

Pupil premium strategy statement – Heath Mount Primary School

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	284
Proportion (%) of pupil premium eligible pupils	56% (Dec 2025)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	31.12.2025
Date on which it will be reviewed	01.12.2026
Statement authorised by	Amanda Samuel Head Teacher

Pupil premium lead	Rebecca Schirwing Assistant Head
Governor / Trustee lead	Pam Garrington (Trustee)

Funding overview 2025 – 2026

Detail	Amount
Pupil premium funding allocation this academic year 205-2026	£242,400
Pupil premium funding carried forward from previous years	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>	£242,400

Part A: Pupil Premium strategy plan

Statement of intent

Heath Mount Primary School is a vibrant, welcoming and inclusive school, supported by a hardworking, enthusiastic and deeply committed staff team. We benefit from a dedicated senior leadership team and are guided by a strong ethos of high expectations, with children and staff firmly at the heart of everything we do.

We are a two-form entry primary school situated in Balsall Heath, Central Birmingham, serving the local community around the B12 9SR postcode. National data identifies this area as experiencing very high levels of deprivation, placing it within the most deprived neighbourhoods in England. This context brings significant challenges for many of our families, but it also strengthens our resolve and commitment to ensuring that every child is given the best possible start in life.

Heath Mount Primary School is proud to be part of the Excelsior Multi Academy Trust. The Trust's values of aspiring from the start, engaging learning, succeeding together and ensuring equality for all are fully embedded in our daily practice. These values underpin our belief that high-quality education, delivered within a caring and inclusive community, can transform lives and open doors for all children, regardless of background or circumstance.

Early intervention is a central priority at Heath Mount. We place a strong emphasis on language development in all its forms, with a particular focus on vocabulary, oracy and reading. This is especially important within our context, where many pupils enter school with communication and language skills below age-related expectations. We continually reflect on and refine our practice to ensure it is evidence-informed and effective, while also providing targeted interventions to support pupils who need additional help. We firmly believe that our curriculum represents opportunity, and we are committed to equipping children with the knowledge, skills and experiences needed to level the playing field and improve life chances, particularly for our most disadvantaged pupils.

Our school community is richly diverse, with a high proportion of pupils who speak English as an Additional Language. This diversity is one of our greatest strengths and significantly enriches the learning experiences of all children. Pupils bring with them a wide range of cultures, languages and perspectives, helping to foster curiosity, respect and understanding of the wider world. We recognise, however, that in some cases EAL can present barriers, particularly in relation to parental engagement and communication. We work proactively to build strong, trusting relationships with families, ensuring that communication is clear, accessible and inclusive so that all parents feel welcomed and supported as partners in their child's education.

Inclusion sits at the heart of Heath Mount Primary School. We adopt a compassionate and understanding approach to working with children and families, recognising the complex and varied challenges that some may face. There is a shared understanding across the school of the impact of disadvantage on learning, and staff at every level speak with one voice about our ambition for all pupils. Everyone understands the part they play in reducing educational disadvantage and supporting pupils to thrive.

Through strong leadership capacity, there is a sharp and consistent focus on the quality of pupils' learning experiences. Our leadership team plays a key role in evaluating progress through ongoing, supportive monitoring and quality assurance. This work is purposeful, transparent and focused on securing high-quality teaching and learning for every child.

At Heath Mount, we believe that education extends beyond academic outcomes. Our Heath Mount Primary Guarantee ensures that every pupil benefits from a rich and carefully planned range of experiences during their time at school. These guaranteed opportunities are designed to build cultural capital, broaden horizons, develop character and nurture confidence, ensuring that all children leave Heath Mount well prepared for the next stage of their education and for life beyond the classroom. This includes but is not limited to, musical, theatrical and performance opportunities, a range of leadership opportunities including Pupil Parliament, Eco Committee, Mental Health Champions and OPAL Play Leaders

When making decisions about the use of Pupil Premium funding, we carefully consider the specific context of our school and community alongside research-informed practice. We recognise that disadvantaged pupils may face a range of barriers to learning, including limited support at home, weaker language and communication skills, reduced confidence, behavioural challenges, lower cultural capital,

and issues with attendance and punctuality. In some cases, complex family circumstances may also impact a child's ability to flourish. These challenges are varied, and we acknowledge that there is no "one size fits all" approach.

