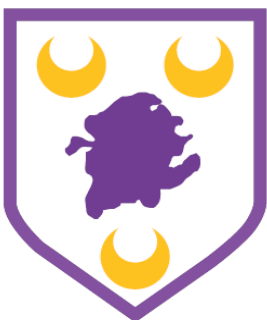


Pupil Premium 3Year Strategy 2022 - 2025

Newcomen Primary School



NEWCOMEN

Simil ut Unum – Together as One

Newcomen Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	385 (including Nursery) 336 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	28.6%
Academic year or years covered by statement	2022 – 2025 (3 Year Strategy)
Publish date	Autumn 2022
Review date	Autumn 2023
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	£132,960
Recovery premium funding allocation this academic year	£ 13,920
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	£146,880

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 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 impacted 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 identify 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 has 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	Resources 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.
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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 Year 1 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 lower than the national average.
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 so that they are in a better position to	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 and open afternoons.

be able to support their children and participate in school life.	
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: £123,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
The retention and investment in high quality teaching and support staff.	<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>	All

	https://www.researchgate.net/publication/324830361_Accountable_Talk_Instructional_dialogue_that_builds_the_mind	
<p>Embedding of current whole-school standardised reading and phonics scheme.</p> <p>CPD focus: High quality consistent training for all staff to ensure assessments are interpreted and administered correctly.</p> <p>CPD focus: Improving language capabilities and oracy in the classroom.</p> <p>CPD focus: To support pupils to develop fluent reading capabilities.</p> <p>CPD focus: Teaching reading comprehension strategies through a modelled and supported practice.</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>Standardisation of diagnostic assessments.</p> <p>CPD Focus: Quality training for all staff to ensure assessments are interpreted and administered correctly and consistently.</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>Implementation of Metacognition CPD and resources.</p> <p>CPD focus: Training for all staff to ensure this is interpreted and implemented correctly and consistently.</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>Ongoing implementation and enhancement of DfE validated Systematic Synthetic Phonics programme to secure highly effective phonics teaching for all pupils. – Little Wandle Letters and Sounds</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>CPD Focus: We will fund teacher release time to embed key elements of guidance in school and to National Centre for Excellence in the Teaching of Mathematics 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>	4

	Improving Mathematics in Key Stages 2 and 3	
<p>Implement and quality assure quality schemes of work by that are well sequenced, cumulative, coherent and connected, with a particular focus on planned knowledge and vocabulary acquisition.</p> <p>CPD Focus: Whole school training for all staff to ensure schemes are interpreted and administered correctly and consistently.</p>	<p>All leaders have a key role in ensuring the availability of fully-resourced collaboratively developed schemes of work. These are in 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>	4,6,7

Targeted academic support

Budgeted cost: £13,920

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>	1,2,3
<p>In school teaching staff 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>	1,2,3,4,6,7

Wider strategies

Budgeted cost: £ 9,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to embed principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with schools that have</p>	5

<u>Improving School Attendance advice.</u>	significantly reduced levels of absence and persistent absence.	
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	5,7,8
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 (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	7,8
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
Service Level Agreement with high quality data service (Anthony Conlin Data Service) which enables us to	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	1,2,3,4,5

<p>analyse all groups within the school and ensure the necessary interventions are put in place to maximise the opportunities for all children to succeed.</p>	<p>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>Offer parents, carers and family members additional support as and when needed based on contextual factors.</p>	<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>	<p>8</p>
<p>Ensuring all children have adequate access to educational resources at home.</p>	<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>	<p>9</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. • 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 provision (free of charge). 	<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>6</p>

<ul style="list-style-type: none"> • Ongoing development of aspirational mural Learning Area 4: Our Heroes – Past and Present. • 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. • Creation of indoor and outdoor reading areas 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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Total budgeted cost: £146,880

Part B: Review of outcomes in the previous academic year 2021 - 2022

Pupil premium strategy outcomes

Please see below the most recent national assessment results (2021 - 2022) which show the impact the funding and our strategies have had on the outcomes for the children. In December 2022 Newcomen Primary School ranked in the top 50 primary schools nationally. Sunday Times Good Schools Guide.

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 2022

Subject	Pupil Progress Score
Reading	6.33
Writing	4.93
Maths	6.81

Disadvantaged Pupil Performance overview 2022

R/W/M combined	Percentage of pupils
Meeting expected standard at KS2	93.3%
Achieving high standard at KS2	6.7%

Key Stage 2 Analysis

Reading, Writing and Maths

2022 Expected Standard

- The percentage of pupils achieving the expected standard or above is 98%.
- **This cohort is significantly above the National average (NAT 59%).**
- Over the last three years 97% of pupils (139/143) have achieved the expected standard or above.

2022 Greater Depth / High Score

- The percentage of pupils working at greater depth (writing) / achieved a high score (reading and maths) is 26%.
- **This cohort is significantly above the National average (NAT 7%).**
- Over the last three years 30% of pupils (43/143) have achieved greater depth /high score.

