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Pupil Premium Report

3-year Strategy

2020 - 2023

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# School overview

|  |  |
| --- | --- |
| **Metric** | **Data** |
| School name | St Stephen’s CE Primary  |
| Pupils in school | 452 |
| Proportion of disadvantaged pupils | 34% |
| Pupil premium allocation this academic year | £201,750 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | Autumn 2020 (updated Summer 2021) |
| Review date | September 2021 |
| Statement authorised by | Paul Urry |
| Pupil premium lead | Mary Fillan |
| Governor lead | Joyce Simpson |

# Disadvantaged pupil progress scores for last academic year

|  |  |
| --- | --- |
| **Measure** | **Score** |
| Reading | N/A |
| Writing | N/A |
| Maths | N/A |

# Strategy aims for disadvantaged pupils

|  |  |
| --- | --- |
| **Measure** | **Score** |
| Meeting expected standard at KS2 | N/A |
| Achieving high standard at KS2 | N/A |
| Priority 1 | N/A |
| Priority 2 | N/A |
| Barriers to learning these priorities address | N/A |
| Projected spending | N/A |

# Teaching priorities for current academic year

|  |  |  |
| --- | --- | --- |
| **Aim** | **Target** | **Target date** |
| Progress in Reading | 70% | July 2021 |
| Progress in Writing | 65% | July 2021 |
| Progress in Mathematics | 72% | July 2021 |
| Phonics | 69% | July 2021 |

# Targeted academic support for current academic year

A detailed breakdown of our four areas of development can be found on pages 9-16

# Wider strategies for current academic year

A detailed breakdown of our four areas of development can be found on pages 9-16

# Monitoring and Implementation

A detailed breakdown of our four areas of development can be found on pages 17-20

# Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

# How are we spending the PPG?

St Stephen’s draws on research evidence (such as the Sutton Trust toolkit – see Appendix 1) 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. The best way to ensure students make progress is to harness the power of feedback. This includes immediate verbal feedback as well as opportunities for children to peer and self assessment. This ongoing formative assessment cycle is built into our planning, involves pupils and feeds into termly learning reviews with home. 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

We find out where the basic skills gaps exist among students as soon enter school as well as through ongoing formative assessments. We use arbor MIS to track each child’s involvement and outcomes from every intervention.

## 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 external professional services as well as internal woodland support staff dedicated to pupil well-being 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 reward these instead of behaviours for conduct. Chosen by parents, our uniform creates aspiration and is worn with pride.

## Keeping aspirations on track and broadening experiences

* 71% of our pupils are IDACI code band A-E Bradford. Our priority is to raise aspirations and encourage pupils to have a growth mindset,
* We devote a significant amount of time to all-round development, especially in the sports and the arts. As a result, we spend around £239 per pupil on bought-in curriculum and specialist teachers.

# Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

* Ensuring an ‘outstanding’ teacher is in every class
* Closing the attainment gap between disadvantaged pupils and their peers
* Providing targeted academic support for pupils who are not making the expected progress
* Addressing non-academic barriers to attainment such as attendance and behaviour
* Ensuring that the PPG reaches the pupils who need it most

# Barriers to future attainment

|  |  |
| --- | --- |
| **Academic barriers to attainment** | **Non-academic barriers to attainment** |
| Low levels of literacy | Poor attendance |
| Poor language and communication skills | Poor behaviour |
| ‘Outstanding’ teaching not present in every classroom | Lack of parental engagement |
| Lack of targeted support | Arriving at school hungry and not ready to learn |
| Lack of school readiness | Lack of focus and confidence due to poor mental health and wellbeing |

# Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we will, from Autumn 2021, utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

**Explore**

* Identify a key priority that we can address
* Systematically explore appropriate programmes and practices
* Examine the fit and feasibility with the school

**Prepare**

* Develop a clear, logical and well-specified plan
* Assess the readiness of the school to deliver the plan
* Make practical preparations

