



Pupil Premium Grant Action and Impact Plan (PPGAIP) 2015-18

Monitoring for 2015-16 is identified in green font

Monitoring for 2016-17 is in purple font

Monitoring for 2017-18 is in orange font

‘Additional funding for disadvantaged pupils is used to provide well-targeted support . Leaders’ successful deployment of funds ensures that disadvantaged pupils, including the most able disadvantaged pupils, are successful in their learning and their personal development’ Ofsted October 2017

“Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all.” (DfE November 2015)

This document has been put together by the Head Teacher (HT), School Business Manager (SBM), Pupil Premium Champion (PPC) and the Pupil Premium Champion Governor (PPCG) to show how the PPG will be allocated.. In reaching our decisions as to how the funding will be allocated we have read several documents including:

<https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

We have also referred to <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

Our action plan links to the seven building blocks to success as identified in the above documentation.

Building Blocks for Success

Block One – Whole school ethos of attainment for all

Our vision is that Children should be taught how to ‘Learn to Love and Love to Learn’. This underpins everything that we do. All members of the school community are fully committed to meeting the needs of each and every child irrespective of their backgrounds. A child’s history does not define their destiny. In order to raise attainment for **all** children, we are developing Learning without Limits pedagogy whereby we have high aspirations and ambitions for all of our children. We fully accept the responsibility for meeting the needs of our socially disadvantaged children within our caring Christian community by removing any barriers to learning that they may have.

Number of pupils and pupil premium grant (PPG) received	January Census 2015	January Census 2016	January Census 2017
Total number of children on roll	180	210	247
Total number of pupils eligible for PPG	28 x £1320	32 (30 x £1320+ 2x £1900)	39 (35x£1320+4x£1900+2x£300)
Percentage of PPG pupils in school	15.5%	15.2%	15.7%
Total received financial year	£36,960 (April 2015-March2016)	£43,400 (April 2016-March 2017)	£54,400 (April 2017 -March 2018)

Number of pupils and pupil premium grant (PPG) received	Numbers in each group (January Census 2015)	Total amount of funding received	Numbers in each group (January Census 2016)	Total amount of funding received
Total number of children on roll (January Census 2015)	210		247	
Total number of pupils eligible for PPG	32	£43,400	39	£54,400
Total number of current FSM			19	
Total number in 'ever 6' group eligible for PPG	30	£39,600 (£1320 x 30)	35	£46,200 (£1320x35)
Total number of LAC or adopted children	2	£3800 (£1900 x 2)	4	£7600 (£1900 x 4)
Total number of Service Children	0	0	2	£600 (£300 x 2)

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Building Block Two Addressing behaviour and attendance	Employment of full-time Learning mentor to ensure self-esteem issues are dealt with both proactively and reactively and children are ready to learn	JG4 LSA	RF September 2014 CH September 2017	Range of support both proactive and reactive. Includes small group, individual and whole class sessions on social and emotional aspects of learning.	Ensure that children have a named individual/mentor that they can go to ensuring they feel valued and cared for and therefore ready to learn and are able to make progress at least in line with their peers	Appraisal-DM	Oct16 Evidence of mentoring role through Pupil Profiles. Monitored by PPG Gov 3 x year. PE consultation 2016 – letter sent out to every PPG family inviting them in to attend. July 17 – Most families attended with positive feedback. June 17 1:1 PPG ‘my voice’ meetings to discuss progress, barriers, celebrating achievements identified strengths and areas for development. Since September 2017 having a FT learning mentor @H and PT @WW- significant positive difference. Inc relationships with families on both campuses. Reduced amount

