

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 Trinity.

Pupil Premium- Building Blocks for Success



Whole School ethos for attainment for all

- 'We believe **every** child **should** achieve', our mission statement 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

- Behaviour is outstanding in class and around the school.
- The 'Trinity 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 Trinity Values are monitored and over time reduce.
- Attendance is highly valued for all and half termly monitoring ensures that all families are supported in maintaining high attendance.
- Families with persistent absence are supported by a member of the SLT.

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 policy and moves children on.
- Lessons are highly engaging with the use of iPads introduced this year.
- Teachers' planning and Leaders observations of lessons prioritise challenge and engagement for all.

Meeting individual learning goals

- Children working at Band D have an individual education plan that sets realistic and achievable targets to move them on.
- High quality interventions are delivered daily by TAs which link directly to that child's IEP target or key assessment objectives from the curriculum.
- The school works closely with external agencies to provide specialist support for those children with additional needs.

Deploying staff effectively

- All teaching assistants run daily interventions to support children with key assessment objectives.
- Inclusion assistants run daily interventions every afternoon that are targeted at those children working below the expected level.
- SLT support in all classes at least once a week, modelling best practice, co-teaching and providing feedback to staff.

Data driven and responding to evidence

- Pupil progress meetings are held half termly to ensure those children working in Band D are achieving their targets.
- Rigorous assessment systems have been designed in collaboration with local outstanding schools to ensure judgements are deemed accurate.
- Interventions are reviewed half termly and are 'needs led'.

Clear, responsive leadership

- Governors have high expectations and hold the Head of School and staff accountable for the school's performance through effective monitoring systems.
- SLT lead by example, effectively supporting and modelling best practice in classes weekly, monitoring standards and developing best practice.
- High quality opportunities for continuing professional development are given to staff 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.