

## Secondary 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>
<b><i>Based on the School Census</i></b>				
Pupils in year groups 7 to 11 recorded as Ever 6 FSM	519	@ £935	= £485,265	£242,635
Looked-after children (LAC)	3	@ £1,900	= £5,700	£2,850 ( <i>managed by VSH</i> )
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 ( <i>managed by VSH</i> )
Service Children	0	@ £300	= £0	£0
<b>Total</b>			<b>= £490,965</b>	<b>£245,482</b>

#### Barriers to future attainment for scholars eligible for the PGP (including high ability)

##### Internal barriers

- In-academy attainment gaps on entry in English and Mathematics: APS/Scaled score gaps: Y7 = -1.43 Y8 = -0.39; Y9 = -0.38; Y10 = -1.81; Y11 = -1.71.
- Disadvantaged scholars often start at Allerton with relatively lower aspirations than other scholars in the academy.
- Positive learning habits are often not fully embedded on entry.

##### External barriers

- Attendance of disadvantaged scholars (95.4% in 2017/18) does not match that of other scholars in the academy (95.6% in 2017/18).
- Parent support, expectations and engagement for a significant group of pupil premium scholars is not reflective of the high aspirations the academy has for the levels of industry and resilience necessary to achieve exceptional outcomes. Overcoming these issues by 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 scholars to achieve the highest levels. Our whole academy improvement plan is based around improving outcomes for disadvantaged scholars and, as such, a number of key elements also benefit our non-pupil premium scholars. The new academy model developed on Charter Academy principles includes Morning Mastery which works on practice perfect, has DEAR time and 100% books. In addition, the academy operates a model of intervention and prevention planning which ensures highly-tailored support for all students. The academy day has been extended in order to allow for more directed teaching time. The academy has a clear focus on raising aspirations for all and uses a range of methods to over-communicate our core values and keys to achieve. With 50% of scholars accessing pupil premium grant funding, the Academy has matched this from mainstream funding in order to implement the new model. The success of the improvement plan relies on all the elements being implemented simultaneously; we believe it is this holistic approach that will be successful.

### ***Pupil Premium spend is divided into the following four priority areas:***

#### **Quality first teaching**

We understand the importance of ensuring that all teaching meets the needs of each learner rather than relying on out-of-lesson support to compensate. In order to achieve this, a new teaching and assessment cycle has been implemented with data days built in at strategic points to allow staff to check progress using key data and plan effectively to close any gaps in knowledge. The robust quality assurance of SOWs has a focus on lesson standards and success criteria; this will be aided further by scholars being developed and challenged in more individualised pathways as a result of more direct setting of scholars. Improved staff training and coaching takes place in Period 1 for staff (based on the deliberate practice model) with additional time in Faculties to develop new and embed existing strategies.

#### **Highly tailored interventions and more time**

Scholars requiring additional intervention are identified on entry and have access to a range of additional and different provision. All scholars attend additional literacy and numeracy classes which are individually tailored dependent on ability. Additional staff allow for extra sets to be created at both KS3 and KS4 in English and Mathematics allowing more targeted support and time with the class teacher. Programmes run alongside (such as Lexia and Khan Academy) which scholars also access from home. Stretch projects are delivered through the curriculum to all scholars in Years 7 and 8.

#### **Minimising barriers to achievement**

We have thought carefully about what barriers to learning our scholars are experiencing and how to remove or, at least, minimise them. The pastoral support provided by the Year Managers is well-targeted and has strong links with both the Attendance and Inclusion teams. The academy provides a range of support services to help scholars in any aspect of their life including: access to Counsellors, Youth Workers and a range of other therapeutic support sessions. The academy provides an Education Social Worker and a Home / Academy Liaison Officer. All scholars are fully equipped, including bags and learning resources; this, along with consistent routines, ensures scholars are ready to learn. Raising attainment and progress meetings have a clear Pupil Premium focus. We insist on good learning habits with the highest of expectations and no excuses. We have very clear classroom expectations and rules around the academy because scholars have to be ready to learn. During lessons, scholars are expected to track the speaker, teacher or scholar, and remain focussed at all times. Access to technology

has been provided, with all Year 7 scholars who didn't previously have access to a computer at home given a Chromebook, this links to the improved resources on OWL along with access to Lexia and Khan Academy. This was also available to Year 6 scholars in the summer prior to attending DAA.