**Deliver**

* Support staff and solve any problems using a flexible leadership approach
* Reinforce initial training with follow-on support
* Drive faithful adoption and intelligent adaption

**Sustain**

* Plan for sustaining and scaling the intervention from the outset
* Continually acknowledge, support and reward good implementation practices
* Treat scale-up as a new implementation process

# Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

## Quality of teaching

1. Encouraging self-led professional development: Introducing a half-hour weekly CPD slot for teaching staff
2. Professional development: Weekly individual coaching sessions to support teachers, with a particular emphasis on literacy and vocabulary
3. Support for early career teachers: A learning support assistant development programme will be in place from September 2021

## Targeted academic support

1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Tas

## Wider strategies

1. Parental engagement: Providing transport for parents to attend annual reviews
2. Readiness to learn: a breakfast club to provide pupils with a nutritious breakfast before school
3. Attendance: Use of an external partners for home visits and internal SEMH and pastoral support
4. Full planning details for interventions are outlined in the ‘[Intervention planning in full’](#_Intervention_planning_in) section.

## Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with class teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

# Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

We are held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

We publish our strategy for using the pupil premium on the school website.

We publish a link to the [school and college performance tables](https://www.compare-school-performance.service.gov.uk/) and the schools’ performance tables page on the school website.

# Our funding

|  |
| --- |
| Funding summary: Year 1 – 2020-2021 |
| Total number of pupils | PPG received per pupil | £1,345 |  |  |
|  | Number of pupils eligible for PPG | 148 | Actual PPG budget | £199,060 |

|  |
| --- |
| Funding summary: Year 2 – 2021-2022 |
| Total number of pupils | PPG received per pupil | £1,345 |  |  |
|  | Number of pupils eligible for PPG | 150 | Actual PPG budget | £201.750 |

|  |
| --- |
| Funding summary: Year 3 – 2022-2023 |
| Total number of pupils | PPG received per pupil | £ | Indicative PPG as advised in School Budget Statement | £ |
|  | Number of pupils eligible for PPG |  | Actual PPG budget | £ |

# Plan

**Co** Communicate **Pl** Plan **Pt** Pilot **Rv** Review **Im** Implement

##  Quality First Teaching and Universal Offer

| Plan / Spend | EEFToolkit | School Development Plan | Implementation timeline | RAG Rating |
| --- | --- | --- | --- | --- |
| Autumn2020 | Summer2021 | Autumn 2021 | Summer2022 | Autumn2022 | Summer2023 | 2020-2021 | 2021-2022 | 2022-2023 |
| 1 | Improvements to physical learning environment | 1 |  | Pt | → | Rv | Im | → | Rv |  |  |  |
| 2 | Building work and resourcing improvements for EYFS | 7 |  | Im | → | Rv | Pl | Im |  |  |  |  |
| 3 | Use of schemes to support and up skill teachers with planning and delivering the curriculum (IPC, WRM, POR) | 13 |  | Pt | RvPl | Im | RvPl | Im | → |  |  |  |
| 4 | Embed and improve APDR as standard practice | 13 |  | Co | Pl | Pt | RvCo | Im | → |  |  |  |
| 5 | CPD for teachers on collaborative learning and KAGAN strategies | 5 |  | Co | Pl | Pt | Im | Rv |  |  |  |  |
| 6 | Embed effective Mastery Learning approach through WRM | 14 |  | Pt | Im | Rv | Pl | Im | Rv |  |  |  |
| 7 | Support for early career teachers through a weekly teaching development programme delivered by external experts |  |  | Pt | Rv | Im | →Rv | Im | → |  |  |  |
| 8 | Design and delivery of tailored PDMs |  |  | PlPt | →Rv | Im | →Rv | Im | →→ |  |  |  |
| 9 | Re structure of MLT to support standards |  |  | CoPl | Im | → | Rv | Im | → |  |  |  |
| 10 | CPD for staff on assessment and feedback(AHTs) | 9 |  | CoPl | Pt | → | Rv | Im | → |  |  |  |
| 11 | English HUB with a focus on phonics and reading | 23 |  | CoPl | PtRv | Im | → | RvIm | → |  |  |  |
| 12 | Provide individual coaching sessions to support teachers, with a particular emphasis on literacy and vocabulary |  |  | Co | Pl | Pt | → | RvIm | → |  |  |  |

