

Pupil premium strategy statement (primary)

1. Summary information					
School	Heath Mount Primary School				
Academic Year	2017-18	Total PP budget	£242,880	Date of most recent PP Review	n/a
Total number of pupils	399	Number of pupils eligible for PP	46% (184)	Date for next internal review of this strategy	Feb 2018

2. Current attainment				
	Key Stage 2		Key Stage 1	
	<i>Pupils eligible for PP Heath Mount</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP Heath Mount</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	23%	53%		
% attaining Expected Standard in reading	33%	71%	52%	78%
% attaining Expected Standard in writing	50%	79%	43%	70%
% attaining Expected Standard in maths	50%	75%	43%	77%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and Language skills and oral development are low on entry
B.	Attainment on entry to EYFS is well below the chronological developmental bands for all, but especially for PP
C.	By KS2, attainment for our children eligible for PP is broadly in line with that of our non-PP pupils, but overall attainment in 2017 in KS1 and KS2 did not match national averages
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Overall attendance has been slightly lower than national 95.1%
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.	Broadly speaking, 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.	46% of our pupils are eligible for PP, this is higher than the national expected

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Meet social and emotional needs of children experiencing barriers in order to promote learning	<p>Targeted pupils are more secure in their lives</p> <p>Targeted pupils are accessing learning effectively</p> <p>Targeted pupils are making at least expected progress</p> <p>Where appropriate, targeted pupils are closing gap to target attainment</p> <p>Classes of the targeted pupils are accessing uninterrupted teaching</p>
B.	Further embed a well-resourced, highly engaging curriculum to enrich learning opportunities	<p>All children, including PP, are accessing a subsidised menu of trips and experiences</p> <p>Trips and experiences are informing good quality learning outcomes</p> <p>Children speak enthusiastically about their learning experiences</p> <p>Progress exceeds national rates (especially for PP)</p> <p>Attainment is closing to national averages (especially for PP)</p>
C.	Accelerate progress of all pupils in order to close gap to nat. attainment, (with a constant focus on PP)	<p>Enhanced staffing levels are identified as well used</p> <p>Enhanced staffing levels are identified as having positive qualitative impact on children's learning</p> <p>Progress exceeds national rates (especially for PP)</p> <p>Attainment is closing to national averages (especially for PP)</p>
D.	Raise attendance of all pupils in order to close gap to national levels, (with a constant focus on PP)	<p>Effective relationships are in place with parents / carers of all children identified to be vulnerable to poor attendance</p> <p>Where appropriate, external services are providing support for children and their families</p> <p>Attendance is closing to national average (especially for PP)</p>

5. Planned expenditure

Academic year

2017-18

The three 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?
C: Accelerate progress of all pupils in order to close gap to nat. attainment, (with a constant focus on PP)	<p>Deliver programme of Speech & Language support through West Midlands Speech & Language Services to:</p> <ul style="list-style-type: none"> • Every child in EYFS • TAs in EYFS • Targeted pupils post-EYFS <p>£16,449</p>	<p>The West Midlands Speech & Language Services 1 provision has had important impact in EYFS for two years with children making strong progress from low starting points:</p> <p>In 2018 the expectation PP children will achieve 65% in the Prime areas and specific areas of learning.</p>	<ul style="list-style-type: none"> • Tracking of progress and attainment of children receiving West Midlands Speech & Language Services provision by FH 	(SENCo) EYF Staff FH	In each cycle of CAP Meetings
C: Accelerate progress of all pupils in order to close gap to nat. attainment, (with a constant focus on PP)	<p>Secure effective progress getting teaching through:</p> <ul style="list-style-type: none"> • Inset • Course allocation • Monitoring • Tracking of PP ch • Coaching <p>Training costs £8,000</p>	<p>School is mindful of the attainment gap between Heath Mount Primary children eligible for Pupil Premium in across the school and nationally.</p> <p>Historically at Heath Mount Primary attainment for children eligible for PP has been significantly closer to the national average for children who are not eligible for Pupil Premium.</p> <p>In 2017 our children struggled to match the national uplift in expectation. A key focus is on modification of our teaching and tracking</p>	<ul style="list-style-type: none"> • LMT scrutiny of learning of PP Pupils in work sampling • LMT scrutiny of support and challenge provided for PP pupils and their responses, through Learning Walks and Lesson Observation • Within Children's Attainment & Progress (PAG) Meetings focus explicitly on attainment and progress of PP Group and individual pupils 		In each cycle of CAP Meetings
C: Accelerate progress of Most Able PP Pupils in order to close gap to nat. attainment	<p>Secure effective progress getting teaching through:</p> <ul style="list-style-type: none"> • Inset on High ordering questions • differentiation of challenge for MA • Teaching & Learning • Monitoring for MA • Tracking of MA PP Coaching <p>Training costs £6,000</p>	<p>School is mindful of the attainment gap between the most able children at Heath Mount who are eligible for Pupil Premium in Y2 and Y6 and children nationally.</p> <p>Attainment and progress of our most able PP children will be a priority focus of leadership expectation, monitoring and tracking through Children's Attainment & Progress meetings.</p>	<ul style="list-style-type: none"> • LMT scrutiny of learning of Most Able PP Pupils in work sampling • LMT scrutiny of support and challenge provided for Most Able PP pupils and their responses, through Learning Walks and Lesson Observation • Within Children's Attainment & Progress (PAG) Meetings focus explicitly on attainment and progress of Most Able PP Group and individual pupils 	AM KB With external staff (Regent Park, Story wood)	In each cycle of CAP Meetings

