

Pupil premium strategy statement

1. Summary information					
School	Victoria Primary Academy				
Academic Year	2018- 2019	Total PP budget	£105,600	Date of most recent PP Review (internal Trust review)	April 2018
Total number of pupils	412	Number of pupils eligible for PP	80	Date for next internal review of this strategy	Dec 2018 Apr 2019 July 2019

2. Current attainment KS2 2018 (12 children)			
Figures represent invalidated data (some children will be removed and validated data will be higher).	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils Victoria</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving the Expected Standard in R,W,M	53%	40%	67%

Progress	Victoria PP	Victoria All	Victoria not PP	National Non PPG
Reading	-1.1	-1.92	-2.4	0.31
Writing	2.31	0.52	- 0.51	0.24
Maths	-2.63	-2.54	-2.49	0.31

2. Current Progress EYFS to KS1 2018 (7 children)			
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils Victoria</i>	<i>Non FSM Victoria</i>
Reading (FFT)	-2.1	+0.7	+1.1
Maths (FFT)	+0.4	+1.9	+2.1

Reading: 50% of PPG children who were emerging from EYFS converted to expected at KS1 (National conversion rate is 39%)
Writing 50% of PPG children who were emerging from EYFS converted to expected at KS1 (National conversion rate is 33%)
Maths: 100% of PPG children who were emerging from EYFS converted to expected at KS1 (National conversion rate is 40%)

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Below and well below typical attainment on entry to reception class. (Victoria expected on entry is 40-60 months expected)
B.	Poor oral language and sentence construction
C.	22% PPG children also in category of SEND

2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Reception PP pupils make at least their expected projected target from their baseline.	100% of PP pupils make their target for progress.
B.	To ensure that PPG children in years 1 - 6 make at least expected progress in Reading, Writing and Maths. (3 steps on the Educater assessment system) With Y3 2018 (current Y4) being targeted to make better than expected for key children	All PPG children in years 1 -6 make at least expected 3 steps progress over the year in Reading, Writing and Maths. Targeted intervention is in place and in a timely manner for pupils causing a concern.
C.	KS1 PP pupils meet at least FFT50 projections for 2019 KS2 PP pupils meet at least FFT50 projections for 2019	PP pupils meet their FFT projection based on prior attainment on average

3. Planned expenditure	
Academic year	2018-2019
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Rapid recall of basic number facts	Tackling tables	Data shows that children do not have rapid recall of basic number facts and times tables knowledge.	Daily "Tackling Tables" work in class	JW/ LE	½ yearly
			Home packs to be available with ring fenced PPG funding.	JW/LE	½ yearly

December 2018

Tackling tables data show all year groups are making progress however year 3 have a large number of pupils who are still on the first phase of times tables and support will be given to them with a focus on PPG pupils specifically. Pupil Premium Champion to suggest that these pupils take advantage of the tackling tables cards that they can purchase with their ring fenced money.

30% of all PPG children at the Academy have had a home pack to enable them to practise at home. Pupil Premium champion to re-advertise this to PPG children including new families.

April 2019

More children have now progressed to the second phase of the Tackling Tables programme. Those children who do not have a home pack will be given one from the Pupil Premium Fund.

July 2019

All PPG children have access to the Tackling Tables Home Packs. The data shows that all PPG children in year 2 have made progress on the Blue phase and this is in line with expectations for the year group.

4 out of 5 children in year 3 have made progress on the blue phase and 1 child has now progressed to the Green Phase. These 4 children will need to make accelerated progress in the next academic year. In year 3, 3 of the 6 children remain on the Blue Phase and two have progressed to the Green Phase and 1 child has progressed even further on to the Red Phase. 3 children will need to ensure they have completed the green phase by the end of the next academic year. Year 5 data shows that 7 children remain on Blue Phase whilst, 6 have progressed to the Green phase and 10 onto the Red Phase. These 7 children will need targeted support to ensure they complete red phase by the end of the academic year.

