



*Success for all...*

All schools receive Government money to narrow the gap in educational attainment due to social disadvantage. This is called Pupil Premium money. You will find a statement attached with details of how this money has been spent and what the impact has been on closing the achievement gap.

The Government believes that the Pupil Premium, which is additional to the main school funding, is the best way to address the current underlying inequalities for disadvantaged pupils and their peers by ensuring that the funding to tackle disadvantage reaches the pupils who need it most. Pupil Premium is allocated to disadvantaged children from families who are currently known to be eligible for FSM in both mainstream and nonmainstream settings and children who have been looked after continuously for more than six months. As a group, children who have been eligible for FSM at any point, have consistently lower educational attainment than those who have never been eligible. Eligibility for Pupil Premium which was first awarded in 2012-2013, has now been extended to include pupils who have been eligible for free school meals (FSM) at any point in the last six years.

### **Pupil Premium allocation over 3 years**

<b>Year</b>	<b>Amount per child</b>	<b>Percentage pupils eligible</b>	<b>Total school received</b>
2014-2015	£1,300	41% (174)	£283,122
2016-2017	£1,320	50% (194)	£256,080
2017-2018	£1,320	46% (184)	£242,880

## 2017-2018

<b>Heath Mount Primary School 2017-2018</b>	
Number on roll	388 places
% of pupils eligible for FSM (Eversix)	46%
Number of 'Children Looked After' eligible for FSM	0
Pupil Premium Allocation From 1st September 2017 – 31st August 2018	£242,880
% of pupils eligible for FSM (Eversix)	184 pupils FSM

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into our school improvement plan. Monitoring of pupils attainment and progress is regular and robust and ensures that support and interventions are appropriate to the needs of the pupils.

**Barriers to learning include:**

- ❖ high levels of EAL pupils
- ❖ Numbers of SEND pupils with significant and complex needs
- ❖ Lack of parental understanding in how best to support their child's learning at home particularly speaking and listening and reading.
- ❖ High levels of deprivation affecting the number of resources available to the families
- ❖ .

The Pupil Premium funding enables Heath Mount Primary to maintain high levels of staffing in order to target disadvantaged children and to support their daily learning. Teachers and Teaching Assistant's offer support through a range of targeted interventions that include targeted teaching groups, precision teaching and pre-tutoring as well as support in class lessons. TA's spend a significant amount of time implementing targeted interventions with groups of children.

All Government Schools have been asked to report on academic years. Whilst the Pupil Premium is allocated during the financial year, the school plans over an academic year. This money has been used in a number of different ways to support the learning of the pupils concerned.

The outcome allocated funding is the following:

Target	Allocation	Objective	Expected Outcomes	Actual Outcomes
<b>Quality of teaching for all</b>				
C:Accelerate progress of all pupils in order to close gap to nat. attainment, (with a constant focus on PP)	Deliver programme of Speech & Language support through West Midlands Speech & Language Services to: <ul style="list-style-type: none"> <li>• Every child in EYFS</li> <li>• TAs in EYFS</li> <li>• Targeted pupils</li> </ul> <b>£16,449</b>	The West Midlands Speech & Language Services I provision has had important impact in EYFS for two years with children making strong progress from low starting points:  In 2018 the expectation PP children will achieve 65% in the Prime areas and specific areas of learning.	Tracking of progress and attainment of children receiving West Midlands Speech & Language Services provision by FH	All children involved in the project took part in the following assessments: <b>3 standard language measures:</b> <ul style="list-style-type: none"> <li>• Information</li> <li>• Grammar</li> <li>• Verbal Story telling</li> </ul> <b>Information rating scale:</b> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Verbal Story telling</li> <li>• Social/Conversation</li> <li>• Vocabulary</li> <li>• sentences</li> </ul> <b>Speech &amp; Language Therapist informal assessment:</b> <ul style="list-style-type: none"> <li>• Attention and listening</li> <li>• Comprehension</li> <li>• Response to questions</li> <li>• Vocabulary</li> <li>• Sentence use</li> <li>• Social interaction</li> </ul> 73% PP achieved GLD compared to 64% Non PP 67% PP achieved GLD in Reading, Writing, Numbers and shape, space and measures.
Speech and language therapist (2 days a week) to support Early Intervention and pupils Nursery to y6	1 days per week £19,200	For pupils across the school to receive speech and language support leading to raised attainment. To train EYFS TAs to deliver speech and language activities.	Raised standards in speech, leading to raised standards in reading and writing.	32 ( 94%) out of the 34 disadvantaged pupils targeted for speech therapy have made expected progress. 53) have been discharged from the programme as they no longer require the support
Teaching Assistants to	5x20mins x 3 yr grps	To raise literacy standards	Increased skills for	Wellcomm assessments and subsequent