C: Further embed a well-resourced, highly engaging curriculum to enrich learning opportunities	Calendar of trips and visitors funded through School Budget Share for non-PP and through Pupil Premium for eligible children £5,000	It is the belief of governors and school leaders at Heath Mount that our children need and benefit from access to a broad and life enriching curriculum as well as a sharp focus on the skills and experiences required to secure test readiness. Our Cornerstones Curriculum Resource works best when children have access to the engaging real life experiences afforded by a rich menu of trips and visitors.	<ul style="list-style-type: none"> External scrutiny of teaching and learning and its impact by S.I.P., particularly Topic Books School To School Review of teaching & learning Internal scrutiny of teaching and learning and its impact by S.I.P., particularly Topic Books AHT consultation with children regarding their learning experience 	AM, KA, VH and phase leaders	Termly
Total budgeted cost					£35,449
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?
C. Accelerate progress of all pupils in order to close gap to nat. attainment, (with a constant focus on PP and MA PP)	Fund staffing HLTA for setting in Y2,. AHTs attached to and teaching in Y1, Y3 and Y6 to drive planning, teaching and assessment. £160,000	School is mindful of the attainment gap between Heath Mount children eligible for Pupil Premium in Y2 and Y6 and children nationally. It is the attainment of all of our children that needs to be lifted (not only our children eligible for PP). Mindful of the need to ensure that our current Y2, and Y6 children are more successful than the 2017 cohorts in the end of year SATs, priority has been given to bolstering staffing. AHTs deployed in Y1, Y3 and Y6 will lead a robust cycle of ongoing tracking.	<ul style="list-style-type: none"> LMT scrutiny of learning of PP Pupils & Most Able PP Pupils in work sampling LMT scrutiny of support and challenge provided for PP pupils and their responses, through Learning Walks and Lesson Observation Within Children's Attainment & Progress (PAG) Meetings focus explicitly on attainment and progress of PP Group and individual pupils 	AHT: AM, KA and VH	In each cycle of CAP Meetings
C. Accelerate progress of all pupils in order to close gap to nat. attainment, (with a constant focus on PP)	Booster Classes in Y2 and Y6 Easter School in Y6 £6,000	Our targeted programme of Booster Classes and Easter School has previously had strong results in raising children's self-belief in their ability and confidence in their test readiness. In 2016 this approach enabled us to secure 85% of children attaining Level 4 in reading, writing and mathematics. Although the results were not as positive in 2016, we believe that the approach is beneficial for our children.	<ul style="list-style-type: none"> LMT scrutiny of learning of PP Pupils in work sampling LMT scrutiny of support and challenge provided for PP pupils and their responses, through Learning Walks and Lesson Observation Within Children's Attainment & Progress (PAG) Meetings focus explicitly on attainment and progress of PP Group and individual pupils 	AM (AHT)	In each cycle of CAP Meetings
Total budgeted cost					£166,000
ii. 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 implementation?
A. Meet social and emotional needs of children experiencing barriers in order to promote learning	Individual learning support for target pupils Individual pastoral support for target pupils Learning Mentor £33,040	Approximately 10% of our children experience major social and emotional barriers to their learning. These can affect their learning and the teaching and learning experience of others. Our hypothesis, going into 2017-18, is that by enhancing our targeted pastoral provision we can secure improved inclusion for key children, improving their access to learning & improving the learning environment for all.	<ul style="list-style-type: none"> Weekly meetings with AHT (AM) and Inclusion Team to evaluate impact and needs. Rapid modification of support for target pupils. Rapid modification of resourcing Weekly welfare meetings with the Safeguarding welfare team 	AM	In each cycle of CAP Meetings
D. Raise attendance of all pupils in order to close gap to national levels, (with a constant focus on PP)	Ensure engagement with parent / carer of every child for whom there is a concern regarding attendance Attendance officer £18,00	School is mindful of the attendance is lower than the national average. Within this, attendance of our children eligible for PP is poor. Parental understanding of the link between good attendance & successful learning and securing their support to achieve it is the key. The Attendance Officer and Learning Mentor is the key staff resource in working with parents on attendance.	<ul style="list-style-type: none"> Weekly meetings with Attendance Officer, Learning Mentor and SDSL to evaluate impact and needs. Monthly attendance data analysis 	LT, ST & AM	In each cycle of CAP Meetings
D. Raise attendance of all pupils in order to close gap to national levels, (with a constant focus on PP)	Termly attendance rewards £2,000	Attendance Rewards have provided a focal point for our attendance drive, which as we move through 2016-17 is beginning to secure positive results.	<ul style="list-style-type: none"> Weekly meetings with Attendance Officer , Learning Mentor and AM to evaluate impact and needs. Monthly attendance data analysis 	LT, ST, AM	In each cycle of CAP Meetings
B. Further embed Out of Hours Clubs to enrich learning opportunities	Premier Active to maintain out of hours Clubs using coaches, TAs and Teachers in response to consultation with children £9,450 (sport coach premium additional cost)	It is the belief of governors and school leaders at Heath Mount that our children need and benefit from access to a broad and life enriching curriculum as well as a sharp focus on the skills and experiences required to secure test readiness. Our calendar of clubs adds to our children's learning experiences, providing opportunities with less academic focus, but still skill focussed.	<ul style="list-style-type: none"> PE lead and staff consultation with children regarding their learning experience 	SD Phase leader and IS PE lead	Termly
Total budgeted cost					£53,000

