

Pupil premium strategy statement: Willow Fields Community Primary School - Reviewed

1. Summary information					
School	Willow Fields Community Primary School			PP Budget 2017-2018 = £125,860	
Academic Year	2017/18	Total PP budget		Date of most recent PP Review	N/A
Total number of pupils	149	Number of pupils eligible for PP	78 (Y1-6)	Date for next internal review of this strategy	July 2018

2. Current attainment		
All of the below are based on Teacher Assessment from 2017	<i>Pupils eligible for PP – WF Primary 2017(12)</i>	<i>Pupils not eligible for PP WF Primary 2017 (9)</i>
% of pupils achieving the expected standard in reading, writing and maths	25%	80%
Achieving expected standard or above in reading	50%	80%
Achieving expected standard or above in writing	25%	80%
Achieving expected standard or above in maths	41%	70%
Average scale score reading	90 (104 NA)	100.3 (104 NA)
Average scaled score maths	100.1 (104 NA)	114.1 (104 NA)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
Pupils come in to school with poor speech and language development.	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	PP eligible pupils baseline in Reception Class is lower than their peers.
B.	Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PP.
C.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
D.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
E.	Lack of resilience due to poor social and emotional development – leads to poor behaviour & attitudes to learning. Which are reinforced at home.

External barriers *(issues which also require action outside school, such as low attendance rates)*

A	<p>School context of deprivation Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation is amongst the top 10% of most deprived schools in the country as we are ranked 678/32844. Unemployment is high and many adults are employed on 0 hour contracts and work 2-3 jobs. Obesity and poor dental health are amongst the highest in the city. Living environments and employment deprivation indicators are high.</p>
B	<p>Social care needs Our school has a large number of families supported historically and currently by outside agencies including social care and family/early help support workers etc. many of our families need support from school to support their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, writing and school activities.</p>
C	<p>Attainment on entry All of our children (100%) enter EYFS with knowledge and skills below what is expected of their age. A proportion of these are significantly below what is typical for their age (30-50 months). Each cohort has differing aspects of low entry data within the prime areas. We also have a large number of SALT referrals. Our current nursery children are below in the following areas: reading, writing, number, shape, space and measure.</p>
D	<p>SEND Raise online identified 26.8% receiving SEND support against a national average of 12%. 0.6% had a SEND statement or EHC against a national of 1.39% although there are plans to apply for EHCP for a number of children in the near future. Currently the % of children across the school from EYFS to year 6 with identified SEND is 33.1%. SEND cohorts vary across classes (EYFS=28.5%, Y1=16.6%, Y2= 22.7%, Y3=26.6%, Y4=33.3%, Y5 =28%, Y6=31%). Currently 28% of pupils registered of FSM6 have an identified SEND need.</p>
E	<p>Attendance Overall attendance is low at 94.3%. This is below national. Attendance of pupil groups shows that Willow Fields children have below national attendance in all pupil groups, including persistent absence. Poor attendance rates for PP children reduces their school hours and causes them to fall behind on attainment. Socio-economic factors also impact on attendance. (See individual case studies).</p>

