



PUPIL PREMIUM STRATEGY

2019/20

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Executive Summary

St Paul's Way Trust is committed to providing effective resources and ensuring vital support is in place to raise attainment of disadvantaged pupils of all abilities and to diminish any differences between disadvantaged students and non-disadvantaged students. In November 2017, the school received a letter from the Regional Schools Commissioner that stated "St Paul's Way Trust School is one of the top performing in the region in terms of outcomes for disadvantaged pupils." The significant number of 'disadvantaged' pupils at SPWT continue to buck national trends.

This document details the planned spend of the Pupil Premium Grant (PPG) in 2019/2020 and how we believe it will close the achievement gap. The PP policy is based upon DFE guidance in Appendix 1, modelled on the "building blocks" for success for Pupil Premium students.

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Pupil Premium Spend 2019/20 - Table 1: Budget Breakdown 2019/20

St Paul's Way Trust School					
Pupil Premium					
Budgeted Income & Expenditure 19-20					
Payment schedule 19-20	Q1	Q2	Q3	Q4	Total
	£	£	£	£	£
Income					
Funding - Trust School	157,898	157,898	157,898	157,898	631,593
Total income	157,898	157,898	157,898	157,898	631,593
Expenditure (budgeted)					
Salaries:					
SLT Pupil Premium Lead	10,265	10,265	10,265	10,265	41,060
Student Achievement Coodinators	45,832	45,832	45,832	45,832	183,330
Intervention and Curriculum Development (M&E)	29,107	29,107	29,107	29,107	116,427
Attendance	9,689	9,689	9,689	9,689	38,757
Behaviour Assistant and Co-ordinator	11,484	11,484	11,484	11,484	45,936
Pastoral and support for students and family	23,121	23,121	23,121	23,121	92,483
Total salaries	129,498	129,498	129,498	129,498	517,992
Other Expenditure					
Academic Intervention KS4		7,500	7,500		15,000
Attendance rewards	750	750	750	750	3,000
Additional AWA service				14,700	14,700
Music (Thames music (average £21k termly)	5,726	5,726	5,726	5,726	22,904
Basketball Mentoring	5,000	5,000	5,000	5,000	20,000
Counselling	30,641	-			30,641
Total Other Expenditure	42,117	18,976	18,976	26,176	106,245
Total Expenditure	171,615	148,474	148,474	155,674	624,237
Net Total	- 13,717	9,424	9,424	2,224	7,356

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Table 2: Pupil Premium Cohort Analysis 2019/20

Year group	PP	Non-PP	PP %	Girls	Girls %	Boys	Boys %	HAP Girls	HAP Girls %	HAP Boys	HAP Boys %	MAP Girls	MAP Girls %	MAP Boys	MAP Boys %	LAP Girls	LAP Girls %	LAP Boys	LAP Boys %	No previous KS2 scores
Year 7	127	112	53%	56	44%	71	56%	18	14%	18	14%	36	28%	39	31%	2	2%	11	9%	3
Year 8	129	110	54%	50	39%	79	61%	20	16%	28	22%	25	19%	41	32%	5	4%	11	9%	3
Year 9	139	103	57%	70	50%	69	50%	20	14%	14	10%	36	25%	35	25%	11	8%	16	12%	7
Year 10	127	103	55%	47	37%	80	63%	19	15%	28	22%	20	16%	35	28%	7	6%	14	11%	4
Year 11	126	110	53%	58	46%	68	54%	22	17%	35	28%	30	24%	20	16%	4	3%	10	8%	5
Total	648	538	55%	281		367		99		123		147		170		29		62		

Please note % are to 1 decimal place. % for academic breakdown are a % of the total PP population for the cohort.

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Success Criteria 2019/20:

The Pupil Premium Strategy will have to be monitored and assessed against the two sets of criteria. This includes overall success criteria and individual criteria for each section of the strategy.

Overall Success Criteria:

- Rates of progress to remain above National average for PP students at KS4.
- Maintain higher than national average attendance for PP students and narrow gap in attendance between PP and Non-PP students
- Narrowed gaps in exclusions between PP and Non-PP students.

Evaluation of the Success Criteria:

Evaluation of the success criteria will take place at 3 points of the Academic year:

- Spring 2
- Summer 2
- Overall Impact report Autumn 1 2020.

2019/20 Pupil Premium Strategy Breakdown

The pupil premium strategy follows the DFE guidance for “building blocks for success” DFE 2015 (See appendix 1). These include:

- Establishing a whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data driven and responding to evidence
- Clear responsive leadership.

Categories featured as discreet items of the strategy are highlighted above. All building blocks though feature within the strategy as a whole.

