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| **School** | **Strategy or approach** | **Details of implementation** | **Impact** |
| Marden Primary School | Pupil premium Champion out of class – monitoring weekly to ensure implementation of the actions. | Teacher ownership of pupils’ learning. | Intervention are now implemented, school data available |
| New Ash Green Primary School | All pupils and PP are assessed 6 times a year a Leuven scale | Pastoral team will implement based on scales – counsellor, Lego therapy, class staff. | Pupils are ready to learn  PP with no SEN – 100% ARE  Data on Leuven scale at school |
| Birchington Primary School | Pupil coaching with TA 10 minutes a week for writing/maths and set them a target each week. | Weekly meeting : adult  total an interest as a “significant adult” | * PP was about national |
| St George’s Church of England Primary School | Achievement for all projects – ‘Action research’ | Structured conversation with parents focused on barriers of learning and their interests. | Start of the project – more engagement with pupil and staff. |
| The Craylands School | Pupil Parent Support Team – workshops/beh and self-esteem gps using PP champion, PP TA, FLO/SENCO. | * Variety of workshops focus * Variety of interventions * Weekly reading in reception | * More engagement with parents |
| Virgo Primary School | 1:1 interventions  TA working on gaps in learning  Counsellor – PP/ focus on travellers. | * Setting small targets for children to achieve | * Learning is improving/ targets are being reached * Engagement of parents |
| Brookfield Junior School | Attendance – Project 95 - flo  Prize giving for attendance – e.g. swim vouchers.  Water bottles introduced | Started in Term 1  Grew by adding incentives | Attendance improved  From 85% of project 95 pupils attendance improved |
| Shears Green Infant School | Free music lessons for PP pupils – improves concentration.  Get to take instrument home | 9 months – violin small group teaching | Parent engagement in education |
| KULB Collaboration | Pre teaching – Maths – used to prepare PP for new topic.  Alternative curriculum – for GRT pupils. | Over last two years – Implemented relevant in two schools. | Both schools RI – Good  Ofsted PP pupils – attendance improved of GRT pupils |
| St Bartholomew's Catholic Primary School, Swanley | Consistency across the school   * Behaviour policy , A4L- * Pupils revisit work combined with big write, write away together. | Introduced long term   * Writing project since 2010 | Above national average for expected – year 6 pupil premium. |
| Briary Primary School | Home Visits | * For EYFS children | * Better identification of wider definition of “Disadvantaged” |
| St Stevens Infant School | Early Identification of disadvantaged pupils.  Identification and focus in foundation stage on listening skills/ speech and language/ well being. | * Discussion with nurseries regarding family. * Flo helps to fill in forms etc. * Improving readiness for learning * S & C intervention TA for foundation stage | * Greater awareness of disadvantaged pupils as soon as they arrive, allowing for closer monitoring. * Greater readiness for learning. |
| Woodlands Primary School | Employment of 2 non-class based teachers – extra mentor groups. | * Swale mentor groups * Intervention and pre-teaching in KS2 | * Prepared and motivated for lessons; conscious of learning to master skills etc. |
| Ditton CE Junior School | Early morning intervention in Core subjects – delivered by HL TAs and class teachers. | * Recapping of key skills, prior knowledge, pre-teaching of skills required for a lesson. | * Allows for a tighter form in lesson time, greater level of focus on the skill being taught and new learning in lesson time. |
| Eastchurch CE Primary School | Non-class based teachers for reading support. | * HL TAs working with EYFS and KS1 on targets for reading, interventions etc. Closing the gap. | * Aiming to close gaps at a earlier stage. |
| Cliftonville Primary School  40-50% PP in each year group | Parental engagement  rising 5s  maths games workshop | 1 hour workshops. 30 minutes adults then 30 with children. If attend they receive packs of support materials. | Increased parental engagement parents visiting school more. Good numbers attending workshops. |
| Painters Ash Primary School | Speech and language therapy in EYFS – all screened and 1:1 in place with close work with parents and SALTs. | CT led workshops in reading, number etc.  All screened on entry. Embedded SALT practice throughout QFT as well as interventions. | Higher % of children ‘year1’ ready on exit for speech and listening. |
| St. Michael's Church of England Junior School, Maidstone | Forest schools – Y3 – Y6. Offsite. Just for PP. Every other week ½ day. | Boxall assist at start. | Increase on concertation and focus on learning. |
| Reculver CE Primary School | Class dofo – information to parents through a class/ school feed. | Began as a behaviour reward system | Stimulates conversations at home |
