

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                   |
|---|------------------------|
| School name   | Dixons Trinity Academy |
| Number of pupils in school  | 624                    |
| Proportion (%) of pupil premium eligible pupils   | 29.8                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3                      |
| Date this statement was published   | 02/12/21               |
| Date on which it will be reviewed   | 02/12/22               |
| Statement authorised by   | E Steele               |
| Pupil premium lead  | R Mohammed             |
| Governor / Trustee lead   | Anthony Devine         |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £191,530 |
| Recovery premium funding allocation this academic year  | £26,970  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £218,500 |

# Part A: Pupil premium strategy plan

## Statement of intent

### **How are we spending the PPG?**

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. Further to this, we engineer tailored practice during weekly one-to-one coaching sessions with all teaching staff. The best way to ensure students make progress is to harness the power of feedback. Each day has feedback time built into it when the class teacher is able to work 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. Each week we recognise students who have displayed the value and worked exceptionally hard each week through staff appreciations. Further to this, we incorporate parent workshops on a regular basis to further enhance the quality of the feedback process and parents' knowledge and understanding of school and the curriculum.

### **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 currently lower attaining students, but can also be deployed to support students to challenge the currently higher attaining students. 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. Year 11 students also have two dedicated Preparatory sessions which are used for highly tailored

intervention and revision of key learning. 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 and co-teachers to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing 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 professional 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.

### **Keeping aspirations on track 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.

## **Challenges**

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| <b>Challenge number</b> | <b>Detail of challenge</b>  |
|-------------------------|---|
| 1                       | In-school on entry attainment gaps in English and mathematics (Avg of Dixons MAT Baseline / Scaled Score gaps: Y7 = -9, Y8 = -7, Y9 = -1, Y10 = 0, Y11 = -2). |
| 2                       | Disadvantaged students often start at Dixons Trinity Academy with less understanding of their aspirations and how to achieve them.                            |
| 3                       | Ensuring disadvantaged students develop and maintain strong learning habits.  |
| 4                       | Attendance and persistent absenteeism of disadvantaged students.  |
| 5                       | Building strong relationships with families can be more complex.  |

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|---|--|
| 6 | There is evidence to suggest disadvantaged students have been disproportionately affected by the pandemic. |
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria  |
|---|---|
| The progress and attainment of low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school.       | At KS3, the Progress Score gap in English and maths for low prior attaining disadvantaged students is positive.<br>At KS4, 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       |
| The progress and attainment of middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school. | At KS3, the Progress Score gap in English and maths for middle prior attaining disadvantaged students is positive.<br>At KS4, the Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally |
| The progress and attainment of high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school.     | At KS3, the Progress Score gap in English and maths for high prior attaining disadvantaged students is positive.<br>At KS4, the Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally     |
| Disadvantaged students have at least as much learning time as other students.   | The attendance of disadvantaged students, at least, matches that for other students nationally.   |
| Disadvantaged students are supported by our behaviour system.   | The average number of corrections for disadvantaged students is no higher than 1 per student, per week  |
| All disadvantaged students access a broad and balanced curriculum, building their cultural capital.   | All disadvantaged students participate in, at least, 1 co-curricular session each and every week.   |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 72833.33

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Identify additional feedback opportunities in schemes of work for priority intervention students | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 9             | 1, 3 and 6                    |
| Design and implement a bespoke CPD programme underpinned by development of a practice culture    | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3             | 3                             |
| Further embed intervention and prevention strategies aimed at supporting disadvantaged students  | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 12, 17 and 30 | 1, 3 and 6                    |
| Embed and respond to retrieval practice through MM, Do Now and Review Now                        | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 14            | 1, 2 and 3                    |
| Employ additional staffing to work with under achieving disadvantaged students in English        | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30 | 1, 3 and 6                    |
| Employ additional staffing to work with under achieving disadvantaged students in mathematics    | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30 | 1, 3 and 6                    |
| Employ additional staffing to work with under achieving disadvantaged students in science        | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30 | 1, 3 and 6                    |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 72833.33

