

# naldic

*the national subject association for EAL*

National Association for Language Development in the Curriculum

A company limited by guarantee

## TRUSTEES' REPORT & FINANCIAL STATEMENTS

FOR THE YEAR ENDING 31<sup>ST</sup> AUGUST 2020

### REGISTERED ADDRESS

% Prof Victoria Murphy | Department of Education | University of Oxford | 15 Norham Gardens | Oxford | OX2 6PY

### CORRESPONDENCE ADDRESS

% Dr Yvonne Foley | Room B.04, Old Moray House | University of Edinburgh | Holyrood Road | Edinburgh | EH8 8AQ

NALDIC is a Registered Charity and Company Limited by Guarantee, registered in England and Wales  
Charity Registration No: 1110570 | Company Registration No 5159760

[www.naldic.org.uk](http://www.naldic.org.uk)

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# STRUCTURE, GOVERNANCE & MANAGEMENT

## GOVERNING DOCUMENT

Dating back to 1992, NALDIC (National Association for Language Development in the Curriculum) is the UK's national subject association for EAL. We are a charity and company limited by guarantee, registered with the Charities Commission on 26<sup>th</sup> July 2005 and Companies House on 21<sup>st</sup> May 2005. NALDIC is governed by its Memorandum and Articles of Association.

## TRUSTEES / DIRECTORS

The Trustees of the charity (who are also Directors of the company), are listed on page 2 and all served throughout this reporting year, except where shown. Trustees will "resign" at the end of their current term, unless they are re-elected to the Board of Trustees / Directors by NALDIC's membership.

NALDIC has 9 member-elected Trustees (Directors). The Board of Trustees / Directors, supported by co-opted experts, make up the Executive Committee.

Trustees / Directors are currently elected as follows:

- A call for nominations is circulated, with a role description, to members. To be put forward as a nominee, you must be a current member of NALDIC both at the time of nomination and any subsequent elections.
- The proposer and seconder must also be current members of NALDIC.
- If more nominations are received than positions, a vote of the membership will be held prior to the next Annual General Meeting (AGM).
- The candidates with the most votes will be put forward for ratification at the AGM.
- The Board appoints elected trustees / directors to roles within the organisation, including the Chair.

1/3 of trustees / directors, normally the three who have been the longest serving in their current term, must retire annually. Their term can be renewed upon re-election. The Board can also appoint trustees /directors throughout the year to fill any vacancies until the next election.

Electronic resources are provided to new trustees / directors as part of their induction, which also involves discussion of their role with the Chairs and/or relevant subcommittee Chairs.

## COMMITTEES

Responsibility for the management and strategic running of NALDIC lies with member-elected Board of Trustees / Directors, who lead the organisation with support from appointed co-opted members, as part of the NALDIC Executive, and part-time staff. Various aspects of NALDIC's work are also devolved to three subcommittees which consist of Executive Committee members as well as subcommittee co-optees:

- Business Development Committee
- Events Committee
- Publications Committee

## RISK MANAGEMENT

The trustees are aware of their duty to identify and review the risks to which the charity is exposed and to ensure that appropriate controls are in place to provide reasonable assurance against fraud and error.

## REFERENCE & ADMINISTRATIVE DETAILS

CHARITY / COMPANY NAME National Association for Language Development In the Curriculum  
CHARITY REGISTRATION NO 1110570  
COMPANY REGISTRATION NO 5159760

### REGISTERED ADDRESS

% Prof Victoria Murphy | Department of Education | University of Oxford | 15 Norham Gardens | Oxford | OX2 6PY

### CORRESPONDENCE ADDRESS

% Dr Yvonne Foley | Room B.04, Old Moray House | University of Edinburgh | Holyrood Road | Edinburgh | EH8 8AQ

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## EXECUTIVE COMMITTEE

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### TRUSTEES / DIRECTORS

Victoria Murphy	Chair
Hamish Chalmers	Vice-Chair; Editor, <i>ealjournal.org</i>
Robert Sharples	Vice-Chair
Nandhaka Pieris	Company Secretary
Paul Butcher	Treasurer
Dianne Excell	RIGs & SIGs Co-ordinator (Resigned on 16 <sup>th</sup> November 2019)
Naomi Flynn	Chair of Events Committee (Appointed on 16 <sup>th</sup> November 2019)
Yvonne Foley	Training Lead
Constant Leung	Chair of Publications Committee
Christina Richardson	Editor, <i>EAL Journal</i>