support pupils with Wellcomm Assessment and interventions in EYF and Yr 1.	£5,000	from very low baseline	all pupils leading to raised attainment in literacy. Difference narrowed between FSM and non FSM.	targeted interventions have been delivered consistently across the early years which has impacted on the number of pupils attaining expected in the Prime Areas. Linked closely with work of speech therapist and the targeted groups of pupils																												
Additional teachers to raise the focus on writing		To raise attainment and progress in Literacy in KS 2	Create and contextualise real life writing opportunities and to raise standards in writing.	<p>Two TA have been trained in welcomm to deliver S &amp; L for children with high level needs throughout the year.</p> <p>Additional support focus with pupils to write a sentence (dictation), opportunities to write across the curriculum and to write independently, 50% PP completed Phase 4 phonics.</p> <p><b>Average step scores at the end of July 2018</b></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>22%</td> <td>23%</td> <td>-1.06</td> </tr> <tr> <td>Yr2</td> <td>26%</td> <td>28%</td> <td>-1.5</td> </tr> <tr> <td>Yr3</td> <td>31%</td> <td>34%</td> <td>-2.59</td> </tr> <tr> <td>Yr 4</td> <td>37%</td> <td>40%</td> <td>-2.58</td> </tr> <tr> <td>Yr 5</td> <td>46%</td> <td>47%</td> <td>-0.68</td> </tr> <tr> <td>Yr 6</td> <td>49%</td> <td>50%</td> <td>-1.76</td> </tr> </tbody> </table>		PP	Non PP	Gap	Y1	22%	23%	-1.06	Yr2	26%	28%	-1.5	Yr3	31%	34%	-2.59	Yr 4	37%	40%	-2.58	Yr 5	46%	47%	-0.68	Yr 6	49%	50%	-1.76
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Additional teachers to raise the focus on maths		To raise attainment and progress in Numeracy	Create opportunity for pupils to develop reasoning skills to transfer across the curriculum.	<p>By putting into place additional teachers in classroom to target vulnerable pupils who are not meeting their targets pupils: base line assessment PP (September) below expected Summer 80% PP achieved ELG in Number.</p> <p><b>Average step scores at the end of July 2018</b></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td><b>Y1</b></td> <td><b>22%</b></td> <td><b>23%</b></td> <td><b>-0.78</b></td> </tr> <tr> <td><b>Yr2</b></td> <td><b>27%</b></td> <td><b>28%</b></td> <td><b>-1.36</b></td> </tr> <tr> <td><b>Yr3</b></td> <td><b>33%</b></td> <td><b>35%</b></td> <td><b>-1.52</b></td> </tr> <tr> <td><b>Yr 4</b></td> <td><b>41%</b></td> <td><b>41%</b></td> <td><b>-1.89</b></td> </tr> <tr> <td><b>Yr 5</b></td> <td><b>46%</b></td> <td><b>46%</b></td> <td><b>-0.64</b></td> </tr> </tbody> </table>		PP	Non PP	Gap	<b>Y1</b>	<b>22%</b>	<b>23%</b>	<b>-0.78</b>	<b>Yr2</b>	<b>27%</b>	<b>28%</b>	<b>-1.36</b>	<b>Yr3</b>	<b>33%</b>	<b>35%</b>	<b>-1.52</b>	<b>Yr 4</b>	<b>41%</b>	<b>41%</b>	<b>-1.89</b>	<b>Yr 5</b>	<b>46%</b>	<b>46%</b>	<b>-0.64</b>				
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				Yr 6	51%	52%	-1.03
Reading focus	£50,000 (topped up from school budget)	To increase enjoyment of reading. For all pupils to have access to on-line books and reading material. To give parents greater information about their child's reading	To ensure consistency of approach and progression throughout the school. To raise the profile of Reading for Pleasure and to increase the frequency of reading in school.	60% Pupils achieved end of year age related expectation in Reading. <b>All</b> pupil pupils at the end of KS 1 leave as readers. <b>Average step scores at the end of July 2018</b>			
					PP	Non PP	Gap
				Y1	22%	24%	-1.33
				Yr2	27%	28%	-0.69
				Yr3	32%	35%	-2.7
				Yr 4	39%	41%	-1.98
				Yr 5	46%	47%	-0.9
				Yr 6	50%	51%	-1.22
A variety of academic early interventions	(5x20 min sessions) per day each yr group £25,000	To ensure pupils with SEND make at least good progress.	To enable lower ability children to achieve their full potential	100% pupils to achieve their S.M.A.R.T expected key level objectives based on the interventions.			
<b>Enrichment</b>							
Every child in KS2 has access to a musical instrument and receives one hour of music tuition per week.	£18,000	To increase the number of pupils being able to play a musical instrument and sing in a choir. To provide wider opportunities for all pupils.	To enhance pupils knowledge of music and to have the opportunity to play an instrument. To participate and perform to an audience.	54% pupils (KS 2) participated in an end of term concert to show case their musical talent. Pupils have a clear understanding reading music and playing an instrument to an audience. There are opportunities for the most talented players and those who show the most enthusiasm to take their learning further will undertaking exams in their chosen instrument			
Subsidised school and residential trips.		To enable all pupils to attend all curriculum trips regardless of cost.	To give children the opportunity to learn new skills, gained through being involved/ exposed to the rural environment and	Pupils experience a variety of adventures and activities. Pupils extended their skills in writing for a purpose.			

