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| **School** | **Strategy or approach** | **Details of implementation** | **Impact** |
| St. John's Church of England Primary School, Tunbridge Wells | Homework Club  Breakfast Club | Additional TAs paid to support PP in after school HW club.  Learning support with secondary mentors. | Some improvement in data outcomes.  Increased confidence and communication. |
| St Francis Catholic Primary School, Maidstone | Computer based | ‘my maths’  Topic based research  Times tables practice etc. |  |
| Repton Manor Primary School, Ashford | Pupil Premium Champions – 1-1 staff links | Whole child approach. Coaching. Communication. (Learning coach). Invest in coaching for staff. |  |
| Otford Primary School, Sevenoaks | Learning coaches  ‘8 steps’ style towards intervention | Referrals from teachers, matched staff to pupils. Strengths and difficulty questionnaire.  Quality first teaching. Feedback. Developing feedback language. | Repeat strength/ difficulty. Questionnaire |
| Madginford Primary School, Maidstone | Personalised approach.   * Targets KS2. * Same 1-1 out of class | Pupil Premium teacher. Each child ‘extra’ 30 minutes support. Tailored to needs of child. In class usually. | Varies – individuals  Gap is closing – attainment and progress. |
| St James' CE Junior School, Tunbridge Wells | Personalised approach  Attendance – FLO/Children and families worker | Pre teaching. Parallel lesson  Working with families daily | Changing gap year on year  Increased attendance |
| Sevenoaks Primary School | Wellbeing | Pupil passport  Play therapy |  |
| The Churchill School | Minibus to pick up PP children on Monday/ Friday 8am breakfast club. |  |  |
| St Teresa's Catholic Primary School, Ashford | All children tracked to show mobile / non-mobile, attendance, steps progress/ EYFS/ KS1/ KS2 data. |  |  |
| Delce School | Tracked as a group, work with attendance office and school support worker. Run a free breakfast club so children are ready to learn. Termly PP meetings with all staff who work with the children. |  |  |
| Holy Trinity | High expectations of all children irrespective of groupings. Target interventions accordingly to need not particular groupings. |  |  |
| Ryarsh Primary School | High quality of provision overall  Strategies to build engagement with PP families including summer holiday tuition pupil’s homes by teachers. |  |  |
| Sandling Primary School | Attendance – wellbeing group – group data review around attendance weekly. | Children friendship ‘group’ attendance celebrated improvements and seasonal cake and squash celebration. | Improved attendance and punctuality e.g. 1 year 6 five day 78% - 78.9% |
| West Kingsdown CE Primary School | ‘Monday chat’ – preparing children for learning at the start of the week. Chance to talk over troublesome weekends or to motivate children who have hard uneventful weekends. | Group with TA – tea and toast and chat/play game, go for a walk. Debrief their weekends and establish leaders to learn. | Reduction in behaviour issues as a result of amities and issues at home  Improved progress and attainment |
| St Mildred’s Primary Infant School | Alternative Intervention – Forest School  Venerable group identified to take part visiting neighbouring link school; this has then been exported to all classes. | 1 teacher and TA trained initially  Activities as part of intervention including team building, problem solving, independent thinking, leadership skills. | Increased confidence, positive attitude to learning resilience. |
| Horton Kirby CE Primary School | Weekend days out for PP families | PP used to fund termly days out  Staff and flaw would go | Widen experience  Improve access to family  Better relationship with family  PP families less isolated – form links and friendship with other families. |
| Adisham CE Primary School | Catch up, Stay up – PM LOS catch up |  |  |
| Platt Primary School | Learning mentors – weekly meetings with PP children. |  |  |
| Selling CEP School | Counselling |  |  |
| Petham Primary School | Transport, breakfast club etc. to ensure they are in school, specialist TA interventions. |  |  |
| St Joseph's Catholic Primary School | Employment of speech and language therapists and training staff. |  |  |
| Lyminge CE Primary School | FLO to support whole family  -EHN applications  - weekly catch ups with specific children |  |  |
| Bapchild and Tong CE Primary School | * Designated time for teachers and TAs to be released to pupil conference and provide focus group teaching . | * Music and French specialists provide staff time to work with 1:1 or small groups on specific area of needs and to review individual targets. | * Greater focus on personalised learning and pupils/teachers taking ownership for progress. |
| Goudhurst and Kilndown CEP School | * Introducing meta – cognition strategies into daily teaching * Year 6 prepared a PPT about strengths/areas for improvement shared with parents | * Inset led by Ed phycologist * Teachers action research * All staff explore use of strategies in daily teaching | * Involving/ empowering children in their own learning taking ownership of what works for them and what they need to do to further improve. |
| St John's Catholic Primary School, Gravesend | * Putting Pupil Premium First | * PP children’s books are marked first/ fed back to. | * All teachers know who their PP children are and this helps tracking etc. |
| Graham Primary School | Prioritise marking for PP children at end of each session for English and maths | TA/CT. Mark individually with pupils. | Children feel empowered |
| Hildenborough CE Primary School | At beginning of lesson TA ensures focus is on PP Children  Vulnerable children – identified and focused on at beginning and end of sessions.  Getting to know you session for pupils premium children and parents. | Ensure PP have correct resources etc. | Empowerment  Self-esteem  Children feel more valued |
| Bredhurst Church of England Primary School | Oracy focus – children spend more time talking before they write.  Mop up sessions in afternoons – maths and English. TA lead some of the afternoon learning and class teacher has 1:1 with pupils. |  | PP and vulnerable children have practiced writing skills orally before writing.  Misconceptions are dealt with swiftly and acted upon. |
| Pembury Primary School | TA used for afternoon interventions to aid self-esteem – make more aspirational learners.  Tackling attendance!  Homework club. |  | Children have greater aspirations. |
| East Peckham Primary School | Quality first teaching! |  |  |
| Cobham Primary School | Pupil premium review for individual child with class teacher – approx. 20 minutes per child. |  | Clear goals |