### **Raising aspirations and broadening experiences**

Our priority is to raise aspirations, encourage young people to have a growth mindset and to progress onto Higher Education. The message at Allerton is that ALL scholars are going to leave with the opportunity, skills and qualifications necessary to access the ambitious life choices they have chosen for themselves. For the vast majority of our scholars that will be a university education. We continually promote university education, including ex-scholars returning to provide motivational speeches to inspire and raise aspirations, whilst current scholars provided a video diary of their interview experience at Oxford University. University visits are now part of the expectation at Dixons Allerton Academy and scholars will have a number of visits to different universities over their academy life. Like many independent academies, we devote a significant amount of time to the growth of holistic all-round development. All Year 7 scholars were provided with a ukulele as we feel this is a fundamental aspect of education; learning to play an instrument demonstrates all of our core values. The core values and keys to achieve permeate throughout all aspects of the academy and scholars are constantly exposed to the messages in order to raise aspirations. The academy secures a range of visits from writers and motivational speakers over the course of the year to re-inforce the messages via external specialists. All scholars have access to a wide range of extra-curricular activities; Year 9 scholars entered the DofE programme and attended a residential visit to an activity centre.

Statements of Success / Impact – YEAR 7 <i>Use £490,965 to ensure:</i>		2018/19 Cycle RAG			
		1	2	3	
A	The percentage purple in English for progress for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other low prior attaining scholars within school</b>	<i>Dis</i>	65%		
		<i>Oth</i>	57%		
B	The percentage purple in English for progress for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other middle prior attaining scholars within school</b>	<i>Dis</i>	22%		
		<i>Oth</i>	19%		
C	The percentage purple in English for progress for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other high prior attaining scholars within school</b>	<i>Dis</i>	0%		
		<i>Oth</i>	21%		
D	The percentage purple in mathematics for progress for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other low prior attaining scholars within school</b>	<i>Dis</i>	69%		
		<i>Oth</i>	63%		
E	The percentage purple in mathematics for progress for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other middle prior attaining scholars within school</b>	<i>Dis</i>	12%		
		<i>Oth</i>	19%		
F	The percentage purple in mathematics for progress for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other high prior attaining scholars within school</b>	<i>Dis</i>	8%		
		<i>Oth</i>	7%		
G	The attendance of disadvantaged scholars, at least, matches that for <b>other scholars nationally</b>	<i>Dis</i>	96.0%		
		<i>Nat</i>	95.9%		
H	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>	1.04		
		<i>Oth</i>	0.46		

***Dis = figure for disadvantaged scholars in the academy***

***Oth = figure for other scholars in the academy***

***Nat = figure for other scholars nationally***

Statements of Success / Impact – YEAR 8 <i>Use £490,965 to ensure:</i>		2018/19 Cycle RAG			
		1	2	3	
A	The percentage purple in English for progress for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other low prior attaining scholars within school</b>	<i>Dis</i>	58%		
		<i>Oth</i>	65%		
B	The percentage purple in English for progress for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other middle prior attaining scholars within school</b>	<i>Dis</i>	15%		
		<i>Oth</i>	24%		
C	The percentage purple in English for progress for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other high prior attaining scholars within school</b>	<i>Dis</i>	14%		
		<i>Oth</i>	4%		
D	The percentage purple in mathematics for progress for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other low prior attaining scholars within school</b>	<i>Dis</i>	46%		
		<i>Oth</i>	51%		
E	The percentage purple in mathematics for progress for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other middle prior attaining scholars within school</b>	<i>Dis</i>	13%		
		<i>Oth</i>	22%		
F	The percentage purple in mathematics for progress for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other high prior attaining scholars within school</b>	<i>Dis</i>	14%		
		<i>Oth</i>	17%		
G	The attendance of disadvantaged scholars, at least, matches that for <b>other scholars nationally</b>	<i>Dis</i>	96.2%		
		<i>Nat</i>	95.9%		
H	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>	1.88		
		<i>Oth</i>	1.23		

