



The Cranbourne Primary School – *Pupil Premium building blocks for success*

The NFER found that schools that were successful in promoting high attainment had a number of things in common. This research was used to form the '7 building blocks to success'. We have used this model to evidence how we are promoting high attainment for all children at Cranbourne.

Whole school Ethos of attainment for all

- We have high expectations for all (*"insistent, consistent, persistent", staff induction*)
- We aim to provide a knowledge rich curriculum for all developing cultural capital (*'broadening horizons', assembly themes*)
- Children are carefully tracked and under achievement is challenged/supported and challenge provided where children may be coasting / high attainers (*borderline lists, pupil progress meetings, previous high attainers lists, pupil premium support document*)

Behaviour and Attendance

- Behaviour has always been rated as outstanding (*all Ofsted reports, HIP, MAT CEO etc*)
- 'Ready, respectful and safe' rules provide a clear framework for all members of staff; staff backed by SLT in all cases (*whole school training Jan 2018, behaviour policy*)
- Incidences of poor behaviour monitored on CPOMS and addressed
- Attendance is consistently high. HT and attendance officer work with families causing concern.
- Importance of learning and attendance shared with parents (*expectations meetings, reading meetings etc*)

Meeting individual learning needs

- Children are well known to staff including SLT (*pupil progress meetings, pupil premium support document*)
- High quality interventions (*Welcomm, early morning English and maths small group interventions, targeted in-class support, book 'n' biscuit etc*)
- Bespoke intervention for pupil premium children based on need (*TLC live online tutoring, Letterbox books, revision books*)
- Additional external support where needed (*counselling, children's services, Family Support team etc*)

Data driven and responding to evidence

- Whole class feedback of common errors, ways to improve (*whole class feedback sheets, teacher mark books*)
- Regular discussion about individual children (*Pupil progress meetings with HT/DHT*)
- Twice yearly data collections track progress over time and are used to plan interventions (*borderline lists, reading ages*)
- Moderation with local schools develops shared understanding (*MAT moderation, regional subject leaders meeting / clusters*)
- Staff encouraged to read education blogs and books and undertake own research (*appraisal research projects 2019*)

High Quality teaching for all

- All staff take part in quality CPD (*CPD records, TA training / meetings half termly*)
- Staff are reflective and look for ways to move learning forward. (*appraisals, pupil progress meetings*)
- Planning prioritises challenge for all and allows for scaffolding as a means of support (planning pitched above average expectations)
- Good examples of work shared with children so they aspire to a high level themselves (*high expectations*)
- Marking follows the feedback policy. Whole class marking effective in moving children forward (*feedback policy, children's book*)

Deploying staff effectively

- Teachers and support staff deployed with careful consideration (*by HT, DHT and Senco*)
- SLT regularly in classrooms providing support and feedback (*HT, DHT and HoDs*)
- Interventions before school ensure children do not miss out on learning in the classroom (*interventions log*)
- Class teachers deploy support staff to support children based on assessments from the previous lessons.
- Language and vocabulary acquisition given a high priority in lower school (*Welcomm, follow on from Welcomm in year 1, TA vocabulary project*)

Clear, responsive leadership

- SLT and governors set high expectations for all (*governor minutes, pupil progress meetings, Inset and staff meeting minutes*)
- Governors hold Headteacher and staff accountable (*governor minutes*)
- Headteacher promotes a research led approach (*Great Expectations course 2019-20 for HT and DHT, appraisal projects for teachers*)
- CPD given a high priority for all staff on a 'needs led' basis. (*staff meeting programme, MAT CPD, CPD log*)
- Processes monitored and reviewed / tweaked to make more effective