

Annual Pupil Premium Report 2021-22

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 2021-22.

Context:

Havannah First School is a 'good' school (Ofsted, March 2018) 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.

Our last Ofsted inspection recognised the improvements made in the quality of teaching across the school and the resulting acceleration of progress for all children, including those who are disadvantaged:

"The quality of teaching continues to improve because of your resolute focus on this aspect of the school's work and the range of personalised staff training and development provided. This improvement in the quality of teaching and a sharper focus on pupils who may be at risk of falling behind are accelerating the progress that pupils make in their learning. This is particularly the case for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities." (Ofsted letter, March 2018).

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 sharing good practice, resources and strategies in order to further improve the provision and the outcomes for disadvantaged children.

Pupil Premium profile of the school of Havannah East First School

Total number of learners on roll: **240 children**

The number of learners receiving Pupil Premium fluctuated across the year, but at the end of the academic year, there were **25 children** (10.1%) receiving PP. Pupil Premium was received as the children met the following criteria:

1 was LAC (4%);
4 were Previously LAC (16%);
2 were Forces (8%);

17 were FSM (68%);
1 was Ever 6 (4%).

Distribution of the PP population:

Early Years Foundation Stage: Reception: 16%

Key Stage 1: 36 %

Year 1: 12%

Year 2: 24 %

Lower Key Stage 2: 48 %

Year 3: 24%

Year 4: 24%

Data**EYFS**

Pupils reaching a good level of development

Pupil Premium (4)	75%
All pupils	77%

KEY STAGE 1

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

Pupil Premium (3)	66.6%
All pupils	93%

Year 1 – pupils reaching the expected standard

July 2022	PP (3)	All pupils
Reading	66.6%	82%
Writing	33.3%	78%
Maths	66.6%	89%

Year 2 – pupils reaching the expected standard

Reading	
Pupil Premium (6)	50%
All pupils	77%

Writing	
Pupil Premium (6)	33.3%
All pupils	77%

Maths	
Pupil Premium (6)	33.3%
All pupils	80%

KEY STAGE 2

Year 3 – pupils reaching the expected standard

July 2022	Pupil Premium (6)	All pupils
Reading	66.6%	82%
Writing	66.6%	71%
Maths	66.6%	80%

Year 4 – pupils reaching the expected standard

July 2018	Pupil Premium (5) 1 child left at Christmas so no end of year data	All pupils
Reading	60%	87%
Writing	60%	78%
Maths	60%	82%

Pupil Premium attendance 2021-22:

Average attendance for the whole school population: **93.9%**

Average attendance for PP children: **91.43%**

Exclusions: There were 3 half day fixed exclusions.

Pupil Premium Outcomes:

- It is important to recognise that it is very small numbers of pupils.
- Outcomes reflect the needs of the pupils. For example, there are 6 children who are on school SEN Support. One of these children is undergoing an EHCP assessment.
- Five children are in year admits. Two out of the six children in Year 2 were new to the school and this impacted on their end of Year SATs results. One child in Year 2 met the expected standard in reading following catch up sessions and priority reading support.
- Pupil Premium is used to provide additional support to address and support learning. Key examples of this are Reading Intervention (TA hours funded), IDL support for spelling (TA hours funded), maths intervention (TA hours funded), fine motor skills (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 progress 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.
- Termly Pupil Progress meetings with the HT and DHT monitor outcomes for children in receipt of PP funding and monitor what interventions/strategies are being used to close any gaps.

Next steps:

- ⇒ On-going monitoring of the effectiveness of interventions.
- ⇒ Develop a 1 to 1 mentoring scheme with the SLT and all children receiving PP funding. Meet every half term to read together, look at books, find out what the children enjoy and what they find difficult. Enable children to have a voice to discuss any worries they might have.
- ⇒ Use PP funding to set up an outdoor learning nurture group on a Friday afternoon. Children will be able to develop their confidence and skills working with a teacher and HLTA on carefully planned

outdoor projects.

- ⇒ Resume Homework Club for children in receipt of PP so that they get the opportunity to complete their homework in school with TA support.
- ⇒ Join the 'No Voice Too Small' oracy project to develop confidence in public speaking.
- ⇒ Continue to fund school trips, clubs and music tuition.

Date: September 2022