### CO-OPTED MEMBERS

Joanna Borysiak	
Tracey Costley	Conference Chair
Eowyn Crisfield	
Dianne Excell	RIGs & SIGs Coordinator
Lisa-Maria Müller	Interim Chair of Business Development Committee
Fiona Ranson	Deputy Editor, <i>EAL Journal</i>
Sally Zacharias	Membership

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## SUBCOMMITTEES

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### BUSINESS DEVELOPMENT COMMITTEE

Lisa-Maria Müller	Interim BDC Chair		
Lee Allan	Paul Butcher	Eowyn Crisfield	Nandhaka Pieris
Sally Zacharias	(Robert Sharples)		

### EVENTS COMMITTEE

Naomi Flynn	Events Committee Chair		
Paul Butcher	Joanna Borysiak	Tracey Costley	Eowyn Crisfield
Dianne Excell	Yvonne Foley	Victoria Murphy	Nandhaka Pieris

### PUBLICATIONS COMMITTEE

Constant Leung	Publications Committee Chair		
Joanna Borysiak	Hamish Chalmers	Elizabeth Chilton	Vicky Macleroy
Frank Monaghan	Lisa-Maria Müller	Paul Nancarrow	Nandhaka Pieris
Fiona Ranson	Christina Richardson	Manny Vazquez	

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# TRUSTEES' REPORT

## FOR YEAR ENDING 31<sup>ST</sup> AUGUST 2020

NALDIC's Board of Trustees/Directors, aims, objectives and activities run between our Annual General Meetings, held in November each year. This report, of the year 1<sup>st</sup> September 2019 to 31<sup>st</sup> August 2020, includes information from the relevant periods of NALDIC's 2018-2019 and 2019-2020 years.

### NALDIC's key priorities are:

**Priority 1: To continue to develop the professional field of EAL**

**Priority 2: To develop NALDIC's advocacy role on behalf of EAL/Bilingual learners and their teachers**

**Priority 3: To continue to define and develop effective provision for EAL learners and the role of languages in learning**

**Priority 4: To promote the role of bilingualism in education**

**Priority 5: To sustain NALDIC's role through investigating and developing new organisational models**

This annual report outlines the activities that have been undertaken during the year to address our priorities and key aims and describes the progress made in maintaining support for all working in the field of EAL.

### NALDIC's aims:

From November 2018, NALDIC's stated aims for 2018-2019 were to:

1. continue to review, develop and enhance content on our new website particularly with regard to content for members
2. further increase membership, building on significant progress made in 2017 responding pro-actively to the changing educational landscape and diversity in the types of membership requested.
3. support our regional interest groups and facilitate the establishment of new groups to ensure good national coverage.
4. build on the success of the *EAL Journal*
5. work with our sister organisations to ensure that the needs of EAL learners are recognised at national, regional and local levels.
6. further develop links between NALDIC and HEI ITT departments and programmes
7. strengthen our advocacy role
8. establish a working party to develop NALDIC's financial arm and build fundraising capacity

From November 2019, NALDIC's stated aims for 2019-2020 were to:

1. to build capacity in the executive committee to become a more effective organisation by:
  - a) increasing the numbers of co-optees with specific roles/responsibilities
  - b) increasing participation from the membership to contribute to sub-committees and projects
2. to develop publication materials which offer NALDIC position statements on key issues
3. to develop and implement more training and CPD-oriented events for NALDIC members and beyond
4. to enhance our role as advocates for EAL learners and teachers

### Priority 1: To continue to develop the professional field of EAL

**Expected outcomes: the continued promotion and awareness raising of EAL as a specialist curriculum subject area; of EAL as a distinctive pedagogic practice; and of the role of EAL specialist teachers and teaching assistants**