All teaching staff are actively involved in the analysis of pupil data and the identification of need. This ensures a shared understanding of strengths and areas for development across the school and enables responsive, targeted support for individuals and groups.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils through high-quality, inclusive classroom practice.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including the careful assessment and support of socially disadvantaged pupils.
- We recognise that not all pupils eligible for free school meals are socially disadvantaged.
- We also recognise that not all socially disadvantaged pupils are registered for or eligible for free school meals. The school reserves the right to allocate Pupil Premium funding to support any pupil or group of pupils identified as being socially disadvantaged.
- Pupil Premium funding is allocated following a thorough needs analysis to identify priority classes, groups or individuals. Due to finite funding and resources, not all eligible pupils will receive all interventions at the same time.

Ultimate Objectives:

- 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.
- 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.

NB: There will be activities that we are engaged in that is not listed below as it will not be funded by Pupil Premium or Pupil Premium Recovery Funding.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children, particularly in the Early Years, often enter school with significantly lower starting points than their peers. This is evident through assessments, observations, and discussions with pupils on entry, which highlight underdeveloped language skills and notable vocabulary gaps among many disadvantaged pupils.
2	A key challenge for Pupil Premium pupils is weaker oracy and language development when compared with their peers. Evidence from internal MAT reviews, assessments, observations, and classroom interactions indicates that many disadvantaged pupils have limited spoken language skills, reduced confidence in expressing ideas, and restricted vocabulary. These barriers can hinder effective communication, limit engagement in learning, and reduce access to the full curriculum.
3	Many pupil premium pupils do not have the same rich and varied life experiences as non-disadvantaged pupils; resulting in restricted potentially limited knowledge and understanding of the world beyond their immediate environment.
4	Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. Strategies are used to support absenteeism and punctuality, particularly for our previously- harder-to- reach families. While great improvements have been made in this space, HM recognise that the impact of SEMH on school attendance and providing wellbeing and emotional coaching remains a focus.
5	Parental engagement in school events and workshops has historically been lower for our Pupil Premium families; parental voice indicates this is influenced by lower parental confidence and wider barriers to engagement, (such as EAL, time, shift patterns) which can limit opportunities to support learning at home.
6	Pupil Premium pupils achieve lower outcomes in reading, writing, and mathematics, which is linked to reduced exposure at home to high-quality reading and language experiences. Consistent with EEF research, disadvantaged pupils are less likely to read widely and regularly than their non-disadvantaged peers, contributing to gaps in vocabulary, fluency, comprehension, and background knowledge. These cumulative disadvantages limit pupils' ability to access the curriculum and make sustained academic progress.

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
An ambitious and engaging Early Years Curriculum, with a particular focus on language development, has provided pupils with the best possible start to their education.	<p>Exciting topics, sparked by pupils' interests, inspire high levels of motivation and enthusiasm for learning. Children are eager to engage and learn through purposeful, hands-on experiences supported by high-quality interactions with adults and peers.</p> <p>With a strong focus on the characteristics of effective learning, children collaborate confidently, show high levels of self-control, and demonstrate respect for others, alongside ambitious aspirations for themselves as learners.</p> <p>Assessments, lesson observations, and Trust review evidence show that children make strong progress through the intended curriculum, with all pupils demonstrating impressive resilience, perseverance, and self-regulation.</p>
Children express themselves clearly and confidently, using subject-specific vocabulary accurately and speaking in full, well-structured sentences.	<p>Improved oracy skills and vocabulary for all pupils.</p> <p>Teachers are planning effective opportunities for the teaching of vocabulary.</p> <p>Children can 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</p>
No Pupils opt out of extracurricular learning opportunities because of financial constraints.	<p>100% of Pupils engage in at least one offsite trip</p> <p>100% of Pupils access workshops and/or immersive experiential learning in 2025-2026.</p>
<p>To achieve and sustain improvement attendance for all pupils, particularly Pupil Premium pupils.</p> <p>Attendance monitoring is rigorous and robust: pupils monitored daily and procedures are followed consistently to</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced.</p> <p>The percentage of all pupils who are persistently absent is below 10% and the figure among</p>