4. Outcomes																															
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation</i>																												
A.	Improve the rate of progress for eligible pupils in Reception Class so that a greater % reach a GLD by the end of their reception year.	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking/maths elements of the Early Learning Goal expectations by the end of their Reception year	A total percentage of 62.25 reached the expected standard at the end of EYFS and this was a rise of 12.25% on previous years giving school the highest GLD for many years.																												
B.	Improve the rate of attainment at Key Stage 1 ensuring that Higher Ability pupils eligible for the grant achieve the expected standard or higher in all subjects.	Pupils eligible for PP identified as high ability make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress than pupils in 2017 by the end of Key Stage 1 in maths, reading and writing. At least 20% pupils will attain the higher standards.	The year 2 class contained 62% pupil premium children. The gap was narrowed by 4% in reading between spring and summer, 17% in writing between spring and summer. Overall, 76% reached the expected standard in reading, 76% in writing and 71% in maths with 19% of children reaching greater depth in reading, 19% in writing and 33% in maths.																												
C.	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key bench marks and all have made at least good (6 points) progress from their individual starting points.	Attainment at the end of KS2 and overall progress at the end of KS2 increases and is line with national averages.	The following percentages of pupil premium children reaching the expected standard in reading: Y1 83%, Y2 77%, Y3 70%, Y4 58%, Y5 38% Y6 76%. Writing: Y1 91%, Y2 69%, Y3 70%, Y4 25%, Y5 19%, Y6 40% Maths: Y1 100%, Y2 69%, Y3 80%, Y4 92%, Y5 25% Y6 50%																												
D.	Increase the progress of those eligible for PP in writing across both Key Stages.	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in writing across KS2 to impact on increasing outcomes at the end of KS2.	There was a narrowing of the gap in writing in some year groups but not all across the year. By the end of the year the following gaps remain in writing <table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>75%</td> <td>85%</td> <td>-10%</td> </tr> <tr> <td>2</td> <td>69%</td> <td>88%</td> <td>-19%</td> </tr> <tr> <td>3</td> <td>83%</td> <td>40%</td> <td>+43%</td> </tr> <tr> <td>4</td> <td>21%</td> <td>75%</td> <td>-54%</td> </tr> <tr> <td>5</td> <td>26%</td> <td>33%</td> <td>-13%</td> </tr> <tr> <td>6</td> <td>70%</td> <td>100%</td> <td>-30%</td> </tr> </tbody> </table> <p>This was a narrowing of the gaps in relation to those at the start of the year and there was a higher percentage of PP children achieving end of year ARE.</p>	Year	PP	Non PP	Gap	1	75%	85%	-10%	2	69%	88%	-19%	3	83%	40%	+43%	4	21%	75%	-54%	5	26%	33%	-13%	6	70%	100%	-30%
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E.	Minimise external barriers for PP pupils - Attendance of PP pupils will improve and for those PP pupils who are persistent absentees, the % of sessions missed will be reduced. Attendance officer to engage with families and narrow attendance gaps.	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families (pupils) eligible for the grant who engage with the school family learning programmes and family support services so that basic needs are met. Appointment of family liaison officer to support this outcome.	Persistent absenteeism reduced from 13% to 10%. There has been a marked increase in the number of families and children who access services provided and facilitated by school including family learning (pottery) counselling etc. Due to the complete staffing																												

			restructure there wasn't a family liaison worker appointed however a member of staff worked alongside the foundation of light in this role to encourage parents and children to work together and participate in wider activities, including multi-sports holiday clubs etc.
F.	Pupils' behaviour is supported and improved through staff training. The use of a PSHE programme that all teachers can deliver with confidence will teach pupils how to improve resilience and support their social and emotional development.	Pupils' attitudes to learning will show an improvement (pupil surveys). All staff will understand the behaviour policy and take part in ongoing training. Change to lunch timings for KS2 and the addition of a male lunchtime supervisor for the KS2 children. We have a new stage curriculum being implemented and all staff have been team teach trained. Pupils' will develop their self-confidence, resilience and build better relationships. Behaviour and engagement in learning will improve further.	All staff were trained in behaviour support by KS2 behaviour team and also undertook team teach training. Pupils demonstrated increasingly positive attitudes to learning and school as evidenced in pupil questionnaire responses. Changes to lunch timings and the addition to staff break and lunch duties has had a positive impact on children's behaviours at these more unstructured points in the day. Lunch staff also stagger the number of children in the dining hall at any point in time and staff undertake duties there too. Coaching opportunities are also offered over lunchtimes.
G.	Teachers identify and plan opportunities to provide a rich and broad curriculum enhanced by a variety of trips, visitors and experiences that will broaden pupils' understanding and enjoyment of the world.	Planning, work scrutiny, feedback forms and discussions with pupils show improved engagement in learning. Pupil survey will show improved attitudes to learning. Pupil standards meetings will show the gap between PP and NPP pupils is diminishing.	Every year group has a broad and balanced curriculum which is engaging and is linked to learning wither in the community or via a linked external visit. Gaps are diminishing in some year groups and the children have a more engaged attitude to working as it is based on direct experience of the topics covered.
H.	Continue to ensure that teaching, learning and assessment across the school is at least good with an increasing proportion that is outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across school will be good moving to outstanding, ensuring that most pupils eligible for PP across school will meet age related expectations at key bench marks and at least good progress from individual starting points.	Staffing restructure has meant that there has been an 80% change of staff across the school. Therefore, this will be tracked from September 2018 when the new staff are in place. There are higher numbers of PP children reaching ARE and key benchmarks. PP progress is improving across all year groups and all subjects for PP children. Expected progress is 6 points from each individual starting point and PP children achieve the average progress in the following across the key stages: Reading: 7.2pts, Writing: 8.1pts and Maths: 6pts