2022 Disadvantaged vs National 'Other'

- 30% of pupils are Disadvantaged - 15 pupils (7 boys and 8 girls).
- 93% of Disadvantaged pupils achieved the expected standard in reading, writing and maths combined compared to 71% of 'Other' pupils Nationally. **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 91% of disadvantaged pupils (42/46) have achieved the expected standard or above.

Reading

Expected Standard

- The percentage of pupils achieving the expected standard or above is 100%.
- **This cohort is significantly above the National average (NAT 74%).**
- Over the last three years 99% of pupils (141/143) have achieved the expected standard or above.

High Score

- The percentage of pupils achieving a high score is 66%.
- **This cohort is significantly above the National average (NAT 28%).**
- Over the last three years 55% of pupils (78/143) have achieved a high score.

Disadvantaged vs National 'Other'

- 30% of pupils are Disadvantaged - 15 pupils (7 boys and 8 girls).
- 100% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 96% of disadvantaged pupils (44/46) have achieved the expected standard or above.



Writing

Expected Standard

- The percentage of pupils achieving the expected standard or above is 98%.
- **This cohort is significantly above the National average (NAT 69%).**
- Over the last three years 99% of pupils (141/143) have achieved the expected standard or above.

Greater Depth

- The percentage of pupils working at greater depth is 30%.
- **This cohort is significantly above the National average (NAT 13%).**
- Over the last three years 42% of pupils (60/143) have achieved greater depth.

Disadvantaged vs National 'Other'

- 30% of pupils are Disadvantaged - 15 pupils (7 boys and 8 girls).
- 93% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. **The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally.**
- Over the last three years 96% of disadvantaged pupils (44/46) have achieved the expected standard or above.

Spelling, Punctuation and Grammar

Expected Standard

- The percentage of pupils achieving the expected standard or above is 100%.
- **This cohort is significantly above the National average (NAT 72%).**
- Over the last three years 99% of pupils (141/143) have achieved the expected standard or above.

High Score

- The percentage of pupils achieving a high score is 84%.
- **This cohort is significantly above the National average (NAT 28%).**
- Over the last three years 89% of pupils (127/143) have achieved a high score.

Disadvantaged vs National 'Other'

- 30% of pupils are Disadvantaged - 15 pupils (7 boys and 8 girls).
- 100% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 96% of disadvantaged pupils (44/46) have achieved the expected standard or above.

Maths

Expected Standard

- The percentage of pupils achieving the expected standard or above is 100%.
- **This cohort is significantly above the National average (NAT 71%).**
- Over the last three years 99% of pupils (141/143) have achieved the expected standard or above.

High Score

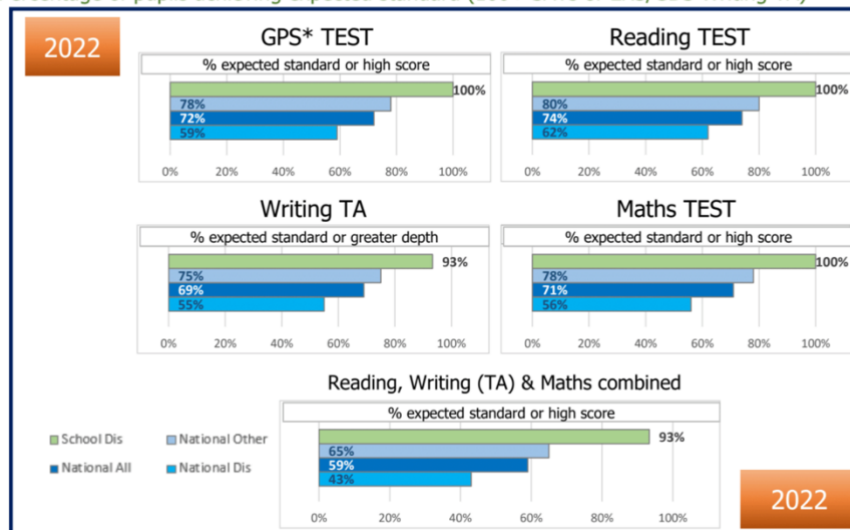
- The percentage of pupils achieving a high score is 60%.
- **This cohort is significantly above the National average (NAT 22%).**
- Over the last three years 62% of pupils (89/143) have achieved a high score.

Disadvantaged vs National 'Other'

- 30% of pupils are Disadvantaged - 15 pupils (7 boys and 8 girls).
- 100% of Disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils Nationally. **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 96% of disadvantaged pupils (44/46) have achieved the expected standard or above.

Disadvantaged Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)



Our data shows 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%.

The Times Parent Power Parent Power League Table 2022-2023

Helen Davies, editor of The Sunday Times Parent Power guide, says: "These have been a challenging few years for teachers, pupils and their parents, and the success of many in our league table is testament to the stamina and support shown by all concerned."

"It is also clear that more attention is being placed on wellbeing and mental health – from meditation rooms to counselling support, even therapy dogs – and schools are being proactive to bring about positive changes."

