5 months and boys 26.3 months. There was no significant difference between the progress made by Pupil Premium students (average gain 27.5 months) and non-pupil premium students (average gain 27.8 months). Pupil premium boys out-performed non-pupil premium boys, improving their reading age by an average of 28.2 months compared to 26.3 months for non-pupil premium boys. Pupil premium girls were very close to the cohort average of 27.7 months with a gain of 27.2 months.

Our school has a high deprivation factor, and as such it is not surprising to see a very slight slippage in terms of overall standard scores by 2.6 points over the three years of Key Stage 3. Prior to these interventions it was not uncommon to see our less able students slip from standard scores around the low average range of 85-90 into the well below average range around SS 82 -3.

A glance at the Table 1 reveals that for both pupil premium and non-pupil premium students maximum gains are made in Y8 with the exception of pupil premium boys who peak in terms of gains at the end of year 9. Overall the figures for the third year of intervention are lower for a variety of reasons. There is a drastic reduction in the use of Lexia in Years 9 due to competing curricular demands. Secondly it has been established that rate growth in reading age declines as students approach a reading age of 16. By this point basic reading skills have been mastered and any further

growth is in vocabulary and higher order metacognitive skills. The Suffolk Reading Scales have a ceiling of 16 years

Year 8 2016 -7

Filter applied		Change in SS (EOY8 - SOY7)
None	Whole cohort count	117
None	Whole cohort average gain	-0.6
Gender=M	Filtered Count	55
Gender=M	Filtered Average	-2.1
Gender=F	Filtered Count	62
Gender=F	Filtered Average	0.7
Pupil Premium=Yes	Filtered Count	33
Pupil Premium=Yes	Filtered Average gain	1.1
Pupil Premium=No	Filtered Count	84
Pupil Premium=No	Filtered Average	-1.3
Gender=M; PP=Yes	Filtered Count	14
Gender=M; PP=Yes	Filtered Average	-4.5
Gender=F; PP=Yes	Filtered Count	19
Gender=F; PP=Yes	Filtered Average	5.2

Table 2 Results for Y8 following two years of intervention

Overall Year 8 2016–7 maintained their performance in terms of standard score, slipping less than a single point over Years 7 – 8. Within this, girls performed overall slightly better than boys, and non-pupil premium students slightly better than pupil premium. Within the pupil premium subgroup girls performed much better than boys, girls improving standard score by 5.2 boys slipping by 4.5.

A word of caution should be issued in interpreting data generated by such small groups. It should be noted however that in this group of 14 pupil premium boys, there were some of our most disaffected students whose scores in both absolute and relative terms have declined sharply over the two years they have been with us. Their poor scores at EOY8 are as likely to be due to poor application to the task at the point of assessment, combined with lack of engagement with interventions over the year. Out of the 14 male pupil premium students there are a further 5 students with specific learning difficulties who, whilst making progress, do so more slowly.

Y7 2016-7

Filter applied		Change in SS (EOY7 - SOY7)
None	Whole cohort count	123
None	Whole cohort average gain	-3.5
Gender=M	Filtered Count	67
Gender=M	Filtered Average	-0.8
Gender=F	Filtered Count	56
Gender=F	Filtered Average	-6.6
Pupil Premium=Yes	Filtered Count	47
Pupil Premium=Yes	Filtered Average gain	-5.1
Pupil Premium=No	Filtered Count	76
Pupil Premium=No	Filtered Average	-2.4
Gender=M; PP=Yes	Filtered Count	29
Gender=M; PP=Yes	Filtered Average	-3.3
Gender=F; PP=Yes	Filtered Count	18
Gender=F; PP=Yes	Filtered Average	-7.9

Table 3 Results for Y7 2016-7 after 1 year of intervention

The results for Y7 2016 are disappointing, the whole cohort slipping by 3.5 standard scores. This was a year when there was an increased use of non-subject specialists in English together with long-term sickness and use of cover teachers. There was little time on anyone's part to intervene with students struggling on Lexia. The girls in this cohort are markedly weaker than the boys and this needs closer scrutiny. The difference may in part be explained by the fact that there are some exceptionally able boys amongst the pupil premium students who made excellent use of the interventions

Action points

- Elimination of auto-placement error through tighter control of the conditions under which the placement test is taken, including checks on the working order of the technology and equipment involved, and that students understand how to use the interactive icons in the placement test.
- Increased exposure to Lexia by setting a prescribed number of minutes per week for homework
- Class teachers to become more actively involved with delivering intervention to individuals and groups of students struggling on the program, which may require additional staff training and effort.
- To move students more quickly through the early stages of the programme through timely intervention in relation to the early stage skills, and by by-passing a hefty unit on 'sight words' which takes a long time to complete and is not needed by the bulk of our non-dyslexic students, enabling them to reach the higher levels Lexia which are so valuable in terms of exposure to polysyllabic words and the morphemic structure and meaning of more advanced vocabulary.

Acorn (Primary) - Thrive report

We started Thrive in the academic year 2015/16. We screened all of our Reception children on entry and create a timetable for the children who were identified as having emotional and social needs. As a school we implemented the VRF approach to dealing with behaviour; all staff use a common framework of sentences. The implementation of the VRF approach has impacted on the de-escalation of behavioural incidents; behavioural incidents are dealt with calmly and the children begin regulating their behaviour much quicker. The individual children who were identified as needed small group or 1:1 Thrive session have made good progress through the Thrive stages. Below is the progress of the PP children who were identified as needed emotional intervention.

Child	Impact
A	Increased from 36% in doing to 55% in power and identity
B	Increased from 52% in doing to 90% in doing
C	Increased from 57% in doing to 79% in doing (additional needs are preventing further progress)
E	Screened at 68% in power and identity
F	Screened at 75% in power and identity

Secondary Thrive Report:

May 2016-October 2017:

Student	Target at Being	Patterns of behaviour	Overall impact	Baseline assessment 1	2	3
A	To signal when worried or anxious	Anger	2016/17 – 12.5 days exclusion Term 1 2017/18 – no Exclusions. Term 6 2016/17 - 30 behaviour incidents. Term 1 2017/18 - 10 behaviour incidents	Being 26%	Being 37%	
B	To feel safe	Fear	Socially more confident and attendance has improved by 10%	Being 22%	Being 75%	Doing 71%
C	To have a positive	Anxiety	Attendance improved by 11% and	Being 40%	Being 57%	

	Experience of being dependent		socially more confident			
D	To have a positive experience of being dependent	Anxiety	Increased confidence and joining in with House activities.	Being 19%	Being 25%	

High 5 Maths and English

Student Name	PP	EBacc Eng	Mock EBacc Eng	EBacc Mat	Mock EBacc Mat	High 5 Maths and English
	T	9	5	7	5	Y
	T	7	7	6	5	Y
	T	7	3	7	4	Y
	T	6	3	3	1	Y
	T	6	5	5	4	Y
	T	6	3	4	U	Y
	T	5	3	5	4	Y
	T	5	3	4	U	Y
	T	5	3	4	2	Y
	T	5	3	5	3	Y
	T	5	4	4	3	Y
	T	5	3	4	3	Y
	T	5	3	4	U	Y
	T	4	3	5	U	Y
	T	4	3	6	4	Y
	T	4	2	3	U	Y
	T	4	2	3	1	Y
	T	4	3	4	U	Y
	T	4	2	1	U	Y
	T	3	2	3	U	Y
	T	3	1	4	U	Y
	T	3	2	3	1	Y
	T	3	3	2	U	Y
	T	3	3	5	3	Y
	T	3	1	5	U	Y
	T	2	2	1	U	Y
	T	2	1	2	U	Y