

Pupil Premium 3 Year Strategy 2022 - 2025

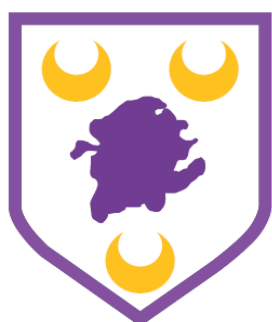
Newcomen Primary School

Kasserian Ingera



*Working together,
may all our children be well.*

Traditional Masai Greeting



NEWCOMEN

Simil ut Unum – Together as One

Newcomen Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines:

- our pupil premium strategy,
- how we intend to spend the funding in this academic year
- and the effect that last year's spending of pupil premium had on the outcomes for our disadvantaged pupils.

School name	Newcomen Primary School
Number of pupils in school	332 (including Nursery) 307 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year or years covered by statement	2022 – 2025 (3 Year Strategy)
Publish date	Autumn 2024
Review date	Autumn 2025
Statement authorised by	Kinga Pusztai - Headteacher
Pupil Premium Leads	Kinga Pusztai – Headteacher Ed Jones – Deputy Headteacher
Governor lead	Mr Barry Greenwood (Vice-Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97,680

Part A: Pupil premium strategy plan

We strongly believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities coupled with the additional priorities that have arisen due to Covid 19. Our use of the funding will be adapted to meet students' needs as they arise whilst maintaining, where possible, the principles outlined in this document. This strategy will enable us to implement a blend of short, medium and long-term Pupil Premium interventions /priorities.

Statement of intent

The level of Pupil Premium funding varies year on year according to the number of children eligible for free school meals. The funding received by the school annually is used in a variety of ways to give all pupils every opportunity to achieve their potential and to help overcome any barriers to learning. We have utilised and implemented strategies that have been researched and analysed extensively to inform us of the best ways to use this funding.

We aim to use the Pupil Premium allocation to support attainment and maximise children's potential in terms of learning, raised expectations, high aspiration, experiences and readiness for their next stage in education. At the heart of this, and integral to our approach, is an expectation of high-quality teaching for all children. Our strategy is to maximise teaching capacity so that highly effective teachers work with those who need support the most. Therefore, a significant proportion of the funding we receive is focused on enhancing our teaching provision as we strongly believe this is where we can have the greatest impact on the life chances of the children who attend Newcomen Primary School. We know good teaching is the most important lever school's have to improve outcomes for disadvantaged learners. Having high aspirations for all children is seen as everyone's responsibility in our ethos of shared accountability. Our mission Statement - Believe Achieve Succeed - underpins all we do at Newcomen Primary School.

Standards data clearly shows that children entitled to Pupil Premium Funding significantly outperform 'all' pupils nationally and that there is no difference between the attainment of disadvantaged and non-disadvantaged pupils in our school. We are extremely proud of this. The school has a proven track record in changing the life chances of all its pupils.

Newcomen Primary School is improving the life chances of its pupils.

Ofsted May 2022



Newcomen Primary School is committed to removing all barriers to each child's learning and progress. We do not confuse eligibility for the pupil premium with low ability or lack of aspiration. We focus on supporting ALL pupils to achieve the highest standards and fulfil their potential ensuring equality of opportunity for all.

There are key principles underlying our strategy:

1. The Pupil Premium should help facilitate an exceptional education and the highest expectations for all regardless of background or barriers to learning.
2. The Pupil Premium should support emotional wellbeing, improved attainment and readiness for life and learning.
3. The Pupil Premium should help ensure that high-quality teaching and learning is prioritised.
4. The Pupil Premium should be used to ensure disadvantaged pupils access exceptional teaching and learning every day.
5. The Pupil Premium should address the needs of pupils as early as possible.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils:

