

Pupil Premium Review 2018/19

Allocation, Spend and Impact



Student numbers to be used in calculation of the Pupil Premium Grant (PPG)

Allocation	2018/19 Expected Funding			Funding Received <i>Apr to Sep (6 months)</i>
Based on the School Census				
Pupils in year groups 7 to 11 recorded as Ever 6 FSM	183	@ £935	= £171,105	£0
Looked-after children (LAC)	12	@ £1,900	= £22,800	£0
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	@ £1,900	= £0	£0
Service Children	0	@ £300	= £0	£0
Total			= £193,905	£0

Barriers to future attainment for students eligible for the PPG (including high ability)

Internal barriers

- In-school attainment gaps on entry in English and mathematics (APS/Scaled Score gaps: Y7 = +0.83; Y8 = -2.87; Y9 = +0.63; Y10 = -2.28; Y11 = -1.24).
- Disadvantaged students often start at Trinity with relatively lower aspirations than other students in the school.
- Ensuring disadvantaged students have strong learning habits.

External barriers

- Attendance of disadvantaged students (95.8% in 2017/18) does not match that of other students in the school (96.6% in 2017/18).
- Building strong relationships with families can be more complex.

How are we spending the PGP?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively as a staff twice every week during morning meetings and engineer more tailored practice during one-to-one coaching sessions. The best way to ensure students make progress is to harness the power of feedback. Each day has feedback time built into it where the class teacher works with children either one-to-one or in small groups with the aim that no child goes home with a misconception. There are student appraisals every cycle and every half term parents receive a personalised report, a face-to-face meeting or a telephone call home. At every morning meeting, after every lunch, at every line-up and afternoon meeting, we reflect back on how the day has gone and the key highlights in learning.

Highly tailored interventions and more time

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year 7 and deploy our best teachers to help close these gaps. We double-staff, at least, one class in each of the core subjects in each year group throughout the week: the second teacher usually works with the lower groups, but can also be deployed to support students in higher groups. In addition to our 32 55-minute lessons, we run five half hour morning meetings, five half hour reading sessions mid-morning, and two hours of electives in sport and the arts per year group over the course of the week. A number of students are also expected to attend morning mastery from 7.30am.

Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed mountain rescue mentors to provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very practical and offers students elements of choice, but students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher or student, and remain focused at all times.

Raising aspirations and broadening experiences

Over 50% of our students live in the five most deprived wards in Bradford, one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress on to higher education. The message at Trinity is that ALL students are going to university. We continuously expose students to university. Before they join, Year 6 students visit the University of Leeds so their first experience with Dixons Trinity is at a Russell Group university. In Year 8, every student visits Oxford University as part of a 4-day camp and then the University of York in Year 9. Like many independent schools, we devote a significant amount of time to all-round development, especially in the sports and the arts. As a result, we spend around £250 per student on bought-in curriculum.

Statements of Success / Impact – YEAR 7 <i>To use £193,905 to ensure:</i>		2018/19 Cycle RAG		
		1	2	3
A	The percentage purple in English for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
B	The percentage purple in English for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
C	The percentage purple in English for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
D	The percentage purple in mathematics for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
E	The percentage purple in mathematics for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
F	The percentage purple in mathematics for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
H	The average number of corrections for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>		
		<i>Oth</i>		
I	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	<i>Dis</i>		
		<i>Oth</i>		

Dis = figure for disadvantaged students in the academy

Oth = figure for other students in the academy

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 8 <i>To use £193,905 to ensure:</i>		2018/19 Cycle RAG		
		1	2	3
A	The percentage purple in English for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
B	The percentage purple in English for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
C	The percentage purple in English for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
D	The percentage purple in mathematics for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
E	The percentage purple in mathematics for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
F	The percentage purple in mathematics for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
H	The average number of corrections for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>		
		<i>Oth</i>		
I	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	<i>Dis</i>		
		<i>Oth</i>		

Dis = figure for disadvantaged students in the academy

Oth = figure for other students in the academy

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 9 <i>To use £193,905 to ensure:</i>		2018/19 Cycle RAG		
		1	2	3
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
D	The percentage of disadvantaged students achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
E	The percentage of disadvantaged students achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
F	The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
H	The average number of corrections for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>		
		<i>Oth</i>		
I	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	<i>Dis</i>		
		<i>Oth</i>		

Dis = figure for disadvantaged students in the academy

Oth = figure for other students in the academy

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 10 <i>To use £193,905 to ensure:</i>		2018/19 Cycle RAG		
		1	2	3
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
D	The percentage of disadvantaged students achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
E	The percentage of disadvantaged students achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
F	The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
H	The average number of corrections for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>		
		<i>Oth</i>		
I	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	<i>Dis</i>		
		<i>Oth</i>		