| West Malling CE School | Families and community Manager. | * Case load of 20-25 of our most vulnerable children * Contributes to Pupil Progress/ Parent consultation meetings | Persistent absentees reduced, barriers/challenges to school minimised. |
| Palm Bay School | Pupil Progress meetings : PP have a focus.   * Beach school * Pupil Premium mentoring. | Pupil Premium children from upper KS2 classes mentor those in younger year groups. |  |
| Davington Primary School | Wellbeing team | FLO (1)  Wellbeing mentors (3)  AHT leads.  Support readiness to learn.  Engage families  Skills groups/ self esteem | * Positive improvement on their readiness to learn. * Children have increased attendance / improved progress. |
| Boughton-under-Blean & Dunkirk Primary School | Family workshops Kent adult education | * Planned / held during term time and holidays. * Specific invitations to other interested families. * Cooking * Reading * Arts and craft | * Greater parental engagement from hard to reach families. |
| Herne Bay Infant School | Y2 teachers – 1 release afternoon | * Pre teach or post teach – ‘closing the gap’ Started with small groups * Evolved now. Staff organise. | * Largest impact on writing – going from sig – to green! |
| Minster CEP School | Accurate identification / tracking. | Pupil progress Venn diagrams – pinpointing gaps. | Focus your efforts on areas that individuals need. |
| Swalecliffe CP School | Addressing language ‘deficiencies’ asap. | Screened all YR children. Clear identification of those needing programmes. TA trained to run groups/ individuals.  Focus on PP showed large group in 0-50 percentiles. | Positive feedback from staff so far – to be measured at a later date! Re test at end of year. |
| Senacre Wood Primary School | Pupil Progress Meetings – focusing on PP children that are non-SEN and have to potential to be MA or HA. | * Look at each individual child and decide strategies * monitor | * More MA PP children accessing HA work - improved outcomes |
| Hornbeam Primary School | Heavily subsidising real life experiences and trips | * Ice skating * Forest school weekly – on site * School trips | * Pupil voice * All trips have a follow up/ forest school links to writing * Better real life experiences |
| Hadlow Primary School | Pupil Premium Mentor | * 1:1 time with PP children weekly * Look through books and feedback comments * Set weekly targets | * Wellbeing * Achievable targets – met * Improved outcomes |
| Deal Parochial School | Reading Recovery | * Reading intervention 1:1 | * Improved outcomes in reading * Improved teaching of reading |
| Snodland Primary School | * Assistant Head planning and delivering tuition after school and focus groups for AEN TA | * Focusing on calculation for Y6 * Re- teaching for some groups from AEN TA | * Increase in weekly score * Better achievement in lessons |
| Folkestone Primary Academy | ‘Shine on Saturday’ a Saturday school for PP pupils offering English, Maths and enriching activities. | Focus on practical learning and engagement. Organised trips – theatre/ cinema etc. | * Positive enriching experience * Wellbeing – data to ve evaluated. * Nurturing environment * Reluctant writers now writing |
| Victoria Road Primary School | Incorporating 5 EEF ‘focus’ points into PP strategy: Oracy, reading comprehension, peer tutoring / collaborative learning, metacognition. Developing a ‘whole school’ approach. | Monitored by SLT: book scrutinies, learning walks, pupil voice PPR’s. | Difference between PP and non PP will diminish from 2016 RAISE online data. |
| Minterne Junior School | Use of accelerated reader across KS2. Rewards given termly for reaching targets. Close monitoring of performance. | Weekly reports provided for class teachers. All AR books moved from library to classrooms. High levels of Promotion/reward. Contact for parents. | Over time, children are enjoying real books and succeeding at an improving level. KS2 SATs 2016 were above national figures. |
| Priory Infant School, Ramsgate | B.R.P.  - dedicated TA (very well trained and experienced)  - class TAS all trained to deliver – dedicated time every PM.  - contract with parents – make them aware of our commitment and that they need support | | Our disadvantaged children out perform our non-disadvantaged in reading and are = to national other at KS1. |
| Shears Green Junior School | Shirley Clarke’s  “outstanding formative assessment”   1. Redeploying TAs work in progress 2. Reading RWS – introduced 3. Planning growth mindset – CPD – staff meeting | Pedagogy across whole school. 2x years of staff training and development in this, now embedded.  TAs deployed across whole school in student intervention  Began term 3 In constant review.  Staff Meeting, need to continue to implement | * Whole school /pupil voice on growth mind set . |
|  | FLO  Non-contact time for quality 1:1 marking.  Teacher led interventions  1:1 tuition after school  Clubs and subscriptions  Play therapy and social and emotional |  |  |