

Pupil premium strategy statement – Heath Mount Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	47.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	31.12.2024
Date on which it will be reviewed	01.12.2025
Statement authorised by	Amanda Cross Head Teacher

Pupil premium lead	Kate Beech Deputy Head
Governor / Trustee lead	Lisa Andrews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,515
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£19,285
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£212,800

Part A: Pupil premium strategy plan

Statement of intent

Heath Mount Primary School is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have an experienced senior leadership team and a school ethos of high expectations with children and staff at the heart of all we do.

We are a two-form entry primary school in Balsall Heath, Central Birmingham, in an area of socio-economic deprivation and is ranked in the top 10% (rank 749 out of 32,844) of all school for deprivation.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage. Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance, which is purposeful, transparent, and focussed on the main thing, improving teaching and learning.

Common barriers to learning for disadvantaged children can be; less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties; lower cultural capital; and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Additional School Context:

- On average, each year group loses 6+ children every academic year.
- Outward mobility is very high and this facilitates even more inward mobility as new pupils take the places of children who have left.
- A considerable number of children join Heath Mount late as 'inwardly mobile' and leave after only spending a short time at the school. This 'churn' in the pupil population can be destabilising and can disrupt the learning of the 'non-mobile' children as well as that of the new arrivals and leavers. This however is well-managed by the school.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and all pupils both within internal school data and nationally.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach at least age-related expectation (ARE) at the end of Year 6.
- For all children to have a breadth of experiences, with their social and emotional needs met, leaving school with aspirational attitudes.
- For all children to have high aspirations for their future.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	MAT disadvantaged review, assessments, observations and discussions with children indicate low language and communication skills with gaps in vocabulary knowledge. Many children enter reception below age-related expectations.
2	MAT disadvantaged review, assessments, observations, and discussions with children show weak oral and communication skills and language.
3	MAT disadvantaged review shows pupils have a low cultural capital such as limited experiences to base new learning upon.
4	School attendance and punctuality.
5	Parental engagement in school and learning is lower for our Pupil Premium pupils.
6	Reading and maths fluency is impacted by language development and parental engagement for disadvantaged pupils.

Intended outcomes.

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oracy skills and vocabulary of disadvantaged pupils.	Improved oracy skills and vocabulary of disadvantaged pupils. There is a significant improvement in oracy for disadvantaged pupils along with a significant improvement in the range of vocabulary used for all forms of communication. Children are able to communicate their learning in depth. This is evident across the curriculum when triangulated with other sources of evidence, including engagement, book scrutiny and ongoing formative assessment
Improved phonics attainment among disadvantaged children.	The phonics check will show very little disparity between disadvantaged and non-disadvantaged children.
Improved attainment at the end of each Key Stage in reading, writing and maths, particularly for disadvantaged children.	End of Key Stage results show more disadvantaged children achieve age related expectations in reading, writing and maths.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	The attendance of PP learners meets the school target of 96%. PP Leads meet regularly with the Attendance Officer and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these.
Improve parental engagement in learning and school life to support their children.	At least 50% of parents of Pupil Premium children attend parent engagement activities such as workshops, assemblies, parent showcases and parents' evenings.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parental surveys and observations a significant improvement in learning behaviours, in particular, resilience • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £184,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Employ an additional teacher in Year 6 each morning to teach reading, writing and maths.</p>	<p>Due to COVID-19 effecting education between 2020 and 2022, children have missed a significant part of their formative education and are unlikely to have the vocabulary, knowledge and skills required of children their age.</p>	<p>1,2,3,4</p>
<p>Embed high quality teaching in all year groups for all subjects by providing bespoke CPD for all teaching staff based on pedagogical research. As part of this, we will focus on enhancing feedback, metacognition and self-regulation</p> <ul style="list-style-type: none"> -Use of CPL approach based on Rosenshine's Principles of Instruction and Walk Thrus -Leadership release time to support planning and paired teaching -Cover for supported observations -Coaching for all teachers Improve subject knowledge -Planning clinics 	<p>There is strong evidence that quality first teaching is pivotal in improving children's outcomes through narrowing the disadvantage gap. Research shows that promoting effective professional development improves classroom practice and pupils outcomes. High quality first teaching has the greatest impact on closing the gap between disadvantaged pupils and all other pupils. There is strong evidence to indicate that high quality feedback has a significant impact on progress and attainment of all pupils.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Embed enhanced provision and participation in physical education led by specialist sports coach delivering lessons, after school clubs and inter-school competitions.</p>	<p>Provide enhanced opportunities and experiences for pupils.</p> <p>“The average impact of the engaging in physical activity interventions and approaches is about an additional one</p>	<p>1,2,3</p>
<p>Use teaching assistants to enhance the academic provision in school by supporting learners in class and providing small group interventions, including RWI.</p>	<p>Gaps in attainment between disadvantaged and all pupils in school identify the need for focused and timely interventions in class, providing additional capability for pupils to receive small group support and catch-up.</p>	<p>1,2,3,6</p>
<p>Enhance the 'Heath Mount Primary Guarantee' and wider curriculum opportunities</p>	<p>There is strong evidence that there are improved outcomes for all pupils involved in arts-based activities.</p>	<p>3</p>