							of time DM out of class re safeguarding issues too. (See impact in All About Me folders)
	Attendance officer to ensure that children maximise attendance and punctuality	JG5 LSA (10%)	TG September 2014	Ensures that all children with particular reference to PPG are in school and on time. Identifies any issues and rapid response system in place to address concerns	Families will understand the importance of being in school PPG children will be in school on time Attendance at least in line with national	LD/TG termly HT report to FGB	Attendance data from 2014-15 showed improved attendance in Term 1 Oct 16 data July 17 – Targeting individual PPG pupils to improve attendance, using a variety of strategies. 10 children (25%) maintained 100% during term 5 2016-2017. 35% improved attendance. 25% attendance decreased. By end of 2017 31% had 100% attendance and 84% had improved their attendance with 28% PPG were below 90% Attendance data for our PP children for 2017-18 was 89% compared with non PP of 95.1% so still an issue and a key focus for 2018-19
	Establishing a Breakfast Club which is free at point of access for PPG children	Still at planning stage	HB/RF Term 5 2016	To ensure that children are in school before the start of the day and have access to a healthy breakfast as well as the opportunity to talk to trusted adults	Children will feel happier coming to school Lateness will reduce children can access pre-learning opps and raise attainment Pro-actively ensure children are ready to learn	LD/FGB	Oct 16 Assessed need but not viable at present due to lack of take up at Hewish. To be reviewed annually – January 17 July 2017 – need was reviewed will revisit term 1 2017/18 and consider WW. Question asked on February questionnaire at H and WW. No current demand.

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Building Block Three High quality teaching for all	Embedding Formative Assessment (EFA) action research	N/A	LD September 2014	Monthly staff meeting for all teaching staff with a clear focus upon AfL and the importance of feedback in raising standards	Children will be able to talk about their learning and know next steps Parents will know more about their children's successes and challenges PPG children data will be at least in line with their peers	Monthly feedback EFA folders Work sampling	<p>Feedback from the first year shows that AfL is more embedded and children are able to discuss themselves as a learner more effectively Oct 16</p> <p>PPG children still need to close the gap. Good results in phonics (100%) and reading. July 17 – EYFS overall 50% GLD. 80% overall. Target: focus on all PPG children reaching GLD. KS1: Phonics screening 60% PPG compared with 91% non-PPG.</p> <p>Excellent data all PPG children achieved better than overall in r,w and maths KS2 Excellent data at 100%</p>

							<p>PPG children achieved secure in r,w and m. better than overall. 1 child mastery in reading. Green boxes in all year group data.</p> <p>July 2018 EYFS data (5 children)- 40% PPG children achieved GLD compared with 79% overall Y1 phonics 6/8 passed (75%) compared with 94% overall KS1 6 PPG children. All in brackets Reading – 50%(80%) secure+ 17% (37%)gds Writing -50% (76%) secure+ 0% (19%) gds Maths-50% (86%) secure+ 33% (27%) gds KS2 5 PPG children. All in brackets Reading – 60%(88%) secure+ 0% (27%)gds Writing -100% (96%) secure+ 0% (42%) gds Maths-60% (65%) secure+ 0% (19%) gds</p>
	Training of support staff	N/A	IP September 2015	Weekly INSET with a teaching and learning focus. Main focus for Y1 is EFA and LWL strategies- enables staff to support quality first teaching and raise attainment	Support staff will feel confident in supporting learning particularly with most vulnerable children. PPG Data will improve to be at least in line with national	Lesson observations Appraisal	<p>Feedback from T1/2 identifies staff feeling more confident in their role in supporting learning and using language effectively. Work sampling identifies progress. PPM shows gaps and identified opportunities to close</p> <p>Oct 16</p>

