

# Pupil Premium 3 Year Strategy 2025 - 2028

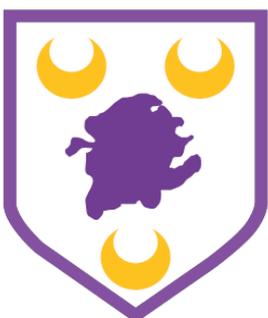
Newcomen Primary School

*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
- the effect that last year's spending of pupil premium had on the outcomes for our disadvantaged pupils.

<b>School name</b>	<b>Newcomen Primary School</b>
<b>Number of pupils in school</b>	336 (including Nursery) 295(excluding Nursery)
<b>Proportion (%) of pupil premium eligible pupils</b>	17.86 %
<b>Academic year or years covered by statement</b>	2025 – 2028 (3 Year Strategy)
<b>Publish date</b>	Autumn 2025
<b>Review date</b>	Autumn 2026
<b>Statement authorised by</b>	Kinga Pusztai - Headteacher
<b>Pupil Premium Leads</b>	Kinga Pusztai – Headteacher Ed Jones – Deputy Headteacher
<b>Governor lead</b>	Mr Barry Greenwood (Vice-Chair)

### Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£90,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 90,900

# 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. Our use of the funding will be adapted to meet the pupils' 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 schools 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 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. **Exceptional Education and Ambitious Expectations**

The Pupil Premium is used to guarantee that every pupil, regardless of background or barriers, can access an outstanding education.

This means setting and upholding the highest standards for all - ensuring aspirations are not limited by disadvantage.

2. **Emotional Wellbeing, Attainment and Life Readiness**

Funding is allocated to foster holistic development, supporting not only improved academic attainment, but also emotional health, confidence, social skills and readiness for future learning and life's wider challenges.

3. **Prioritisation of High-Quality Teaching**

Pupil Premium resources are directed towards achieving and maintaining the highest quality teaching and professional development.

This ensures all staff have the skills and support to deliver excellent learning experiences with a particular focus on overcoming barriers faced by disadvantaged pupils.

4. **Consistent Access to Exceptional Teaching**

Disadvantaged pupils are exposed to exceptional teaching and learning every day. There are no missed opportunities.

5. **Early Identification and Intervention**

Needs are identified promptly and addressed through early intervention so support is provided before gaps have a chance to widen.

This principle is realised through responsive assessment and targeted bespoke support from the earliest stage possible.