1	<p><u>Language</u></p> <ul style="list-style-type: none"> • There is a significant gap in pupil language development on entry to school when comparing disadvantaged pupils and those not in that group - especially in the areas of Early Language acquisition, speaking, listening and communication. • Evidence shows a lack of oracy in children coming from linguistically disadvantaged homes.
2	<p><u>Phonics</u></p> <ul style="list-style-type: none"> • Our internal analysis shows that disadvantaged pupils generally have greater difficulties initially accessing phonics than their peers. • Evidence shows a lack of oracy in children coming from linguistically disadvantaged homes which can impact on initial phonetical awareness.
3	<p><u>School Readiness</u></p> <ul style="list-style-type: none"> • Many of our EY disadvantaged pupils need support to develop: active learning, managing feelings and behaviour, independence and self-regulation when starting school. This also includes learning how to share and play and developing positive relationships.
4	<p><u>Academic Starting Points</u></p> <ul style="list-style-type: none"> • Nursery Entry Assessment identifies a downward trend with children entering our Nursery with a 'typical level of development' between 20% and 30%.
5	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • We work tirelessly to ensure that there is little/no gap in attendance between disadvantaged pupils and non-disadvantaged pupils. • This is as a result of rigorous and proactive monitoring and intervention work.
6	<p><u>Cultural Capital</u></p> <ul style="list-style-type: none"> • National evidence shows that disadvantaged pupils generally have less exposure to cultural capital and experiential learning opportunities. • Our internal analysis supports this as many of our disadvantaged children have limited exposure to cultural capital opportunities at home both within and outside the local area.
7	<p><u>Mental Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Our observations indicate that the emotional wellbeing of many of our disadvantaged pupils and their parents/carers have been impacted to a greater extent than for other pupils during the pandemic. These findings are supported by national evidence.
8	<p><u>Parental Engagement</u></p> <ul style="list-style-type: none"> • National evidence shows that parents and carers of disadvantaged pupils can have lower aspirations for their children due to contextual factors when compared to non-disadvantaged pupils.
9	<p><u>Resources</u></p> <ul style="list-style-type: none"> • National evidence shows that disadvantaged pupils generally have a more limited access to resources at home to support their learning away from the school and classroom.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved speech and language and communication skills among disadvantaged pupils. EYFS & KS1	<ul style="list-style-type: none"> Assessments, observation and outcomes indicate improved speech and language and communication skills among disadvantaged pupils.
2. Improved active learning, managing feelings and behaviour, independence skills and self-regulation among disadvantaged pupils. EYFS & KS1	<ul style="list-style-type: none"> Assessments, observation and outcomes an improvement in active learning, managing feelings and behaviour, independence and self – regulation amongst disadvantaged pupils.
3. Phonics attainment among disadvantaged pupils at end of Year 1 exceeds 'national other.'	<ul style="list-style-type: none"> Outcomes from KS1 Phonics Screening Check show that our disadvantaged pupils continue to significantly exceed national outcomes.
4. Reading attainment among disadvantaged pupils at the end of KS2 significantly exceeds 'national other.'	<ul style="list-style-type: none"> Outcomes from national assessments in reading continue to significantly exceed 'national all'.
5. Writing attainment among disadvantaged pupils at end of KS2 significantly exceeds 'national other'.	<ul style="list-style-type: none"> Outcomes from national assessments in writing continue to significantly exceed 'national all'.
6. Maths attainment among disadvantaged pupils at end of KS2 significantly exceeds 'national other'.	<ul style="list-style-type: none"> Outcomes from national assessments in mathematics continue to significantly exceed 'national all'.
7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> The overall absence rate for all pupils continues to be lower than the national average and remains above national attendance figures.
8. To enhance cultural capital by providing children with experiential learning opportunities that provide lasting, meaningful and memorable educational experiences.	<ul style="list-style-type: none"> Sustained high levels of wellbeing and engagement in cultural capital opportunities demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher interactions. Participation in enrichment activities among disadvantaged pupils
9. To improve children's social, emotional and mental health wellbeing so that specifically the pupil premium group of children are able to access all aspects of learning	<ul style="list-style-type: none"> Vulnerable and disadvantaged children identified and appropriate interventions and opportunities put in place to support all levels of need.
10. Families are able to access support both in school and externally contextual factors that they are facing so that they are in a better position to be able to support their children and participate in school life.	<ul style="list-style-type: none"> Families in need of more targeted support are able to access the appropriate strand of support. Sustained high levels of engagement demonstrated by statistical data of events such as parental consultations, EY workshops, open afternoons and attendance at after school family events.
11. ALL children have access to resources at home to support them with their learning and development.	<ul style="list-style-type: none"> Analysis shows that no parent or carer needs additional educational resources at home as school provides these and all children are able to fulfil their learning at home requirements.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The retention and investment in high quality teaching and support staff.</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with disadvantaged pupil populations.</p> <p>Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. This also has a positive impact on the emotional well-being of pupils as staffing resources are not overstretched.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</p> <p>This publication aims to:</p> <ul style="list-style-type: none"> • bring greater coherence to the national curriculum by exposing core concepts in the national curriculum and demonstrating progression from year 1 to year 6 • summarise the most important knowledge and understanding within each year group and important connections between these mathematical topics <p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p> <p>This document's key objective is to help schools to meet the expectations set out in the Early Years Foundation Stage (EYFS) statutory framework and the national curriculum. It aligns with Ofsted's Education Inspection Framework. It provides guidance about how reading should be taught in primary schools. It focuses on supporting leaders and teachers to make sure that their pupils start secondary school as confident readers, able to engage with the challenges of a wider curriculum. This is not only valuable to primary schools, but also to secondary school teachers to understand how reading is taught from the very beginning and how it develops before pupils enter year 7. It outlines some of the different challenges of teaching reading in the secondary curriculum and provides support for secondary schools in teaching pupils who have not yet met those expectations in reading.</p>	<p>All</p>