							<p>2015-16 Data shows good impact of pre-learning and focussed support. 100% phonics PPG. INSET day 31.10.16 focusing on phonics/SPAG</p> <p>July 2017 – KS1 and KS2 SAT results PPG children performed better than peers.</p> <p>Term 4 data</p> <p>71% S+ readers 18% M</p> <p>65% S+ writers 18% M</p> <p>74% S+ maths 15% M</p> <p>See end of year data report</p>
Learning without Limits (LWL) training	N/A	LD/IP June 2014	<p>Training for all members of the school community on the pedagogy of LWL- Teachers, support staff, SMSAs, parents, Governors, children</p> <p>3 x year LWL 90 minutes focussed CPD-Support staff</p> <p>Parents meeting</p> <p>60 minute session with SMSAs re the myth of fixed ability and labelling</p>	All members of the school community will share a common language enabling children to succeed and make accelerated progress	<p>Parents Evening</p> <p>comments</p> <p>Governor Meetings</p> <p>Pupil voice</p> <p>Lesson observation</p> <p>Look at Learning drop-ins</p>	<p>45 parents attended training and are able to work more closely with school pedagogy as a result (See quotes at WW)</p> <p>Oct 16</p> <p>LWL review conducted by Head teachers in local support group. Evidence of powerful impact of LWL.</p> <p>July 2017 INSET 'Mastery Maths Day' held Feb 2017 – very good feedback from staff with monitoring showing positive impact during lesson obs supported by quality improvements in data.</p>	
All staff to have appraisal targets with a data focus specifically focussed upon PPG	N/A as supply cover cost for class not charged to PPG	LD September 2014	To ensure that everyone understands the importance of ensuring that we do 'above and 'beyond' for our PPG children	Data analysis will show that our PPG children are at least in line with national and that gaps are narrowed	Appraisal review	<p>All staff are aware of who the PP children are in their classes and across school</p> <p>Oct 16</p> <p>2015-16 Data shows good progress in Phonics (100%)</p>	

							<p>PPG Reading also improved. KS1 all PPG at least secure. See Report 16. Still need to close the gap overall.</p> <p>July 2017 Profile of PP children continues to be raised with all staff. (See PPMs/appraisal doc for data)</p> <p>July 2018 Continuing the process led to focussed interventions and clarity on concept of double/triple disadvantaged children. (See appraisal docs/PPMs)</p>
	<p>Improve communication systems to ensure that all staff are made aware of new children being identified as PPG</p>	N/A	<p>HB January 2016</p>	<p>To ensure that when children join the school or become eligible staff are made aware. Termly check ups on class data</p>	<p>All staff will always be aware of PPG children in their class and in school and the issues they may face</p>		<p>Oct 16</p> <p>2015-16 Raised profile evident through Pupil Profiles and notice board in staffroom. Learning Mentor working closely with class teachers to monitor and support PPG children.</p> <p>July 2017 Learning Mentor attends Parent Evening with class teachers. Constant communication between class teacher and learning mentor. After 1:1's sharing learning barriers.</p>

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Building Block Four Meeting individual learning needs	Individual review meetings with all PPG children to address individual needs	N/A as supply cover cost for class not charged to PPG	RF December 2015	To ensure that as a school we know each of our PP children as individuals and know their own needs rather than treating them as a homogenous group	Children will feel valued and that their needs are met wherever possible to accelerate rates of progress and feeling of belonging	Pupil voice Attendance	<p style="color: green;">Measures put into place as requested by individual children</p> <p style="color: green;">Oct 16</p> <p style="color: green;">See Pupil Profiles Learning Mentor ran parent consultations. Encouraged to attend clubs/after school activities. Profiles used to celebrate success.</p> <p style="color: purple;">July 2017 – Individual 1:1s with PPG children – working with class teachers sharing the information and celebrating achievements. Open door policy to all parents to share their folders is leading to a greater awareness of individual issues with measures put in to address concerns earlier.</p> <p style="color: orange;">Increased awareness by all of individual needs of PPG children. More involvement from parents in folders identifies the impact the strategies are having</p>
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	Leadership time to analyse data linked to PP children	N/A as cost not charged to PPG	LD/IP September 2014	Focus upon the attainment and progress of PPG children and identify any gaps in understanding ensuring that interventions are targeted to support	Data will narrow the gap between attainment of PPG and non-PPG children to be at least in line with national	Pupil Progress Meetings	Good progress is being made. Strength of 2014-15 data is performance of disadvantaged groups (RAISE 2015) Oct 16 See 2016 Data Report Good progress Phonics (100%) PPG children. Improved reading at KS1. Need more mastery at KS2. July 2017 – KS1 and KS2 SATS PPG children performed better than their peers. Awaiting national data. Term 2, 4, 6 data report
	Intervention groups for targeted children which are needs led and delivered by highly experience LSAs to raise attainment	JG4 x 1pm per week (In addition from January 2016)	Class teachers CH/KE/AL	To ensure that any gaps are filled with a particular focus upon PPG children thereby accelerating rates of progress	Data will narrow the gap between attainment of PPG and non-PPG children to be at least in line with national	Accelerating pupil progress files Annotated planning document ation	As a result of the success from January 2016- employ AL on a Thursday pm to work with Y4 thereby enabling CH to work with Y5/6. Feedback form Y5/6 has identified more need to have some interventions within class and some external Oct 16 PPG Report 5/6 PPG secure readers. Need to attain mastery.