## Challenges

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

1	<p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evidence shows a lack of oracy in children coming from linguistically disadvantaged homes.</li> </ul>
2	<p><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>• Our internal analysis shows that disadvantaged pupils generally have greater difficulties initially accessing phonics than their peers.</li> <li>• Evidence shows a lack of oracy in children coming from linguistically disadvantaged homes which can impact on initial phonetical awareness.</li> </ul>
3	<p><b><u>School Readiness</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
4	<p><b><u>Academic Starting Points</u></b></p> <ul style="list-style-type: none"> <li>• Nursery Entry Assessment identifies a downward trend with children entering our Nursery with a 'typical level of development' between 20% and 30%.</li> </ul>
5	<p><b><u>Attendance</u></b></p> <ul style="list-style-type: none"> <li>• We work tirelessly to ensure that there is little/no gap in attendance between disadvantaged pupils and non-disadvantaged pupils.</li> <li>• This is as a result of rigorous and proactive monitoring and intervention work.</li> </ul>
6	<p><b><u>Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• National evidence shows that disadvantaged pupils generally have less exposure to cultural capital and experiential learning opportunities.</li> <li>• 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.</li> </ul>
7	<p><b><u>Mental Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
8	<p><b><u>Parental Engagement</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
9	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## 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"> <li>Assessments, observation and outcomes indicate improved speech and language and communication skills among disadvantaged pupils.</li> </ul>
2. Improved active learning, managing feelings and behaviour, independence skills and self-regulation among disadvantaged pupils. EYFS & KS1	<ul style="list-style-type: none"> <li>Assessments, observation and outcomes an improvement in active learning, managing feelings and behaviour, independence and self – regulation amongst disadvantaged pupils.</li> </ul>
3. Phonics attainment among disadvantaged pupils at end of Year 1 exceeds 'national other.'	<ul style="list-style-type: none"> <li>Outcomes from KS1 Phonics Screening Check show that our disadvantaged pupils continue to significantly exceed national outcomes.</li> </ul>
4. Reading attainment among disadvantaged pupils at the end of KS2 significantly exceeds 'national other.'	<ul style="list-style-type: none"> <li>Outcomes from national assessments in reading continue to significantly exceed 'national all'.</li> </ul>
5. Writing attainment among disadvantaged pupils at end of KS2 significantly exceeds 'national other'.	<ul style="list-style-type: none"> <li>Outcomes from national assessments in writing continue to significantly exceed 'national all'.</li> </ul>
6. Maths attainment among disadvantaged pupils at end of KS2 significantly exceeds 'national other'.	<ul style="list-style-type: none"> <li>Outcomes from national assessments in mathematics continue to significantly exceed 'national all'.</li> </ul>
7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>The overall absence rate for all pupils continues to be lower than the national average and remains above national attendance figures.</li> </ul>
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"> <li>Sustained high levels of wellbeing and engagement in cultural capital opportunities demonstrated by:               <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher interactions.</li> <li>Participation in enrichment activities among disadvantaged pupils</li> </ul> </li> </ul>
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"> <li>Vulnerable and disadvantaged children identified and appropriate interventions and opportunities put in place to support all levels of need.</li> </ul>
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"> <li>Families in need of more targeted support are able to access the appropriate strand of support.</li> <li>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.</li> </ul>
11. ALL children have access to resources at home to support them with their learning and development.	<ul style="list-style-type: none"> <li>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.</li> </ul>

## 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: £83, 660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>The retention and investment in high quality teaching and support staff.</b></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf">https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</a></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><b>All</b></p>
<p><b>The 'golden thread' of Reading continues to underpin our whole school ambitious curriculum.</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-Reading-comprehension-house.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-Reading-comprehension-house.pdf</a></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><b>3,4</b></p>

<p><b>To continue to ensure effective teaching of phonics that facilitates fluency, accuracy and understanding in pupil's reading.</b></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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>1,3</b></p>
<p><b>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.</b></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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></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.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf</a></p>	<p><b>1, 2, 3 4, 5, 6</b></p>

## Targeted academic support

Budgeted cost: £0 (Funded through school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional 'keep up' phonics sessions targeted at disadvantaged pupils who require further phonics support.</b></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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>1,2,3</b></p>
<p><b>In school teaching staff provide school-led tutoring for identified pupils.</b></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:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>1,2,3,4,6,7</b></p>