<p>The 'golden thread' of Reading underpins our whole school ambitious curriculum.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-Reading-comprehension-house.pdf</p> <p>Research shows that investing in a whole school reading scheme and embedding reading comprehension strategies are high impact on average (+6 months) additional progress in academic outcomes over the course of an academic year. Alongside phonics, comprehension is a crucial component of early reading instruction.</p>	<p>3,4</p>
<p>To ensure effective teaching of phonics that facilitates fluency, accuracy and understanding in pupil's reading.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3</p>
<p>To continue to relentlessly drive our ambitious Newcomen Curriculum across the whole school with a firm emphasis on practice, the application of skills and the transfer of knowledge.</p>	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Research shows that standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>All leaders have a key role in ensuring the availability of fully-resourced collaboratively developed schemes of work. Access to good quality schemes of work reduces workload rather than creating it. We champion a knowledge and humanity rich curriculum which is broad, balanced and ambitious, and which builds on the knowledge, understanding and skills of all children. Our intent is to equip pupils to have the requisite knowledge, skills and wider understanding to be successful, independent and motivated learners in readiness for their next stage of education.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf</p>	<p>1, 2, 3, 4, 5, 6</p>

Targeted academic support

Budgeted cost: £0 (Funded through school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 'keep up' phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>In school teaching staff provide school-led tutoring for identified pupils.</p> <p>A significant proportion of the pupils who receive small group tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Quality tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,6,7</p>

Wider strategies

Budgeted cost: £9,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to embed principles of good practice set out in the DfE's Working Together to Improve Attendance 2024 advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	7
Attendance and Welfare Service to support vulnerable families to ensure attendance and punctuality is consistently above national average.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	7,10
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Specific early assessments from the Learning Support Service, Speech and Language and the Education Psychologist Service are undertaken and used to support individual pupil outcomes.	The average impact of spoken language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2, 3, 4
Early intervention service working with Nursery parents provided by Family Support Worker, Attendance and Welfare Service.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,9,10
Our therapeutic play counselling (Time 4 You) provides family advice and emotional support for our children during times of need.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7,9,10
Education Safeguarding Consultant (Pam Gartland), who works with HT and the wider school community,	The average impact of the Parental engagement approaches is about an additional four months' progress over the	2, 7, 9,10

<p>supports vulnerable families and ensure best outcomes for children.</p> <p>Sarah Pritchard Consultant Social Worker and Trainer who works with HT and the wider school community, supports vulnerable families and ensure best outcomes for children.</p>	<p>course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Service Level Agreement with high quality data service (Anthony Conlin Data Service) with robust thorough analysis of all groups within the school and ensure the necessary interventions are in place to maximise the opportunities for all children to succeed.</p>	<p>By using high-quality data efficiently as a tool to help inform practices in school, senior leaders and teachers make conscious decisions about the specific uses of each piece of assessment data they will collect. This enables productive conversations about ensuring these are appropriate and useful for the intended purposes. Teachers and senior leaders consider the opportunity costs of assessment. They recognise that the time and effort spent on assessment must be as valuable – if not more so – than other ‘opportunities’ (such as more teaching time) which could have been taken up. Assessment data informs decisions about teaching and learning. Lessons and interventions are planned proactively in response to purposeful assessments.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	<p>1,2,3,4,5,6,7</p>
<p>Offer parents, carers and family members additional support as and when needed based on contextual factors.</p>	<p>Parents play a key role in supporting children to learn at home and it is essential that schools and families continue to work together.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>10</p>
<p>Ensuring all children have adequate access to educational resources at home.</p>	<p>Providing additional books and educational resources to families, with support and guidance– for example, offering advice about effective strategies for reading with children or home study guides in KS2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>11</p>
<p>Cultural Capital investment:</p> <ul style="list-style-type: none"> • Newcomen Family Days. • One World Our World Days. • Visitors into school to enhance curriculum provision. 	<p>The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits</p>	<p>8</p>