							<p>Continue support. Increasing support in year 5/6 and KS1. July 2017 clear evidence of impact of this work on SATS results. Work selected to measure impact and achievement for individual folders showing the progress in writing from one year to the next. Term 2, 4,6 data report. See individual PPM reviews.</p>
	Folders to highlight success		RF December 2015	Children have their successes highlighted to them and to others if they choose	Children have a file to highlight their successes making them feel valued	File Data	<p>Oct 16 Gov monitoring found evidence of celebration of achievement from 2015-16</p> <p>July 2017 – Governor monitoring over the year has found evidence of effective celebration of achievement. All about me folders which identifies good awareness of individual needs and steps taken to diminish the differences between PPG and non-PPG children. Individual folders that</p>

							show progress from one year to the next are shared with children to highlight the improvements they have made.
	Improving Reading Partner Scheme	8 hrs JG3	NG/JC September 2015	To ensure that individual children have access to a structured scheme to ensure they narrow the gap in relation to reading with their peers	Children will be back in line with their peers in terms of reading data and feel more confident about themselves as a reader	Benchmarking data Certificate s re ending the programme	Oct 16 Over the last 2 years, 22 children have participated in the individual reading partner scheme, of these 22, 7 are PPG (32%). 6/7 have graduated successfully from the programme (86%) July 2017 – one child has made 6 levels progress in 6 months July 2018 Children involved have made accelerated progress. 8 children @WW involved and 5 @H
	Subsidised uniform	£200	September 2014	Uniform and book bags allocated to children in receipt of PPG ion a needs basis	Children feel smart, have self-confidence and fit in with the school community		Children say they feel more confident because they have the same as everyone else. Oct 16 pencil case/pencils, school uniform and book bags given to 2 families (4 PPG children) in 2015-16

							<p>July 2017 – a PPG family returned for a month as a guest at St. Anne’s (dual registered) school arranged uniform. PE kit and books, pencils etc. to ensure individuals involved felt a sense of belonging</p> <p>July 2018 Buying lunchboxes for PPG children for trips etc raised self-esteem</p>
	Subsidised School Trips including Y5/6 residential	£250		<p>Children in Y5/6 are able to access residential trip. All children are able to benefit from an enriched curriculum including visits and visitors</p>	<p>Children feel part of class crew and able to make mistakes in a secure environment. This knowledge will translate into academic learning</p>		<p>One child in Y6 improved attendance during Term 1 and contributed more to whole class discussions. Self-esteem appeared to be raised as a result of attendance at residential. Data shows reached ARE in reading and Maths</p> <p>Oct 16 – 1 PPG child went swimming in year 3 funded by PPG</p> <p>May 18 One child in Y6 was part funded re residential which meant that they felt part of the crew</p>
	Access to extra-curricular	£250	January 2016	<p>Music tuition and extra-curricular activities are offered to PPG</p>	<p>Children will feel that they can access what</p>		<p>Oct 16 Spreadsheet used to</p>