## Wider strategies

Budgeted cost: £7,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Continuing to embed principles of good practice set out in the DfE's <a href="#">Working Together to Improve Attendance 2024</a> advice.</b>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	<b>7</b>
<b>Attendance and Welfare Service to support vulnerable families to ensure attendance and punctuality is consistently above national average.</b>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	<b>7,10</b>
<b>Contingency fund for acute issues.</b>	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.	<b>All</b>
<b>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.</b>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	<b>1,2, 3, 4</b>
<b>Early intervention service working with Nursery parents provided by Family Support Worker, Attendance and Welfare Service.</b>	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	<b>1,2,9,10</b>
<b>Education Safeguarding Consultant (Helen Hogan), who works with HT and the wider school community, supports vulnerable families and ensure best outcomes for children.</b>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	<b>2, 7, 9,10</b>
<b>Offer parents, carers and family members additional support as and when needed based on contextual factors.</b>	Parents play a key role in supporting children to learn at home and it is essential that schools and families continue to work together.	<b>10</b>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
<b>Ensuring all children have adequate access to educational resources at home.</b>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<b>11</b>
<p><b>Cultural Capital investment:</b></p> <ul style="list-style-type: none"> <li>• Newcomen Family Days.</li> <li>• One World Our World Days.</li> <li>• Visitors into school to enhance curriculum provision.</li> <li>• Visits out of school to enhance curriculum provision.</li> <li>• Residential visits in Key Stage 2.</li> <li>• Enhanced self-esteem and inclusion of all pupils on Family Wall.</li> <li>• Extensive after-school enhanced provision</li> <li>• Ongoing development of aspirational mural Learning Area 4: Our Heroes – Past and Present.</li> <li>• Continued development of outdoor area working closely with School Council.</li> <li>• Transport to local educational events.</li> <li>• Transport provided for families in need.</li> <li>• Promotion of British Values including protective characteristics.</li> <li>• Funding of enterprise projects.</li> <li>• Provision of additional books and educational resources to families.</li> <li>• Enhancement of indoor and outdoor reading areas</li> <li>• Supporting local community</li> <li>• Supporting local charities</li> <li>• Supporting national charities</li> <li>• School of Sanctuary Project</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<b>8</b>

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|---|--|--|
| <ul style="list-style-type: none"><li>• Building our Future Workshops</li><li>• Providing Breakfast</li><li>• Financial support with school uniform</li></ul> |  |  |
|---|--|--|

**Total budgeted cost: £90,900**

*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 2024 – 2025

## 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 96.2% 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 2027-28, 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 empowered to fulfil their potential.

Please see below the most recent national assessment results (2024 - 2025) 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

	<b>Newcomen Primary School Outcomes 2025</b>	<b>National Average 2025</b>
<b>EYFS</b>	79% of pupils achieved GLD	68% achieved GLD
<b>Year 1 Phonics Screening Check</b>	97% of pupils achieved the expected standard (32+ out of 40)	80% achieved the expected standard
<b>Year 4 Multiplication Tables Check (MTC)</b>	96% achieved 100%	34% achieved 100%
<b>KS2 Reading</b>	100% achieved the expected standard	75% achieved the expected standard
	72% achieved the higher standard	33% achieved the higher standard
<b>KS2 Writing</b>	93% achieved the expected standard	72% achieved the expected standard
	30% achieved greater depth	13% achieved greater depth
<b>KS2 Maths</b>	100% achieved the expected standard	74% achieved the expected standard
	60% achieved the higher standard	26% achieved the higher standard
<b>KS2 GPS</b>	100% achieved the expected standard	73% achieved the expected standard
	84% achieved the higher standard	30% achieved the higher standard
<b>KS2 Combined (Reading, Writing and Maths)</b>	93% achieved the expected standard	62% achieved the expected standard
	26% achieved the higher standard/greater depth	8% achieved the higher standard/greater depth



	<b>Category</b>	<b>Newcomen</b>	<b>National</b>	<b>Difference</b>
<b>Reading</b>	Expected Standard	100%	75%	<b>+25%</b>
	Higher Standard	72%	33%	<b>+39%</b>
<b>Writing</b>	Expected Standard	93%	72%	<b>+21%</b>
	Greater Depth	30%	13%	<b>+17%</b>
<b>Maths</b>	Expected Standard	100%	74%	<b>+26%</b>
	Higher Standard	60%	26%	<b>+34%</b>
<b>GPS</b>	Expected Standard	100%	73%	<b>+27%</b>
	Higher Standard	84%	30%	<b>+54%</b>
<b>Combined R/W/M</b>	Expected Standard	93%	62%	<b>+31%</b>
	Higher Standard/ Greater Depth	26%	8%	<b>+18%</b>