ensure all pupils are supported to be in school everyday.	<p>disadvantaged pupils being no more than 5% lower than their peers.</p> <p>Attendance of disadvantaged children across the school is better than the national average for disadvantaged children.</p> <p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p>
Improve parental engagement in learning and school life to support their children.	<p>At least 50% of parents of Pupil Premium children attend parent engagement activities such as workshops, assemblies, parent showcases and parents' evenings.</p> <p>Registers are taken</p> <p>Obtain feedback from families after events.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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
Pupil Premium pupils develop strong reading, writing, and mathematical skills through increased exposure to high-quality first teaching and where appropriate, targeted intervention.	<p>End of Key Stage results show more disadvantaged children achieve age related expectations in reading, writing and maths.</p> <p>Gaps in vocabulary, fluency, comprehension, and background knowledge are reduced, enabling disadvantaged pupils to access the full curriculum confidently and make sustained academic progress in line with their peers.</p>
Eradicate disadvantaged gap across school with a focus on the improved attainment for all children.	<p>There will be little to no disparity between disadvantaged children and their attainment in Key Year groups:</p> <p>EYFS – GLD</p> <p>Year 1</p> <p>Year 2</p> <p>Year 6</p>


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
<p>DHT to teach Reading Writing and Mathematics in year 6.</p> <p>DHT and year 6 to offer after school targeted boosters</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>  	1,2,3,6
<p>Purchase of standardised diagnostic assessments through NFER and RWI.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 6
<p>Parent workshops and Open Lessons in reading, writing and Maths.</p> <p>Autumn 25 Spring 26 Summer 26</p>	<p>Parental engagement</p>  <p>Reading Workshops in the Autumn term were a success with almost 50% of families sending a representative to engage in their child's learning. Parent voice indicated positive impact and that it had fostered stronger partnerships between teachers and families. Families also asked for more opportunities to observe their child's learning in math's.</p>	4.5 6




<p>Secure 100% Good or better high-quality teaching in all year groups for all subjects.</p> <p>Provide and plan bespoke CPD for all teaching staff based on pedagogical research. As part of this, we will focus on Oracy, Fluency, enhancing quality feedback, metacognition and self-regulation</p> <p>-Regular Subject Leadership release time to support planning and engage in coaching and support across school.</p> <p>- Regular Planning and CPD clinics supported by MAT English and Maths Directors</p>	<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.</p> <p>There is strong evidence to indicate that high quality feedback has a significant impact on progress and attainment of all pupils.</p> <p><small>Feedback</small> <small>The impact of very low cost based on evidence</small></p>  <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><u>Feedback EEF (educationendowmentfoundation.org.uk)</u></p> <p>This will ensure consistency and fidelity to the MAT's approach of reading and writing. We will benefit from pre-evaluated planning.</p> <p>The rationale behind this is that a disadvantaged reader will benefit from working as a whole class to read, discuss, share ideas and answer questions about a text, even if it would have been beyond their fluency level of reading. Through Just Read and Close Read approaches, there will be consistency from Y3 to Y6 and remove the barriers in confidence and access to a wider range of texts.</p>	<p>1,2,3, 6</p>
--	--	-----------------