Dis = figure for disadvantaged students in the academy

Oth = figure for other students in the academy

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 11 <i>To use £193,905 to ensure:</i>		2018/19 Cycle RAG		
		1	2	3
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally	Dis		
		Nat		
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students nationally	Dis		
		Nat		
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students nationally	Dis		
		Nat		
D	The percentage of disadvantaged students achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally	Dis		
		Nat		
E	The percentage of disadvantaged students achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally	Dis		
		Nat		
F	The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for other students nationally	Dis		
		Nat		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	Dis		
		Nat		
H	The average number of corrections for disadvantaged students is no higher than 1 per student, per week	Dis		
		Oth		
H	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	Dis		
		Oth		
J	100% of disadvantaged students stay in education or employment after key stage 4	Dis		
		Nat		

Dis = figure for disadvantaged students in the academy

Oth = figure for other students in the academy

Nat = figure for other students nationally

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2018/19 Cycle RAG		
				Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19			1	2	3
Quality First Teaching and Harnessing the Power of Feedback											£29,386					
1	Identify additional feedback opportunities in schemes of work for Red students	1.2	9	PI	Col m	→	Rv	→		Rv	→	-	SKa			
2	Design and implement a bespoke CPD programme underpinned by development of a practice culture	1.2	9 16	PI	Co lm	→	Rv	→		Rv	→	-	SKa			
3	Further embed intervention and prevention strategies aimed at supporting disadvantaged students	1.2	13				PI	Co lm	→		Rv	→	-	JPa		
4	Embed and respond to retrieval practice through MM, Drill and Do Now activities	1.2	13				PI	Co lm	→		Rv	→	-	SKa		
Highly Tailored Interventions and More Time											£132,427					
5	Maximise the effectiveness of Lexia reading scheme for students reading below chronology in Y7 and Y8	1.1	18 30	PI	Co lm	→				Rv	→	-	SHo			
6	Employ additional staffing to work with under achieving disadvantaged students in English	1.1	17 30	PI	Co lm	→	Rv	→		Rv	→	-	SHo			
7	Employ additional staffing to work with under achieving disadvantaged students in mathematics	1.1	17 30	PI	Co lm	→	Rv	→		Rv	→	-	MUs			
8	Employ additional staffing to work with under achieving disadvantaged students in science	1.1	17 30	PI	Co lm	→	Rv	→		Rv	→	-	Slq			
9	Employ additional staffing to work with under achieving disadvantaged students in Spanish	1.1	17 30	PI	Co lm	→	Rv	→		Rv	→	-	MCr			
10	Employ additional staffing to work with under achieving disadvantaged students in humanities	1.1	17 30	PI	Co lm	→	Rv	→		Rv	→	-	RHa			
11	Embed effective Morning Mastery in the EBacc to support underachieving disadvantaged students	1.1 1.2	17 30		PI Co	Im	→			Rv	→	→	-	JPa		

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2018/19 Cycle RAG			
				Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19			1	2	3	
12	Firmly embed Prep in the EBacc and other subjects to support underachieving disadvantaged students	1.1 1.2	17 30		PI Co	Im	→			Rv	→	→	-	JPa			
13	Embed McGraw Hill for students with weak literacy in Year 7 and Year 8	1.1	18 30		PI Co	Im	→			Rv	→	→	-	SHo			
Minimising Barriers to Achievement											£19,891						
14	Provide breakfast every morning so all students are ready to learn	2.1	3	PI	Im	→				Rv	→	-	JTh				
15	Maximise the effectiveness of DEAR through advisory system so students read widely / often	1.1	18	PI	Col m	Rv	→			Rv	→	-	SKa				
16	Firmly embed Dream Team feedback and Belay Partnerships to develop student confidence	3.1	20	PI	Co Im	Rv	→		Im	Rv		-	ESt				
17	Strategically deploy a Behaviour & Attendance Officer to target key disadvantaged students	2.1	3	PI Im	→		Rv	→		Rv	→	-	GHe				
18	Targeted use of the MR Mentors to develop disadvantaged students' personal skills	2.2	3 15	PI Co	Im	→	Rv	Im	→			-	NDe				
19	Provide a homework club for Disadvantaged students to support learning outside the classroom	2.2	15 31	PI Co	Im	→	Rv	Im	→			-	NDe				
20	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y8 disadvantaged students	2.2	2	PI	Co Im	→				Rv	→	-	JPa				
21	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y9 disadvantaged students	2.2	2	PI	Co Im	→				Rv	→	-	JPa				
22	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y10 disadvantaged students	2.2	2	PI	Co Im	→				Rv	→	-	JPa				
23	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y11 disadvantaged students	2.2	2	PI	Co Im	→				Rv	→	-	JPa				