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Maximise the effectiveness of Lexia reading scheme for students reading below chronology in Y7 | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 25         | 1 and 3                       |
| Employ additional staffing to work with under achieving disadvantaged students in Spanish      | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26, 30 | 1 and 3                       |
| Employ additional staffing to work with under achieving disadvantaged students in humanities   | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26, 30 | 1, 3 and 6                    |
| Embed effective Morning Mastery in the EBacc to support underachieving disadvantaged students  | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach            | 1, 2, 3 and 6                 |
| Firmly embed Prep in the EBacc to support underachieving disadvantaged students                | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 3, 14   | 1, 2, 3 and 6                 |
| Embed McGraw Hill for students with weak literacy in Year 7 and Year 8                         | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 24         | 1 and 3                       |
| Utilise Trinity Tutors for mathematics and English intervention                                | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17         | 1, 2, 3, 4, 5 and 6           |
| Utilise The Tutor Trust for mathematics intervention   | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17         | 1, 2, 3, 4, 5 and 6           |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 72833.33

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide breakfast every morning so all students are ready to learn  | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8      | 3, 4, 5 and 6                 |
| Maximise the effectiveness of DEAR through advisory system so students read widely / often                | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 25, 31 | 1 and 3                       |
| Firmly embed Dream Team feedback and Belay Partnerships to develop student confidence                     | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2      | 2 and 5                       |
| Strategically deploy a Behaviour and Attendance Officer to target key disadvantaged students              | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach        | 4                             |
| Targeted use of the MR Mentors to develop disadvantaged students' personal skills                         | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3      | 2 and 3                       |
| Provide a homework club for disadvantaged students to support learning outside the classroom              | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8, 11  | 1, 2, 3 and 5                 |
| Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y8 disadvantaged students  | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2      | 2                             |
| Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y9 disadvantaged students  | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2      | 2                             |
| Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y10 disadvantaged students | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2      | 2                             |
| Provide a range of CEIAG activities / interventions inc.  | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2      | 2                             |

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| independent CEIAG for Y11 disadvantaged students   |   |                  |
| Provide a range of revision resources and timetables for students to independently learn outside of the class  | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 6         | 2, 5 and 6       |
| Provide additional after school and Saturday morning intervention packages for students                        | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 33        | 1, 3, 4, 5 and 6 |
| Keep aspirations on track through a visit to the University of Leeds on transition day                         | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2         | 2                |
| Keep aspirations on track through a visit to the University of York during Y9 induction (transport costs)      | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2         | 2                |
| Provide a wide range of <i>free</i> co-curricular electives to raise self-esteem and foster good relationships | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2      | 2, 4 and 5       |
| Subsidise a Y7 expedition to the Lake District in order to reinforce our core values and drivers               | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31 | 3, 4 and 5       |
| Subsidise a Y8 expedition to Oxford University to reinforce our mission – ‘climbing the mountain’              | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31 | 3, 4 and 5       |
| Subsidise a Y9 Duke of Edinburgh expedition to reinforce our core values and drivers                           | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31 | 3, 4 and 5       |
| Subsidise compelling recognition expeditions designed to motivate students to develop good learning habits     | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31 | 3, 4 and 5       |
| Offer subsidies for general subject trips throughout the year  | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31 | 3, 4 and 5       |
| All disadvantaged students to have the opportunity to participate in, at least, one Shakespeare production     | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 31     | 3, 4 and 5       |
| Disadvantaged students to participate in Showcase  | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2      | 3, 4 and 5       |

|  |   |            |
|--|---|------------|
| Provide most able workshops throughout the year linked to STEM | See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2 | 3, 4 and 5 |
|--|---|------------|

**Total budgeted cost: £ 218,500**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Students are provided with excellent wave one teaching and high quality feedback. Progress of disadvantaged in English, mathematics, science, history, geography and Spanish is strong and above that of 'other'. On average, disadvantaged students make progress in line with / stronger than that of other students.

