

Pupil Premium 2017/18

Allocation, Spend and Impact



Pupil numbers used to calculate the Pupil Premium Grant (PPG)

Where a new school is not fully established, and at the start of the autumn term 2017, the school has been open for fewer years than the number of year groups in the school, the school's allocation is revised in March 2018. The revised allocation will apply the rates set out in above to the increase in eligible pupils between the January 2017 school census and the October 2017 school census. The increase will be prorated by seven twelfths to reflect that the additional year groups have been in place for 7 months of the financial year.

Extract from: Pupil premium 2017 to 2018: conditions of grant (DfE 4th July 2017)

Allocation	2017/18 Expected Funding			Funding Received Apr to Jun (3 months)
<i>Based on the January 2017 School Census</i>				
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	43	@ £1,320	= £56,760	£0
Looked-after children (LAC)	2	@ £1,900	= £3,800	£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	45		= £60,560	£0
<i>Increase in eligible pupils based on the October 2017 School Census</i>				
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	2*	@ £1,320 x 7/12	= £1,540	£0
Looked After Children (LAC)	2*	@ £1,900 x 7/12	= £1,108	£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 x 7/12	= £0	£0
Service Children	0	@ £300 x 7/12	= £0	£0
Total	4*		= £2,648	£0
Grand Total	49		= £63,208	£0

**Estimate*

How are we spending the Pupil Premium?

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 day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Therefore, we are using additional funding to employ teachers with a good track record of working with disadvantaged students. We develop teacher talent by investing in disciplined, deliberate and intelligent practice and coaching.

The best way to ensure students make progress is to provide effective feedback. On top of establishing a common approach and minimum requirements, staff work hard to harness the power of feedback. For example, 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. Every cycle, parents receive a highly personalised written report, a face-to-face meeting or a telephone call home. Moreover, our whole culture is built on feedback. During morning meetings, family dining and assembly we reflect on our attitudes to learning and think about how we can improve.

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 R and deploy our best teachers to help close these gaps. Gaps and needs are constantly monitored and impact evaluated. For example, we use our Pupil Premium teacher and a HLTA (who is a qualified teacher) to teach our most vulnerable students for mathematics and literacy. We have also set up a Nurture Group which is taught by the Assistant Principal.

At Music Primary, we have an extended academy day. Our pupils have more time in the classroom to acquire knowledge, skills and understanding. At DMP, we believe that there are no shortcuts to success and our students would not make the progress they do without more time in school. Much of this incurs additional cost.

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 a Home-Academy liaison officer to provide well-targeted support to improve links with families and to assist in early identification of barriers to learning. To ensure pupils are accessing their learning, we also employ a behaviour and attendance officer who works with families on making sure pupils attend regularly and on time. We visit all pupils at home before they begin school to establish our partnership with families.

We insist on good learning habits with the highest of expectations and no excuses. During lessons, students are expected to track the speaker, teacher or student, and remain focussed at all times.

Raising aspirations and broadening experiences

49% of our students come from the most deprived wards in Bradford, which in turn is 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 mind-set, and to progress onto higher education. The message at Music Primary is that ALL students are going to university. Teachers talk to students about 'climbing the mountain to university' by working hard and taking steps towards the goal each day. We continuously expose students to university.

Like many independent schools, we devote a significant amount of time to the development of holistic all-round development, especially in the sports and the arts. As a result, we spend around £250 per student on bought-in curriculum.

(Also see our Pupil Premium Policy)

Statements of Success / Impact – YEAR R <i>6/60 pupils in receipt of Pupil Premium funding – subject to change; very likely to increase</i>		2017/18 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve, at least, the expected level in all ELGs matches or is improving towards that of <i>other pupils nationally</i>			56%
				69%
B	The % of disadvantaged pupils on track to achieve a good level of development matches or is improving towards that of <i>other pupils nationally</i>			56%
				69%
C	The APS for disadvantaged pupils matches or is improving towards that of <i>other pupils nationally</i>			31.8
				36.2
D	For disadvantaged pupils, progress in reading, writing and mathematics is substantial (i.e. one or more bands per cycle) and the rate of progress is the same as that for <i>other pupils in the school</i>			94.3%
				96.6%
E	The % of disadvantaged pupils making <i>more than</i> expected progress in all the prime areas of learning matches or is improving towards that of <i>other pupils in the school</i>			78%
				85.6%
F	The % of disadvantaged pupils making <i>more than</i> expected progress in all literacy and mathematics goals matches or is improving towards that of <i>other pupils in the school</i>			78%
				85.6%
G	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils			96.9%
				96.1%

