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Heath Mount Pupil Premium Strategy Statement 2019-2022

1. Summary Information for current year (2020)					
Total PP Budget	£256,895	Amount of pupil premium received per child	£1345	Date of most recent PP review	
Total number of pupils	353	Number of pupils eligible for PP (53%)	191	Date for next internal review of this strategy	Sept 2021

2. Cohort information		
Characteristics	Number in group	Percentage of group
Boys	177	50.1
Girls	176	49.9
SEND support	76	21.5
EHC plan	4	1.1
EAL	286	81

3. Current Attainment (taken from 2019 assessments)				
	KS2 %		KS1 %	
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<i>% achieving in reading, writing and maths</i>	53	52	2 children in total	2 children in total
<i>% attaining Expected Standard in reading</i>	60	62	59	100
<i>% attaining Expected Standard in writing</i>	63	71	53	100
<i>% attaining Expected Standard in Maths</i>	72	76	73	100



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Assessment data - Due to coronavirus, there is no assessment data available for the 2019/20 academic year. We have used the school's data for the previous 3 years.

Early Years Foundation Stage

	Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
				2016-17	2017-18	2018-19
Good level of development (GLD)	11%	58%	72%	32%	57%	58%
Reading	64%	62%	77%	45%	61%	62%
Writing	64%	60%	74%	42%	57%	60%
Number	73%	64%	80%	35%	63%	64%
Shape	73%	64%	82%	35%	59%	64%

Year 1 phonics screening check

Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
			2016-17	2017-18	2018-19
80%	70%	82%	68%	79%	70%



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End of Key Stage 1						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	44%	44%	64.9%	22%	28%	44%
% making expected progress in reading	57%	57%	75%	38%	28%	57%
% making expected progress in writing	51%	51%	69%	32%	28%	52%
% making expected progress in maths	47%	48%	76%	31%	39%	48%

End of Key Stage 2						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	53%	52%	65%	38%	36%	52%
% making expected progress in reading	59%	59%	73%	50%	47%	59%
% making expected progress in writing	69%	69%	78%	48%	56%	69%
% making expected progress in maths	72%	72%	79%	47%	42%	79%



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OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	<ul style="list-style-type: none"> • There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data. • The rate of persistent absence (6.8%) in 2018/19 was in the lowest 20% of schools with a similar level of deprivation • Overall absence for pupils in receipt of free school meals (3.9%) was in the lowest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17. Persistent absence for pupils in receipt of free school meals (4.3%) was in the lowest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17. • Persistent absence for pupils with special educational needs (4.7%) was in the lowest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17 	
Behaviour data	<ul style="list-style-type: none"> • There were no permanent exclusions in 2018/19. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either 	<ul style="list-style-type: none"> • The rate of total fixed period exclusions (2.2%) was in the highest 20% in 2018/19 as well as in 2017/18. • Of the 8 pupils with at least one fixed period exclusion in 2018/19, 1 was excluded on more than one occasion and none received 10 or more fixed period exclusions during the year <p>Of the 11 fixed period exclusions in 2018/19, the following reasons each accounted for more than 10%: physical assault against a pupil (9).</p>



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Safeguarding referrals		
3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A	Pupils have poor levels of language skills (COVID related), % have support from the speech and language specialist	
B	Raising the level of staffing and the quality of education provision	
C	Ensure the curriculum intent is fully met for all pupils	
External barriers (issues which also require action outside school, such as low attendance rates)		
D	% SEND is higher than the national expected	
E	The social and emotional challenges faced by a significant minority of our children can limit their capacity to access learning and make progress (and limit learning of peers)	
F	Our children's access to life experiences and learning opportunities away from school do not compare favourably to many children in other parts of the country	
G	% of our pupils are eligible for PP, this is higher than the national expected	
4. Desired Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	To further raise standards in reading (through whole school and phonics) writing and maths	Reading KS2 ARE 73% (aim for all year groups) GD National Writing ARE 78% GD National Maths ARE 79% GD National This target is for all pupils PP children were in line with Non PP last year, the expectation is that this at least remains.
B	To further improve the quality of education by implementing a high quality curriculum through carefully planned sequences in learning.	All children experiencing a variety of opportunities which compliment and deepen learning across the whole curriculum. The curriculum in its wholeness is taught and profound learning is experienced. The curriculum is broad and balanced and relevant to the experiences and needs of the children. It is structured to allow progression in the acquisition of skills, knowledge and understanding.
C	To improve the quality of teaching and learning by ensuring that classroom practice is of a consistently high quality. By ensuring teachers have high expectations and having quality classrooms environments.	High expectations result in accelerated progress and is evident for assessments. 90% of pupils surveys are positive. Books evidence well-sequenced learning journeys. All classes of consistency of practice. Children's emotional needs are met to underpin progress.
D	To further strengthen the effectiveness of leadership and management by developing systems and structures to ensure accelerated progress for all children.	All leaders will have clear and ambitious vision for providing a high quality education for all children with a particular focus on ensuring the gap between PP and Non PP is closed.



