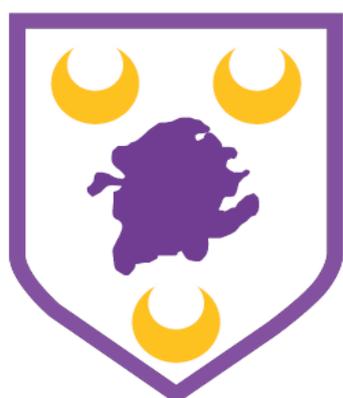


Newcomen Primary School



NEWCOMEN

Pupil Premium
3 Year Strategy
2019 - 2022

Newcomen Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 within our school.

School name	Newcomen Primary School
Number of pupils in school	393 (including Nursery) 349 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year or years covered by statement	2019 – 2022 (3 Year Strategy)
Publish date	Autumn 2021
Review date	Autumn 2022
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	£ 117,115
Recovery premium funding allocation this academic year	£27, 440
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	£144,055

Part A: Pupil premium strategy plan

Covid -19 Addendum

The impact of Covid – 19 has had a profound impact on the educational landscape. Nationally, emerging evidence shows it is likely the disadvantaged gap has grown throughout the pandemic. The mental, physical and economic impact of COVID-19 has brought about an unpredictable number of challenges, affecting every family within our school community. This has manifested itself in different ways and therefore, it is crucial that, as a school, we re-establish routines and reconnect pupils with their learning and continue to support them with their wellbeing. As such, in order to plan strategically, we have decided to extend our strategy from a yearly focus to a 3-year strategy. 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 unforeseen 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 interventions, and align pupil premium and recovery premium 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 in order 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 money.

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 schools have to improve outcomes for disadvantaged learners. High aspirations for all children are 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.

Year on year standards data clearly shows that children entitled to Pupil Premium Funding significantly outperform 'other' pupils nationally and that there is no difference between the attainment of disadvantaged and non-disadvantaged pupils. We are extremely proud of this.

Newcomen Primary School is a National Support School and the Headteacher is a National Leader of Education (NLE). The Chair of Governors is a National Leader of Governance (NLG) and an NLE. The school has a proven track record in boosting disadvantaged pupils' achievement and diminishing the difference.

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

There are key principles underlying our strategy:

1. The Pupil Premium should help facilitate an excellent 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 excellent teaching and learning every day both in the classroom and remotely.
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:

Challenge	Detail of challenge
1	<u>Language</u> 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	<u>Phonics</u> Our internal analysis shows that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<u>School Readiness</u> Many of our disadvantaged pupils need support to develop: active learning, managing feelings and behaviour, independence and self-regulation when starting school. This also includes sharing and developing positive relationships. This has been further exasperated by the COVID-19 Pandemic.
4	<u>Academic Starting Points</u> There is a significant gap in pupil attainment on entry to school when comparing disadvantaged pupils and those not in that group. The Nursery Entry Baseline continues to identifies a downward trend with children entering our Nursery with a 'typical level of development' between 20% and 30%.
5	<u>Attendance</u> Our internal analysis shows 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	<u>Cultural Capital</u> 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 both within and outside the local area.
7	<u>Mental Health and Wellbeing</u> Our observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted to a greater extent than for other pupils during the pandemic. These findings are supported by national evidence.
8	<u>Parental Engagement</u> 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>Resources</p> <p>National evidence shows that disadvantaged pupils generally have a more limited access to resources at home to support their learning including use of technology when utilising remote learning.</p>
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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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
2. Improved active learning, managing feelings and behaviour, independence skills and self-regulation among disadvantaged pupils.	Outcomes and assessments indicate 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 Reception exceeds 'national other.'	Outcomes from phonics assessment show that disadvantaged pupils continue to exceed 'national other'.
4. Reading attainment among disadvantaged pupils at the end of KS2 significantly exceeds 'national other.'	Outcomes from national assessments in reading continue to significantly exceed 'national other'. (As over the last 10 years.)
5. Writing attainment among disadvantaged pupils at end of KS2 significantly exceeds 'national other'	Outcomes from national assessments in writing continue to significantly exceed 'national other'. (As over the last 10 years.)
6. Maths attainment among disadvantaged pupils at end of KS2 significantly exceeds 'national other'	Outcomes from national assessments in mathematics continue to significantly exceed 'national other'. (As over the last 10 years.)
7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in-line.
8. To enhance cultural capital by providing children with experiential learning opportunities that provide lasting, meaningful and memorable educational experiences.	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 observations a significant increase in participation in enrichment activities, particularly 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	Children with social, emotional and mental health needs identified and the relevant interventions put in place including enhanced after school provision.
10. Families are able to access support both in school and externally contextual factors that they are facing	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