***Dis = figure for disadvantaged scholars in the academy***

***Oth = figure for other scholars in the academy***

***Nat = figure for other scholars nationally***

Statements of Success / Impact – YEAR 9 <i>Use £490,965 to ensure:</i>		2018/19 Cycle RAG		
		1	2	3
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other low prior attaining scholars nationally</b>	<i>Dis</i>	-0.78/23.1	
		<i>Nat</i>	-0.17/22.4	
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other middle prior attaining scholars nationally</b>	<i>Dis</i>	-1.74/33.2	
		<i>Nat</i>	-0.01/40.6	
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other high prior attaining scholars nationally</b>	<i>Dis</i>	-3.37/40.5	
		<i>Nat</i>	0.01/60.9	
D	The percentage of disadvantaged scholars achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other scholars nationally</b>	<i>Dis</i>	10%	
		<i>Nat</i>	68%	
E	The percentage of disadvantaged scholars achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other scholars nationally</b>	<i>Dis</i>	4%	
		<i>Nat</i>	50%	
F	The percentage of disadvantaged scholars achieving the English Baccalaureate, at least, matches or is improving towards that for <b>other scholars nationally</b>	<i>Dis</i>	1%	
		<i>Nat</i>	20%	
G	The attendance of disadvantaged scholars, at least, matches that for <b>other scholars nationally</b>	<i>Dis</i>	95.2%	
		<i>Nat</i>	95.9%	
H	There is no significant difference between the average number of detentions for disadvantaged scholars and other scholars	<i>Dis</i>	1.75	
		<i>Oth</i>	1.34	

*Dis = figure for disadvantaged scholars in the academy*

*Oth = figure for other scholars in the academy*

*Nat = figure for other scholars nationally*

Statements of Success / Impact – YEAR 10 <i>Use £490,965 to ensure:</i>			2018/19 Cycle RAG		
			1	2	3
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other low prior attaining scholars nationally</b>	<i>Dis</i>	-0.87/14.3		
		<i>Nat</i>	-0.17/22.4		
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other middle prior attaining scholars nationally</b>	<i>Dis</i>	-1.13/27.2		
		<i>Nat</i>	-0.01/40.6		
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other high prior attaining scholars nationally</b>	<i>Dis</i>	-1.30/40.6		
		<i>Nat</i>	0.01/60.9		
D	The percentage of disadvantaged scholars achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other scholars nationally</b>	<i>Dis</i>	23%		
		<i>Nat</i>	68%		
E	The percentage of disadvantaged scholars achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other scholars nationally</b>	<i>Dis</i>	10%		
		<i>Nat</i>	50%		
F	The percentage of disadvantaged scholars achieving the English Baccalaureate, at least, matches or is improving towards that for <b>other scholars nationally</b>	<i>Dis</i>	2%		
		<i>Nat</i>	20%		
G	The attendance of disadvantaged scholars, at least, matches that for <b>other scholars nationally</b>	<i>Dis</i>	92.8%		
		<i>Nat</i>	95.9%		
H	There is no significant difference between the average number of detentions for disadvantaged scholars and other scholars	<i>Dis</i>	1.60		
		<i>Oth</i>	1.31		