<ul style="list-style-type: none"> • Visits out of school to enhance curriculum provision. • Residential visits in Key Stage 2. • Enhanced self-esteem and inclusion of all pupils on Family Wall. • Extensive after-school enhanced provision • Ongoing development of aspirational mural Learning Area 4: Our Heroes – Past and Present. • Continued development of outdoor area working closely with School Council. • Transport to local educational events. • Transport provided for families in need. • Promotion of British Values including protective characteristics. • Promotion of SMSC • Funding of enterprise projects. • Provision of additional books and educational resources to families. • Enhancement of indoor and outdoor reading areas • Wildflower Garden Community Project • Summer/Easter/Christmas Holiday Activity Offer • Supporting local community • Supporting local charities • Supporting national charities • School of Sanctuary Project • Building our Future Workshops • Providing Breakfast • Providing alarm clocks • Financial support with school uniform 	<p>have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
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Total budgeted cost: £97,680

People who say it cannot be done should not interrupt those who are doing it.

Part B: Review of outcomes in the previous academic year 2023 – 2024

How the impact of Pupil Premium is measured

- **Statistical data** – all Pupil Premium children are highlighted across the school assessment data collection system and outcomes monitored, interventions implemented and compared to non-Pupil Premium children.
- **Anecdotal 'soft' data**– visible confidence and self-esteem of children, open-dialogue, questionnaires and case studies which collect a different kind of information.

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. The data demonstrated that our disadvantaged pupils far exceed outcomes for 'national all' in all aspects and that there is no difference between the attainment of disadvantaged and non-disadvantaged pupils. We are extremely proud of this.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that disadvantaged children at Newcomen Primary School thrive and flourish. Our Newcomen Family share a collective positive and ambitious outlook for all children; this being to live a happy and fulfilling life in which they strive to be the best version of themselves and become responsible citizens who play a positive role in modern day society. We take great pride in offering our children an education which passionately promotes self-awareness of heritage whilst being informed citizens of the world with a respectful compassion for all as good global citizens playing a positive role in society.

Our Internal data showed that attendance has remained in-line with previous years at 95.9 % and remains above national average.

Based on all the information above, the performance of our disadvantaged pupils met our exceptionally high expectations and we are confident in achieving the outcomes we set out to achieve by the end of 2024-25, as stated in the Intended outcomes section above. Our evaluation of the approaches delivered last academic year indicates that Newcomen Primary School continues to embed the necessary academic, pastoral and emotional strategies to ensure the disadvantaged children are no longer disadvantaged and are empowered to fulfil their potential.

Please see below the most recent national assessment results (2023 - 2024) which show the impact the funding and our strategies have had on the outcomes for the children. Pupils who achieve well in primary school are more likely to succeed in secondary school and their life chances are dramatically improved. The strong outcomes for pupils at Newcomen Primary School leave them very well placed as they move on to the secondary phase of education. We have an embedded whole school family ethos and are driven by a shared internal desire to secure the best outcomes for our families and our children – our most precious asset.

Newcomen Primary School Whole School Outcomes – National Comparisons

Key Stage 2

Key Stage 2		Reading	Writing	Maths
average progress scores in reading, writing and maths (National Average Progress Score = 0)	2024	7.5	3.2	6.2
	2023	8.0	3.6	6.8
	2022	6.2	4.6	6.7
	2019	7.3	4.9	5.8
	2018	3.3	6.3	8.1

average 'scaled scores' in reading and maths	2024	110	N/A	109
	2023	112	N/A	110
	2022	111	N/A	111
	2019	112	N/A	111
	2018	107	N/A	111

Key Stage 2		Reading	Writing	Maths	RWM Comb	National
percentage of pupils who achieved the expected standard or above in reading, writing and maths	2024	96%	94%	98%	92%	61%
	2023	96%	82%	94%	82%	59%
	2022	100%	98%	100%	98%	59%
	2019	98%	98%	98%	98%	65%
	2018	98%	100%	98%	96%	64%
percentage of pupils who achieved the high standard in reading, writing and maths	2024	63%	27%	42%	25%	8%
	2023	80%	33%	53%	27%	8%
	2022	66%	30%	60%	26%	7%
	2019	65%	48%	63%	41%	10%
	2018	32%	49%	64%	23%	10%

The performance of all pupils in all groups is significantly above that of pupils nationally. The performance of Disadvantaged pupils is significantly above that of 'Other Pupils Nationally'.