Good oracy and use of written vocabulary	RWInc phonic scheme. Years 1 - 3	PP pupils have under developed oracy skills and need support to build their vocabulary-	Small groups for RWInc phonics Y1 to Y4	JW/MSW	Every 6 to 8 weeks
	Literacy and Language years 3- 6 programme. Fresh start for Y5/6		Pupils still needing additional support in Y5/6 will be given small group intervention using the Fresh Start programme	JW/MSW	Every 6 to 8 weeks

December 2018

RWInc phonics scheme is closely monitored by the Vice Principal and groupings of children to maximise learning and progress are reviewed every half term and adjusted to the children's needs.

In year 1 there are 6 PPG children and of these 2 are already at Age Related Expectations for the end of the academic year. A further 2 children are expected to become ARE and pass the phonics screening test in July.

1 PPG child has severe medical needs and has spent most of this term away from school and in hospital. The other PPG child has been on a part time timetable due to behavioural needs and thus progress is slower than his peers.

In year 2 there are 6 PPG children. Of these 3 are currently ARE. There is potential for a further child to pass at the end of this academic year.

1 child has severe Speech and Language needs and is receiving support. 1 other child has safeguarding issues that impact on their learning.

April 2019

(See data reports for progress. Analysis shows key pupils and year groups for interventions)

3 PPG children still undertake the Fresh start programme.

July 2019

All bar 2 children in year 5 have completed the Freshstart programme and will progress to Language and Literacy classes in September. The remaining children will continue to the programme until ready to ensure their oracy and vocabulary abilities are more in line with their peers.

5 out of 9 PPG children this term in year 1 are at ARE.

3 out of 6 year 2 PPG children are at ARE, with the other 3 children being just below ARE.

EYFS data shows that 6 of the 8 PPG children achieved ARE in reading, 5 pupils in writing and 7 pupils in number. 1 child was exceeding for number.

Mental health and wellbeing.	Use of Loric characters and mental health/wellbeing materials from PiXL.	All staff to teach and feedback to SMT on effectiveness of programme. Pupil voice.	JW/IP	Termly
Total budgeted cost				£4,600
<p><u>December 2018</u> Mental Health materials from PiXL have been introduced and taught during this term. The impact of this is that all year groups have begun to teach mental health and mental health awareness in their classes. Children are more knowledgeable about mental health as a result. Pupil voice in the spring term will be undertaken to ascertain their views on mental health and the provision of such at the Academy.</p> <p>Pupil barrier grids are being used termly to identify barriers to learning and the provision made to enable those children to overcome the barriers and make progress. This enables teachers to focus not just on the gaps in their learning and how children can make progress, but the potential barriers to them achieving their targets. The impact of this is that those children identified in the autumn term have made progress towards overcoming their barrier or have achieved this and can now meet their target.</p> <p><u>April 2019</u> Pupil voice carried out by PP champion demonstrated that children are more aware of mental health and how to seek advice if needed. They feel that the PHSE curriculum that also utilises the Loric characters from PiXL and the Mindfulness techniques that been introduced in the Spring Term are having some positive effects. Further pupil voice will need to be carried out as the effectiveness of the Mindfulness techniques in the Summer term as this was introduced on training day in Spring term.</p> <p><u>July 2019</u> Mental Health aspects are embedded in the daily routine of classes and the use of PiXL, LORIC characters and Mindfulness Techniques are used across the school. Feedback from pupil voice and staff has been positive and will be continued in the new academic year. Training for new members of staff will take place in Autumn Term.</p>				

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review
<p>KS1 PPG children to achieve their FFT targets for:-</p> <p>Reading 65% (FFT 50 59% FFT 20 66%)</p> <p>Writing 60% (FFT 50 51% FFT 20 59%) NB. This is target is <u>above</u> FFT 20</p> <p>Maths 66% (FFT 50 59% FFT 20 66%)</p>	<p>PPG support in class and intervention (where appropriate) teaching by HTLAs (4 posts)</p>	<p>Children who are underperforming need timely, effective interventions,</p>	<p>Monitoring of progress and provision. Clear objectives are set for each HLTA. HLTAs are observed teaching and supporting the PPG children in class.</p> <p>The children have clear learning targets, based on need to fill gaps in skills, knowledge or understanding. They will also have pre-teaching of necessary skills. Children's progress is tracked termly by the HLTA and class teacher. This is monitored by the Pupil Premium Champion. HLTA have regular meetings and training sessions with PPG champion.</p>	JW	Termly