Class of 2023 TAGs:

- The Attainment 8 score for disadvantaged students is 58.24. This was in line with other students (60.52 for all) in the academy and well above the national average.
- The Progress 8 score for disadvantaged students is +1.47. This was in line with other students (+1.53 for all) in the academy and well above the national average.
- The English bucket Attainment 8 score was 12.5 for disadvantaged students. This was in line with other students (13.0 for all) in the academy and well above the national average.
- The English bucket Progress 8 score was +1.61 for disadvantaged students. This was in line with other students (+1.70 for all) in the academy and well above the national average
- The mathematics bucket Attainment 8 score was 10.1 for disadvantaged students. This was in line with other students (11.1 for all) in the academy and well above the national average.
- The mathematics bucket Progress 8 score was +0.80 for disadvantaged students. This was in line with other students (+1.10 for all) in the academy and well above the national average.

- The percentage of disadvantaged students achieving the strong pass (5+) in the Ebacc was 38%. This was in line with other students (+42% for all) in the academy and well above the national average.

#### Class of 2024

- The gap in attainment between disadvantaged students and other is -0.54.
- The gap in progress between disadvantaged students and other is -0.13.

#### Class of 2023

- The gap in attainment between disadvantaged students and other is -5.
- The gap in progress between disadvantaged students and other is -7.

#### Class of 2022

- The gap in attainment between disadvantaged students and other is -2.
- The gap in progress between disadvantaged students and other is -2.

#### Class of 2021

- The gap in attainment between disadvantaged students and other is -10.
- The gap in progress between disadvantaged students and other is +3.

100% of teachers / co-teachers performing at least in-line with professional stage due to CPD and feedback.

Prep is firmly embedded as effective interventions that target and reduce gaps.

Lexia has been well established and all children, identified on entry, as having gaps have been targeted resulting in strong progress.

Robust attendance procedures have been refined meaning our attendance figures remain above national (10.6% absence for disadvantaged students – disadvantaged students nationally, prior to the pandemic, had a percentage absence of 34.1%).

Mountain Rescue, homework club and Dream Team have all ensured barriers are minimised for students by providing timely interventions resulting in low corrections (less than 0.5 on average per week).

100% of students have been involved in whole year group DEAR and the reading culture in the school is strong.

Due to Covid, our usual expeditions have been rescheduled. All students will still attend the same number of expeditions and visit the same number of high quality universities. The school budget reflects this; no child will miss an expedition for hardship reasons.

100% of students in years 7-10 took part in Co-Curricular Electives and 100% of students in years 7 and 8 presented their Stretch speeches.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme      | Provider    |
|----------------|-------------|
| Covid Catch up | Tutor Trust |
|                |             |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

## Further information (optional)

### Appendix 1 Academy Improvement Plan

#### Priorities for 2019-22

Our key drivers of mastery, autonomy and purpose<sup>1</sup> underpin our priorities for 2019-22:

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 Chapeltown

<sup>1</sup>Adopted 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       | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | + 2 Months     | Low impact for low cost, based on moderate evidence.                      |
| 2 Aspiration interventions | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | 0 Months       | Very low or no impact for moderate cost, based on very limited evidence.  |
| 3 Behaviour interventions  | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | + 3 Months     | Moderate impact for moderate cost, based on extensive evidence.           |
| 4 Block scheduling         | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | 0 Months       | Very low or negative impact for very low cost, based on limited evidence. |
| 5 Collaborative learning   | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | + 5 Months     | High impact for very low cost, based on extensive evidence.               |
| 6 Digital technology       | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | + 4 Months     | Moderate impact for moderate cost, based on extensive evidence.           |
| 7 Early years intervention | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | + 5 Months     | High impact for very high cost, based on extensive evidence.              |
| 8 Extended school time     | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | + 2 Months     | Low impact for moderate cost, based on moderate evidence.                 |
| 9 Feedback                 | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | + 8 Months     | Very high impact for very low cost, based on moderate evidence.           |
| 10 Homework (Primary)      | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | + 2 Month      | Low impact for very low cost, based on limited evidence.                  |
| 11 Homework (Secondary)    | £ £ £ £<br>£  | ★ ★ ★ ★ ★         | + 5 Months     | High impact for very low cost, based on limited evidence.                 |