<p>Daily Phonics Teaching – RWI</p> <p>Reading teachers receive regular coaching and 1-1 feedback to support the accelerated progress of children in their groups.</p> <p>Expectation that all pupils achieve the expected standard in phonics to ensure that all readers are fluent by the end of the key stage.</p> <p>Daily Intervention group for Phonics in KS2</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</p> <p>(educationendowmentfoundation.org.uk)</p> <p>Phonics EEF</p> <p><small>Teaching Assistant Interventions</small> <small>moderate impact for moderate cost based on moderate evidence</small></p> <p>(educationendowmentfoundation.org.uk)</p>	1,2,3,6
<p>Raise the Profile of Reading for Pleasure Across School</p> <p>Regular reading and fluency CPD for teachers:</p> <ul style="list-style-type: none"> -OU Reading 4 Pleasure -Rocket Readers -Accelerated Reader -Repurpose non-AR books with classroom Genre Library's - Purposeful and inviting Reading Nooks and Intervention spaces across school 	<p>Regular and robust assessments ensure children are reading books that are challenging and readable. Children also select a free choice of any level from the genre library.</p> <p>The reading framework - GOV.UK</p> <p>Reading for Pleasure - Reading for Pleasure</p>	2, 4, 5, 6
<p>Teaching assistants to enhance the academic provision in school by supporting learners in class and providing small group interventions.</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><small>Teaching Assistant Interventions</small> <small>small impact for moderate cost based on moderate evidence</small></p>	1,2,3,6
<p>Specialist teaching of Music in year 4.</p>	<p>“Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.”</p> <p>Arts participation EEF</p> <p>(educationendowmentfoundation.org.uk)</p>	2, 3, 5

	<p>) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Refine the Oracy Curriculum across school. This will support pupils to express ideas and opinions, consolidate understanding, deepen learning, and extend vocabulary. We will fund ongoing Externally provided CPD and for the Oracy Champions in school along with leadership time to enhance the practice of all staff. (Voice 21)</p>	<p>There is a strong evidence base that high-quality classroom discussion is inexpensive to implement with high impacts on attainment in English:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,5
<p>Enhance the quality of emotional support available for children and families.</p> <p>Two THRIVE practitioners will complete top up training</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>	2, 4, 5, 6
<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.</p> <p>We will fund release time for the Maths Lead to support all teaching staff to embed key elements.</p> <p>CPD for Staff to develop their understanding of Mastery of Number (Release time and Cover)</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:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>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:</p> <p>KS2 KS3 Maths Guidance 2017.pdf(educationendowmentfoundation.org.uk)</p> <p><small>Mastery learning The evidence base for mastery learning is based on research from the EEF and other sources.</small></p>	1,2,,6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 21,500




Activity	Evidence that supports this approach	Challenge number(s) addressed
Rock Steady Music School	<p>Specialist instrumental teaching subsidised by school for children who show an interest and talent but otherwise may not be able to take part.</p> <p>Arts Participation EEF Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p> <p>Arts participation Moderate impact for very low cost, based on moderate evidence</p> 	3,4,
Purchase of CGP books for y6	<p>CGP books ensures purposeful homework is given to pupils, they meet the National Curriculum objectives and offers a scaffold / support in the home that will enable pupils to achieve well.</p>	5
Additional 1-1 daily reading sessions targeted at early readers in all year groups.	<p>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</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2, 5
Additional 1:1 phonics tuition targeted at pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Moderate impact for very low cost, based on moderate evidence</p>  <p>One to one tuition Moderate impact for moderate cost based on moderate evidence</p> 	1, 2, 5



<p>Scholars Program Year 5 Pupils</p>	<p>The Brilliant Club PHD Tutor to deliver high quality engaging lectures weekly for 8 weeks.</p> <p>Raising Aspirations through early identification of higher learning potential and introduction to university pathways.</p> <p>Mentoring <small>Low impact for moderate cost based on moderate evidence.</small></p>  <p>Impact Report for The Brilliant Club can be found here : Annual-Impact-Report-23-24.pdf</p>	<p>2, 3, 4, 5</p>
<p>Subscription to High Quality Resources for Teaching and Learning: Maths No Problem RWI Literacy Shed</p> <p>Subscription to High Quality Resources for Homework: Mathletics, Spelling Shed, Test Base, Times Table Rockstars, Atom Learning MYON online Library (3 Year Subscription with Accelerated Reader)</p>	<p>Maths, spelling and reading are the three key measure at the end of each Key Stage it is for this reason that the homework and independent practice be linked these core subjects.</p> <p>Online learning platforms have proven to increase participation in homework.</p> <p>Homework <small>Vigilant impact for very low cost based on very limited evidence.</small></p>  <p>Reading for Pleasure Evidence: https://oro.open.ac.uk/102147/3/102147.pdf</p>	<p>2, 5</p> <p>3, 4</p>