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Clear and Responsive Leadership

Clear Responsive Leadership: SLT Pupil Premium Lead

Action: SLT lead for PP.

Rationale: DFE guidance 2015

- “A whole-school approach promoting learning which sets high aspirations for all pupils”
- “Leaders can adopt specific behaviours to improve outcomes for disadvantaged pupils in their school.”
- “It’s not just what you do; it’s also the way that you do it. Schools can improve their effectiveness by focusing on the depth and quality of their support strategies.”
- “Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils’ progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff.”

Description of Intervention:

- SLT lead appointed to drive PP progress
- Develop and improve existing policy
- Improve levels of accountability for PP progress
- Improve student culture and standards to narrow the gap between PP and Non-Pupil Premium
- Develop data systems for tracking pupil behaviour
- Ensure behaviour policy review reflects a vision of high expectations and attainment for all
- Embed for all relevant stakeholders behaviour systems based on the behaviour policy review.

Success Criteria:

- Rates of progress to remain above national average for PP students at KS4.
- Develop and improve existing strategies and processes for PP students.

Costs Incurred/Forecast: £41,060.00

<u>Dates</u> Sept 18 – July 19	<u>Lead Responsibility</u> F Uddin J. Lawlor	<u>Monitoring and Evaluation</u> PP Strategy review April 2020 PP end of year report 2019/20	<u>Number of Pupils Involved</u> Whole school Pupil Premium cohort
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High Quality Teaching For All

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High Quality Teaching For All: Lead Practitioners and Pupil Premium Champions

Action: To establish a programme of intervention and curriculum development to address gaps in attainment in English and Maths for students eligible for pupil premium.

Rationale: Sutton Trust – EFF Toolkit, 2015

- *“Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps”*
- *“The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality of feedback pupils receive” (+3 months)*
- *“Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains the impact...that smaller tuition is effective” (+4 months).*

Description of Intervention:

- An additional member of staff for the English and Maths teams, who will have the designated responsibility to develop the provision in Key Stage 3 English and Maths ensuring that gaps in attainment are narrowed.

Costs Incurred/Forecast: £116,427.00

Success Criteria:

- Increased progress for PP students in English and Maths
- Reduced gap between PP and Non-PP students in English and Maths
- Reduced gap between high prior attainment PP students and high prior attainment Non-PP students
- Dissemination of best practice models and evidence of implementation in relevant departments.

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2019 – July 2020	Saul Matlock – Head of English Rehan Uddin – Head of Maths	SPR for each Year Group ISL reviews for each middle leader Appraisal evidence Learning Walks MER on books	PP cohorts in each year group

Addressing Behaviour and Attendance

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Addressing Behaviour and Attendance: Attendance Officer

Action: To ensure that there is a clear programme of intervention for students eligible for PP with low attendance.

Rationale:

In-school and national trends show that students eligible for PP tend to have lower attendance than students not eligible for PPG. By ensuring that there is a member of staff responsible for attendance, they will have the responsibility and accountability for improving attendance outcomes for students.

DFE statistics 2018/19 and white paper 2015

“Overall absence rates are higher for pupils who are eligible for and claiming free school meals – 7.2 per cent compared to 4.0. They are over twice as likely to be persistently absent (21.6 per cent compared with 8.1)”

“Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20 per cent of KS4 lessons. The relationship between absence and KS4 attainment remained similar over the past five academic years”.

Description of Intervention:

- Employ an additional member of staff within the attendance team whose remit will be to ensure that there is support available for students eligible for pupil premium to ensure that they attend school regularly and that their attendance is kept above 96%.

Costs Incurred/Forecast: £38,757.00

Success Criteria:

- Maintain PP attendance above national average
- Decrease attendance gap between PP and Non-PP.

<u>Dates</u> September 2019 – July 2020	<u>Lead Responsibility</u> F. Uddin J. Lawlor	<u>Monitoring and Evaluation</u> Half Termly Attendance Analysis for the senior leadership team (SLT) and Governors' Report Attendance Tracker	<u>Number of Students Involved</u> PP cohorts in each year group
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Addressing Behaviour and Attendance: Attendance Welfare Advisor (AWA)

Action: To ensure that there is a clear programme of intervention for students eligible for PP who have attendance below 90%.

Rationale:

- In-school and national trends show that students eligible for PP tend to have lower attendance than students not eligible for PPG. By ensuring that there is a member of staff responsible for attendance, they will have the responsibility and accountability for improving attendance outcomes for students.