## Highly tailored interventions

**Co** Communicate **Pl** Plan **Pt** Pilot **Rv** Review **Im** Implement

| Plan / Spend | EEFToolkit | School Development Plan | Implementation timeline | RAG Rating |
| --- | --- | --- | --- | --- |
| Autumn2020 | Summer2021 | Autumn 2021 | Summer2022 | Autumn2022 | Summer2023 | 2020-2021 | 2021-2022 | 2022-2023 |
|  1 | Recovery curriculum | 31 |   |  N/A | PlIm  |   |   |   |   |   |   |  |
|  2 | Boxall Profile | 31 |   |  Im | →  | RvIm | →  |   |   |   |   |  |
|  3 | PASS assessments | 31 |   |  Im | →  | RvIm | → |   |   |   |   |  |
|  4 | Use of bespoke tracking systems to support APDR cycles | 12 |   |  PlCo | PtRv  |  Im |  → |  RvIm |  → |   |   |  |
|  5 | Strategically deploy nurture support to disadvantaged pupils with SEMH needs (Woodlands) | 3 31 |   | Im  | RvPl | CoPt  | RvIm  |  → | RvIm  |   |   |  |
|  6 | CPD for staff around SEMH and ACEs | 31 |   | N/A  | PlIm  | →  | Rv  | PlIm  |   |   |   |  |
|  7 | Maximise use of Accelerated Raeder, 20:20 and FFT Lightening Squad Reading interventions  | 25 |   |  PlCo | Im  | → |  →Rv |  Im | →  |   |   |  |
|  8 | Introducing vocabulary interventions for pupils with poor oral language and communication skills WELLCOMM with support from commission SALT and monitored by BPVS | 17 18 |   | Rv | PlCo |  PtRv | Im  | →  | Rv  |   |   |  |
|  9 | English HUB with a focus on phonics and reading | 23 |   |  CoPl |  PtRv |  Im | →  |  RvIm | →  |   |   |  |
|  10 | Resourced Provision support for identified pupils | 26 |   |  PlPt | ImRv  |  ImRv | PtRv  |  Im |  → |   |   |  |
|  11 | Use of additional staff to work with under achieving disadvantaged pupils in English and Maths | 34 |   |  Pt | Rv  | PlIm  | →  |  RvIm | →  |   |   |  |

## Minimising barriers to achievement

**Co** Communicate **Pl** Plan **Pt** Pilot **Rv** Review **Im** Implement

| Plan / Spend | EEFToolkit | School Development Plan | Implementation timeline | RAG Rating |
| --- | --- | --- | --- | --- |
| Autumn2020 | Summer2021 | Autumn 2021 | Summer2022 | Autumn2022 | Summer2023 | 2020-2021 | 2021-2022 | 2022-2023 |
| 1 | Uniform |  |  | Im | → | → |  |  |  |  |  |  |
| 2 | Provide a range of home learning resources, equipment and revision books to support disadvantaged pupils during Lockdown | 10 20 |  | PlCo | Im | Rv |  |  |  |  |  |  |
| 3 | Strategically deploy BCL and attendance support for disadvantaged pupils with attendance below 95% | 3 |  | PtRv | ImRv | Im | →Rv | Im |  |  |  |  |
| 4 | Breakfast club and providing breakfast every morning to those who need it so that pupils are ready to learn | 3 |  | Pt | RvPl | Im | →Rv | Im | → |  |  |  |
| 5 | Employing cover supervisors to reduce the impact of teacher absence and improve consistency |  |  | CoPt | Rv | Im | →Rv | Im | → |  |  |  |
| 6 | Relational Behaviours policy | 31 |  | CoPt | Rv | Im | →Rv | Im | → |  |  |  |
| 7 | BD5 Oracy project | 18 |  | Co | Pl | Pt | ImRv | Im | → |  |  |  |
| 8 | Spend on pupil devices | 6 |  | PlIm | → |  |  |  |  |  |  |  |
| 9 | Provide homework club for disadvantaged pupils to support learning outside the classroom | 15 31 |  | PlCo | Pt | RvPl | Im | → |  |  |  |  |