NALDIC's 27th Annual Conference, held at King's College London, explored "inclusive practices in multilingual classrooms". It was very well received, with evaluations commenting on the 'inspiring Keynote speakers' who 'nicely complemented each other'. There was a 'very welcoming atmosphere' and colleagues 'came away with lots of practical ideas and contacts'. Our Conference Report can be found in [EAL Journal Issue 11](#), whilst resources from the day and previous conferences can be found [here](#). Linked to the theme

of the conference and following on from the success and popularity of our EAL Coordinators' pamphlet, NALDIC Publications commissioned our new pamphlet "*Guide to working with EAL learners with special educational needs and disabilities (SEND)*", which was published in August 2020. It has been received enthusiastically by members who can continue to [access it online](#). This year's theme for both conference and the pamphlet was very well received by our members and delegates, who have commented that this is a theme they would be happy to revisit again in the future.

Our [Regional Interest Groups](#) have had another very active year, with all 11 having meetings. Prior to the nation going into lockdown, most had at least one meeting, and there have been 18 RIG meetings up and down the country throughout the reporting period. Meetings focused on topics as wide ranging as: good practice for new arrivals, the provision of whole-staff EAL training, the new Ofsted framework, EAL assessment, linguaphobia, monolingual discourses and culturally inclusive practices and parental engagement. Sadly, we have been unable to find a new convenor for South Wales and, during the year and the convenors of the South-West and Cumbria and North Lancashire RIGs found that they were no longer able to convene. On a more positive note, a new convenor at the University of Bristol volunteered to re-launch the South West RIG. Just before the conference, the South London RIG was successfully relaunched by colleagues at the Universities of Roehampton and Kingston. However, unfortunately, after just two meetings, co-convenor, Shiv Quinlan became too ill to continue and sadly died at the end of August. Our thoughts are with her husband and daughter as we thank her for her valuable support of NALDIC for many years. An obituary will appear in the Spring 2021 Edition of *EAL Journal*. After we all went into lockdown, the Oxfordshire RIG led the way by hosting our first online RIG meeting, which was very well attended. A re-recording of the main presentation by guest speaker Hamish Chalmers can be viewed on our YouTube channel [here](#). We are extremely grateful to Dianne Excell, our RIGs & SIGs Coordinator; Nandhaka Pieris, our Secretary who supported the RIG Zoom meetings; and all our convenors for their commitment to keeping our valued network going in a variety of ways through such challenging times. We appreciate that Covid restrictions and extra pressure on EAL practitioners has made the task considerably more difficult. Our two SIGs, the [NALDIC Independent Schools SIG](#) and [NALDIC British International Schools SIG](#), which grew from 71 to 98 and 79 to 103 members respectively, allow members around the world to network via Facebook. All details of NALDIC's RIGs and SIGs can be found on our [website](#) including contact details and [dates](#) of future meetings. The new BAAL (British Association for Applied Linguistics) Research SIG, called the "EAL Research Network", held a successful first meeting over the summer. It is now developing a programme of events for the 2019-20 academic year.

Although much reduced this year, NALDIC has continued to be represented by committee members at a variety of external networks and events including EMAS conferences in Bedford, Ipswich and Portsmouth; a workshop at the University of Cambridge; the Research Schools Network's national conference; and an Inside Government conference. We also produced well attended webinars with The Bell Foundation and also the Chartered College of Teaching.

### **Priority 2: To develop NALDIC's advocacy role on behalf of EAL/Bilingual learners and those working in the EAL field**

**Expected outcomes: Equitable provision for EAL learners.**

On 30<sup>th</sup> April 2020, NALDIC published a response to Ofqual's guidance to teachers, students, parents and carers on how Summer 2020 grades would be calculated in the face of the cancellation of examinations due to the Covid-10 pandemic. Our statement highlighted key areas for teachers' consideration when considering what grade to assign to EAL learners in their schools. Our full response can be found [here](#).