In **Reading**, 100% of pupils met or exceeded the expected standard and above compared to the national average of 75%. For the higher standard, pupils also excelled with 72% achieving this level, significantly more than the national average of 33%. **The performance of Disadvantaged pupils in Reading in school is significantly better than 'Other' pupils Nationally.**

In **Writing**, 93% of pupils achieved the expected standard which is 21 percentage points higher than the national average of 72%. The school's performance at greater depth was also notably higher with 30% of pupils reaching this level compared to the national average of 13%. **The performance of Disadvantaged pupils in Writing in school is significantly better than 'Other' pupils Nationally.**

In **Maths**, all pupils 100% met or exceeded the expected standard and above while the national average was 74%. The school also had a higher percentage of pupils achieving the higher standard with 60% compared to the national average of 26%. **The performance of Disadvantaged pupils in Maths in school is significantly better than 'Other' pupils Nationally.**

In **Grammar, Punctuation and Spelling (GPS)**, 100% of pupils achieved the expected standard and above surpassing the national average of 73%. At the higher standard, 84% of pupils succeeded which is more than double the national average of 30%. **The performance of Disadvantaged pupils in GPS in school is significantly better than 'Other' pupils Nationally.**

**In Reading, Writing and Maths (R/W/M)** show that 93% of pupils achieved the expected standard which is a considerable difference from the 62% national average. The school also performed significantly better at the higher standard/greater depth with 26% of pupils achieving this whereas the national average was only 8%. **The performance of Disadvantaged pupils in in school is significantly better than 'Other' pupils Nationally.**

**Newcomen Primary School consistently outperforms the national averages for all Key Stage 2 (KS2) assessments in 2025**

**Pupils who do well in KS2 typically:**

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Attain **higher GCSEs** and are more likely to get **Level 3 qualifications** and **degrees**.

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Much of the **lifetime earnings return** is due to better KS2 performers going on to gain higher qualifications.

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KS2 outcomes are a **gateway to later educational and economic success**.



**Key Stage 2 Attainment and Lifetime Earnings Research Report July 2025**



Government  
Social Research

## 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
<b>Children entitled to free school meals received in school tutoring sessions delivered by school teaching staff who know the children well.</b>	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.
<b>The recruitment and retention of and investment in high-quality teachers.</b>	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 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>
<b>Progressive Reading Scheme utilised across all key stages.</b>	All children had access to high-quality age-appropriate and progressive reading materials that impacted positively on outcomes for children. 97% of children achieved the expected standard in Y1 Phonics Screening (2025). In reading, at the end of KS2, the performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.
<b>Specific early assessments from the Learning Support Service undertaken and used to support individual pupil outcomes.</b>	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.
<b>Psychological Service SLA</b>	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.
<b>Attendance and Welfare Service SLA</b>	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.
<b>Early intervention service working with Nursery parents provided by Family Support Worker, Attendance and Welfare Service.</b>	Early Intervention provision for our parents and carers had a positive impact on the levels of attendance in nursery and levels of parental engagement.
<b>Provision of resources to support families with learning outside of school.</b>	Children, parents and carers provided with appropriate resources to support any learning outside of school hours.
<b>Complimentary transport to and from school by staff and local transport companies.</b>	The attendance and punctuality improved for the children who needed this service provided.

