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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% AREData 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 learningCounsellor – 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 - floPrize giving for attendance – e.g. swim vouchers. Water bottles introduced  | Started in Term 1 Grew by adding incentives  | Attendance improvedFrom 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 – GoodOfsted 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 School40-50% PP in each year group | Parental engagementrising 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 familiesSkills 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 .
 |
|  | FLONon-contact time for quality 1:1 marking.Teacher led interventions1:1 tuition after schoolClubs and subscriptionsPlay therapy and social and emotional |  |  |