### **Priority 3: To continue to define and develop effective provision for EAL learners and the role of languages in learning**

**Expected outcomes: Effective EAL pedagogy is made explicit and continues to be developed and disseminated.**

After her first issue in Summer 2019, Christina Richardson has overseen the publication of three further issues of *EAL Journal* this year on the themes of “Hands up for training! What works well and what's needed?”, the very timely “Harnessing the power of technology” and “Supporting Young Refugees”. These have each included NALDIC Policy Position statements. The first statement, “A multilingual country in a multilingual world”, encourages us to shed a monolingual mindset, embrace a multilingual and multicultural Britain, and explore what constitutes an evidence-based multilingual pedagogy. This sets the tone well for the conference we have been planning this year - #naldic28 ‘Multilingual Britain: Successes, challenges and future directions’. In the second statement, NALDIC discusses our position on “Evidence Informed Education”. The third statement discusses the challenges facing EAL learners “Learning through lockdown” and how NALDIC was responding to support our community of professionals. Members can access [electronic versions](#) of all issue of *EAL Journal* on the NALDIC website.

New posts have continued to be published on our [EAL Journal blog](#). We have published blog posts about practice, policy, the wider EAL community, research and activism. The blog is free to view for everyone, members and non-members alike, and has a growing audience. As the lockdown began, we drew on the wider EAL community, curating and publishing a crowd-sourced compendium of [resources for use with EAL learners during school closures](#). We followed this up with a series of [home learning activities posts](#) from a variety of authors.

We published the second in our series of pamphlets to support teachers in meeting the needs of EAL learners. The pamphlet, “*Guide to working with EAL learners with special educational needs and disabilities (SEND)*”, outlines key guidance in relation to working with multilingual learners with SEND. It provides an overview of key definitions and characteristics of different areas of SEND and considers how they may impact on language learning, focusing on two specific learning differences: dyslexia and autism. A hard copy was sent out with *EAL Journal* during the year and is available free of charge to members as a [PDF download](#). The pamphlet was very well received by the membership.

In April and May, we ran two very popular webinars with The Bell Foundation discussing “expert advice on supporting the learning of EAL pupils during and after school closures”. They can be found on our YouTube channel [here](#) and [here](#). In October, we partnered with the Chartered College of Teaching for the first of a series of termly CPD webinars for NALDIC and CCT members about EAL. The first, “Effective teaching for EAL learners”, introduced the audience to some research-to-practice ideas for great EAL pedagogy. The recording can be found [here](#).

Over the past year, a small group of volunteers have responded to hundreds of enquiries from both members and non-members of the organisation. Many of those enquiries have come from the UK but NALDIC also receives an increasing number of enquiries from areas outside the UK, covering a variety of issues related to EAL provision, resources, professional learning and development.

NALDIC’s online forum, [EAL-Bilingual](#), continues to be a generous group through which practitioners and experts from a range of different contexts share information and resources. A great deal of practical and professional information is communicated through this forum which is particularly important for those working with little or no support.

#### **Priority 4: To promote the role of bilingualism in education**

**Expected outcomes: An enhanced awareness and increased knowledge about the value of bilingualism to bilingual learners’ academic achievement.**

Both our [EAL Journal](#) publication and our [EAL Journal Blog](#) have been proactive in terms of highlighting the promotion of bilingualism and use of first language as a tool for learning. In addition, members of NALDIC’s Committees have represented NALDIC at teaching and learning, education policy and research events throughout the year.

In October 2019 we launched free e-membership for students in Initial Teacher Education. This was in part a response to the findings of the annual Newly Qualified Teachers (NQT) survey, which year on year finds that NQTs feel least well prepared by their ITE to meet the needs of EAL learners. We hope that by providing free membership to trainee teachers we will help to reduce the proportion of NQTs who feel inadequately equipped for EAL, raise the profile of EAL among trainee teachers, bring EAL conversations into university classrooms and staffrooms, and encourage career-long interest in education for multilingual learners once students are in service.

#### **Priority 5: To sustain NALDIC's role through investigating and developing new organisational models**

**Expected outcomes: NALDIC administration is perceived to be more responsive to members and contributes to an enhanced strategic role for NALDIC**

In line with NALDIC's Articles and Memorandum of Association, one third of NALDIC Trustees retire annually and elections are held for the vacancies. The three Trustees who retired in November 2019 were Hamish Chalmers (Vice-Chair of NALDIC), Constant Leung (Chair of Publications), Dianne Excell (RIGs and SIGs Coordinator). We received nominations from Hamish Chalmers, Constant Leung and Naomi Flynn (Chair of Events, co-opted to the Executive and Events Committees), who were elected as trustees for a three-year term. Dianne Excell chose to stand down after many years of dedication to NALDIC as a Trustee/Director. We are grateful that she has agreed to continue to coordinate and support our RIGs as a co-opted member of the Executive and Events Committees.