			participate in social activities.	
Extended day activities		To enable all pupils to attend all curriculum trips regardless of after school provision	To develop knowledge of healthy eating and basic food preparation skills. To enhance pupils' fitness levels, gain confidence, and develop individual and co-operative skills.	20% PP, access the after school provision funded by the sports premium. Impact Pupil Premium pupils experience a range of additional skills such as team building, healthy eating and endurance. This enable pupils to develop aspirations use these experiences in other areas of learning to be brought into the classroom
Resources /equipment	£8,500 Topped up from school budget	To increase the use of technology across the Curriculum. To improve the engagement of the pupils.	Raised standards in using IT across the curriculum.	All pupils have had the opportunity to participate in food technology/cooking lessons e.g Yr 1-Instruction writing (Chicken Licken) made bread rolls, peer evaluate. Yr 5 Tudor day, pupils prepared and cook food for Tudor banquet parents were invited to the event. Impact raising standards across the school, pupil enjoyment and greater knowledge of subject area.
Easter and Summer schemes	£23,000	Pupils have greater opportunity to develop skills to help during exams, booster SATs club.	To enhance pupils' understanding gain confidence, skills to increase the chances pupils achieving ARE at the end of year 6.	
Enrichment curriculum	£7,500	Create a curriculum that engage the children and link to their community.	To further extend our Gifted & Talented pupils in Maths, English, Computing and sports.	All pupils, especially Pupil Premium pupils, have access to appropriate vitamins and calcium that support their development and helps them to learn.
Development of the curriculum kitchen and Art room to support self-esteem and team building.	£7,000	To develop opportunities for children to understand the world around them. To use the resources available in school to with targeted	Raised standards. Increased motivation and enjoyment. Pupils able to make	e.g Yr 1-Instruction writing (Chicken Licken) made bread rolls, peer evaluate. Yr 5 Tudor day, pupils prepared and cook food for Tudor banquet parents were invited to the event. Impact raising standards across the school, pupil enjoyment and greater knowledge of