Times Table Check		Y4
percentage of pupils who achieved 100% 25/25	2024	100%

Key Stage 1

Phonics Screening Check		Y1	National
percentage of pupils who achieved the expected standard (32/40)	2024	100%	80%
	2023	94%	79%
	2022	90%	75%
	2019	93%	82%
	2018	89%	82%

Early Years Foundation Stage

Early Years Foundation Stage		Good Level of Development (GLD)
percentage of pupils who achieved the good level of development (GLD)	2024	79%
	2023	77%
	2022	80%
	2019	80%
	2018	77%

Key Stage 2 Detailed Analysis

Reading, Writing and Maths

Expected Standard

- The percentage of pupils achieving the expected standard or above is 92%.
- **This cohort is significantly above the National average (NAT 61%).**
- Over the last three years 90% of pupils (133/147) have achieved the expected standard or above.

High Standard

- The percentage of pupils achieving the high standard is 25%.
- **This cohort is significantly above the National average (NAT 8%).**
- Over the last three years 26% of pupils (38/147) have achieved the high standard.

Disadvantaged vs National 'Other'

- 35% of pupils are Disadvantaged - 17 pupils (8 boys and 9 girls).
- 94% of Disadvantaged pupils achieved the expected standard in reading, writing and maths combined compared to 70% of 'Other' pupils Nationally. National Disadvantaged is 51%.
- **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 88% of disadvantaged pupils (40/45) have achieved the combined expected standard or above in Reading, Writing and Maths.

Reading

Expected Standard

- The percentage of pupils achieving the expected standard or above is 96%.
- **This cohort is significantly above the National average (NAT 74%).**
- Over the last three years 97% of pupils (143/147) have achieved the expected standard or above in Reading.

High Standard

- The percentage of pupils achieving the high standard is 63%.
- **This cohort is significantly above the National average (NAT 28%).**
- Over the last three years 69% of pupils (102/147) have achieved the high standard in Reading.

Disadvantaged vs National 'Other'

- 35% of pupils are Disadvantaged - 17 pupils (8 boys and 9 girls).
- 100% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. National Disadvantaged is 64%.
- **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 100% of disadvantaged pupils (45/45) have achieved the expected standard or above in Reading.



Writing

Expected Standard

- The percentage of pupils achieving the expected standard or above is 94%.
- **This cohort is significantly above the National average (NAT 72%).**
- Over the last three years 91% of pupils (134/147) have achieved the expected standard or above in Writing.

Greater Depth

- The percentage of pupils achieving greater depth is 27%.
- **This cohort is significantly above the National average (NAT 13%).**
- Over the last three years 30% of pupils (44/147) have achieved greater depth in Writing.

Disadvantaged vs National 'Other'

- 35% of pupils are Disadvantaged - 17 pupils (8 boys and 9 girls).
- 94% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. National Disadvantaged is 67%.
- **The performance of Disadvantaged pupils in school is higher than 'Other' pupils Nationally.**
- Over the last three years 89% of disadvantaged pupils (40/45) have achieved the expected standard or above in Writing.

Grammar, Punctuation and Spelling

Expected Standard

- The percentage of pupils achieving the expected standard or above is 98%.
- **This cohort is significantly above the National average (NAT 72%).**
- Over the last three years 98% of pupils (144/147) have achieved the expected standard or above in Grammar, Punctuation and Spelling.

High Standard

- The percentage of pupils achieving the high standard is 71%.
- **This cohort is significantly above the National average (NAT 32%).**
- Over the last three years 79% of pupils (116/147) have achieved the high standard in Grammar, Punctuation and Spelling.

Disadvantaged vs National 'Other'

- 35% of pupils are Disadvantaged - 17 pupils (8 boys and 9 girls).
- 94% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. National Disadvantaged is 67%.
- **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 98% of disadvantaged pupils (44/45) have achieved the expected standard or above in Grammar, Punctuation and Spelling.

Maths

Expected Standard

- The percentage of pupils achieving the expected standard or above is 98%.
- **This cohort is significantly above the National average (NAT 73%).**
- Over the last three years 97% of pupils (143/147) have achieved the expected standard or above in Maths.

High Standard

- The percentage of pupils achieving the high standard is 42%.
- **This cohort is significantly above the National average (NAT 24%).**
- Over the last three years 51% of pupils (75/147) have achieved the high standard in Maths.

Disadvantaged vs National 'Other'

- 35% of pupils are Disadvantaged - 17 pupils (8 boys and 9 girls).
- 100% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. National Disadvantaged is 64%.
- **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 100% of disadvantaged pupils (45/45) have achieved the expected standard or above in Maths.