6. Target Support					
Previous Academic Year: 2017-18					
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 oral language skills of EAL pupils across the school. Staff trained on using the EAL Toolkit to support teaching & learning	TA to target EAL pupils this was based on the A2E EAL tool kit assessment continuum.	Target EAL pupils using the tool kit, EAL resources audit. Pupils who are assigned a buddy who speaks their own language and be signposted to staff who can support their needs Staff to complete the EAL continuum to assess pupils level of English and next steps. To support staff in pre tutoring. Pre tutoring on Phonics and maths vocabulary. Further interventions depending on the needs of individual pupils.	ST to monitor the progress of EAL provisions. ST to support HY. Monitor the progress on EAL Continuum for pupils.		
Secure the parenting capacity / resilience for targeted families Reduce impact of barriers to learning for targeted children Secure at least expected progress for each targeted child	Learning Mentor School Nurse	Children with emotional, behaviour concerns target for mentoring support to secured the national expected standard in Reading, Maths and Writing.	Staff and Safeguarding team identify children needing daily support in preference to less frequent, higher level cognitive behaviour support this will allow rapid, flexible response to emerging issues and cohesive (but still flexible) planned provision for targeted children .		
Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		Cost

<p>Enhanced attitude to or enjoyment of life / school / learning</p> <p>Positive life / learning experience results in at least expected progress for each targeted child</p>	<p>Programme of Clubs</p>	<p>Clubs run by specialists, particularly trampolining and street dance, offered opportunities for talented children to excel.</p> <p>Academic "basic skill" focussed clubs run by teaching assistants were well received by parents and children</p> <p>Less academic clubs (e.g. multi-sport, dance, trampoline, drama, craft, arts) were thoroughly enjoyed with high expressions of interest.</p> <p>There was no proven link between club participation and attainment or progress but learning and enjoyment in clubs was high.</p>	<p>Continue</p>		<p>£9,450 (sport coach premium additional cost)</p>
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<p>Additional detail</p>
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