	opportunities			children	is offered to others without finance being a barrier		<p>analyse PPG children accessing extra-curricular activities. Improved uptake. Learning Mentor targeted families not using the activities. Encouraging them to attend forest school during the academic year. During terms 5/6 violin lessons given to a year 6 student.</p> <p>July 2017 – All extra curricular activities monitored by a spreadsheet. PPG are now involved in clubs (See data sheet re nos) After 1:1's it was decided to create new lunchtime clubs for those children not accessing or unable to access after school clubs – photography/art/gardening/reading clubs in place.</p> <p>July 2018 Data shows that PPG children are accessing clubs (see spreadsheet)but increasingly as they are not paying for them many are not</p>
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							accessing consistently. From Sept 2018 1 free club will be available
	Opportunity for "Me and Milk" time	Cost of PPG milk	January 2015	PP children invited to meet RF 5 minutes before break time every day to drink milk and catch up	Children will drink their milk and feel valued knowing that they have someone who cares about them		<p>Early indicators show that children don't want to access this time and they don't want to drink the milk offered.</p> <p>Changed system from January 2016-more involvement already Oct 16 Regular milk and me time offered. Check in times given and followed up during the day if required</p> <p>July 2017 – During 1:1's all children commented that they enjoyed this time with the learning mentor and liked having the opportunity to share feelings. Register taken daily.</p>

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Building Block Five Deploying staff effectively	Intervention groups as above						Oct 16 see data
	Increase office capacity		January 2016	To enable SBM to become more strategic with some focus upon use of PPG	Our PPG will be used effectively to support our most vulnerable learners		Due to changes in office personnel over 2015-16 and setting up of Little Learners this hasn't really happened-area for consideration in 2016-17 Improved during 2016-17 due to increased staffing-led to greater communication with new starters and PPG information leaflets created. Employment of WW learning mentor and pupil premium champion from Sept '17 will move

							this on further
	Pre-learning opportunities to raise attainment	JG4 x 2.5 hrs per week	Trialled in Y2 from September 2015 Y2 Teacher KE.	To ensure that individual children are taught the main concepts of the day ahead ensuring that they are then able to access the whole class teaching more effectively	Data will narrow the gap between attainment of PPG and non-PPG children to be at least in line with national. Children will feel more confident about their learning and able to contribute	Data analysis, term 2,4,6 Pupil voice	As a result of the initial success of this pilot. Opportunity provided for Y6 and Y1 at WW children from Term 2 2015 Oct 16 – See data report from 2015-16 July 2017 – see data report July 2018- see data report

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Building Block Six Data driven and responding to evidence	Feedback in PP children's books will be completed first	N/A	January 2016	To ensure that the feedback given is of the highest quality and check that responses are being made to ensure improvements in subsequent learning	Raise attainment and progress	Teacher self-monitor to see impact	Oct 16 – need to measure impact of this? July 2017 – Difficult to monitor impact except that our children are making accelerated progress July 2018 Teachers say that the feedback is better thereby increasing the impact and that more live marking is done with PP children ensuring greater impact
	Forest School for all Y2 children	2 x JG4- 1pm per week plus minibus	September 2015	Data shows that our Y2 cohort have many children who are reluctant to engage. Use of Forest School to integrate and excite their learning. PPG children offered the opportunity in the first two terms of the academic year	Children become excited about learning and attending school. Greater engagement in learning will lead to raising of outcomes		Children felt engaged on a Monday and talked about feeling happier about coming to school for the rest of the week. Friendships and sense of

							<p>community developed. RF felt more knowledgeable and able to roll out programme to KS2 children</p> <p>Oct 16 Now includes all ks2 PPG children. Governor to monitor and attend in 16/17</p> <p>July 2017 – Governor monitored impact and found clear evidence of strength of impact on children’s learning and attitude to school. This report was shared with Governors.</p> <p>See Forest school folder which identifies how much children enjoy coming to forest school and it gives them more confidence to participate in school life</p>
	Forest School for KS2 children	JG4- 1pm per week plus	May 2016	Use of Forest School to integrate and excite their	Children continue to be excited about		<p>Oct 16 Approx 20 children</p>