Statements of Success / Impact – YEAR 1 <i>5/59 pupils in receipt of Pupil Premium funding</i>		2017/18 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils meeting the expected standard in the year one phonics screening check matches that of <i>other pupils</i> nationally			80%
				79%
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 1 matches or is improving towards that of <i>other pupils</i> in the school			75%
				85%
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 1 matches or is improving towards that of <i>other pupils</i> in the school			75%
				93%
D	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 1 matches or is improving towards that of <i>other pupils</i> in the school			50%
				16%
E	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of Year 1 matches or is improving towards that of <i>other pupils</i> in the school			75%
				54%
F	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of <i>other pupils</i> in the school			100%
				96%
G	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils			95.2%
				96.4%

Statements of Success / Impact – YEAR 2 <i>6/60 pupils in receipt of Pupil Premium funding</i>		2017/18 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils meeting the expected standard in the year two phonics screening check matches that of <i>other pupils</i> nationally and in the school			75%
				92%
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of KS1 matches or is improving towards that of <i>other pupils</i> in the school			14%
				87%
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of KS1 matches or is improving towards that of <i>other pupils</i> in the school			0%
				85%
D	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of KS1 matches or is improving towards that of <i>other pupils</i> in the school			14%
				87%
E	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of KS1 matches or is improving towards that of <i>other pupils</i> in the school			0%
				30%
F	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of KS1 matches or is improving towards that of <i>other pupils</i> in the school			0%
				19%
G	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of KS1 matches or is improving towards that of <i>other pupils</i> in the school			0%
				30%
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of <i>other pupils</i> in the school			60%
				91%
I	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils			97.7%
				96.8%

Statements of Success / Impact – YEAR 3 <i>12/59 pupils in receipt of Pupil Premium funding</i>		2017/18 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 3 matches or is improving towards that of <i>other pupils</i> in the school			75%
				80%
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 3 matches or is improving towards that of <i>other pupils</i> in the school			88%
				93%
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 3 matches or is improving towards that of <i>other pupils</i> in the school			56%
				75%
D	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of Year 3 matches or is improving towards that of <i>other pupils</i> in the school			44%
				70%

Statements of Success / Impact – YEAR 3 <i>12/59 pupils in receipt of Pupil Premium funding</i>		2017/18 Cycle RAG		
		1	2	3
E	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 3 matches or is improving towards that of other pupils in the school			19%
				48%
F	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of Year 3 matches or is improving towards that of other pupils in the school			13%
				57%
G	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school			87%
				87%
H	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils			96%
				97.4%

Statements of Success / Impact – YEAR 4 <i>10/60 pupils in receipt of Pupil Premium funding</i>		2017/18 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 4 matches or is improving towards that of other pupils in the school			75%
				80%
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 4 matches or is improving towards that of other pupils in the school			83%
				83%
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 4 matches or is improving towards that of other pupils in the school			67%
				79%
D	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of Year 4 matches or is improving towards that of other pupils in the school			67%
				70%
E	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 4 matches or is improving towards that of other pupils in the school			25%
				23%
F	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of Year 4 matches or is improving towards that of other pupils in the school			42%
				53%
G	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school			88%
				92%
H	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils			95.3%
				97%

Statements of Success / Impact – YEAR 5 <i>10/30 pupils in receipt of Pupil Premium funding</i>		2017/18 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 5 matches or is improving towards that of other pupils in the school			70%
				70%
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 5 matches or is improving towards that of other pupils in the school			80%
				85%
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 5 matches or is improving towards that of other pupils in the school			89%
				90%
D	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of Year 5 matches or is improving towards that of other pupils in the school			40%
				30%
E	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 5 matches or is improving towards that of other pupils in the school			10%
				20%
F	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of Year 5 matches or is improving towards that of other pupils in the school			78%
				75%
G	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school			97%
				88%
H	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils			96.3%
				97.7%

**Where an in-school attainment gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly. These circumstances would not reflect negatively on a school. (Ofsted, School Inspection Handbook, August 2015).*