so that they are in a better position to be able to support their children and participate in school life.	events such as parental consultations, EY workshops and open afternoons.
11. ALL children have access to resources at home to support them with their learning and development.	Analysis shows that no parent or carer needs additional educational resources at home 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: £117, 615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The retention and investment in high quality teaching and support staff.</p> <p>CPD focus: Improving language capabilities and oracy in the classroom. CPD focus: To support pupils to develop fluent reading capabilities. CPD focus: Teaching reading comprehension strategies through a modelled and supported practice.</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically 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>Following the COVID pandemic, we know that primary literacy is a key education recovery priority for schools. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum.</p> <p>The two updated guidance reports, <i>Improving Literacy In Key Stage 1</i> and <i>Improving Literacy in Key Stage 2</i> focus on pedagogy and approaches that are supported by good evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://oracy.inparliament.uk/sites/oracy.inparliament.uk/files/2021-04/Oracy_APPG_FinalReport_28_04%20%284%29.pdf</p>	<p>All</p>

	https://www.researchgate.net/publication/324830361_Accountable_Talk_Instructional_dialogue_that_builds_the_mind	
<p>Purchase of whole-school standardised reading scheme.</p> <p>High quality consistent training for all staff to ensure assessments are interpreted and administered correctly.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://d2tic4wvo1iusb.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>	2,3
<p>Purchase of standardised diagnostic assessments.</p> <p>Quality training package for all staff to ensure assessments are interpreted and administered correctly.</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>	1, 2, 3, 4
<p>Purchase of Metacognition CPD and resources.</p> <p>Training for all staff to ensure this is interpreted and implemented correctly.</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>	1, 2, 3, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure highly effective phonics teaching for all pupils.</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>	1,2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Source, quality assure and purchase quality schemes of work by that are well sequenced, cumulative,</p>	<p>All leaders have a key role in ensuring the availability of fully-resourced collaboratively developed schemes of work. These are in</p>	4,6,7

<p>coherent and connected, with a particular focus on planned knowledge and vocabulary acquisition.</p> <p>Whole school training for all staff to ensure schemes are interpreted and administered correctly and consistently.</p>	<p>place and individual teachers understand the 'what' and 'why' of the curriculum. Teachers teach in a way that best suits their professional judgement and experience. Access to good quality schemes of work reduces workload rather than creating it.</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>	
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Targeted academic support

Budgeted cost: £12,510

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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>In school teaching staff P provide school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive 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:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,6,7</p>

Wider strategies

Budgeted cost: £14,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Attendance and Welfare Service to support vulnerable families to ensure</p>	<p>The average impact of the Parental engagement approaches is about an</p>	<p>5,7,8</p>

attendance and punctuality is consistently above national average.	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	
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	1,3,4,5,7,8
Our therapeutic counselling service 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	7,8
Education Safeguarding Consultant, who works with HT and the wider school community, supports vulnerable families and ensure best outcomes for children.	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	3,7,8
We buy into high quality data service (Anthony Conlin Data Service) which enables us to analyse all groups within the school and ensure the necessary interventions are put in place to maximise the opportunities for all children to succeed.	By using high-quality data efficiently as a tool to help inform practices in school, senior leaders and their 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	1,2,3,4,5