I.	Improve attainment and progress in reading, writing, GPaS and maths in our current Year 6 class for pupils eligible for pupil premium, including more able disadvantaged pupils.	Pupils in year 6 who are more able disadvantaged pupils make rapid progress so that most pupils eligible for pupil premium meet or exceed age related expectations by the end of KS2 and all have made at least good progress from their individual starting points.	Children made expected progress in maths with 63% of children achieving the expected standard at the end of KS2. Writing was a huge success with 82% of children achieving the expected standard or greater depth.
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5. Planned expenditure

Academic year	2017/18
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The 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?
Improve the rate of progress for eligible pupils in EYFS	<p>Appoint additional EYFS teacher with an EYFS specialism appointed to working alongside EYFS leader.</p> <p>Split EYFS unit to focus specifically on Reception outcomes.</p> <p>Continue support from the LA EY consultant.</p> <p>Ensure language and number rich environment.</p> <p>Link between language and number to every learning area including outdoors.</p>	<p>We are keen to reference our attainment and progress against those of similar, and the higher performing, schools. Together for Children consultants will work with SLT to evaluate the quality of teaching, learning and the EYFS provision. Leadership will ensure that training opportunities and appraisal linked to performance for teachers will link to teacher's standards and will reflect the level of experience through career stage expectations.</p> <p>Full time nursery provision (despite parents not being eligible for 30 hours provision) will give us a greater opportunity to target the development of key skills in EYFS and narrow the gap between vulnerable groups from the start.</p> <p>Enhance the provision by providing early intervention.</p> <p>With increased ratio for greater adult support and interaction.</p> <p>Teaching Assistants will also have performance appraisals linked to agreed standards so that they can be effectively used to support progress in early Years through improving quality first teaching by improving ration and CPD opportunities.</p> <p>Only 50% of children gained GLD at the end of Reception 2017.</p>	<p>New teacher appointed July 2017. Early Years Review in academic year 2017/2018. Three times per year. Early Years leader CPD Leadership to support managing staff to increase productivity.</p> <p>PPR meetings with EY leader and EY leader accountable for increasing standards.</p> <p>Regular evidence scrutiny.</p> <p>New EYFS consultant supporting LR and SLT.</p> <p>Regular lesson observations and book scrutiny.</p> <p>Regular moderation of standards in EYFS, including environment.</p> <p>Half termly data input.</p> <p>Governor monitoring.</p>	<p>Consultant</p> <p>EYFS phase leader</p> <p>LR</p> <p>SLT</p>	<p>Half termly data input and data analysis.</p> <p>Challenge committees of the FGB</p> <p>July 2018 Final Review</p> <p>Cost £22,918</p>