|    |                                    |              |       |            |  |
|----|------------------------------------|--------------|-------|------------|--|
| 12 | Individualised instruction         | £ £ £ £<br>£ | ★★★★★ | + 3 Months | Moderate impact for very low cost, based on moderate evidence.           |
| 13 | Learning styles                    | £ £ £ £<br>£ | ★★★★★ | + 2 Months | Low impact for very low cost, based on limited evidence.                 |
| 14 | Mastery learning                   | £ £ £ £<br>£ | ★★★★★ | + 5 Months | High impact for very low cost, based on moderate evidence.               |
| 15 | Mentoring                          | £ £ £ £<br>£ | ★★★★★ | 0 Month    | Very low or no impact for moderate cost, based on extensive evidence.    |
| 16 | Meta-cognition and self-regulation | £ £ £ £<br>£ | ★★★★★ | + 7 Months | High impact for very low cost, based on extensive evidence.              |
| 17 | One to one tuition                 | £ £ £ £<br>£ | ★★★★★ | + 5 Months | High impact for high cost, based on extensive evidence.                  |
| 18 | Oral language interventions        | £ £ £ £<br>£ | ★★★★★ | + 5 Months | High impact for very low cost, based on extensive evidence.              |
| 19 | Outdoor adventure learning         | £ £ £ £<br>£ | ★★★★★ | + 4 Months | Moderate impact for moderate cost, based on moderate evidence.           |
| 20 | Parental involvement               | £ £ £ £<br>£ | ★★★★★ | + 3 Months | Moderate impact for moderate cost, based on moderate evidence.           |
| 21 | Peer tutoring                      | £ £ £ £<br>£ | ★★★★★ | + 5 Months | High impact for very low cost, based on extensive evidence.              |
| 22 | Performance pay                    | £ £ £ £<br>£ | ★★★★★ | + 1 Months | Low impact for low cost, based on limited evidence.                      |
| 23 | Phonics                            | £ £ £ £<br>£ | ★★★★★ | + 4 Months | Moderate impact for very low cost, based on very extensive evidence.     |
| 24 | Physical environment               | £ £ £ £<br>£ | ★★★★★ | 0 Months   | Very low or no impact for low cost based on very limited evidence.       |
| 25 | Reading comprehension              | £ £ £ £<br>£ | ★★★★★ | + 6 Months | High impact for very low cost, based on extensive evidence.              |
| 26 | Reducing class size                | £ £ £ £<br>£ | ★★★★★ | + 3 Months | Moderate impact for very high cost, based on moderate evidence.          |
| 27 | Repeating a year                   | £ £ £ £<br>£ | ★★★★★ | - 4 Months | Negative impact for very high cost based on moderate evidence.           |
| 28 | School uniform                     | £ £ £ £<br>£ | ★★★★★ | 0 Months   | Very low or no impact for very low cost, based on very limited evidence. |
| 29 | Setting or streaming               | £ £ £ £<br>£ | ★★★★★ | - 1 Months | Negative impact for very low cost, based on limited evidence.            |
| 30 | Small group tuition                | £ £ £ £<br>£ | ★★★★★ | + 4 Months | Moderate impact for moderate cost, based on limited evidence.            |
| 31 | Social and emotional learning      | £ £ £ £<br>£ | ★★★★★ | + 4 Months | Moderate impact for moderate cost, based on extensive evidence.          |
| 32 | Sports participation               | £ £ £ £<br>£ | ★★★★★ | + 2 Months | Low impact for moderate cost based on limited evidence.                  |
| 33 | Summer schools                     | £ £ £ £<br>£ | ★★★★★ | + 2 Months | Low impact for moderate cost based on extensive evidence.                |
| 34 | Teaching assistants                | £ £ £ £<br>£ | ★★★★★ | +1 Months  | Low impact for high cost, based on limited evidence.                     |
| 35 | Within-class attainment grouping   | £ £ £ £<br>£ | ★★★★★ | +3 Months  | Moderate impact for low cost, based on limited evidence.                 |

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