DFE statistics 2018/19 and white paper 2015

“Overall absence rates are higher for pupils who are eligible for and claiming free school meals – 7.2 per cent compared to 4.0. They are over twice as likely to be persistently absent (21.6 per cent compared with 8.1)”.

“Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20 per cent of KS4 lessons. The relationship between absence and KS4 attainment remained similar over the past five academic years”.

Description of Intervention:

- Employ an AWA for an additional day whose remit will be to ensure that there is support available for students eligible for pupil premium to ensure that they attend school regularly and that their attendance increases to above 90%.

Costs Incurred/Forecast: £14,700.00

Success Criteria:

- Maintain PP attendance above national average
- Decrease attendance gap between PP and Non-PP.

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2019 – July 2020	J. Lawlor	Half Termly Attendance Analysis for the senior leadership team (SLT) and Governors' Report Attendance Tracker	PP cohorts in each year group

Addressing Behaviour and Attendance: Attendance Rewards

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Action: To ensure that there is a clear incentive system for students eligible for PP.

Rationale:

In-school and national trends show that students eligible for PP tend to have lower attendance than students not eligible for PPG. By ensuring that there is a structured rewards scheme for attendance we will provide opportunities for success to be praised and recognised as well as key focus groups to receive additional support.

DFE statistics 2018/19 and white paper 2015

“Overall absence rates are higher for pupils who are eligible for and claiming free school meals – 7.2 per cent compared to 4.0. They are over twice as likely to be persistently absent (21.6 per cent compared with 8.1)”.

“Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20 per cent of KS4 lessons. The relationship between absence and KS4 attainment remained similar over the past five academic years”.

Description of Intervention:

- Structured rewards scheme aimed at celebrating improvements to attendance, support for key focus groups and celebrating overall attendance rates.

Costs Incurred/Forecast: £3000.00

Success Criteria:

- Maintain PP attendance above national average
- Decrease attendance gap between PP and Non-PP.

<u>Dates</u> September 2019 – July 2020	<u>Lead Responsibility</u> J. Lawlor	<u>Monitoring and Evaluation</u> Half Termly Attendance Analysis for the senior leadership team (SLT) and Governors’ Report Attendance Tracker	<u>Number of Students Involved</u> PP cohorts in each year group
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Addressing Behaviour and Attendance: Behaviour Support Lead and Assistant

Action: To provide staffing for a behaviour support unit

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**Rationale:**

In-school and national trends show that students eligible for PP tend to have higher rates of Fixed Term Exclusion. FTE is detrimental to progress and effects attendance. To reduce the number of students that are completing FTE without access to professional support both academic and emotional the introduction of an offsite behaviour support unit will be introduced where behaviour support programmes and academic support can be put in place.

Sutton Trust – EFF Toolkit, 2019

- “Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects”
- “it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools”
- “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”

Description of Intervention:

- Structured support for PP students at risk of FTE or possible PEX
- Behaviour management courses
- Academic support in a smaller setting.

Costs Incurred/Forecast: £45,936.00

Success Criteria:

- Reduced FTE rates for PP students
- Reduced repeat FTE rates for PP students.

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
Spring 2 2020	F. Uddin M. Cologne	Behaviour Tracker FTE exclusion rates	PP cohorts in each year group

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Meeting Individual Needs: Student Achievement Coordinators

Action: Establish a team of Student Achievement Coordinators (SACs) who monitor the progress and attendance of students in each year group, identifying students for small group-based interventions.

Rationale: By deploying a team of Student Achievement Co-ordinators, students will receive focused support and intervention.

Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015

- *“Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”*
- *“evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months)*
- *“Overall absence rates are higher for pupils who are eligible for and claiming free school meals – 7.2 per cent compared to 4.0. They are over twice as likely to be persistently absent (21.6 per cent compared with 8.1)”*
- *“Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20 per cent of KS4 lessons. The relationship between absence and KS4 attainment remained similar over the past five academic years”.*

Description of Intervention:

- One Student Achievement Coordinator in each year group to work closely with the Year Team Leader to ensure that priority high prior attainment PP students identified as being at risk of exclusion and/or making less than expected progress receive relevant and impactful pastoral support programmes to reduce the risk of exclusion and improve progress.

Costs Incurred/Forecast: £183,330.00

Success Criteria:

- Increased progress for priority PP students across their subjects
- Increased attendance for priority PP students

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2019 – July 2020	Joseph Lawlor Year Team Leaders	Termly Student Progress Review (SPR) for each Year Group Termly exclusions data. Half termly attendance analysis	PP Priority groups in each cohort.

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Meeting individual Learning needs: Academic Intervention at KS4

Action: To have a programme of Academic intervention for underachieving PP students at KS4.