<p>Improve the rate of attainment at Key Stage 1 ensuring that PP pupils eligible for the grant achieve at least expected or higher standard in reading, writing and maths.</p>	<p>Appointment of phase leaders to be accountable for year group phases in relation to attainment and progress following appointment of new HT. Moderation of KS1 books with successful schools so that staff have professional dialogue. English and Maths consultants from LA supporting subject leaders.</p> <p>New curriculum, and tracking. Amended timetable. New reading scheme. Introduce new handwriting books</p>	<p>We are keen to reference our attainment and progress against those of similar, and the highest performing, schools. Together for Children consultants will work with SLT to evaluate the quality of teaching, learning and the KS1 provision. Three times per year through assessment review.</p> <p>KS1 results 2017 Reading – 60% GD – 13% Writing – 53% GD – 7% Maths – 73% GD – 13% Y1 Phonics – 67% All lower than national.</p> <p>Leadership will ensure that training opportunities and appraisal linked to performance for teachers will link to teacher's standards and will reflect the level of experience through career stage expectations. Teaching Assistants will also have performance appraisals linked to agreed standards so that they can be effectively used to support progress in KS1 through improving quality first teaching by improving ration and CPD opportunities.</p>	<p>New team leader appointed. KS1 Teaching and Learning Review in 2017/2018 three times across the year. PPR meetings with team leader.</p> <p>Across KS1 achievement is improving but not yet in line with national. Children need to make at least 6 points progress from individual starting points leading from the new curriculum and assessment system.</p> <p>Regular focused lesson observations. Learning walks by HT, LA, Subject Leaders and Governors. Regular book scrutiny. Regular moderation events. Half termly data input and analysis. Pupil evaluation and feedback. Governor mentoring. LA consultant support. 1-1 support with pupil premium champion to support key children and enhance progress through nurture and intervention. Outcomes will reflect better than average points progress made from individual starting points. 1-2 Purchase SLA for data analysis to enable comparison with similar schools.</p>	<p>KS1 leader SLT Maths and English subject leaders. Governors KS1 teachers and TAs HT LA Consultant</p>	<p>At PPR throughout the year – every half term.</p> <p>Challenge committees of the FGB</p> <p>SLT meetings</p> <p>July 2018 Final Review</p> <p>Cost £31,962</p>
<p>Improve outcomes for eligible pupils at the end of KS2 in all subjects. Improve outcomes for the more able pupils at the end of KS2 so that a greater proportion of pupils are assessed as working at the higher standard.</p>	<p>Appointment of phase leaders to be accountable for year group phases in relation to attainment and progress following appointment of new HT. Moderation of KS1 books with successful schools so that staff have professional dialogue. English and Maths consultants from LA supporting subject leaders.</p>	<p>Assisted reviews noted that improvements were being made but not yet at a quick enough rate and not consistently. Support from local authority consultants are supporting improvements but outcomes are not yet at the expected standard. Teaching over time requires improvements. Curriculum and assessment improvements are in place but need time to impact outcomes. Timetable amendments are enabling progress to be made through the inclusion of basic skills and additional, grouped phonic sessions. Latest book scrutiny showed that the work produced required improvement. Behaviour in lessons needed to be controlled to allow improvements to be made to teaching and learning.</p>	<p>Key driver for School Improvement Plan (SIP) and incorporates all reporting mechanisms New team leader appointed. KS2 Teaching and Learning Review in 2017/2018. KPI meetings with team leader. 1-1 support with pupil premium champion to support key children and enhance progress through nurture and intervention. Outcomes will reflect better than average points progress made from individual starting points. Teach single year groups across KS2 despite some classes being smaller to narrow the gap in attainment and accelerate progress. Curriculum review to ensure continuity and progression.</p>	<p>KS2 leaders Maths and English subject leaders KS2 teachers, HLTA and TAs HT Together for children consultants</p>	<p>At PPRMs throughout the year – every half term.</p> <p>Data analysis</p> <p>Challenge committees of the FGB</p> <p>SLT meetings</p>

