

## **Annual Pupil Premium Report 2024-25**

### **Evaluating the Effectiveness of Havannah First School's Provision for Pupils receiving Pupil Premium**

The Annual Pupil Premium Report should be read in consultation with the Pupil Premium Strategy 2025-26.

#### **Context:**

Havannah First School is a 'good' school (Ofsted, July 2023) and we consider our school to be a happy and vibrant place where children become excellent learners as they develop and grow. Our outcomes show that the children in our school make excellent progress in their five years with us.

Havannah First School is part of the Gosforth Schools' Trust which is a partnership of ten schools and one school partner from the North East sector of Newcastle upon Tyne and Newcastle City Council. For many years the eleven schools have successfully worked together, and this was formalised with the formation of the Trust in 2014. The Inclusion Leaders across the Trust work together particularly closely and this gives many opportunities for the sharing of good practice, resources and strategies all with the aim of improving the provision and the outcomes for disadvantaged children.

#### **Pupil Premium Profile of Havannah First School**

Total number of learners on roll: **300 children**

The number of learners receiving Pupil Premium fluctuated slightly across the year, but at the end of the academic year, there were **27 children** (9%) receiving PP. Pupil Premium was received as the children met the following criteria:

0 were CiC	20 were FMS (74.1 %)
5 were Previously CiC (18.5 %)	0 was Ever 6
2 were Forces (7.4%)	

#### **Distribution of the PP population:**

Early Years Foundation Stage: Reception: 18.5 %

Key Stage 1: 22.2 %

Year 1: 11.1%

Year 2: 11.1%

Key Stage 2: 59.3%

Year 3: 40.7%

Year 4: 18.5%

**Data: 2024-25****EYFS**

Pupils reaching a good level of development

Pupil Premium (5)	20%
All pupils	73%

**KEY STAGE 1**

Year 1 phonics screen - pupils meeting the expected standard of phonics decoding

Pupil Premium (3)	33%
All pupils	86.6%

**Year 1 – pupils reaching the expected standard**

July 2025	PP (3)	All pupils
Reading	0%	72%
Writing	0%	70%
Maths	0%	80%

**Year 2 – pupils reaching the expected standard**

Reading	
Pupil Premium (3)	67%
All pupils	80%

Writing	
Pupil Premium (3)	33%
All pupils	73%

Maths	
Pupil Premium (3)	67%
All pupils	83%

**KEY STAGE 2**

Year 3 – pupils reaching the expected standard

July 2025	Pupil Premium (11)	All pupils
Reading	82%	85%
Writing	45%	68%
Maths	73%	85%

**Year 4 – pupils reaching the expected standard**

July 2025	Pupil Premium (5)	All pupils
Reading	60%	79%
Writing	0%	74%
Maths	40%	84%

## **Pupil Premium attendance 2024-2025:**

Average attendance for the whole school population: 96.22 %

Average attendance for PP children: 92.90 %

Attendance is tracked closely by the Senior Leadership team (SLT). Attendance is largely improving for individual children in receipt of Pupil Premium, however it is still below the whole school average.

**Exclusions:** There were no permanent exclusions of pupils receiving Pupil Premium. There were three fixed term exclusions (suspensions), for one pupil receiving Pupil Premium.

## **Pupil Premium Outcomes:**

- It is important to recognise that it is a very small numbers of pupils receiving PP, and this affects the percentage of children achieving the expected standard. For example, in Year 1 and Year 2, there are only 3 Pupil Premium pupils in each year group. This would be recorded as 33% for 1 child.
- Eight of the children across the school have SEN in addition to receiving PP. Also, there are two children who are on our monitoring list for potential SEN who are in receipt of Pupil Premium.
- The data doesn't show those children who achieved greater depth in subjects across the curriculum. One child in Key Stage 2 achieved GDS in both reading and maths.
- Year 3 had the highest proportion of children receiving PP (40.7%) and in this year group 82% of children met ARE in reading and 73% met ARE in maths.
- Through Pupil Mentoring and Pupil progress meetings with the SLT, children's progress is monitored and tracked. Members of the SLT read with children who receive PP and check on their well-being and participation in activities in school.
- Many children in Key Stage 2 who receive PP took on leadership roles in school this year. For example, Play Leaders, Reading Ambassadors, Corridor Monitors and Digital Leaders.
- Pupil Premium is used to provide additional support to address and support learning. Key examples of this are Reading and Spelling Intervention (TA hours funded) and classroom support and interventions (TA hours funded).
- Support is already being given to address the areas of needs. This provision is altered as additional needs are identified or needs changes as the child moves through the school.
- When the children receiving PP are not meeting the expectations for their year group, support will be targeted towards filling the 'gaps' in attainment for the previous year, before the current year's expectations can be addressed. Accelerating process is important and always the aim of the support provided, however consolidating the foundations of subjects especially in Key Stage 1 is essential in order to establish a set of core skills which can be built on as the children move through the school.
- Attendance to extra-curricular clubs in school is monitored and funded. This is also true of music tuition, school trips and residential visits. We ensure that all children are given equal opportunity to attend these activities.
- Some of our pupils who are in receipt of Pupil Premium were able to participate in our Musical Theatre Club and they were able to perform at the Glasshouse in front of parents and a large audience.

## **Next steps:**

- ⇒ On-going monitoring of the effectiveness of interventions and opportunities to enhance provision.

- ⇒ Work with other schools in the Gosforth Trust to share ideas and good practice about how to improve outcomes for disadvantaged children.
- ⇒ Mr. Richardson our HLTA, is going to run a 'Targeted team Bonding Club' for our PP children across the school.
- ⇒ To continue to encourage children to participate in clubs they are interested in and to facilitate their attendance where possible.
- ⇒ To develop a 'Buddy' system with GPA whereby older pupils read and provide other curriculum support to children in receipt of PP.
- ⇒ Explore opportunities to set up a Lego club and an art club within the school day which target children in receipt of PP.
- ⇒ Explore opportunities to re-establish a homework club for children in receipt of PP.
- ⇒ Use of high-quality texts to enhance the curriculum which will support children in receipt of PP.
- ⇒ On-going Pupil Mentoring to ensure children are closely monitored.
- ⇒ Miss Campbell is starting a well-being club for children in KS2 and she is going to target children in receipt of PP.