	<p>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>	
Offer parents, carers and family members additional support as and when needed based on contextual factors.	<p>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	8
Ensuring all children have adequate access to educational resources at home.	<p>‘Pupils’ access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’</p> <p>Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	9
<p>Cultural Capital investment:</p> <ul style="list-style-type: none"> • Newcomen Family Days. • One World Our World Days. • Commissioning of Rainbow Sculpture to support NHS • Visitors into school to enhance curriculum provision. • Visits out of school to enhance curriculum provision. • Residential visits across Key Stage 2. • Enhanced self-esteem and inclusion of all pupils on Family Wall. • Extensive after-school provision (free of charge). • Ongoing development of aspirational mural Learning Area 4: Our Heroes – Past and Present. 	<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 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>	6

<ul style="list-style-type: none"> • Further 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 • Implementation of enterprise projects. • Provision additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children of Early Careers Framework. • Schools of Sanctuary Award • Creation of indoor and outdoor reading areas 		
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Total budgeted cost: £145,055

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Due to the impact of COVID -19, statutory Primary assessments were replaced with internal teaching assessment. As such, it has not been possible to publish the attainment for PP children for this period. Please see below the most recent national assessment results (2018 - 2019) which show the impact the funding and our strategies have had on the outcomes for the children. In December 2021 Newcomen Primary School ranked in the top 50 primary schools nationally. Sunday Times Good Schools Guide. This was based on the three-year average 2017 -2019.

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

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.

Disadvantaged Pupil Progress Scores – 2019

Subject	Pupil Progress Score
Reading	8.68
Writing	6.17
Maths	6.53

Disadvantaged Pupil Performance overview – 2019

R/W/M combined	Percentage of pupils
Meeting expected standard at KS2	94.4%
Achieving high standard at KS2	44.4%

PERFORMANCE DATA		2019		
Progress Scores		Boys	Girls	Total
No. of pupils		26	20	46
Pupil Premium	PP	12	6	18
Pupil Premium prior attainment:	PAG Low	1	1	2
	PAG Middle	9	5	14
	PAG High	2	0	2
	Disadvantage	6.73	12.57	8.68
READING TEST	Dis PAG Low	0.00	23.82	11.91
	Dis PAG Middle	8.30	10.31	9.02
	Dis PAG High	3.03		3.03
	Disadvantage	5.73	7.04	6.17
WRITING TA	Dis PAG Low	2.96	14.96	8.96
	Dis PAG Middle	5.79	5.46	5.67
	Dis PAG High	6.82		6.82
	Disadvantage	6.16	7.27	6.53
MATHS TEST	Dis PAG Low	0.00	15.48	7.74
	Dis PAG Middle	7.06	5.62	6.55
	Dis PAG High	5.19		5.19
	Disadvantage			

Standards in the basic skills have improved dramatically over the last decade at Newcomen Primary School. **By the time pupils leave Y6, many are achieving standards well beyond what would normally be expected at their age.** It is clear pupils want to achieve and succeed.

2019 Year 1 Phonics: Disadvantaged better than 'national other'
<ul style="list-style-type: none"> • 22% of pupils Disadvantaged - 10 pupils (7 boys and 3 girls) • 90% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. The performance of Disadvantaged pupils in school is better than 'Other' pupils nationally.