<p>Parental workshops and specialist teaching of Music in year 4.</p>	<p>Arts participation EEF educationendowmentfoundation.org.uk Parental engagement EEF educationendowmentfoundation.org.uk</p>	<p>1,2,3,5</p>
<p>Introduce Oracy across the school curriculum to support pupils to express ideas and opinions, consolidate understanding, deepen learning, and extend vocabulary. We will fund ongoing CPD for the Oracy Champions in school along with leadership time to support the practise of all staff.</p>	<p>There is a strong evidence base that high-quality classroom discussion is inexpensive to implement with high impacts on attainment in English: Oral language interventions EEF educationendowmentfoundation.org.uk</p>	<p>1,2,3,5</p>
<p>We will have a high focus on developing reading in KS1 to ensure that all readers are fluent by the end of the key stage. Introduce RWI and all staff to be trained.</p>	<p>There is a strong evidence base that the delivery of phonics has a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics EEF educationendowmentfoundation.org.uk Phonics EEF educationendowmentfoundation.org.uk</p>	<p>1,2,3,6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Staff training will be provided for all teachers take part in the Mastering Number programme. We will fund release time for the Maths Lead to support all teaching staff to embed key elements.</p>	<p>Non-statutory guidance from the DfE draws on evidence-based approaches and is produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) publishing.service.gov.uk The Mastering Number Programme is DfE funded and has been designed to improve pupil outcomes in EYFS, KS1 and beyond. The EEF guidance is based on a range of the best available evidence: KS2 KS3 Maths Guidance 2017.pdf educationendowmentfoundation.org.uk</p>	<p>1,2,3,6</p>

<p>Enhance the quality of emotional support available for children.</p> <p>Two THRIVE practitioners will complete training in order to maintain the licence.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>2,4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional 1-1 daily reading sessions targeted at the bottom 20% of readers in all year groups.	Regular reading on a 1-1 has a strong impact on reading and leads to rapid and sustained progress for all readers. "Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success." - DFE The reading framework Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,6
Additional 1:1 phonics tuition targeted at pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	6
Subscription to Mathletics, £1680 Spelling Shed, £486 Test Base, £295 Times Table Rockstars, £182.50 RWI / Fresh Start £1755	Maths, spelling and reading are 3 ideas of development for pupils in school. Online learning platforms have proven to increase participation in homework.	1,2,5,6
Purchase of CGP books for y6	CGP books ensures purposeful homework is given to pupils, they meet the National Curriculum objectives and offers a scaffold / support	6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1 day per week of Pastoral Lead to lead Early Help Offer.	Children best learn when in school. The DHT and pastoral lead support families to get children into school, offering early help support, alongside attendance initiative / strategies to enable this. Having HT as responsible raises the profile of attendance with families.	4
Subscription to Thrive Online whole class screening small group Thrive sessions one to one Thrive sessions	Some of our children have complex social and emotional needs which provide a barrier to their learning, progress and attainment. Addressing these interruptions through the Thrive Approach helps children to succeed and reach their full potential. Historically there has been a low level of parental engagement in school with a lack of understanding of the importance of the role of parents by parents themselves and a lack of parenting skills, particularly in regards to setting and maintaining boundaries in the home environment. “Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.” Thrive website. (McGuire-Snieckus et al 2015)	5,6
Introduction of OPAL	OPAL has several benefits, these include more teaching time due to fewer behavioural incidents; more creative and exercised children; improved behaviour; faster core skills development (resilience, cooperation and confidence for example). OPAL includes all pupils and improves the well-being and happiness of pupils.	All

Total budgeted cost: £ 212,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	2024 HM all	2024 HM disadvantaged	National 2024
KS2 SATs Reading	53% (11% GD)	38.5%	74.2% (28.5% GD)

KS2 SATs Writing	39%	20.5%	71.7% (12.9% GD)
KS2 SATs Maths	60% (20% GD)	43.6%	73.1% (23.8% GD)
KS2 SATs SPAG	67% (24% GD)	48.7%	72.2% (31.9% GD)
KS2 SATs RWM combined	36%	30%	60.5% (7.6% GD)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.