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

Budgeted cost: £ 36,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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

<p>Two Licensed Thrive Practitioners</p> <p>Subscription to Thrive Online</p> <p>whole class screening</p> <p>small group Thrive sessions</p> <p>one to one Thrive sessions</p>	<p>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.</p> <p>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.</p> <p>“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)</p> <p>Social and emotional learning Moderate impact for very low cost based on moderate evidence.</p> 	<p>4, ,6</p>
<p>Stay and Read</p> <p>Parent workshops where they read to and with their children with support from trained reading teachers.</p>	<p>EYFS Stay and Read Weekly</p> <p>Year 1 and 2 increasing to weekly following parent voice.</p> <p>KS2 continues to be half termly. Harder- to – reach Families to be directly invited.</p> <p>Parental engagement Moderate impact for very low cost based on moderate evidence.</p> 	<p>2, 5, 6</p>
<p>Enhance the 'Heath Mount Primary Guarantee' and wider curriculum opportunities</p> <p>Extra Curricular Offer:</p> <ul style="list-style-type: none"> - Art - Maths - Choir - Chess - Cookery club - D and T Club - Eco Committee, - Mental Health Club - OPAL Play Leaders <p>Choir</p>	<p>There is strong evidence that there are improved outcomes for all pupils involved in wider activities.</p> <p>Arts participation Moderate impact for very low cost based on moderate evidence.</p> 	<p>1, 2, 3, 4, 5</p>

Embed enhanced provision and participation in physical education led by specialist sports coach delivering lessons, after school clubs and inter-school competitions.	<p>Provide enhanced opportunities and experiences for pupils.</p> <p>Physical activity Low impact for very low cost based on extensive evidence.</p> 	2,3
<p>OPAL</p> <p>led by DHT with Daily Dedicated Leadership Time</p> <p>Purchase of Opal Resources</p>	<p>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.</p> <p>Physical activity Low impact for very low cost based on extensive evidence.</p>  <p>Research & evidence - Outdoor Play and Learning</p>	3, 4

Total budgeted cost: £ 242,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged pupils 2024/25

The strategic use of pupil premium funding is a priority for Heath Mount Primary School, guided by the Excelsior Trust Disadvantage Strategy. The use of the funding has been carefully managed to ensure that the most disadvantaged children benefit from provision that prepares them for the next stage of their education and beyond.

Moderation and teacher assessments consistently highlight the impact targeted funding has on children, and this is reflected in their academic progress and overall well-being.

The establishment and nurturing of positive relationships, particularly with families facing the most disadvantages and living in the most challenging circumstances is crucial to the success of any strategies we put in place. Attendance, although improved, remains a focus for Heath Mount moving into the academic year 2025-2026.

Outcome 1 - Improved oracy skills and vocabulary of disadvantaged pupils.

- As a result of early identification, needs and gaps of disadvantaged children are addressed through bespoke interventions and targeted support.
- Identified children with communication and language needs made rapid progress as a result of targeted interventions
- Whole school approach to the integration of oracy with clear progression per year group.
- Explicit instruction in oracy; language and communication across subjects and phases continues to improve children's communication skills – the impact is immeasurable.
- Transition from EYFS to Year 1 was planned and personalised for disadvantaged children.

Outcome 2 Improved phonics attainment among disadvantaged children.

- Data shows that the use of Pupil Premium spend has been effective in supporting the school to significantly narrow the gap and helps to ensure that pupil premium children achieve in line or better than their peers nationally.

Phonics Screening Check outcomes have significantly improved for disadvantaged children 74% passing the screening in 2024 against whole school NON-PP 71% - National 82%.