We have welcomed new co-optee Joanna Borysiak to the Executive this year. We are planning to continue to expand the committee's membership as required to further increase our capacity to lead NALDIC towards meeting our aims for 2020-2021. Hamish Chalmers, Constant Leung and Naomi Flynn have agreed to continue their roles in the NALDIC Executive and subcommittees.

You can find out more about the volunteers who make up our committees and our part-time staff [here](#).

Since the initial lockdown in March, we have not had access to our Head Office at the University of Edinburgh. We would like to thank Jing Xu and Lee Allan for maintaining our operations. The move to working virtually has required that we invest in further hardware, software and online resources to facilitate administrative and operational functions, as well as our wider activities.

#### **Financial Review (Also see Accounts and Independent Examiner's Report)**

NALDIC's finances have shown a net deficit this year, with reduced membership income and increased spending on publications, admin and the development of the NALDIC website. We are continuing to look at ways of attracting new paying members, as this is our main source of income, as well as other sources of revenue.

NALDIC's paying membership has reduced slightly. We have 624 paying members, with a further 515 individuals who are 'team members' via an institution, and 461 free ITE student members. Some of this may be due to the effect of Covid-19 on schools' admin. We have been contacted by several members whose institutions had failed to renew this year due to admin staff being furloughed or working at reduced capacity. It is hoped that this will improve as the academic year progresses.

#### **Conclusion**

Considering that the Covid-19 pandemic has required us to curtail or modify many of our activities, NALDIC has made relatively good progress with reference to our stated aims for 2019-2020. It has built capacity through co-opting new members of the Executive Committee representing broad expertise and experience. It has continued to promote and provide information about EAL pedagogy through the EAL Journal, the pamphlet series, the RIGs network, and by presenting keynote speeches and delivering webinars. It has started a more robust approach to responding to government initiatives, policy and practice when they

relate to EAL learners. With the introduction of free e-membership for students in Initial Teacher Education we are helping to ensure that EAL awareness is developed from the moment an individual begins their journey in teaching and continues into service. In 2020-2021, we want to continue to prioritise greater engagement with our membership in terms of writing for *EAL Journal* and the EAL Journal Blog, getting involved with the governance of NALDIC, and promoting the work of NALDIC through its network of regional interest groups.

#### **Our aims for 2020-2021:**

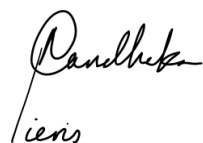
1. to build capacity in the executive committee to become a more effective organisation by:
  - a. increasing the numbers of co-optees with specific roles/responsibilities
  - b. increasing participation from the membership to contribute to sub-committees and projects
2. to develop publication materials which offer NALDIC position statements on key issues
3. to develop and implement more training and CPD-oriented events for NALDIC members and beyond
4. to enhance our role as advocates for EAL learners and teachers

These aims will be kept under review and will be amended in the light of any emerging issues and changes in the educational landscape.

As ever, we look forward to working with you to achieve our new aims to develop the organisation and sincerely value your support as members of NALDIC.

#### **NALDIC Executive**

Signed on behalf of NALDIC'S Board of Directors / Trustees by:



Nandhaka Pieris  
NALDIC Director / Trustee

**NATIONAL ASSOCIATION FOR LANGUAGE  
DEVELOPMENT IN THE CURRICULUM**

**ACCOUNTS  
YEAR ENDED 31 AUGUST 2020**

## **Independent Examiner's Report to the Trustees/ Directors of National Association for Language Development in the Curriculum**

I report on the attached accounts of the association for the year ended 31 August 2020

### **Respective Responsibilities of trustees and examiner**

The Association's trustees/Directors are responsible for the preparation of the accounts. The trustees/Directors consider that an audit is not required for this year and that an independent examination is needed.

It is my responsibility:

1. To examine the accounts
2. To follow the procedures laid down in the general Directions given by the Charity Commission
3. To state whether particular matters have come to my attention.