		<p>Children need to reflect on their learning and improve work independently and through marking and feedback.</p> <p>Children need to learn life-long learning skills eg resilience as they were too quick to give up.</p>	<p>Implementation of T and L policy</p> <p>Whole School Marking policy</p> <p>Assessment Policy</p> <p>KS2 moderation with cluster / successful schools.</p> <p>Bench marking with similar and higher performing schools.</p> <p>Focused appraisal for all staff.</p> <p>Senior leaders held to account for the standards in their phases.</p> <p>Sunderland LA consultants working in school to support subject leaders.</p> <p>Focused learning walks</p> <p>Regular moderation</p>		<p>Cost: £21,556</p>
<p>Increase the progress of those eligible for PP in writing across Key Stage 2.</p>	<p>Appointment of new leadership roles specifically focussed on teaching in upper and lower KS2.</p> <p>Increase TA and teacher focus on the writing pedagogy</p> <p>Increase the number of additional First-Hand Learning opportunities for pupils that will improve the focus through the implementation of a new T and L policy to include text types and progression in writing.</p>	<p>Writing outcomes were 50% at the end of 2017 in year 6 which was well below national.</p> <p>Assisted reviews noted that improvements were being made but not yet at a quick enough rate and not consistently.</p> <p>Support from local authority consultants are supporting improvements but outcomes are not yet at the expected standard.</p> <p>Teaching over time requires improvements.</p> <p>Curriculum and assessment improvements are in place but need time to impact outcomes.</p> <p>Timetable amendments are enabling progress to be made through the inclusion of basic skills and additional, grouped phonic sessions.</p> <p>Latest book scrutiny showed that the work produced required improvement.</p> <p>Behaviour in lessons needed to be controlled to allow improvements to be made to teaching and learning.</p> <p>Children need to reflect on their learning and improve work independently and through marking and feedback.</p> <p>Children need to learn life-long learning skills eg resilience as they were too quick to give up.</p>	<p>Key driver for School Improvement Plan (SIP) and incorporates all reporting mechanisms</p> <p>New team leader appointed.</p> <p>KS2 Teaching and Learning Review in 2017/2018.</p> <p>KPI meetings with team leader.</p> <p>Curriculum review to ensure continuity and progression.</p> <p>Timetable amendments to allow for specific GPaS lessons and basic skills lessons each week</p> <p>Implementation of T and L policy with an emphasis on text types and writing in a cross curricular approach.</p> <p>Whole School Marking policy</p> <p>Assessment Policy</p> <p>KS2 moderation with cluster / successful schools.</p> <p>Bench marking with similar and higher performing schools.</p> <p>Focused appraisal for all staff.</p> <p>Senior leaders held to account for the standards in their phases.</p> <p>Sunderland LA consultants working in school to support subject leaders.</p> <p>Introduce BLP to develop life-long learning skills.</p> <p>Encourage daily evaluation of learning and response to feedback</p>	<p>KS2 leaders</p> <p>Maths and English subject leaders</p> <p>KS2 teachers, HLTA and TAs</p> <p>HT</p>	<p>At PPRMs throughout the year – every half term.</p> <p>Challenge committees of the FGB</p> <p>SLT meetings</p> <p>Cost £2639</p>

Improve access to first hand experiences through curriculum enhancement opportunities e.g. visits and music tuition	Use pupil premium money to part / fully fund educational visits and residential stays, as well as music tuition	First hand experiences are valuable in developing understanding of the curriculum as well as encouraging team building, bonding and life-long learning skills. Music can be both therapeutic and increase self-esteem but also requires and develops important skills.	Reduce the cost or fully fund the cost of visits and residential stays to enable all children to experience first-hand learning outside of the classroom. Provide quality peripatetic music tuition without charge to pupil premium children. Increase children's confidence and parental participation / engagement through performance	Teaching staff HT Peripatetic music teachers	Case studies throughout the year HT Pupil premium champion Recording of participation rates Cost £17000
Total budgeted cost					£102,265

ii. Targeted support					
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?