Plan / Spend		Year Group	AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2017/18 RAG		
					Jul 16	Sep 16	Nov 16	Jan 17	Mar 17	May 17	Jul 17	Sep 17			C1	C2	C3
Quality First Teaching and Harnessing the Power of Feedback																	
1	Employ a graduate co-teacher to enable teachers to deliver more same day feedback	All	1.1 1.2	9		PI Co	Im	Im	Rv	Im	Im	→	£6,000	MLo			
2	Design and implement a bespoke CPD programme underpinned by development of a practice culture	All	1.1	9 16	PI Co Im	Rv	→			→		→		MLo			
Highly Tailored Interventions and More Time																	
4	Employ and strategically deploy an intervention teacher to work with our most vulnerable pupils	2-5	1.1 1.2 2.2	17 23 30	PI Co	Im	Rv	Im	→	Rv	→	→	£16,000	MLo			
5	Employ specialist reading teachers to ensure the most vulnerable pupils are heard read for one hour a week	3-5	1.1 1.2	17 25	PI Co	Pt	Rv	Im			Rv	→	£7,920	NPa			
6	Deploy a lead teacher in EYFS and Year 1 for early intervention for C&L and Literacy	R, 1	1.1 1.2	7 18 23	PI Co	Im	Rv	Im	Im	Rv	Im	→	£14,000	RFi			
7	Provide 1:1 tutoring for students during weekends and school holidays	2-5	1.1 1.2 1.3	17 30				PI Co	Im	Im	Rv	→	£6000	MLo			
Minimising Barriers to Achievement																	
8	Employ a speech and language therapist to improve confidence and spoken language to identified students	All	1.1	18	PI Co	Im	Im	Rv	Im	Im	Rv	→	£5,000	SLi			
9	Provide targeted support to improve attendance, behaviour or links with families where these are barriers	All	3.1	2 3 20		PI Co	Pt	Im	Rv	Im	Rv	→	£5,000	MLo			
10	Hold frequent meetings with parents of Year R pupils with attendance less than 96%	R	2.1 3.1	2 3 20			PI Im	Rv	Im	Rv	Im	Rv	£1,000	GHe			
Raising Aspirations and Broadening Experiences																	
11	Subsidise residential and educational visits	All	3.1	19			PI Co	Im	Rv		→	→	£1,288	MLo			
12	Raise aspirations through university visits and experience days	2-5	3.1	2					PI	Im	Rv	→	£1,000	NPa			
Total												£63,208					

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

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

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"> • 100% of teachers are performing, at least, in line with their professional stage, with most outperforming this. • All students have received quality feedback and intervention as and when they need it during the academy day. • No moments of lesson time are wasted. • There is a consistency of practice and feedback across the academy. 	<ul style="list-style-type: none"> • Global feedback still needs developing to ensure the best use of teacher feedback time. Continue to embed 'messy markbooks'
Highly Tailored Interventions and More Time	
Impact	Lessons Learned
<ul style="list-style-type: none"> • Interventions have been bespoke and tailored to students needs. • Fresh Start has been very effective in KS2. 38% of students made accelerated progress since starting the programme. • KS1 boosters have been very effective in KS1 with all subjects attaining above national figures. • Phonics boosters have been effective in Y1 leading to 80% of disadvantaged students passing the check (nat: 68%) • EYFS interventions have had a positive impact with disadvantaged students making more progress than other in RWM and GLD • 3rd space learning for Y5 has had a positive impact on learning. 89% of students achieved the expected standard compared to 90% of other students in maths • 1:1 tuition for Y5 had a positive impact on learning. There is no gap in attainment for disadvantaged students compared to other students. Disadvantaged students outperformed other students in terms of HS. 	<ul style="list-style-type: none"> • The lowest attaining KS2 students to be taught Fresh Start as part of morning literacy instead of Literacy and Language to accelerate progress earlier in the academic year. This can then free up afternoon intervention time.
Minimising Barriers to Achievement	
Impact	Lessons Learned
<ul style="list-style-type: none"> • The speech and language therapy work has ensured that all SLCN DSEN students have made accelerated progress. In C3, 100% of children with SLCN as a primary need made at least expected progress in writing, GPaS and phonics. • Whole school attendance in 2017/18 was 96.6% with disadvantaged student attendance at 96.1% • Year R attendance is now at 95.4% 	<ul style="list-style-type: none"> • In 2018/19, SaLT to train up staff across the academy so she can focus on therapy for the most vulnerable students • More work to be carried out with parents in autumn term to deter extended leave and holidays in late spring/early summer term
Raising Aspirations and Broadening Experiences	
Impact	Lessons Learned
<ul style="list-style-type: none"> • 100% of students in Year 3 and 4 attended residential • 100% of students in Years 2 – 5 attended a university experience day 	<ul style="list-style-type: none"> • In 2018/19 begin to work with UKS2 on types of jobs and degree courses

Appendix 1 Academy Improvement Plan

Priorities for 2017-20

Pupil Premium 2017/18

Our key drivers of mastery, autonomy and purpose¹ underpin our priorities for 2017-20:

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
2. **Autonomy:** the desire to direct our own lives
 - 2.1. Create a disciplined and joyful school culture
 - 2.2. Develop gritty, 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. Establish a 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. Establish a strong reputation for Dixons Music Primary

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	£ £ £ £ £	★★★★★	+ 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)	£ £ £ £ £	★★★★★	+ 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.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
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	£ £ £ £ £	★★★★★	+ 4 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	£ £ £ £ £	★★★★★	+1 Month	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	Built 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/>