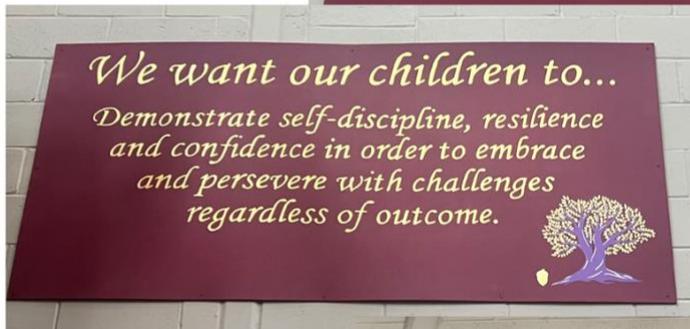
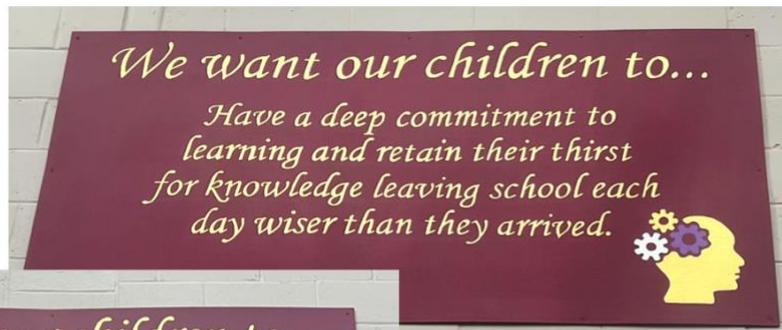
<p><b>Exceptional Cultural Capital provision for all.</b></p>	<p>Our strong cultural capital provision has had a tremendous impact on our children's learning and development. By exposing them to a wide range of cultural experiences and knowledge, we've seen our children become more engaged, curious, 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>
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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:

<ul style="list-style-type: none"> <li>• Ongoing development of aspirational mural Learning Area 4: Our Heroes – Past and Present.</li> <li>• Development of Curriculum Wall in Learning Area 2.</li> <li>• School of Sanctuary Award</li> <li>• Outdoor area improvements via the Creating Active Schools Project</li> <li>• Fundraising for local, national and international charities</li> <li>• Family Wall photographs</li> <li>• All Y6 children provided with polo shirts and Y6 autograph books for end of year.</li> <li>• Early Years Tea Dance</li> <li>• Newcomen Family Days.</li> <li>• One World Our World Day.</li> <li>• Close links with local emergency services</li> <li>• Flags in Learning Area 2 that promote the shared heritage of our families</li> </ul>	<ul style="list-style-type: none"> <li>• Transport provided for families in need.</li> <li>• Promotion of British Values including protective characteristics.</li> <li>• Implementation of enterprise projects.</li> <li>• Provision of additional books and educational resources to families.</li> <li>• Enhancement of indoor and outdoor reading areas</li> <li>• Investment in high quality curriculum resources.</li> <li>• Newcomen's Got Talent</li> <li>• Seasonal Bingo</li> <li>• Christmas Craft Evening</li> <li>• Enhanced self-esteem and inclusion of all pupils on Family Wall.</li> <li>• Extensive after-school provision</li> <li>• Further development of outdoor area working closely with School Council.</li> <li>• Transport to local educational events.</li> <li>• Visitors into school to enhance curriculum provision.</li> <li>• Visits out of school to enhance curriculum provision.</li> <li>• Subsidised Residential visits in Key Stage 2.</li> <li>• Building our Future Careers Programme</li> <li>• KS2 Residentials</li> <li>• Christmas Craft Night</li> <li>• Christmas Performances</li> <li>• Prizes for Leaver's Assembly Y6 Leavers</li> </ul>
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## 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.