<p>Improve the rate of attainment at Key Stage 1 ensuring that Higher Able pupils eligible for the grant achieve the higher standard in all subjects.</p>	<p>Increase the targeted feedback for all pupils as a key strategy to be used by teachers. Whole school assessment policy Whole school marking policy. Pupil premium champion mentoring individual children in each year group. Booster classes TA support intervention Extra maths lessons weekly Timetabled basic skills sessions</p>	<p>We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas such as spelling. Feedback and use of APP is well documented as having significant impact. TA focus is limited to intervention which, where properly trained through CPD, is effective at raising attainment.</p> <p>In 2017 out KS1 children achieved results that were below national in all areas. Progress requires improvement as children not achieving at the same rates as disadvantaged children both in school and nationally.</p> <p>Targeted support has brought outcomes closer to national. The focus is continuing this improvement into 2018 to further improve outcomes for disadvantaged pupils. Case studies of individual children</p>	<p>Improved phase leadership capacity. Improved teacher appraisal systems. Half termly PPR meetings. Increased % of children on track and above track in end of year assessments, will be monitored through ½ termly pupil progress meetings. Focused leadership drive Governor monitoring Regular lesson observations and book scrutiny</p>	<p>Phase leaders HT Governors LA Consultant</p>	<p>Half termly</p> <p>Cost £as above</p>
<p>Ensure that PP girls make as much progress as PP boys and both make more progress than their peers in mathematics across Key Stage 2.</p>	<p>Pupil premium champion identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching. Pupil premium champion mentoring individual children in each year group. Booster classes TA support intervention Extra maths lessons weekly Timetabled basic skills sessions</p>	<p>Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning. Audit of processes and procedures to evaluate the impact of current practise has identified greater need for implementing targeted programmes by TAs/HLTA rather than 'plugging gaps' where they may not have the necessary knowledge. Gap between boys and girls is very wide.</p>	<p>Each Phase group leader will manage their team to best support the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings. Learning walks. Book scrutiny Internal and external moderations. Half termly data input. Entry and exit data for interventions implemented. Governors monitoring linked to assessment.</p>	<p>PP Champion Phase leaders LR SLT TAs</p>	<p>Half Termly PPR Half termly data input July 2018 Final review Cost £2639</p>

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
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					implement ation?
Improve the rate of attainment at Key Stage 1 by improving access to teacher led wider opportunities.	Improve the range of after school activities and additional visits for eligible pupils to inspire writing, reading and maths application of basic skills Wider curriculum offer	Pupils with disadvantaged backgrounds need greater support to access first hand experiences to include in their learning. School needs to increase opportunities for bringing outside experiences into school e.g. bridge project.	Teachers will identify work to be covered and pupils identified. The success will be monitored by targeted children remaining on-track for ARE, or better throughout the year	Class teachers,	Half termly
Increase the rate of attendance for those eligible for the grant.	Employment of a family liaison worker to develop family attendance, learning and well-being support. Breakfast club daily. Focused leadership and management of SLT, attendance officer and governors. Attendance support through national initiative – certificates / vouchers etc	PA attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being. Family workers in deprived areas are making significant improvements in attendance by meeting basic needs first. Attendance for all pupil groups is below national. Last years attendance was 94.3% against a national figure of 97.4%	Monitored by Attendance Lead (JH). Key Issue in the school improvement plan and regularly reported to the Pupil, Welfare and Discipline Committee. Learning walks Staff views and discussions Parental views and feedback Monitoring of breakfast club attendance Weekly review of attendance Writing of attendance plans ½ termly letters to all parents to inform them of their child's attendance (RAG rated) Letters to parents requesting meetings when attendance is unauthorised Specific attendance officer Attendance and follow up actions noted on CPOMS Link to attendance scheme – prizes, certificates and prize draws	New appointment of Family Liaison Officer. JH LR SLT Governors	Termly Weekly Attendance meetings HT report to FGB July review £19,837
Increased involvement in sports and targeted motor skill development reducing obesity levels across the school	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available Breakfast club- controlled breakfast and outdoor play	We feel that the ethos of the school is built upon team and individual learning behaviour skills that enable the children at Willow Fields to access their learning in a calm and intelligent manner. Grammar and independent schools demonstrate positive impact of sports on core academic skills.	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner. Monitored by LA height and weight team.	Class Teachers, PE Leader SLT JH LA nurses	Termly Cost £1000
Access to educational visits for all and support parents of pupil premium children to attend appointments	To ensure that all children are able to attend the residential visits by subsidising these via PP and main budget	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms. Children have limited experiences beyond the local environment	Take up of this subsidy will be monitored by the School Office Manager and finance clerk. Pay transport costs for pupil premium children to attend appointments to ensure minimum time away from school.	Class Teachers, Head and Deputies	Termly
Budgeted cost					£22476

	Total Budgeted Cost 2017-2018 £128,380
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