*Dis = figure for disadvantaged scholars in the academy*

*Oth = figure for other scholars in the academy*

*Nat = figure for other scholars nationally*

Statements of Success / Impact – YEAR 11 <i>Use £490,965 to ensure:</i>		2018/19 Cycle RAG		
		1	2	3
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other low prior attaining scholars nationally</b>	<i>Dis</i>	-0.72/17.5	
		<i>Nat</i>	-0.17/22.4	
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other middle prior attaining scholars nationally</b>	<i>Dis</i>	-0.68/31.6	
		<i>Nat</i>	-0.01/40.6	
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for <b>other high prior attaining scholars nationally</b>	<i>Dis</i>	-0.67/49.4	
		<i>Nat</i>	0.01/60.9	
D	The percentage of disadvantaged scholars achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other scholars nationally</b>	<i>Dis</i>	43%	
		<i>Nat</i>	68%	
E	The percentage of disadvantaged scholars achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other scholars nationally</b>	<i>Dis</i>	21%	
		<i>Nat</i>	50%	
F	The percentage of disadvantaged scholars achieving the English Baccalaureate, at least, matches or is improving towards that for <b>other scholars nationally</b>	<i>Dis</i>	5%	
		<i>Nat</i>	20%	
G	The attendance of disadvantaged scholars, at least, matches that for <b>other scholars nationally</b>	<i>Dis</i>	94.8%	
		<i>Nat</i>	95.9%	
H	There is no significant difference between the average number of detentions for disadvantaged scholars and other scholars	<i>Dis</i>	0.59	
		<i>Oth</i>	0.24	

*Dis = figure for disadvantaged scholars in the academy*

*Oth = figure for other scholars in the academy*

*Nat = figure for other scholars 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
<b>Quality First Teaching and Harnessing the Power of Feedback</b>										<b>37,227</b>						
1	Embed schemes of learning across the EBacc from Dixons Trinity Academy (Ofsted Outstanding, 2014; P8 = +1.22)		9 14	Im	Im	→				Rv	-	JBT				
2	Embed marking and feedback models from the MAT and adapt to DAA		9	PI	Im	→				Rv	-	JBT				
3	Embed the new home learning strategy to ensure 100% of students complete regular homework		11				PI	Im		Rv	-	MPT				
4	Improve classroom routines through 'practice perfect' of 100%, no opt out, tracking and full sentences		9 12	Im	Im	→					-	JBT				
5	Embed extended writing across all year groups and subjects within the academy to improve student literacy		9 13	PI	Im	→					-	JBT				
6	All teachers have coaching once a week and receive regular CPD		9			Pr	→			Im	→	Rv	-	JBT		
7	Embed skillful questioning to draw out what scholars understand and deepen the knowledge of all		9 12	PI	→	Pr	→	Im	→		-	JBT				
8	Classrooms provide a stimulating and positive learning environment e.g. displays		24			PI	→	Im	→		-	THH				
9	Embed a new cover strategy to improve the quality of teaching in learning during cover lessons		14 34	PI	Im	→						GDR / RSH				
10	Engage in cross-cutting teams across the EBacc across the MAT		9	PI	Im	→				Rv		Ex		PBK		
11	Embed coaching and practice model from the IFT Training		9 14	PI	Im							JBT				

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
<b>Highly Tailored Interventions and More Time</b>											<b>200,164</b>					
12	Embed intervention and prevention documentation to ensure gaps are identified and closed		9	PI	PI	Im	→	Rv		Rv		JPA				
13	Embed data progress summits with a focus on disadvantaged scholars		9	PI	PI	Im	→	Rv		Rv		JPA				
14	Embed and utilise newly designed 100% Books so they are effectively used for home learning		14		PI	→	Pr	Im	→		-	MPT				
15	Introduce Y7 & 8 Stretch Projects		1 2	PI	Im	→				Rv	-	PBK				
16	Embed additional literacy and numeracy lessons at KS3		25 17		Im	→				Rv	-	APH / RWH				
17	Employ additional staff to provide an extra set in each band in the core at KS4: 9 sets as standard; now 11		29 26		Im	→				Rv	-	PBK				
18	Improve reading ages using literacy interventions e.g. McGraw-Hill, Skills/Comprehension Builder		26 17	PI	Im	→			Rv	→	-	RWH				
19	Embed effective Period 1 (0.25 shared with effective cover strategy)		14		Im	→	Rv	Co	Im	Rv	→	MPT				
20	Embed intervention for PP Y11 by: extending the school day from Mon to Thurs and holding Saturday and Holiday School		8		PI	Im	→			Rv	-	THH				
<b>Minimising Barriers to Achievement</b>											<b>159,803</b>					
21	Improve outcomes by the active engagement of parents in the learning process		20	PL	Im	Rv	Im	Rv	Im	Rv	-	JPN				