# Ofsted – November 2024

## Report Highlights

- **Overall Judgement:** The quality of education, behaviour and attitudes, personal development, leadership and management, and early years provision were all graded as **Outstanding**. The previous inspection grade was also outstanding.
- **School's Vision and Expectations:** The school is very successful in achieving its ambitious vision for pupils to 'believe, achieve and succeed'. Pupils work extremely hard to meet the high expectations that staff have of them.
- **Pupil Achievement and Progress:** Pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well. They achieve exceptionally well in national tests and leave the school well-prepared for secondary school<sup>7</sup>. The needs of pupils with SEND are well met, and they achieve well.
- **Learning Environment and Well-being:** The school is a harmonious and productive setting for pupils. Teachers are supportive and create a safe and nurturing environment. Pupils learn that making mistakes 'helps their brains to grow', which helps develop their resilience. Pupils are happy and keen to contribute in lessons.
- **Behaviour and Attitudes:** Pupils' conduct is impressive, and they are deeply respectful. Their behaviour is impeccable, and all pupils follow school routines very well. Pupils have very positive attitudes toward school. In the early years, children socialise well and sustain high levels of concentration.
- **Curriculum and Teaching:** The ambitious curriculum is carefully structured so that pupils develop secure knowledge in manageable steps. The curriculum is delivered very effectively, with teachers regularly revisiting previous learning to help pupils embed their understanding. Learning activities in the early years are carefully tailored to meet children's needs.
- **Reading:** The school is passionate that pupils become fluent and confident readers. The school provides a language-rich environment starting in Nursery. The sharp focus on teaching phonics is consistent and effective. The wider approaches to developing pupils' comprehension, fluency, and expression are impressive. Pupils talk enthusiastically about the books and genres they enjoy.
- **Personal Development:** The school has planned a rich set of experiences to support pupils' personal development and sense of belonging. Pupils contributed to the 'courtesy code of conduct' and outdoor play resources. Works of art around the school represent its strong moral values. Pupils are respectful of different ways of life and learn about the wider world through trips and visits to places of worship. They also have enterprise opportunities to become active citizens by supporting charities. Pupils are taught to keep themselves physically and mentally well, starting in the early years with dental hygiene and 'circle time' for emotions.
- **Leadership and Staff:** Leaders are committed to staff development, which has helped the school sustain high standards over time. The school prioritises staff well-being, morale is high, and staff are very proud to work at the school. Governors are highly skilled and proactive, with a thorough understanding of the school.

# Ofsted – November 2024

## Inspector Feedback:

This section summarises the key findings and points of praise delivered by the OFSTED inspection team following their two-day visit in November 2024. The feedback confirms the highly ambitious and successful culture of Newcomen Primary School; validating the school's focus on curriculum rigour, exceptional pupil outcomes and the holistic development of every child.

## Quality of Education (Curriculum, Teaching and Assessment)

The overall quality of the curriculum was explicitly rated as **OUTSTANDING**. The inspection team noted that the coherent knowledge and repetition embedded across subjects is impressive with Reading established as the "golden thread" of the school.

### Reading

- **Impact and Outcomes:** An extremely strong picture of reading and its impact on the curriculum was evidenced - resulting in excellent outcomes. This includes a remarkable 100% success rate in the Year 1 Phonics Screening Check and an exceptional 96% of pupils achieving the expected standard at Key Stage 2.
- **Implementation:** The teaching of reading is consistently strong; effectively utilising techniques such as 1-to-1 work, echo reading and effective modelling to promote fluency.
- **Cultural Capital & Vocabulary:** There is a strong focus on developing reading for pleasure. The curriculum contributes significantly to cultural capital with secure knowledge of ambitious vocabulary (e.g., similes like "black obsidian") and application being extremely well-embedded.
- **Pupil Engagement:** All children are very keen to read with confidence and prosody and are keen to read aloud regardless of their Special Educational Needs (SEND) status.

### Mathematics

- **Standards and Outcomes:** Extremely high standards of work were demonstrated throughout the school. Outcomes over the last three years are exceptional and represent an ongoing trend.
- **Culture:** High aspirations and expectations are embedded by all staff - creating a palpable "can do culture" where "success breeds confidence."
- **Pedagogy:** The school's own curriculum provides strong sequencing of lessons. Careful scaffolding, questioning and live marking have a tangible impact on pupils' learning.