Newcomen Primary School Disadvantaged Pupil Outcomes 2024

EYFS Analysis

- 79% of pupils achieved GLD **Nat.2023 67%**
- 67% of our disadvantaged pupils achieved GLD.

Y1 Phonics Screening Check

100% of our pupils passed the Y1 Phonics Screening Check.

(National average 2024: 80%)

100% of our Y1 disadvantaged pupils passed the phonics screening check compared to national 2024 disadvantage figure of 68%.

KS2 Writing 2024 Analysis

Expected/above Greater Depth

94% Nat. 72% 27% Nat. 13%

94% of our disadvantaged pupils achieved the expected standard or above in writing and 18% achieved Greater Depth.

Over the last three years, 89% of disadvantaged pupils achieved the expected standard or above and 20% GD.

KS2 Maths 2024

Expected or above High Standard

98% Nat. 73% 42% Nat.24%

100% of our disadvantaged pupils achieved the expected standard or above in maths and 29% the High Standard. Over the last three years, 100% of our disadvantaged pupils have achieved EXS or above in maths and 38% achieved the HS.

KS2 SATs Reading 2024

Expected/above High Standard

96% Nat. 74% 63% Nat. 28%

100% of our disadvantaged pupils achieved the expected standard or above in reading in 2024.

Over last three years, 100% of our disadvantaged pupils have achieved EXS or above in Reading and 62% have achieved the High Standard.

R/W/M Combined

EXS HS/GD

NPS 92% 25%

Nat. 61% 8%

94% of our disadvantaged pupils achieved EXS or above.

Over last 3 years, 88% of our disadvantaged pupils achieved the EXS or above.

Disadvantaged Pupils

Reading, Writing and Maths combined 2024

	NPS	Nat.
Expected Standard	94%	45%
High Standard	18%	3%

Activity in the previous academic year

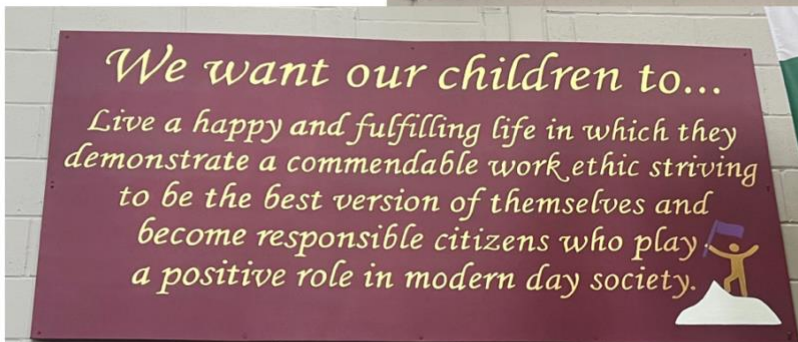
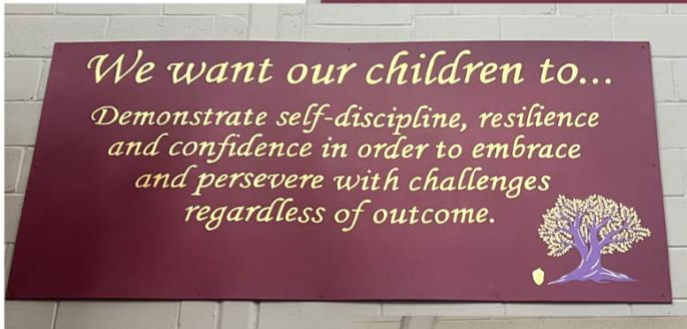
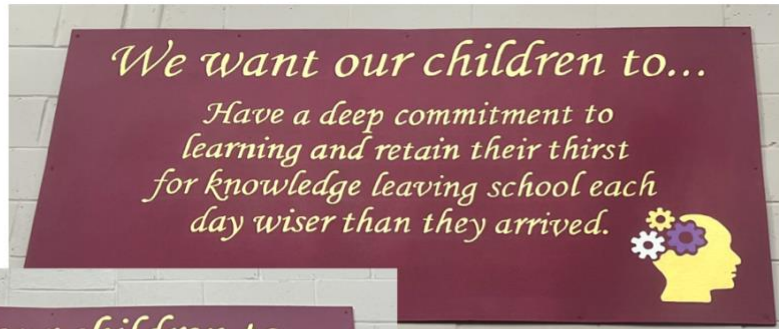
This details how we spent our pupil premium **the previous academic year** and the impact each provision had.