### **Basis of Independent examiner's report**

My examination was carried out in accordance with the General Directions given by the Charity Commissioners. An examination includes a review of accounting records kept by the association and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees/Directors concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view given by the accounts.

### **Independent examiner's statement**

In connection with my examination no matter has come to my attention:

- 1 which gives me reasonable cause to believe that in any material respect the requirements: to keep accounting records and to prepare accounts which accord with accounting records and comply with the accounting requirements have not been met: or
- 2 to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

**KURBAN ABJI  
CHARTERED ACCOUNTANT  
46 WESTBOURNE ROAD  
LUTON LU4 8JD**

# NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM

## INCOME AND EXPENDITURE ACCOUNT

YEAR ENDED 31 AUGUST 2020

	2020	2019
	£	£
<b>INCOME</b>		
Membership Subscriptions	28,236	32,308
Annual Conference - 2020	39	-
Annual conference 2019	17,452	-
Bank Interest	7	8
Miscellaneous Income	500	-
Seminars and events	576	866
Bell Project Officer Post	-	9,000
Annual Conference 2018	-	17,314
	<b>46,810</b>	<b>59,496</b>
<b>EXPENDITURE</b>		
Annual Conference 2018	-	7,084
Annual Conference - 2019	8,728	6,721
ICT/ Website	1,776	2,702
Publications ( Note 3 )	17,569	16,123
Administration	22,055	9,451
Insurance	843	769
Postage	98	65
Travel/Gen.Council/Committee costs	955	1,952
Bell Project Expenses	-	12,785
Bank Charges	89	117
IT Software	631	-
Events and seminars	91	366
Legal and professional fees (Allowable)	860	860
Depreciation of office equipment	12	15
	<b>53,707</b>	<b>59,010</b>
<b>(SHORTFALL IN)/SURPLUS OF INCOME OVER EXPENDITURE</b>	<b>(6,897)</b>	<b>486</b>

# NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM

## BALANCE SHEET

31 AUGUST 2020

	Note	2020 £	2019 £
<b>FIXED ASSETS</b>			
Tangible assets	1	21	33
<b>CURRENT ASSETS</b>			
Stocks		7,500	5,225
Cash at bank Current A/c		16,654	25,828
Bank Deposit A/c		16,127	16,120
Cash in hand		31	24
		<u>40,312</u>	<u>47,197</u>
<b>CURRENT LIABILITIES</b>			
Other creditors		3,995	3,995
<b>NET CURRENT ASSETS</b>		<u>36,317</u>	<u>43,202</u>
<b>NET ASSETS</b>		<u>36,338</u>	<u>43,235</u>
<b>FINANCED BY:</b>			
<b>CAPITAL ACCOUNT</b>			
Balance brought forward		43,235	42,749
Net (deficit)/surplus for the year		(6,897)	486
Balance carried forward		<u>36,338</u>	<u>43,235</u>

# NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM

## NOTES TO THE FINANCIAL STATEMENTS

### YEAR ENDED 31 AUGUST 2020

#### 1. ACCOUNTING POLICIES

The financial statements have been prepared under the historical cost convention using the following accounting policies

#### Depreciation

Depreciation is calculated so as to write off an asset less its estimated residual value over the useful economic life of that asset at the rate of 20% of the written down value

#### Stocks

Stocks are valued at the lower of cost and net realisable value making allowance for slow moving and obsolete items

#### 2. TANGIBLE FIXED ASSETS

	Office Equipment and Furniture £
<b>COST</b>	
At 1 September 2019 and 31 August 2020	<u>1,716</u>
<b>DEPRECIATION</b>	
At 1 September 2019	1,683
Charge for the year	<u>12</u>
At 31 August 2020	<u>1,695</u>
<b>NET BOOK VALUE</b>	
At 31 August 2020	<u>21</u>
At 31 August 2019	<u>33</u>

#### 3. PUBLICATIONS

Publications represent monies received for sales of papers, books and other items less cost as follows :-

Sales	2247	
Less cost of sales:		
Opening stock	5225	
Add : Purchases	<u>22092</u>	
	27317	
Less: closing stock	<u>7500</u>	
	19816	
	£ <u>17569</u>	