December 2018

Weekly meetings are held with the Pupil Premium champion and the HLTAs. They work in the classrooms supporting PPG children to meet their targets. Where possible intervention takes place within the classroom to ensure PPG pupils maintain their access to quality first teaching, however, some intervention work needs to take place outside the classroom on a withdrawal basis with HLTAs. Observations of HLTA support within class have been carried out and from this it is clear that the support the HLTAs are giving the PPG children is effective. This is enabling them to make progress. The HLTAs are able to adapt the teacher's questions to the needs of the children rephrasing or paraphrasing as required. They can focus on the small steps needed for the children to make progress and question the children effectively so that they make progress as well as demonstrate their understanding. They spend time with children outside of core subjects, consolidating learning in small groups or pre-teaching vocabulary and concepts before a new topic begins, thus raising children's attainment and understanding.

April 2019

Weekly meetings with HLTAs continue to be effective – discussing children's progress and ways forward. Further monitoring of the HLTAs will be conducted in the Summer Term.

July 2019

Observations of HLTAs show that their intervention and class support continues to be effective. Children continue to make progress and benefit from pre-teaching and consolidation as well as in class support. Weekly meetings continue to be held, discussing barriers to children's progress and learning – as well as achievements- and next steps.

FFT data shows that

3/6 of PPG pupils achieved ARE in Reading – 50% (Target was 65%) Target missed by one child.

3/6 of PPG pupils Achieved ARE in Writing – 50% (Target was 60%) Target missed by one child.

4/6 of PPG pupils achieved ARE in Maths – 67% (Targets was 66%)

<p>KS2 PPG children to achieve their FFT targets for:-</p> <p>Reading 65% (FFT 50 60% FFT 20 68%)</p> <p>Writing 68% (FFT 50 65% FFT 20 72%)</p> <p>Maths 68% (FFT 50 65% FFT 20 73%)</p>	<p>PPG support in class and intervention (where appropriate) teaching by HTLAs (4 posts)</p>	<p>Children who are underperforming need timely, effective interventions,</p>	<p>Monitoring of progress and provision. Clear objectives are set for each HLTA. HLTAs are observed teaching and supporting the PPG children in class.</p> <p>The children have clear learning targets, based on need to fill gaps in skills, knowledge or understanding. They will also have pre-teaching of necessary skills. Children's progress is tracked termly by the HLTA and class teacher. This is monitored by the Pupil Premium Champion. HLTA have regular meetings and training sessions with PPG champion.</p>	<p>JW</p>	<p>Termly</p>
---	--	---	---	-----------	---------------

December 2018

Weekly meetings are held with the Pupil Premium champion and the HLTAs. They work in the classrooms supporting PPG children to meet their targets. Where appropriate children are withdrawn from the classroom during the teaching of non core subjects for consolidation, addressing of misconceptions or pre-teaching as required by individuals or small groups of children.

Observations of HLTA support within class have been carried out and from this it is clear that the support the HLTAs are giving the PPG children is effective. This is enabling them to make progress.

April 2019

PPG children continue to be supported in class by HLTAs and their progress is continually monitored. Pupils are also discussed in weekly meetings with the pupil Premium Champion, and strategies to overcome barriers to learning and ways forward are decided and acted upon.

July 2019 (12 children)

50% of PPG pupils achieved ARE in Reading (Target was 65%) Target missed by 2 children.

58% of PPG pupils achieved ARE in Writing (Target was 68%) Target missed by 1 child.