The top 500 English state primary schools

							Male	Female	Mixed sixth form	50 results
Rank	School	Town	Reading (averaged scaled score)	Grammar (averaged scaled score)	Maths (averaged scaled score)	Total	Entry gender			
1	Mayflower Primary School	London	114	118	114	346				
2	St Antony's Catholic Primary School, Forest Gate	London	114	117	114	345				
3	The Russell School	Rickmansworth	115	115	115	345				
4	Hampton Gurney Church of England Primary School	London	114	114	115	343				
5	St Stephen's School, East Ham	London	112	117	113	342				
6	Bevington Primary School	London	113	117	112	342				
7	St Thomas A Becket Primary School, Abbey Wood	London	114	116	112	342				
8	Fox Primary School	London	114	115	112	341				
9+	Courtland School	London	112	116	113	341				
9+	St Anne's Catholic Primary School, Streetly	Sutton Coldfield	113	116	112	341				
11	South Farnham School	Farnham	111	116	113	340				
12+	Holy Trinity Church of England Primary School, Cookham	Maidenhead	113	115	112	340				
12+	Lowbrook Academy	Maidenhead	111	115	114	340				
14	St Joseph's Catholic Primary School, Rotherhithe	London	111	116	113	340				
15	Nascot Wood Junior School	Watford	112	114	113	339				
16	Newcomen Primary School	Redcar	112	116	111	339				

"League tables are not the only criteria a parent can use when choosing a school, but they are a good starting point. We want to celebrate excellence. We want to champion schools that are doing wonderful work. We want our children to be well-nurtured and well-taught. In choosing a school, parents are making one of the biggest decisions in their family life, and Parent Power and The Sunday Times is here to help."

Activity in the previous academic year

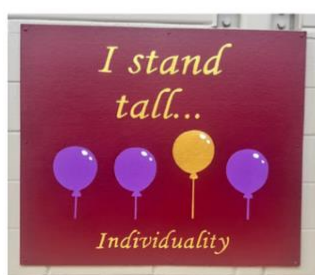
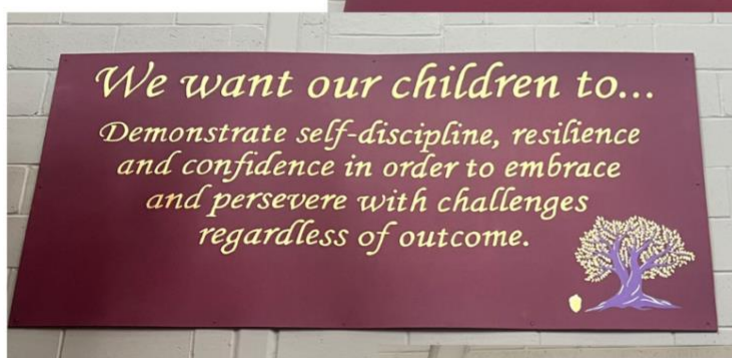
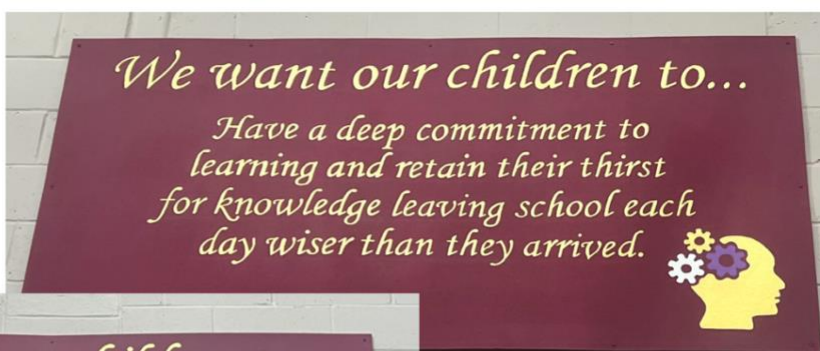
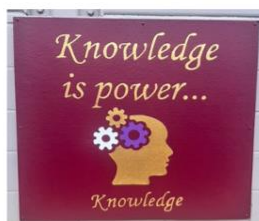
This details how we spent our pupil premium (and recovery premium funding) **the previous academic year** and the impact each provision had.

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.
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.
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"> • 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 • Fundraising for local and national 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. • All Y6 children provided with Record of Achievement to celebrate their time at Newcomen Primary School. • Queen's Platinum Jubilee Celebrations • Newcomen Family Days. • One World Our World Day. • Visitors into school to enhance curriculum provision. • Visits out of school to enhance curriculum provision. • Residential visits in Key Stage 2. 	<p>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.</p> <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 additional books and educational resources to families. • Enhancement of indoor and outdoor reading areas • Investment in high quality resources for curriculum. • Newcomen's Got Talent • Seasonal Bingo • Christmas Craft Evening • Enhanced self-esteem and inclusion of all pupils on Family Wall. • Extensive after-school provision (free of charge). • Further development of outdoor area working closely with School Council. • Transport to local educational events.
<p>Complimentary transport to and from school by staff local transport companies.</p>	<p>The attendance and punctuality improved for the children who used this service.</p>

Our Curriculum Intent: THIS IS US!

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.



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**.