All targeted pupils made rapid progress.

- CPD has been used to enhance the quality of Reading Teachers resulting in 100% good or better phonics teaching across KS1 securing significantly improved outcomes on previous year.

Outcome 3 – Provide Increased Opportunities for Children to Develop their Cultural Capital

- At Heath Mount we believe no pupil should miss out on opportunities because of their socioeconomic circumstances. We therefore use minibuses over coaches to significantly reduce the cost of external trips. We also offer payment plans and would never refuse a child access to an opportunity purely because of financial constraints.
- The introduction of the Heath Mount Guarantee enables us to track and monitor this more effectively to ensure that 100% of pupil premium children are actively involved in a wide range of extra-curricular opportunities, supporting their wellbeing and positive attitude to learning
- All disadvantaged children are encouraged to develop their leadership skills through taking on roles within Pupil Parliament, Eco Champions, Play Leader and peer mentoring opportunities. They demonstrate confidence and resilience, working alongside leaders.
- Leaders ensure that a range of specialist visitors, trips have enabled children to make deeper connections with their learning and ensured development of cultural capital; raising aspirations for

all.

- Children in receipt of pupil premium are targeted for opportunities to attend Trust wide enrichment events, such as Sports Competitions, Maths Competitions and opportunities beyond the trust such as KES outreach.
- Specialist Music Teaching (Djembe) has enhanced pupil and teacher knowledge and increased opportunity for performance.

Outcome 4: Improve attendance, pupil wellbeing and parental engagement in learning and school life to support their children.

- The partnership with families, through regular communication, has resulted in improved attendance. These strong relationships have enabled the identification of effective support, particularly with harder to reach families.
- All disadvantaged families have been bought a special alarm clock to support them to arrive on time. This was particularly beneficial to families where children are young carers.
- 2024/25 Heath Mount Pupil Premium attendance data (91.97%) was above National figures (89.4%). Targeted interventions, including a partnership with Services for Education have supported improved attendance though this remains a priority for the school in 2025-2026.
- Stay and Read with Families happening weekly for EYFS and half termly for the rest of school. This is well attended however we will increase frequency of stay and read opportunities following parental feedback moving to 2025-2026. We will also move to invite key families directly to support increased engagement.
- Parental engagement has increased at all events throughout the year, including sessions on the curriculum, especially reading. As a result, parents are positive about the opportunities to engage in the learning that is taking place in school.

Outcome 5: Improved attainment at the end of each Key Stage in reading, writing and maths, particularly for disadvantaged children.

- Focus on Firm Foundations and language development at EYFS has secured significant improvement in end of EYFS outcomes particularly for disadvantaged pupils. (GLD all – 74% Disadvantage – 76.9%)
- Targeted support including after school clubs, lunch time clubs and small group intervention has helped to close the gap in English and Maths and has enabled pupils to build essential skills that have served and will continue to serve as a foundation for future learning.

KS2 Outcomes

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. Pupils are considered to be exceeding the expected standard if they achieve a scaled score of 110 or more in their reading and maths tests, and their teacher assesses them as 'achieving a higher standard' in writing.

KS2 SATS 2024/2025	2025 HM All Pupils (8 Pupils Disapplied)	2025 HM Disadvantaged	National 2025 All Pupil
Expected Standard Reading	75%	76%	63%
Expected Standard Writing	78%	81%	59%
Expected Standard Maths	73%	73%	61%
Expected Standard Combined RWM	69%	68%	69%

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
Maths No Problem	
TTRS	TTRS
Ed Shed	Literacy Shed
Music Tuition	Services for Education
OPAL	Outdoor Play and Learning
Classroom Secrets Grammar	Classroom Secrets
Thrive Practitioners 1:1 support	Thrive
Letter Join	Letter Join
Early Reading Phonics Program and resources	Read Write Ink – Ruth Miskin
Class Dojo	
Oracy and Language Development	Voice 21
PSHE Scheme	No Outsiders Adapted Framework