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5. Planned expenditure					
Academic Year		2020-2021			
The three headings below enables 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					
Cost	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?
Outcome A £85,812 (3 x TAs)	One to one tuition with particular children identified from pupil progress meetings.	Data tracking and professional judgement to target underperforming children and achieve greater progress.	Monitoring cycle	All leaders	Termly
£1720 £1720	Introduce a clear and concise phonics strategy across whole school.	To increase the % of children passing the phonics screening test. Enabling all children to make greater progress in their writing.	Training all staff to ensure consistency of practice. Monitoring cycle.	AC	Ongoing
£2655.50	Reading Comprehensive strategies via assertive reading	To increase the % of children using all of the reading skills domains to accelerate their progress.	All children to track reading skills and reading quiz grades to be tracked to see improvement in performance over time. Data collated every term and forms part of pupil progress meetings.	Class teachers SLT AC	On going termly
£40,000	Small group tuition	Year 2 and 6 children identified who are not achieving ARE in reading, writing and maths.	Pupil progress meetings and data tracking system to enable targeted teaching and learning.	SLT	Ongoing termly
£1000	Learning Styles	Resources purchased to match teaching and learning intentions. Purposeful and clear matched and pitched to children's ability	Purposeful planning to match pitch of children's abilities. Assessment of children's work to be evidence and monitored	VP	Ongoing
£14,966	Parental Engagement	Parental engagement and attendance of children at school. Persistent absences to be addressed to ensure children are able to learn.	Parental engagement strategies such as home visits.	LT	Weekly vulnerable group meetings.



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£2320	Extended school time Easter school	Maximise the opportunity for children to learn and raise standards in reading, writing and maths.	Register, teachers to lead the teaching and learning. Data and assessment tracking.	SS SF	Easter
				Total Cost	£150,193.50
Impact on progress and attainment of eligible pupils					
Desired outcome	Chosen Action / approach	What is the evidence and rational for this choice?	How will you ensure it will be well implemented?	Lead	When will you review?
Outcome B £200	Digital technology purchase of Purple Mash and teacher laptops	Subscriptions enable children a variety and breadth of opportunities to enrich their curriculum knowledge. Children can also access this from home to strengthen home to school learning. Laptops with up to date software to ensure teaching and learning resources are quality and consistent.	Monitor use of subscription sites from school and home to show the number of times they are used and work is completed. Resources of high quality and matched to children's abilities accurately	AC DH KA	On going
£11194.18	Sports participation to include after school clubs, lunchtimes and curriculum time.	Children to receive a breadth of experiences and have a variety of opportunities to access the curriculum.	Monitoring cycle, registers to track attendance.	EK KA	On going
£1,700	Outdoor education	Children to receive a breadth of experiences and have a variety of opportunities to access the curriculum outside of the school environment. Provide opportunity to further independence and life skills.	Pupil voice, parent voice.	EK KA	On going
£12,000	Mastery Level of language acquisition in French	Enabling language acquisition to be mastered further for all children. Provide opportunity for children to engage with different culture and learn about the wider world.	Monitoring cycle, Assessment cycle, pupil voice.	KA	Termly
£6,673	Collaborative learning	Children to learn collaborative learning skills in music lessons. Children provided with an expressive form of learning and engage with team building. Children	Monitoring cycle performances	JO	Termly



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		afforded the opportunity to perform the skills learnt to a wider audience over time.			
				Total cost	£31,767.18
Desired outcome	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?
Outcome c £14,000 £2310 £4677 £26,641	Social and emotional learning to ensure mental health for all learners. Meta cognition and self-regulation	Number of children evidencing issues and this is forming a barrier to their learning and the learning of other children.	Vulnerable group meetings that track progress of children. Reduce the number of children suffering from metal health issues.	CO JH DF	Weekly vulnerable group meetings
£3150 £2500	Birmingham behaviour support services impact upon improved behaviours . Educational psychologist to identify and enable quality learning via strategies for particular children to enable progress. School nurse to ensure children have support to enable them to successfully access their learning and make progress	Children to learn self-coping strategies with the learning mentor as a number of children are limiting their learning. A number of children require support to access other agencies which affect their health and behaviour. Strategies clearly identifies for particular children.	Meeting and tracking of children accessing these facilities. Improved behaviours and clearly identifies strategies in place with improved progress.	CO LT DF	Weekly vulnerable group meetings
£2500	Early Interventions to support children attending and beginning to attend school. Promote learning behaviours in a supportive and purposeful environment.	Children attending school with a low baseline in areas of the curriculum especially with speech and language and learning behaviours.	Assessments of children to be tracked. Register of attendance to be taken to ensure consistency. EYFS lead to implement due to expertise.	VP DF	Weekly
Total budgeted cost £ 55,778					
Classroom Pedagogy					
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 the implementation?