## Broadening experiences and cultural capital opportunities

**Co** Communicate **Pl** Plan **Pt** Pilot **Rv** Review **Im** Implement

| Plan / Spend | EEFToolkit | School Development Plan | Implementation timeline | RAG Rating |
| --- | --- | --- | --- | --- |
| Autumn2020 | Summer2021 | Autumn 2021 | Summer2022 | Autumn2022 | Summer2023 | 2020-2021 | 2021-2022 | 2022-2023 |
| 1  | What’s My Line – Primary careers event attendance | 2 |   |   | PlCo  | Pt  | Rv  | Im  | →  |   |   |  |
|  2 | Extend and nurture links with secondary schools to ensure successful transition to next stage of education | 2 |   |  Pl | CoIm | →  | Rv  | Im→ |   |   |   |  |
|  3 | Introduction of Extended Schools Leader | 19 |   |  CoPt |  RvPl | Im  |  → | RvPl |  Im |   |   |  |
|  4  | Mindfulness approaches and initiatives | 31 |   |  CoPt | →  |  Rv |  PlIm |  → |   |   |   |  |
|  5 | Improved uptake by disadvantaged pupils of sports clubs after school | 32 |   |  CoPl |  ImRv | PlIm |  → |   |   |   |   |  |
|  6 | Improved links between school and home with use of Extended Schools Leader and weekly parent cafes | 20 |   |  CoPt | RvPl  | Im  | →  | RvPl | Im  |   |   |  |
|  7 | Resident artists and actor | 1 |   |  → | RvPl  | Pt  | →Rv  | PlIm  |  → |   |   |  |
|  8 | Radio equipment | 1 6 |   |  Pl | PtRv  | Pl  | Im  | →  | Rv  |   |   |  |
|  9 | Subsidise residential opportunities for disadvantaged pupils | 2 |   |  PlCo | Im  | RvPl  | Im  | →  |   |   |   |  |
|  10 | Offer subsidies for general subjects trips throughout the year | 2 |   |  PlCo | Im  | RvPl  | Im  | →  |   |   |   |  |
|  11 | All disadvantaged students to have the opportunity to participate in at least one Shakespeare production  | 1 |   |  PlCo | ImRv  | Im  | →  |   |   |   |   |  |

# Review of Expenditure

## Quality first teaching and harnessing the power of feedback

2020-2021

|  |  |
| --- | --- |
| Impact | Lesson Learned |
| Learning environment is now a quality first teaching resource and is contributing to improved learning behavioursEYFS resourcing has supported the move to Development Matters frameworkMoney spent on schemes of work has improved teacher knowledge of curriculum expectations including ‘sticky knowledge’ and has supported the writing of curriculum documents for each subject including a focus on support for pupils in receipt of Pupil PremiumUse of Mastery approach has meant an increase in attainment and predictions for identified pupils | Progress towards use of KAGAN has needed to be postponed as school has responded to emerging recovery curriculum needs APDR is developing as teachers complete the cycles and will take time for this to be embedded and have the desired impact |