42% of PPG pupils achieved ARE in Maths (Target was 68%) Target missed by 3 children.

Targeted Y4 pupils make good progress in RWM	Intensive support from HLTA, higher focus of support in class	Y3 progress for PP pupils was slower than other year groups for key pupils: Reading- 7 children made slower progress (2 made accelerated progress) Writing - 8 children made slower progress (3 made accelerated progress) Maths - 9 children made slower progress (1 made accelerated progress)	Monitoring of provision and progress by team leader. Interventions in place noted on cohort data profiles	JW/LE	Half Termly
--	---	---	---	-------	-------------

December 2018

Key:

0.0 to 0.4 inadequate **0.5 to 0.7 RI** **0.8 to 1.2 Good** **1.3+ outstanding**

Year 4 (60)	All	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	0.8 (59)	0.9 (34)	0.7 (25)	0.6 (15)	0.9 (44)
Reading	1.0 (60)	1.1 (34)	0.9 (26)	0.8 (15)	1.0 (45)
SPAG	0.9 (60)	1.0 (34)	0.7 (26)	0.9 (15)	0.9 (45)
Writing	1.0 (60)	0.9 (34)	1.0 (26)	0.9 (15)	1.0 (45)

This data shows that good progress is being made in Reading, Writing and SPAG. Maths is an area for further targeting of 7 children in the spring term, who were also lost from KS1.

April 2019

Y2 to Y6 Key: 0.0 to 1.4 inadequate 1.5 to 1.7 RI 1.8 to 2.2 Good 2.3+ outstanding

This shows that year 4 children have made good progress and are now at a progress score of 1.9 or above. There is no longer a gap in pupil progress of pupil premium and other, this will continue to be monitored closely throughout the Summer term.

Year 4 (59)	All	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	1.9 (59)	2.0 (34)	1.8 (25)	1.9 (15)	1.9 (44)
Reading	2.0 (59)	2.1 (34)	1.8 (25)	1.9 (15)	2.0 (44)
SPAG	1.9 (59)	1.9 (34)	2.0 (25)	1.9 (15)	2.0 (44)
Writing	2.0 (59)	1.9 (34)	2.0 (25)	2.0 (15)	1.9 (44)

July 2019

Year 4 (56)	All	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	3.2 (55)	3.4 (33)	3.0 (22)	2.9 (14)	3.3 (41)
Reading	3.1 (55)	3.2 (33)	3.0 (22)	2.9 (14)	3.2 (41)
SPAG	2.9 (55)	2.9 (33)	2.9 (22)	2.6 (14)	3.0 (41)
Writing	3.0 (55)	3.0 (33)	3.0 (22)	2.9 (14)	3.0 (41)

In maths and reading PPG children made good progress using school measures but there remains a gap between them and their non PPG peers. They will need to make accelerated progress in year 5 to diminish the difference. There is minimal difference in writing between PPG and non PPG children. 2 of the 6 targeted children are also SEND and although they made good progress there still remains a gap. SPAG is an area for intervention and pre teaching next year to diminish the difference still further.

<p>Maintain higher than National PPG attendance and further reduce the low level of unauthorised absences.</p>	<p>Inclusion officer and attendance officer to offer support and advice to parents. (3 posts)</p>	<p>Children’s attendance needs to be maintained in order for the children to maximise their learning time. School attendance 2016-2017: School 95.5% (Nat 96%) PPG 95.9% (Nat 94%) School PA 6% (Nat 8.3) PPG PA 4.5% (Nat 15.6)</p> <p>2017-2018: School 95.7% (Nat 95.8%) PPG 94.7% (Nat FSM 93.8%) School PA 5.6% (Nat 9.6%) PPG PA 9.2% (Nat FSM 19.7%)</p> <p>*School figures are whole year, National figures are Autumn and Spring Terms</p>	<p>Inclusion officers and attendance officer to monitor attendance figures and to provide support where necessary.</p>	<p>JW/CW</p>	<p>Termly</p>
Total budgeted cost					<p>£93, 000</p>

December 2018

PPG attendance at the end of term 2 = 94.25%

PA at end of term 2 = 19.3% (This was 16 children)

1 child has low attendance due to severe medical issues and hospitalisation.