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Outcome D £450	3 half days cover for Maths and English lead	Effective monitoring and accountabilities for raising standards in progress and attainment via pupil progress meetings. Ensuring all children are individually tracked and there is a reduction in the gap between PP and Non PP children in reading, writing and maths	Quality controlled with Head Teacher and individual teachers. Specific formats are used for consistency of practice. Data system used for consistency	DF KA DH AC	Every term
£1000 £7175.22	Learning styles and mastery learning	Coaching, mentoring and staff CPD to provide up to date teaching and learning knowledge that will impact upon all children to raise standards in progress and attainment.	Monitoring cycle raising of standards in reading, writing and maths. Equality of provision for all children.	DF KA AC DH	Ongoing through CPD cycle
£1000 £3921.10	Assessment tracking	A standard data tracking system which ensures consistency and accuracy of tracking children's performance in reading, writing and maths	Pupil progress meetings every term. Standard assessment collation formats to be used. Reports generated from the data system to be standardised.	DF KA	Pupil progress meetings every term, reports generated ongoing depending upon need.
£5000 £795	Provision mapping of pupil premium children	Membership to the key which provides key documentation for the tracking of provision across school. This will provide consistency of practice.	Pupil progress meetings every term. Standard assessment collation formats to be used. Report generated from the data system to be standardised across school.	DF KA	Pupil progress meetings every term, reports generated ongoing depending upon need.
	Assessment and monitoring of provision across school	Key leaders to be released from teaching duties to administer monitoring of provision. To track the equality of provision for consistency of practice.	Monitoring cycle	DF KA AC DH	Ongoing monitoring cycle
Total budgeted cost £19.341.32					



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Pupil Premium Provision Allocation 2019-2022

Education Endowment Fund	Expected Months Progress	Provision	Cost	SDP
Parental Engagement	+3	Pastoral Manager 2.5 days	£14,966	
Social and emotional learning	+4	Malachi	£14,000	4b
One to one tuition (interventions)	+5	TAs 2-3	Average TA £28,604 x 3 = £85,812	1, 2a, 2b, 2c
3 day cover		Pupil progress meetings	£450	1, 2a, 2b, 2c, 4a, 4b
Phonics	+4	Phonic groups and professional development Phonic strategies Pie Corbett Sounds Write	£1720	1, 2a, 2b, 2c, 4a, 4b
Oral Language interventions	+5	Speech and Language teacher	£1720	4b
Extended school time	+2	Easter school 4 teachers x 2 days	£2320	1, 2a, 2b, 2c, 4a, 4b
Metacognition and self-regulation	+7	Learning mentor	£26,641	5
School uniform	0		£2,500	
Learning styles Mastery learning	+2 +5	Staff CPD mentoring and coaching planning	£12,000	1, 2a, 2b, 2c, 4a, 4b
Digital technology	+4	Purple Mash	£200	1, 2a, 2b, 2c, 4a, 4b
Outdoor adventure learning	+4	Outdoor Ed and visits etc	£1,700	1, 2a, 2b, 2c, 4a, 4b
Sports Participation	+2	After school clubs, lunchtimes, teaching	£11194.18	1, 2a, 2b, 2c, 4a, 4b
Digital learning		Teacher laptops	£3921.10	1, 2a, 2b, 2c, 4a, 4b
Assessment tracking		DCPro	£1000	1, 2a, 2b, 2c, 4a, 4b
Reading comprehension strategies	+6	Accelerated reading	£2655.50	1, 2a, 2b, 2c, 4a, 4b
Mastery learning	+5	MFL	£7175.22	3
Provision mapping of pupil premium		The key membership	£795	1, 2a, 2b, 2c, 4a, 4b
School nurse			£2310	5
Collaborative learning	+5		£6673	1, 2a, 2b, 2c, 4a, 4b
Educational Psychologist			£4677	5



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Small group tuition	+4		£40,000	
Assessment and monitoring of provision			£5000	
Early Years Provision				
Learning styles	+2	Learning resources	£1000	1, 2a, 2b, 2c, 3 4a, 4b
Early interventions	+5	Stay and play	£2500	1, 2a, 2b, 2c, 4a, 4b
Behaviour support		Birmingham Services	£3150	
		Total cost	£258,080	