Rationale:

PP students face significant barriers to progress than non –pp counterparts this includes:

- Low levels of literacy
- Homework and independent learning
- Revision.

Academic intervention provides opportunities for students to access personalised programmes of intervention to improve progress in relevant subjects in which targeted students are underachieving.

Description of Intervention:

Additional intervention sessions for PP students at risk of underachieving at KS4 and KS3

Tailored LSA in 1:1 setting or small class sizes

Easter and half term interventions

Exam masterclasses

Academic coaches

All year access arrangement

External expert providers.

Costs Incurred/Forecast: £15,000.00

Success Criteria

- Rates of progress to remain above National average for PP students at KS4.

<u>Dates</u> September 2019 – July 2020	<u>Lead Responsibility</u> Raza Ali Marc Cologne	<u>Monitoring and Evaluation</u> KS3 outcomes 2019/20	<u>Number of Students Involved</u> PP Cohort KS4
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Meeting Individual Learners Needs: Counselling and Wellbeing Support

Action: Deployment of a targeted counselling service and small group interventions for the duration of the academic year.

Rationale:

There is a strong body of research to support the idea that emotional stress and anxiety are limiting factors on learning and attendance at school. The aim of the counselling service is to address and ultimately remove these barrier

Sutton Trust – EFF Toolkit, 2015

- *“Parental involvement is consistently associated with pupils’ success at school. The impact of parents’ aspirations is also important.” (+3 months)*
- *“SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”*
- *“evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months)*

Description of Intervention:

- A counsellor on site at SPWT to support students
- The counsellor sees pupils from across Key Stage 3 and Key Stage 4.

Success Criteria:

- **Maintain PP attendance above national average**
- **Decrease attendance gap between PP and Non-PP.**

Costs Incurred/Forecast: £30,641.00

<u>Dates</u> Sept 2019 – July 2020	<u>Lead Responsibility</u> F Uddin	<u>Monitoring and Evaluation</u> Attendance analysis PP analysis Case studies – qualitative data	<u>Number of Pupils Involved</u> 16 students access counselling at any one time – this cohort changes on an ad hoc basis
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Meeting Individual Learning Needs – Music Lessons

Action: To provide music lessons for students eligible for pupil premium.

Rationale: Sutton Trust – EFF Toolkit, 2015

- “Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners” (2 months).

Description of Intervention: THAMES music Service Level Agreement providing music lessons for students.

Costs Incurred/Forecast: £22,904.00

Success Criteria:

- Increased attainment in music for students eligible for pupil premium
- Attendance and participation to performances and events throughout the year by PP students.

<u>Dates</u> September 2019 – July 2020	<u>Lead Responsibility</u> Raza Ali Debra Brown	<u>Monitoring and Evaluation</u> Attainment data for Music	<u>Number of Students Involved</u> TBC
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Deploying Staff Effectively

Deploying Staff Effectively: Pastoral Support for Students and Families

Action: To improve parental links and support for families of vulnerable PP students.

Rationale:

Students and families will receive the support they need, to ensure that children who are presenting difficult behaviours are given the support both in school and at home, in order to prevent exclusion from school. The research (EEF Toolkit – 3+ Months) shows that active engagement of parents in supporting their children’s learning at school, when coupled with other interventions, can have a positive impact on outcomes.

Sutton Trust – EFF Toolkit, 2015

- “Parental involvement is consistently associated with pupils’ success at school. The impact of parents’ aspirations is also important.” (+3 months)
- “SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”
- “evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months).

Description of Intervention:

Staff will liaise with parents, external agencies and various members of staff across the school to support students who are at risk of exclusion. They will organise parent meetings, design interventions and ensure that students who are considered to be at risk are given the bespoke support that they need to reintegrate into school life.

Costs Incurred/Forecast: £92,483.00

Success Criteria:

- Reduce gap in exclusions between students eligible for pupil premium and those not
- Maintain PP attendance above national average
- Have excellent parental feedback.

<u>Dates</u> September 2019 – July 2020	<u>Lead Responsibility</u> F Uddin Masud Rana Gloria Lynch	<u>Monitoring and Evaluation</u> Exclusions Analysis for Governors’ Report Attendance reports half termly Attendance tracker Parental Surveys	<u>Number of Students Involved</u> PP cohorts in each year group
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Deploying Staff Effectively: Greenhouse Basketball Coach

Action: To improve attendance, behaviour and school engagement for vulnerable PP students across Key Stage 3 and 4.

Rationale:

In-school and national trends show that students eligible for PP tend to have lower attendance than students not eligible for PPG. Students who are eligible to the PPG are more likely to be at risk of FTE.