KS2 RWM: Disadvantaged significantly better than 'national other'.
<p>Reading Writing and Maths combined</p> <ul style="list-style-type: none"> • 39% of pupils Disadvantaged - 18 pupils (12 boys and 6 girls). • 94% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. • National Disadvantaged is 51%. The performance of 'Disadvantaged pupils' in school is significantly better than 'Other' pupils nationally. <p>Reading</p> <ul style="list-style-type: none"> • 39% of pupils Disadvantaged - 18 pupils (12 boys and 6 girls). • 94% of Disadvantaged pupils achieved the expected standard compared to 77% of 'Other' pupils Nationally. • National Disadvantaged is 62%. The performance of 'Disadvantaged pupils' in school is significantly better than 'Other' pupils nationally. <p>Writing</p> <ul style="list-style-type: none"> • 39% of pupils Disadvantaged - 18 pupils (12 boys and 6 girls). • 94% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. • National Disadvantaged is 68%. The performance of 'Disadvantaged pupils' in school is significantly better than 'Other' pupils nationally. <p>Spelling Punctuation Grammar</p> <ul style="list-style-type: none"> • 39% of pupils Disadvantaged - 18 pupils (12 boys and 6 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 significantly better than 'Other' pupils nationally. <p>Maths</p> <ul style="list-style-type: none"> • 39% of pupils Disadvantaged - 18 pupils (12 boys and 6 girls). • 94% of Disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils Nationally. • National Disadvantaged is 67%. The performance of 'Disadvantaged pupils' in school is significantly better than 'Other' pupils nationally.

Our internal teacher assessment for 2019 – 2020 showed that the performance of disadvantaged pupils was in-line with our previous years for reading, writing and maths remaining significantly above the national picture.

Our Internal data showed that attendance has remained in-line with previous years at 96%.

Provision:	Impact
Children entitled to free school meals received booster classes 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.
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) had increased quality time to spend with their teacher which positively impacted on their academic, social and emotional well-being opportunities.
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 of children.
Counselling service offering family advice and emotional support for our children.	Increased specialist counselling support for vulnerable children enhanced children's self-esteem, wellbeing. It also created a support mechanism to help them cope with difficult challenges in their lives.
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.
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; which remained above the national picture. Service also provided support to vulnerable families during pandemic which positively impacted on attendance and engagement.
Early intervention service working with Nursery parents provided by Family Support Worker, Attendance and Welfare Service. Family Support Worker.	Early Intervention provision for our parents and carers had a positive impact on the levels of attendance in nursery and levels of parental engagement.
High quality Planning and Preparation and Assessment cover (PPA) delivered by experienced teachers known to school for their effective teaching skills.	Quality provision for children by highly effective teachers ensured continuity and quality of curriculum and standards that impacted on positive outcomes for children.
Implementation of remote learning resources	Effective remote learning system supported all families during pandemic. Extremely high

	levels of engagement rate from all pupils in all classes. During our remote learning provision 51,877 posts were added and the staff contributed 57,083 comments on the work.
Procurement of hardware to support families with remote learning.	No technological barriers to learning. All children were able to access curriculum. Parents and carers were provided with the technological support to enable their children to access all remote learning materials.
Anthony Conlin Data Service	Use of system to analysis of all groups within the school ensured the necessary interventions were put in place to maximise the opportunities for all children to succeed.
<ul style="list-style-type: none"> • Commission of Wildflower Garden • Outdoor area improvements • Development of Wall of Heroes past and present • Fundraising for local and national charities • Music sessions delivered by Apollo Arts • Sign writing of positive quotes promoting self-esteem. • Christmas filming of performances for family • Christmas filming of staff performances for children and families • Family Wall photographs • All Y6 children provided with polo shirts and Y6 autograph books for end of year. • All Y6 children provided with Record of Achievement to celebrate their time at Newcomen Primary School • All Year 6 pupils received their own copy of the Boy, the Mole, the Fox and the Horse by Charlie Mackesy • All Year 6 pupils provided with Leavers' Gift Pack. • Outdoor socially distanced Leavers Service 	Our academic attainment is equally mirrored by our shared relentless passion to promote the wider development of each and every pupil in our school. The investment in cultural capital opportunities broadened children's horizons, gave them a better understanding of the world and furthered their sense of aspiration for their own development.
Complimentary transport to and from school by staff local transport companies.	The attendance and punctuality improved for the children who used this service.
<ul style="list-style-type: none"> • All children provided with Christmas present. • All children provided with Easter Egg at Easter. • School supplemented meals for pupils entitled to free school meals. Throughout the pandemic, school provided lunches for all vulnerable and children of key workers free of charge. • Good Friday and Easter Monday Easter Feast provided and prepared by HT ans school staff. 	All children feel happy and well looked after by their Newcomen Family.