The attendance officer works closely with families and the inclusion team to support families who have low attendance.

Continues monitoring and close liaison and communication with families of low attending PPG children will result in good attendance figures.

April 2019

PPG attendance at the end of term 4 was 94.34%

PA at end of term 4 = 7.05% (This was 6 children) There are a further 3 children who are at risk of PA by Term 6.

National is 23.6%

1 child has not attended since the beginning of the academic year due to severe medical issues and periods of hospitalisation. She receives outreach support from a TA in the school.

July 2019

PPG attendance at the end of term 6 was 93.7%

PA at the end of the year for PPG was 10.22% (4 children were classed as PA at end of Term 6) National was 23.6% 2018 (FSM national 2019 17.1%)

Of these four children two are from one family and one child has not attended since the beginning of the academic year due to severe medical issues and periods of hospitalisation. She receives outreach support from a TA in the school.

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Activities and support that increases aspirations.	Subsidising school Trips and uniforms. (Ring-fenced)	Ring fenced funds to allow children to access services that would otherwise be unobtainable.	Letters to parents ensuring they are aware of and accessing the funds available to them.	FM	Termly
<p><u>December 2018</u></p> <p>Families of PPG children are encouraged to use their ring fenced money to enable their children to access school trips, uniform etc. So far this year 54% of PPG children have utilised some of their ring fenced money to support their child at school. Pupil Premium champion and Mrs Morin to re-advertise the facility and encourage families to use this.</p> <p>Letter to be sent out in the Spring term again reminding parents of this facility and to highlight this to new PPG eligible families.</p> <p><u>April 2019</u></p> <p>Families of PPG children are still encouraged to use their ring fenced money to enable their children to access school trips, uniform etc. So far this year 77% of PPG children have utilised some of their ring fenced money to support their child at school. Pupil Premium champion and Mrs Morin to continue to re-advertise the facility and encourage families to use this during the Summer Term.</p> <p><u>July 2019</u></p> <p>80% of PPG families have utilised some or all of their ring fenced money to support their child in school. Letters and phone calls to parents reminding them of this facility continued to be carried out this term.</p>					

To ensure that all PPG eligible children are correctly identified.	We collect information from parents on admission to the academy. Regular letters to remind / signpost parents to this entitlement.	Family circumstances can change regularly, families previously not entitled to PPG funding become so.	Office staff ensure that relevant information is included in information packs. Office manager to check eligibility of families as soon as their circumstances change.	FM	Termly
<p><u>December 2018</u></p> <p>The office staff continue to closely monitor changes in family circumstances and have this term identified 11 PPG eligible children in reception. 1 other child is now LAC (Key Stage 1) 1 other child has also been identified as PPG this term (Key Stage 2).</p> <p><u>April 2019</u></p> <p>The office staff continue to closely monitor changes in family circumstances and have this term identified further PP eligible children in the Academy during the Spring Term. The KS1 child identified as LAC has now moved to the PLAC category and we currently now do not have any LAC children in the school. Pupil Premium Champion to continue to monitor children’s circumstances and liaise with Virtual Heads regarding any further LAC identified children.</p> <p><u>July 2019</u></p> <p>Children are being regularly monitored for eligibility by the office staff and new children identified as PPG eligible are added to the database and the HLTAs are informed as well as class teachers to ensure good provision for the children. Projections for September 2019 is that there will be 72 children eligible for this funding.</p>					