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	
22	Use 'positive framing' in scholar interactions, using DAA values, including addressing negative behaviour		3	PI	Im	→	Rv	→			EX		-	SJD			
23	Embed a culture of practice for staff		9	Im	Im	→					Rv		-	JBT			
24	Scholar home access to the learning commons for extended hours and additional resources on OWL		10	Im	Im	Rv	→						-	RWH			
25	Scholars in Y11 given key texts and revision guides for home study; KS3 given home learning texts and revision guides		25			PI	Im	→					-	DSP			
26	Additional targeted parental engagement evenings in Y11		20		PI	Im	PI	Im	→				-	SAR			
27	Access to talk services, including counsellors, youth workers and a range of therapeutic support groups		31		PL		Im	→			Rv		-	KBT			
28	Full-time education social worker and a part-time home / school liaison officer		31		Im	→					Rv		-	PBK			
29	100% provided with tie, bag and equipment to ensure scholars are fully equipped		28	PI	Im	Rv	→						-	THH			
30	Introduce mastery next steps during morning meeting		9	PI	Im	Rv	→						-	MPT			
31	Full time behavior and and safeguarding lead		3	Im	Im	→					Rv		-	PBK			
32	Full time new behavior lead across the secondary phase		3	Im	Im	→					Rv		-	PBK			
33	Each year group has a Director of Progress and Achievement to focus on students academic progress		3 31	Im	Im	→					Rv		-	PBK			

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	
34	Each year group has a non teaching Head of Year assigned to focus on students welfare, behavior and attendance		20	Im	Im	→					Rv		-	PBK			
<b>Raising Aspirations and Broadening Experiences</b>											<b>37,227</b>						
35	Each year, scholars experience a variety of educational enrichment: lectures, clubs, museums, art galleries, theatres		19	PI	Im	→	Rv	Im	→				-	JBT			
36	Each year, scholars in Y7, 8 and 9 have an enriching aspirational learning experience		19	PI	Im	→	Rv	Im	→				-	JBT			
37	First Story mentoring and writing programme open to Y7-11; speakers in school to motivate and inspire		25	PI	Im	→	Rv	Im	→				-	JBT			
38	New academy displays to support the culture, core value and keys to achieve and to promote scholar success		24	PI	Im	Rv	→						-	THH			
39	100% of scholars to visit a university during the academic year		33 2		PI	Im	PI	Im	→				-	THH			
40	A range of extra-curricular activities across faculties available throughout the year to pupil premium scholars		32 1		PI	Im	PI	Im	→				-	THH			
41	Y11 scholars to attend a revision expedition to Kingswood		2 17	PI	Im	→				Rv			-	DSP			
42	Y11 scholars to attend additional Saturday school revision sessions		241 7	PI	Im	→				Rv			-	DSP			
43	Y11 scholars to attend revision weekends at High Adventure		24 17	PI	Im	→				Rv			-	DSP			
44	Y7 students to attend an expedition to broaden experiences beyond the curriculum		24 2			PI	Im	→		Rv				DSP			

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

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

**Key**

<b>Co</b>	Communicate	<b>Pl</b>	Plan	<b>Pt</b>	Pilot
<b>Rv</b>	Review	<b>Im</b>	Implement		

## Review of Expenditure

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

## Appendix 1 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 instruction	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on 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.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
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/>