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2018/19 Cycle RAG		
				Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19			1	2	3
24	Provide a range of revision resources and timetables for students to independently learn outside of the class	2.2	15		PI	PI Co	→		Im	Rv		-	JPa			
25	Provide additional after school and Saturday morning intervention packages for students	2.2	30			PI Co	→		Im	Rv		-	JPa			
Raising Aspirations and Broadening Experiences											£12,200					
26	Raise aspirations through a visit to the University of Leeds on transition day (transport costs)	2.2	2	PI Im		Rv			PI	Im		-	JPa			
27	Raise aspirations through a visit to the University of York during Y9 induction (transport costs)	2.2	2	PI	Im		Rv			PI	Im	-	JPa			
28	Provide a wide range of <i>free</i> co-curricular electives to raise self esteem and foster good relationships	2.2	2 32	PI Co	Im	→	Rv	Im	→			-	JLa			
29	Subsidise a Y7 expedition to the Lake District in order to reinforce our core values and drivers	2.2	19	PI	PI Co	Im	Rv				PI Co	-	JPa			
30	Subsidise a Y8 expedition to Oxford University to reinforce our mission – ‘climbing the mountain’	2.2	2 19				PI	PI Co	→	Im	Rv	-	JPa			
31	Subsidise a Y9 Duke of Edinburgh expedition to reinforce our core values and drivers	2.2	19		PI	PI Co	→		Im	Rv		-	JPa			
32	Subsidise compelling recognition expeditions designed to motivate students to develop good learning habits	2.1	3	Co	PI	Im Rv		Im	→			-	FHi			
33	Offer subsidies for general subject trips throughout the year	2.2	31		Co	→				Rv		-	JTh			
34	All disadvantaged students to have the opportunity to participate in, at least, one Shakespeare production	2.2	1	PI	Co Im	→	Rv					-	SHo			

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2018/19 Cycle RAG		
				Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19			1	2	3
35	Disadvantaged students to participate in Showcase	1.1	1	PI	Co Im	→				Rv		-	SHo			
36	Provide most able workshops throughout the year linked to STEM	1.1	2		PI	Co Im	→			Rv	→	-	Slq			
37	Provide SLT advice and guidance on Post 16 pathways and applications	2.2	15		PI	PI Co	→		Im	Rv		-	JPa			
38	Deliver the Duke of Edinburgh award to all Year 9 students	1.1	2		PI	PI Co	→		Im	Rv		-	JPa			
											£193,905					

*AIP Link = Academy Improvement Plan Link (see Appendix 1 for more details).

**EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details).

Key

Co	Communicate	PI	Plan	Pt	Pilot
Rv	Review	Im	Implement		

Review of Expenditure

Quality First Teaching and Harnessing the Power of Feedback	
Impact	Lessons Learned
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Highly Tailored Interventions and More Time	
Impact	Lessons Learned
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Minimising Barriers to Achievement	
Impact	Lessons Learned
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Raising Aspirations and Broadening Experiences	
Impact	Lessons Learned
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Appendix 1 Academy Improvement Plan

Priorities for 2018-21

Our key drivers of mastery, autonomy and purpose¹ underpin our priorities for 2018-21:

1. **Mastery:** the urge to get better and better at something that matters
 - 1.1. Demonstrate outstanding progress and achievement
 - 1.2. Ensure learning is rigorous*, engaging and underpinned by meaningful feedback
 - 1.3. Embed a rich and exciting curriculum that embodies the laws of mastery; flow, pain and growth.
2. **Autonomy:** the desire to direct our own lives
 - 2.1. Propagate our disciplined and joyful school culture
 - 2.2. Develop confident and self-directed learners
 - 2.3. Cultivate effective, autonomous leaders at every level of the organisation
3. **Purpose:** the yearning to do what we do in the service of something larger than ourselves
 - 3.1. Sustain our genuine three-way partnership between families, students and staff
 - 3.2. Work with the Dixons Academies to replicate best practice and to contribute to continuous improvement
 - 3.3. Further enhance the strong reputation for Dixons Trinity Academy

¹Adopted from *Drive*, Daniel Pink 2009.

Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£ £ £ £ £	★★★★★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
instruction				moderate evidence.
13 Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£ £ £ £ £	★★★★★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20 Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22 Performance pay	£ £ £ £ £	★★★★★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23 Phonics	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24 Physical environment	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25 Reading comprehension	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26 Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27 Repeating a year	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28 School uniform	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29 Setting or streaming	£ £ £ £ £	★★★★★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30 Small group tuition	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31 Social and emotional learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32 Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33 Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34 Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Very low or no impact for high cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>