Sutton Trust – EFF Toolkit, 2015

- *“SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”*
- *“evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months).*

Description of Intervention:

A Greenhouse Basketball coach will provide mentoring sessions and opportunities for sporting activities for vulnerable PP students before school, during unstructured time and after school.

Costs Incurred/Forecast: £20,00.00

Success Criteria:

- Reduced gap in exclusions between students eligible for pupil premium and those not
- Maintain PP attendance above national average
- Have excellent parental feedback.

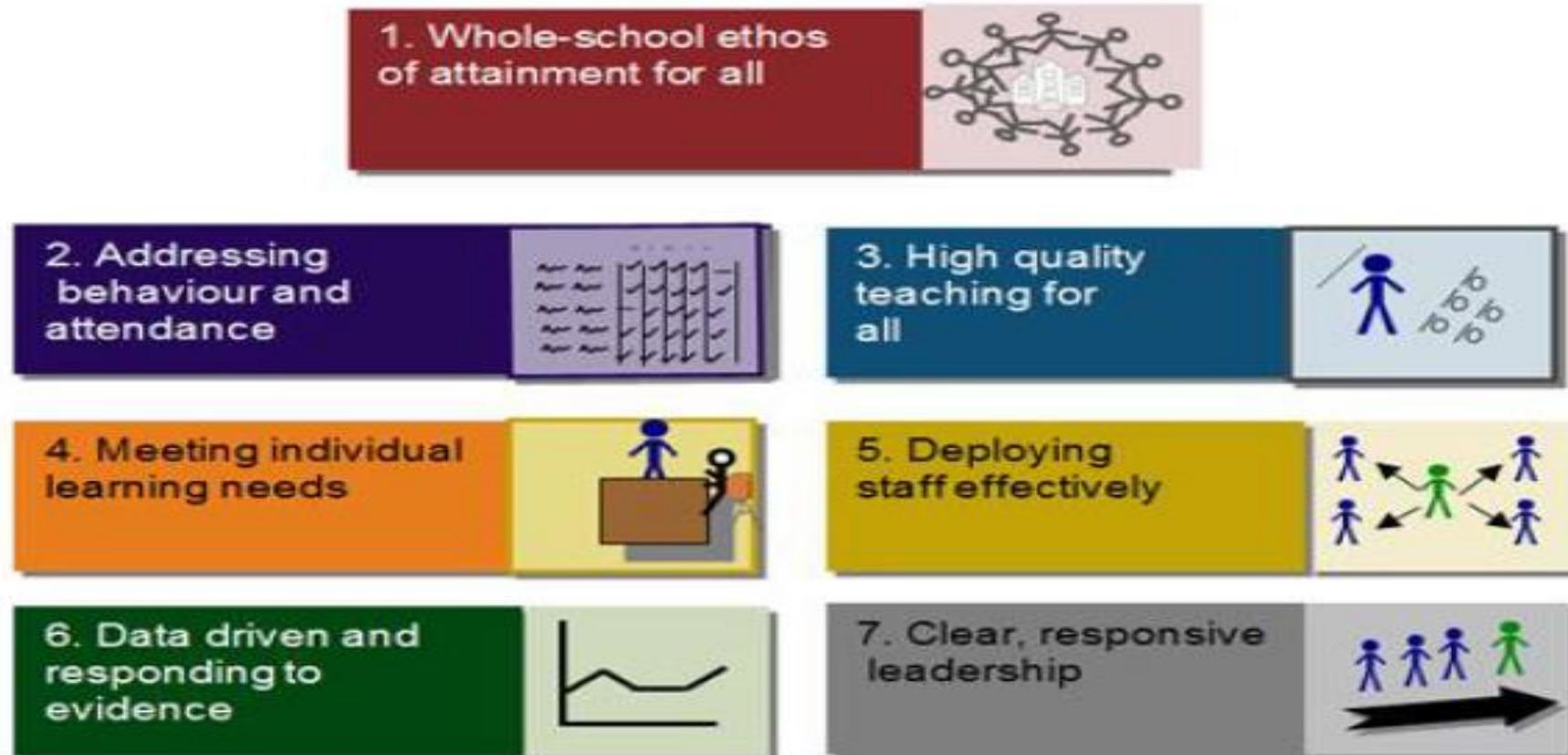
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2019 – July 2020	J. Lawlor M. Williams	Exclusions Analysis for Governors’ Report Attendance reports half termly Attendance tracker	PP cohorts in each year group

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Appendix 1

Figure 2: Building blocks for success



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