		minibus		learning. PPG children offered the opportunity first	learning and attending school		will take part and each will have a review sheet/observation to be put in their PPG profile folder July 2017 – Already in place for KS2 PPG children to attend during 2017/18 led by LM from both sites See Forest school folder- again increased involvement in school life and improved attendance
	Introduce new data tracking system- SIMS in the classroom	Scomis Training 23.10.15 £300	LD/HB/IP October 2015	To ensure that teachers have ownership over their own data, inputting, analysing and using it to underpin their teaching	Gaps in knowledge are quickly identified and any trends with particular groups of pupil or individuals are acted upon to accelerate progress	PPM	Indicators following first data collection identified some confusion re the new system which have now been addressed. Oct 16 new system now up and running July 2017 – All teachers much more aware of the gaps in children's learning and teaching is put in place to address these. From Sept '17

							introduction of super teach week at the end of each 10 week LT anecdotal evidence was that it helped diminish the differences
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Building Block Seven Clear, responsive leadership	EFA and LWL training –see above	N/A					
	Part of English, Maths, RE, LWL and SEND networks	Learning exchange credits	JC,AW,LD,IP,DM September 2014	Subject leaders to attend network meetings throughout the year	Opportunities to hear about best practise elsewhere and disseminate back to staff improving subject knowledge for all to raise attainment	Lesson observations Data	<p>Oct 16 LWL review by Heads showed impact of LWL training / support positive.</p> <p>July 2017 – These networks have become more limited as year has progressed due to decline of LE.</p> <p>From Sept '17 closer link with Beach TSA to share good practice. (PPG conference in Oct '17)</p> <p>SSIF bid info in PP folder identifies increased awareness across the school leading to enhanced practice</p>

	Staff meetings to take place in different classrooms	N/A	All September 2015	Each week the meeting will be held in a different class to enable teachers to 'search and steal' good ideas from other classrooms as well as provide feedback to the teacher and how it would feel to be a child in that class	Share best practice thereby developing expert teachers who impact positively upon learners leading to raising of standards	Learning walks Improved Learning environment	Oct 16 Learning walks evidence of impact of LWL throughout school. July 2017 – Continued to highlight and share good practise
	Pupil Premium Review	Learning exchange credits	LD/IP/RF/LM/HB January 2016	A review has been requested to identify strengths and areas for future development thereby reducing any inequality gap for all children with particular reference to PPG	Opportunity to reflect upon what is going well and make strategic decisions for the future. Celebrate successes with stakeholders; use them as an opportunity to promote FSMs within school.	PPG Review report	Oct 16 Responding to independent review of PPG provision. See PPG Report from Jan 2016 July 2017 – Continued review of this action plus utilising ideas from Marc Rowland and Beach TSA conference in June to identify good practise and highlight new areas. PP review annually as part of TPLT will identify current good practice and provide guidance for improvements
	Begin training for a Pupil Premium Champion		LD/RF December 2015	To ensure sustainability LD to train RF up as a PPC	RF will feel confident in her role as a PPC and be an ambassador	LD	RF felt confident undertaking individual pupil meetings and has started to initiate

							<p>opportunities as requested by children Oct 16 Clear evidence of impact of PPG Champion. Improving data and raised profile of PPG children. See report July 2017 – SENCO training to be accessed during 2017/18 to extend knowledge. June 2017 new LM attended PPG course at Beach TSA-very positive outcome in terms of enhancing knowledge and sharing good practice. Conference for all PPG crew in October 2017. The next closing the gap conference in April was also attended by PPG crew-led to an awareness that what we do is positive and now looking for marginal</p>
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							gains
	Identify a PP Governor	N/A	LD/JB/LM September 2015	To ensure that Governors have a full understanding re PPG and the ways in which it is used at St. Anne's.	LM will be a critical friend both contributing to and questioning decisions re use and impact of PPG spending. Report back to Governors on the success of PPG.	FGB Minutes	Oct 16 PPG governor regularly reviewing provision for PPG children then reporting to Governors. See gov. minutes / reports July 2017 – continued monitoring and review. Positive relationship within the PPG crew is really helping to cement good practise and identify new areas for development. Succession planning in place with new AC identified for Sept 18 already working within the team