2021-2022

|  |  |
| --- | --- |
| Impact | Lesson Learned |
|  |  |

2022-2023

|  |  |
| --- | --- |
| Impact | Lesson Learned |
|  |  |

## Highly tailored interventions and more time

2020-2021

|  |  |
| --- | --- |
| Impact | Lesson Learned |
| Interventions used have showed measurable impact towards outcomes which have been written in partnership with pupils and parents/carersResourced provision is supporting 6 disadvantaged pupils with complex needs to support development of learning behaviours which will enable them to take part in whole class learning by Summer termIncreased outcomes for disadvantaged pupils in phonics checks due to close work with English HUB and revised reading scheme | Training in SEMH and ACEs is requiring a shift in staff mind-set and taking time to embed as a strength. Half termly health checks are required to ensure all staff are using the CPD to inform their practice Monitoring and moderation of core subject interventions which are not yet using evidence based interventions as part of the ‘catch-up’ |

2021-2022

|  |  |
| --- | --- |
| Impact | Lesson Learned |
|  |  |

2022-2023

|  |  |
| --- | --- |
| Impact | Lesson Learned |
|  |  |

## Minimising barriers to achievement

2020-2021

|  |  |
| --- | --- |
| Impact | Lesson Learned |
| Due to COVID-19 restrictions some clubs including homework clubs have run inconsistently to have the desired outcome but when in place are having impactSend on pupil devices means that all disadvantaged pupils have access to remote learning in the event of a year group closure to ensure that they did fall behindAll pupils know that they can access breakfast if it has not been possible to eat at home and teachers report an improvement in readiness to learn  | Review the extra curricular support and clubs to ensure that support for disadvantaged pupils is prioritisedOngoing parental engagement is required to stay on top of the progress made with disadvantaged persistent absentees |

2021-2022

|  |  |
| --- | --- |
| Impact | Lesson Learned |
|  |  |

2022-2023

|  |  |
| --- | --- |
| Impact | Lesson Learned |
|  |  |

## Keeping aspirations on track and broadening experiences

2020-2021

|  |  |
| --- | --- |
| Impact | Lesson Learned |
| Due to COID – 19 restrictions there have been limited opportunities for residential educational visits. When this has been possible disadvantaged pupils have been supported financially as required in order to access the experiences fully. | Extended School Leader work has had to be put on hold at times as school has responded to emerging recovery curriculum need to ensure that the attainment gap does not widen  |

2021-2022

|  |  |
| --- | --- |
| Impact | Lesson Learned |
|  |  |

2022-2023

|  |  |
| --- | --- |
| Impact | Lesson Learned |
|  |  |

# 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 35 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 | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 3 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) | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 2 Month | Low impact for very low cost, based on limited evidence. |
| **11** | Homework (Secondary) | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 5 Months | High impact for very low cost, based on limited evidence. |
| **12** | Individualised instruction | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 3 Months | Moderate impact for very low cost, based on moderate evidence. |
| **13** | Learning styles | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 2 Months | Low impact for very low cost, based on limited evidence. |
| **14** | Mastery learning | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 5 Months | High impact for very low cost, based on moderate evidence. |
| **15** | Mentoring | **£ £ £ £ £** | ★ ★ ★ ★ ★ | 0 Month | Very low or no impact for moderate cost, based on extensive evidence. |
| **16** | Meta-cognition and self- regulation | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 7 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 | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 4 Months | Moderate impact for moderate cost, based on moderate 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 | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 1 Months | Low impact for low cost, based on 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 | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 6 Months | High impact for very low cost, based on extensive evidence. |
| **26** | Reducing class size | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 3 Months | Moderate impact for very high cost, based on moderate evidence. |
| **27** | Repeating a year | **£ £ £ £ £** | ★ ★ ★ ★ ★ | - 4 Months | Negative impact for very high cost based on moderate 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 limited 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 | Low impact for moderate cost based on limited evidence. |
| **33** | Summer schools | **£ £ £ £ £** | ★ ★ ★ ★ ★ | + 2 Months | Low impact for moderate cost based on extensive evidence. |
| **34** | Teaching assistants | **£ £ £ £ £** | ★ ★ ★ ★ ★ | +1 Months | Low impact for high cost, based on limited evidence. |
| **35** | Within-class attainment grouping | **£ £ £ £ £** | ★ ★ ★ ★ ★ | +3 Months | Moderate impact for low cost, based on limited evidence. |