Outcomes - Annual Family Questionnaire

296 questionnaires were returned this year (our highest number ever).

Our Governing Board requested we ask the following questions of our families:

1. Do you think the school's communication was effective during the pandemic?
100% of responses agreed.
2. Do you think the safeguarding measures initiated by the school were appropriate?
100% of responses agreed.
3. Do you think the school's remote provision via See saw was effective?
96% of responses agreed (7 responses didn't know and 5 disagreed)
100% of the children said they felt safe in school and were able to articulate why.

The consistent, whole school approach has given my child an amazing start in life. His knowledge and application of learning is truly phenomenal – thank you to everyone at Newcomen.

It is clear that the pandemic has not impacted on the quality of the children's education. I am sure that the compassionate and empathetic responses that my child has observed from staff at Newcomen has gone a long way to building my child's personal resilience and emotional intelligence.

I would like to take this opportunity to express my feelings about this amazing primary school. Despite the challenges over the last two academic years, the support given from the school and its staff has ensure my child has continued to embrace the 'outstanding' learning. We will miss Newcomen immensely and have many happy memories of our time with you.

I am so sad my child is leaving this fantastic school. He has enjoyed every minute in the Newcomen Family and is excited about his new chapter at secondary school.

I would like to say the school has been absolutely fantastic during the period of the pandemic with amazing care and continuous support throughout. The support received through Seesaw and the feedback and contact with the children was amazing for which I would like to say a big **THANK YOU!**

Measures were fab, remote learning was great. School itself has been excellent during this difficult time.

Huge thank you to Newcomen Primary with special thanks to the amazing Nursery team! The work packs were brilliant learning tools which we enjoyed completing. As a nurse working through the pandemic, I can truly appreciate the hard work the school has put in. Thank you for putting the welfare and safety of the children in everything you do, it really shows.

My child's first experience of school has been so positive despite a global pandemic.

I would just like to take the time to say a big thank you to all the nursery staff who have been amazing. My child tells me every day that the

to all again.

My child has had an amazing eight years being part of the Newcomen family and we cannot thank the teachers for all they have done.

During lockdown, the staff went above and beyond being there for the children and making sure to make feedback personal to each individual while keeping spirits high.

Have a sponsored event for and from Y6 to raise money for the leavers' tops.

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Outcomes - Letter from RT Hon Nick Gibb MP

Rt Hon Nick Gibb MP
Minister of State for School Standards

Sanctuary Buildings, 20 Great Smith Street, Westminster, London, SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Miss Kinga Pusztai
Newcomen Primary School
Trent Road
Redcar
TS10 1NL

20 January 2020

Dear Miss Pusztai,

I would like to congratulate you, your staff and your pupils on the very high level of progress that pupils in your school demonstrated in the reading, writing and mathematics Key Stage 2 assessments last year.

Your school's results, as published on 13 December, show progress scores of 6.9, 4.9 and 5.5 in reading, writing and mathematics respectively. This means that in terms of the progress your pupils make between Key Stage 1 and the end of Key Stage 2, your school is amongst the top 3 per cent of primary schools in the country.

The Government wants to ensure that every child has the fluency in reading, writing and mathematics necessary to prepare them for a successful secondary education and beyond, which is why I was delighted to see your results.

Thank you for your work in continuing the drive towards higher academic standards, and congratulations again to you and your staff for your commitment and success.

With best wishes.

Yours sincerely,

Rt Hon Nick Gibb MP

Minister of State for School Standards