Provision	Impact
Children entitled to free school meals received in school tutoring sessions delivered by school teaching staff who know the children well.	Targeted support and small group focused educational provision provided to children in the school had a positive impact on attainment outcomes. Outcomes show that at the end of KS2, 'disadvantaged pupils' significantly outperform 'national all' pupils.
The recruitment and retention of and investment in high-quality teachers.	Resources directed to the employment of high-quality teachers ensured all children (including those entitled to PP) increased quality time to spend with their teacher which positively impacted on their academic, social and emotional well-being opportunities. Evidence from most recent Ofsted inspection: <i>All staff are proud to work at this school. They describe the school as a family and appreciate the supportive culture that leaders have created. Staff say that they feel valued and heard. Staff don't leave.</i>
Progressive Reading Scheme implemented across all key stages.	All children had access to high-quality age-appropriate and progressive reading materials that impacted positively on outcomes for children. 100% of children achieved the expected standard in Y1 Phonics Screening (2024). In reading, at the end of KS2, the performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.
Counselling service offering family advice and emotional support for our children.	Increased specialist counselling support for vulnerable children enhanced children's self-esteem and wellbeing. It also created a support mechanism to help them cope with difficult challenges in their lives. All children, parents and carers have stressed that the service provided is exceptional.
Specific early assessments from the Learning Support Service undertaken and used to support individual pupil outcomes.	Use of specialised early assessments have had a positive impact on the child by providing advice and tailored support strategies within school which have a positive impact on children and their families.
Psychological Service SLA	Targeted support and psychological educational advice implemented to support children in the school by helping remove any barriers to learning by identifying and addressing specific needs.
Attendance and Welfare Service SLA	Specialist attendance support and educational provision provided to key stakeholders in the school. This maintained attendance above the national picture. Service also provided support to vulnerable families which positively impacted on attendance and engagement.
Early intervention service working with Nursery parents provided by Family Support Worker, Attendance and Welfare Service.	Early Intervention provision for our parents and carers had a positive impact on the levels of attendance in nursery and levels of parental engagement.
Provision of resources to support families with learning outside of school.	Children, parents and carers provided with appropriate resources to support any learning outside of school hours.
Anthony Conlin Data Service	Use of system in analysis of all groups within the school ensured the necessary interventions were put in place to maximise the opportunities for all children to succeed.
Complimentary transport to and from school by staff and local transport companies.	The attendance and punctuality improved for the children who needed this service provided.

<p>Exceptional Cultural Capital provision for all.</p>	<p>Our strong cultural capital provision has had a tremendous impact on our children's learning and development. By exposing them to a wide range of cultural experiences and knowledge, we've seen our children become more engaged, curious, and confident in their learning. This has not only enhanced their academic achievement but has also helped them develop critical thinking, empathy, and social skills.</p>
<p>We passionately believe that strong personal development is the most fundamental part of our curriculum as it supports the children to acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. We strive to offer an exceptional education that enables our children to develop the qualities and attributes needed to thrive. We prepare them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. The personal development of our children is part of a whole school approach, which promotes effective relationships between all members of the wider school community. We believe strongly in helping our children to build their personal identities, confidence and self-esteem and understand what influences their decisions. Developing self-understanding, empathy and the ability to work with others, helps our pupils to enjoy healthy and productive relationships in all aspects of their lives. Here are just a few examples of the wonderful cultural capital events that occurred in the school last year:</p>	
<ul style="list-style-type: none"> • Commissioning of Rainbow Sculpture to support NHS • Ongoing development of aspirational mural Learning Area 4: Our Heroes – Past and Present. • Development of Curriculum Wall in Learning Area 2. • School of Sanctuary Award • Outdoor area improvements via the Creating Active Schools Project • Fundraising for local, national and international charities • Music sessions delivered by Apollo Arts • Sign writing of positive quotes promoting self-esteem. • Family Wall photographs • All Y6 children provided with polo shirts and Y6 autograph books for end of year. • Early Years Tea Dance • Newcomen Family Days. • One World Our World Day. • Close links with local emergency services • Flags in Learning Area 2 that promote the shared heritage of our families 	<ul style="list-style-type: none"> • Transport provided for families in need. • Promotion of British Values including protective characteristics. • Promotion of SMSC • Implementation of enterprise projects. • Provision of additional books and educational resources to families. • Enhancement of indoor and outdoor reading areas • Investment in high quality curriculum resources. • Newcomen's Got Talent • Seasonal Bingo • Christmas Craft Evening • Enhanced self-esteem and inclusion of all pupils on Family Wall. • Extensive after-school provision • Further development of outdoor area working closely with School Council. • Transport to local educational events. • Visitors into school to enhance curriculum provision. • Visits out of school to enhance curriculum provision. • Subsidised Residential visits in Key Stage 2. • Building our Future Careers Programme • KS2 Residentials • Christmas Craft Night • Christmas Performances • Prizes for Leaver's Assembly Y6 Leavers

Our 5 Pillars of Curriculum Intent

Our entire school community has worked together to create a set of 5 key curriculum intentions which play an integral part in the 'Newcomen Journey' of our children...our most precious asset.



