

Pupil Premium – Building Blocks for Success

Evidence Base



The National Foundation for Educational Research found that schools that were more successful in promoting high attainment had a number of things in common. This research was used to form the ‘seven building blocks to success’ and we have used this model to evidence how we are promoting high attainment for all children here at Malden Parochial.

Whole school ethos for attainment for all

- We believe every child should achieve. Our Ethos and Mission statements clearly reflects our approach to all children’s learning.
- High quality interventions happen daily for those children who are working towards the expected level.
- Personalised success criteria and detailed feedback is used to challenge those children working beyond the success criteria.

Addressing behaviour and attendance

- A consistent focus is maintained on outstanding behaviour in class and around the school.
- The ‘Malden Parochial language’ ensures children are met with a restorative and consistent response to their choices.
- Transparent systems and processes ensure those whose behaviour does not show MPS values are monitored and supported, to reduce incidents over time.
- Attendance is highly valued for all and half termly monitoring ensures all families are supported in maintaining high attendance.
- Families with persistent absence are supported by the Deputy Headteacher.

High quality teaching for all

- All teaching and learning is judged as good or outstanding using the triangulation method.
- Feedback in books is in line with the Marking and Feedback Policy and moves children on in their learning.
- Results of assessment tasks are linked to the setting of Personal Targets and shared with pupils and parents.
- Lessons are engaging with a focus on cross-curricular themes, creativity and the development of computing skills.
- CPD sessions are tailored to develop staff skills and knowledge linked to School Improvement Plan priorities.

Meeting individual learning goals

- Children working on an individual education plan or an EHCP have realistic and achievable targets set to move them on.
- High quality interventions are delivered by class-based staff that link directly to the child’s personal targets, achievement of KPIs or their individual education plan.
- The school work closely with external agencies to provide specialist support for those children with additional needs.
- Personal Targets are sent home five times a year and link directly to the child’s achievement of the KPIs or their individual education plan.

Deploying staff effectively

- Teachers and teaching assistants run daily interventions to support children to achieve key assessment objectives.
- Inclusion Manager monitors interventions that are targeted at children working below the expected level. Support is offered to all class-based staff when setting, monitoring and assessing targets.
- SLT and Subject Leaders monitor teaching and learning, work in books, progress and achievement and provide feedback to staff.
- Teaching assistants are deployed as necessary to support in other classes e.g. reading, Guided Reading, Precision Teach, Colourful Semantics.

Data driven and responding to evidence

- Pupil progress meetings are held termly to ensure those children working in intervention groups are achieving their targets.
- Rigorous assessment systems have been designed in collaboration with a Sutton based SIMS support company for English, Maths and Science. Assessment systems for foundation subjects and R.E. have been established in-house, focussing on the development of knowledge and skills
- Interventions are reviewed every ten weeks and are ‘needs led’.

Clear, responsive leadership

- Governors have high expectations and hold the Headteacher and staff accountable for the school’s performance through effective monitoring systems.
- SLT lead by example, effectively supporting and modelling best practice, monitoring standards and developing teaching and learning.
- High quality opportunities for continuing professional development are given to staff and Governors through in-house training, external agencies, the Diocese and the Borough.
- All systems and processes are consistently monitored and reviewed as part of a culture of striving for excellence.