		groups of under-achieving pupils to raise self-esteem and confidence. To target groups including quiet/shy and poor behaviour groups to improve behaviour and social skills.	sensible choices about foods. Pupils able to achieve personal goals and challenges	
Target pupils with poor attendance, punctuality or persistent absence		To improve attendance and punctuality. Improved attendance in the early years. To raise parents' awareness of the importance of attending school daily.	Raised attendance. Increased parental awareness Reduced persistent absence and long term absences abroad. Raised standards.	Absence due to long term absence abroad and religious observance continue to have a negative effect on whole school attendance percentage Total attendance for Reception to 6 2017-2018 PP 97.80% compared non PP 97.39%. The attendance officers strategic overview and proactive work (first day contact, home visits, incentive prizes, weekly raffles, daily contact parents, letters, phone calls, fund day and emails). The impact pupil attendance as increased when compared to previous years 2016-17 95.97%
<b>Families and Communities</b>				
Parental workshops			To equip parents with strategies to support their child's/children learning.	Increase parents attending parental workshops to support and enhance learning at home. The school keep updated records of attendance and comments. Parents are actively engaged in pupils reading, improve communication links (Reading log records), strategies to support learning at home.
<b>Social and well being</b>				
Breakfast Club	£10,000	To improve provision for the pupils at breakfast club including opportunities for the pupils to have a hot meal, talk and play as well as improve punctuality and	Increased numbers of pupils able to attend breakfast club. Pupils attending breakfast club have	30% PP attend breakfast club, pupils concentration increase and their focused better when on task. The breakfast club provision continues to be very well attended.

		readiness for school.	improved attendance, concentration and attainment.	
Free school milk & fruits			To improve nutrition to better school performance: "Children with healthy diets, including high consumption of fruits and vegetables, performed better on academic tests than children who consumed fewer fruits and vegetables"( Study published in the April 2008 issue of the "Journal of School Health").	Ensures PP are not at a disadvantage vitamin/calcium. Reduction of pupils obesity,
<b>On top of the money provided from the Pupil Premium Grant the school also provides 1-1 support for some pupils with SEND but for whom no extra funding is provided to the school.</b>				
SEND: Provide adult support for those pupils with SEND or medical needs who require 1-1 support but for whom the school receives no additional funding.	0.6 Inclusion Manager 3x TA paid from school budget totalling	To ensure equal access for all To provide quality teaching and learning opportunities for all. To ensure that all pupils regardless of special educational need can fully access the curriculum.		To ensure that all pupils have the opportunity and support to make the best progress possible.



## Whole school

	Heath Mount Primary	Local Authority	National
<b>Disadvantaged pupils (184)</b>	46%		
<b>All pupils</b>	54%		
<b>School gap</b>			
<b>National gap</b>	Not yet known	Not yet known	Not yet known

## EYY

<b>Good level of development %</b>	<b>Prime areas %</b>	<b>Average point score %</b>
73%	A 33%	33.3

## Phonics

	<b>Teacher Assessment (% at expected)</b>	<b>% at scale score of 100+ (at expected)</b>	<b>GDS</b>	<b>Average scaled score % (excluding N)</b>	<b>Average scaled score % (including N)</b>

Reading	27%	27%	20%
Writing	Year 1 Phonics - % of pupils attaining expected standard Phonics		
Maths	Disadvantaged pupils (42)	74%	
	All pupils (2)	3%	
	School gap		
	National gap	Not yet known	

End of KS1

33% Combine (Reading, Writing and Maths)  
 33% Combine (Reading, writing, maths and science)

**End KS2**

Reading test %	Writing TA % (please add M if moderated by S4E)	SPaG %	Maths %	Combined R/W/M %
68%	43%		57%	

**End of KS 2**

	Attainment at the end of KS2 (based on SATs)	
	FSM 33% (26)	All pupils 67% (40)
Reading EXS+	31%	50%
Writing EXS+	27%	42%
Maths EXS+	23%	56%