External Feedback: Ofsted May 2022

- The members of the Newcomen school community describe themselves as a **'family'**. Pupils are **happy** and **safe** here.
- They refer to the school motto, 'believe, achieve, succeed', with **pride**.
- Pupils enjoy rising to meet the **high aspirations** of staff. Success is celebrated in Friday morning assemblies.
- Pupils are recognised for their actions linked to important values, such as **empathy, kindness** and **tolerance**.
- Pupils explain that their **opinions** are **heard**. They talk about decisions made by the school council that have benefited the school.
- Pupils are confident that they are **valued** and **appreciated**.
- All **leaders** are **aspirational** for pupils and committed to **providing them with the best possible life chances**.
- Staff ensure that pupils are well equipped, with **knowledge** and **positive attitudes**, to take their next steps in education.
- Pupils enjoy learning and are proud of their achievements. A **respectful culture** is clear in the **positive relationships** around school.
- Children in the early years are encouraged to communicate with each other with **respect**.
- Leaders, staff and pupils believe that **'knowledge is power'**. This is evident in how leaders have planned their curriculums, and in conversations with pupils. Planning is **strong, ambitious** and **research-based**.
- Staff make sure that pupils **revisit** their prior learning regularly. For example, pupils talk convincingly and with enthusiasm about the depth of their historical knowledge.
- Teachers **adapt** the curriculum well to ensure that pupils with **special educational needs and/or disabilities achieve well**.
- Staff use **questioning effectively** to check what pupils remember and to uncover gaps in learning.
- Leaders ensure that **vocabulary is prioritised** throughout the school. Children in the early years are encouraged to use **sophisticated vocabulary** by staff.
- Older pupils **routinely use precise vocabulary** to explain their learning, particularly in mathematics.
- Leaders have ensured that **reading** is at the **heart of the school**.
- The wider **reading culture is exceptionally strong**.
- Stories that pupils will study are **carefully chosen** to inspire them and **broaden their understanding of the world**.
- **Daily story time is valued** and enjoyed by staff and pupils alike.
- Leaders ensure that **learning to read is prioritised** for younger pupils.
- **Pupils who struggle with phonics are identified quickly** and given extra support to ensure they keep up.
- **Pupils' behaviour is impeccable**. They treat each other **courteously** and explain why **manners are important**.
- Pupils are **happy** and keen to share their experiences with visitors.

- They explain that **school is a happy place** and talk keenly about what they have learned. Pupils display **mature attitudes**. They explain the importance of **resilience** and **perseverance**.
- Younger pupils explain, '**It's okay to make mistakes** because it's a chance for your brain to grow.' **Positive relationships** are clear between staff and pupils.
- Pupils are happy to volunteer answers and are confident to '**give it a go**'.
- Leaders' commitment to the **wider development of pupils is exceptional**.
- Leaders ensure that **moral values and integrity underpin all aspects of school life**.
- Different learning areas and displays in the school celebrate **local history, world heritage and inspirational figures**. Pupils develop a firm understanding of their position in the world and of their responsibilities.
- The whole school community participated in fundraising for Ukraine, for example.
- The development of **pupils' character is carefully woven through everything the school does**.
- Pupils learn about **British values, such as respect and tolerance**. They **live out these values** in their daily interactions. Staff encourage pupils to '**stand tall**' and **celebrate their uniqueness**. This creates a warm and positive environment where **pupils feel safe** and develop confidence.
- **All staff are proud to work at this school**. They describe the school as a **family** and appreciate the supportive culture that leaders have created.
- Staff say that they feel **valued and heard**. They recognise the efforts that leaders make to consider their workload and well-being. Staff describe leaders as **inspirational**. Staff remain working here as '**nobody wants to leave**'.
- Staff work collectively to ensure that **pupils are kept safe as a priority**.
- **Pupils throughout school feel safe** and are very aware of how adults protect and care for them. Pupils learn about how to keep themselves safe and can talk clearly about different types of risk. Staff are acutely aware of pupils who might be vulnerable.
- A **respectful culture** is clear in the **positive relationships** around school. As a result, pupils believe that **bullying does not happen here**.