To ensure that PPG children and SEND PPG children make progress at least in line with non PPG peers.	To allow PPG ring fenced monies to be spent on supporting materials for Reading, writing, maths.	Children's progress and attainment is equal to or slower than that of their non PPG peers and rapid progress is needed to diminish the difference.	Parents can purchase the CGP supporting educational materials through their ring fenced PPG money.	FM / JW	Termly
Total budgeted cost				£8,000	
<p><u>December 2018</u></p> <p>Parents have begun to purchase the CGP books in year 6 in readiness for the forthcoming SATs. 5 out of the 12 PPG parents have used their ring fenced money for this purpose so far. Year 6 teachers will reinforce the need for this support at home during the SATS information evening due to take place on 21st January 2019.</p> <p><u>April 2019</u></p> <p>CGP books were purchased by all year 6 children and are used in class with year 6 teachers and at home with parent support.</p> <p><u>July 2019</u></p> <p>Two children who are PPG are also SEND and did not achieve ARE. 5 PPG children achieved ARE in maths, 6 PPG children achieved ARE in reading and SPAG and 7 PPG children achieved ARE in writing. 5 children are SEND this year, none of these achieved ARE.</p>					

4. Review of expenditure				
Previous Academic Year		2017- 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Literacy levels increase	RWInc training	<p><u>Reception.</u> Achievement for disadvantaged pupils is better than national. 4 out of 7 disadvantages pupils gained GLD in 2018 (57%) National GLD for disadvantaged children was 52% in 2017.</p> <p><u>Phonics.</u> Year 1 Disadvantaged pupils 50%. Year 2. Disadvantaged pupils 100%</p> <p><u>KS1</u> Reading progress for PPG EYFS to Y2 was - 2.1 (non PPG was +1.1) FFT</p> <p><u>KS2</u> PP combined higher standard was 20% in 2018 (above national for PP) PP combined expected standard was 53% in 2018 (VPA non PP was 32%). FFT shows this to be an improving picture from 2017</p> <p><u>In Year School Data</u> Progress for disadvantaged pupils was good for the vast majority of year groups in reading and writing in 2017-2018.</p>	<p>Early phonics teaching and RWInc throughout the day showed impact for 2017/18. This needs to be continued</p> <p>Phonics provision enables children to reach higher than National by the end of Year 2. Year 1 is an improving picture, with more children leaving EYFS at GLD in 2018 this improvement will continue</p> <p>PP children are making good progress in phonics, some PP children need further intervention to ensure the desired impact on their reading and writing is clearer</p> <p>This approach is showing impact for PP pupils and needs to be continued</p> <p>In year data will be tracked using Educater assessment system, this can produce filtered reports for various groups</p>	£4631
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Narrowing the gap in maths.	PPG intervention teaching by HLTAs	Year 2 PP maths progress was +0.4 (FFT) Year 6 children achieved a maths progress score of -2.63 from KS1 to KS2 (non PP was -2.49)	Continue to use White Rose scheme and Nrich activities and mastery for maths. Ensure progress and attainment of PPG pupils in Tackling Tables.	£105,069
Increase attendance and reduction in unauthorised absence.	Inclusion office and attendance officer to offer advice to parents.	Good impact of strategies evidence by attendance figures for 2017-2018. 2017-2018: School 95.7% (Nat 95.8%) PPG 94.7% (Nat FSM 93.8%) School PA 5.6% (Nat 9.6%) PPG PA 9.2% (Nat FSM 19.7%) PP attendance is better than national for attendance and PA *School figures are whole year, National figures are Autumn and Spring Terms	Continue with this strategy to ensure that PA is reduced even further.	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Children's literacy levels increase	PiXL	PiXL is a proven intervention programme that raised literacy levels. Both PPG and lower ability non PPG children benefit from this intervention programme. They have also introduced further therapies and interventions to support PPG and lower ability children.	Continue with this approach from September 2018.	£ 27,700
Activities and support that increases aspirations.	Subsidising school trips and uniforms.	Most parents use this money well to support their children. Some need further reminders that this is available to them and how to use it.	Continue to send letters to parents ensuring they check that they are eligible and that they use the monies available to them to enhance the provision.	
Activities and support that increases aspirations.	Soundstart and Notivate Provision	These strategies provide opportunities for children to access activities and thus ensure inclusion of PPG children.	Continue with these strategies for the forthcoming year.	