



Annual Pupil Premium Report 2023-24

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 2024-25.

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 **23 children** (7.6%) receiving PP. Pupil Premium was received as the children met the following criteria:

2 were LAC (8.7%);

3 were Previously LAC (13 %);

2 were Forces (8.7%);

15 were FMS (65.2 %);

1 was Ever 6 (4.3 %).

Distribution of the PP population:

Early Years Foundation Stage: Reception: 17.3 %

Key Stage 1: 43.5 %

Year 1: 13%

Year 2: 30%

Lower Key Stage 2: 39%

Year 3: 13%

Year 4: 26%

Data: 2023-24

EYFS

Pupils reaching a good level of development

Pupil Premium (4)	25%
All pupils	77%

KEY STAGE 1

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

Pupil Premium (3)	66%
All pupils	88%

Year 1 – pupils reaching the expected standard

July 2024	PP (3)	All pupils
Reading	66%	77%
Writing	33%	72%
Maths	66%	82%

Year 2 – pupils reaching the expected standard

Reading	
Pupil Premium (7)	85.7%
All pupils	88%

Writing	
Pupil Premium (7)	71.4%
All pupils	75%

Maths	
Pupil Premium (7)	85.7%
All pupils	90%

KEY STAGE 2

Year 3 – pupils reaching the expected standard

July 2024	Pupil Premium (3)	All pupils
Reading	33%	73%
Writing	33%	67%
Maths	33%	72%

Year 4 – pupils reaching the expected standard

July 2024	Pupil Premium (6)	All pupils
Reading	66.6%	83%
Writing	33%	77%
Maths	50%	85%

Pupil Premium attendance 2023-2024:

Average attendance for the whole school population: 95.8%

Average attendance for PP children: 93.15%

Attendance is tracked closely by the Senior Leadership team (SLT). Attendance is improving for individual children in receipt of Pupil Premium.

Exclusions: There were no exclusions (permanent or fixed period) of pupils receiving Pupil Premium.

Pupil Premium Outcomes:

- It is important to recognise that it is very small numbers of pupils and this affects the percentage of children achieving the expected standard. For example, in Year 1 only one child in receipt of Pupil premium didn't achieve the expected standard in phonics, and this would be recorded as 33%.
- Seven of the children across the school have SEN in addition to receiving PP. Also, there are three children who are on our monitoring list for potential SEN who are in receipt of Pupil Premium. 57% of the SEN children receiving PP met the expected standard in reading.
- The data doesn't show those children who achieved greater depth in subjects across the curriculum. Over 8.7% of children across the school who receive PP achieved GDS in either maths, reading or writing.
- Year 2 had the highest proportion of children receiving PP (30%) and in this year group 71.4% of children met ARE in reading, writing and maths. 85.7% met ARE in maths and reading.
- 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 Intervention (TA hours funded), Homework Club (staff 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.
- This year, we used an outside provider to deliver outdoor learning experiences for children in Year 1 and Year 3. This was particularly beneficial for disadvantaged children who might not have otherwise had these experiences outside of school.

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.