### Foundation Subjects (Science, Music, History, Art)

- **Science:** Science is passionately led with rich, enhanced opportunities from EYFS to Y6. The curriculum is sequenced and progressive with a strong focus on formative and summative (F and S) assessment. Children speak with real conviction; articulating their learning and using ambitious vocabulary. They report that "science here is really exciting."
- **Music:** The teaching of music is having a huge impact on children's love for the subject. Children demonstrate the same rigour of vocabulary as in reading and maths (e.g., tempo, heartbeat). Outcomes are the result of the real-life experiences provided and the expert music team effectively swaps staff to maximise individual strengths. Singing was noted as "glorious" and "WOW!"

- **Art & History (Breadth Check):** Both subjects feature ambitious, carefully planned and unique curricula. Art offers exceptional wider opportunities through materials and events (e.g., Easter Bonnet making). In both subjects, the planned vocabulary is excellent and pupils spoke maturely and with conviction.

## Pupils with Special Educational Needs and/or Disabilities (SEND)

The provision and outcomes for SEND pupils are a defining strength of the school.

- **Outcomes & Inclusion:** Outcomes for SEND pupils are exceptional. Inspectors noted they "can't see the difference between SEND/disadvantage and other pupils" and highlighted a moment where an inspector was unaware they were looking at the high-quality book of a pupil with an EHCP.
- **Support:** The curriculum is bespoke to ensure all SEND needs are met, supported by effective deployment of support staff.
- **Pupil & Parent Voice:** Parents and Carers feel very well-informed and supported ("open door policy"). Pupils with SEND are very happy, feel fully included and achieve clear progress. The music curriculum, in particular, was described as their "chance to shine."
- **Attendance:** Attendance for SEND pupils is notably above the national picture.

## Behaviour and Attitudes (Rated: OUTSTANDING)

Behaviour and Attitudes are exemplary, demonstrating a well-sustained quality across the school.

- **Routines and Culture:** The school is very calm and orderly with clear, consistent routines including "military precision movement" in EYFS, ensuring no time is lost.
- **Expectations & Relationships:** Very high expectations are consistently applied within a nurturing and warm culture. Relationships between peers and between children and staff are integral to the pupils' success.
- **Pupil Voice:** Children are highly engaged, showing an intrinsic value for education and do not rely on rewards. Bullying or harassment is not tolerated. Pupils are highly respectful and inclusive of different cultures and actively contribute to the school and wider society.
- **Resilience & Self-Esteem:** The culture promotes great self-esteem and resilience (a child with an EHCP was noted as encapsulating this). Children articulate that staff "want us to be the best version of ourselves."
- **Environment & Appearance:** The environment is beautiful, fostering immense pride among staff and children. The immaculate presentation of the children is not by chance but is explicitly taught.

## Early Years Foundation Stage (EYFS)

- **Environment & Curriculum:** The environment is very rich in opportunities with an excellent, well-planned and sequenced curriculum. Nothing is accidental in the curriculum and no opportunities are missed to extend learning.
- **Attitude:** Children respond within seconds and their attitude to learning is "a joy to see," demonstrating excellent engagement.
- **Engagement:** Excellent parental engagement was noted.
- The EYFS provision was described as "an absolute joy."

## Personal Development & Safeguarding

- **Personal Development (PD):** PD runs through the "DNA" of the school, stemming from the school's core values. This includes impressive wider opportunities, a carefully planned PSHE curriculum, strong security in British Values and the consistent motivation of the 'Believe, Achieve, Succeed' (BAS) philosophy.
- **Safeguarding:** A rigorous and meaningful approach to safeguarding is in place - supported by a "Fabulous SCR!" (Single Central Record). It was described as a work of art! A strong culture of safeguarding ensures all pupils feel safe in school.

## Leadership and Management

- **Vision and Consistency:** Leaders demonstrate real, high ambition for all pupils which is consistently shared by all staff. The level of consistency in teaching and expectation across the school is high.
- **Staff Retention:** Once staff are part of Newcomen, they "don't leave," indicating a positive and supportive working culture.
- **Ethos:** The inclusive culture and commitment to the environment (noted by the Headteacher's pride in keeping it clean) are clear.

