

## Pupil Premium Plan 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>Based on the School Census</b>				
Pupils in year groups R to 6 recorded as Ever 6 FSM	70	@ £1,320	= £92,400	£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	4	@ £580	= £2,320	£0
Service Children	0	@ £300	= £0	£0
<b>Total</b>			<b>= £94,720</b>	<b>£0</b>

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

##### Internal barriers

- Attainment gap at KS2 due to large proportion of these students also DSEN
- Attendance for our EYFS students and extended leave to Pakistan
- Low aspiration for our disadvantaged students generally on entry compared to other students

##### External barriers

- Attendance of disadvantaged students (96.1%) does not match other students (96.6%)
- Building relationships with families can be complex
- Very poor communication, literacy and language skills on entry, with many students being 2 years behind in this area when they begin school

## **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 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 SLT (including our INCo) to teach our most vulnerable students for mathematics and literacy. We have also established a nurture based interventions which is overseen by our Vice 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.

Statements of Success / Impact – YEAR R (7/60 students in receipt of funding based on Oct '18 census but; likely to increase)			2018/19 Cycle RAG		
			1	2	3
A	The % of disadvantaged students making <b>more than</b> expected progress towards GLD <b>matches or is improving</b> towards that of <b>other students in the school</b>	Dis	0	25	88
		Oth	0	21	79
B	The % of disadvantaged students <b>on track to achieve a good level of development matches or is higher than</b> that of <b>all students nationally</b> (2017 national for other = 73%, dis = 56%)	Dis	29	75	88
		Nat	73%	73%	73%
C	For disadvantaged students, progress in <b>reading</b> is substantial (i.e. one or more bands per cycle) and the rate of progress is the same or higher as that for <b>other students</b>	Dis	0.4	2.4	4.5
		Oth	0.7	2.8	4.5
D	For disadvantaged students, progress in <b>writing</b> is substantial (i.e. one or more bands per cycle) and the rate of progress is the same or higher as that for <b>other students</b>	Dis	0.7	2.4	4.4
		Oth	0.9	2.7	4.4
E	For disadvantaged students, progress in <b>number</b> is substantial (i.e. one or more bands per cycle) and the rate of progress is the same or higher as that for <b>other students</b>	Dis	0.7	2.8	4.8
		Oth	0.8	2.5	4.5
F	The % of disadvantaged students making <b>more than</b> expected progress in <b>reading matches or is improving</b> towards that of <b>other students in the school</b>	Dis	0	63	88
		Oth	2	69	85
G	The % of disadvantaged students making <b>more than</b> expected progress in <b>writing matches or is improving</b> towards that of <b>other students in the school</b>	Dis	0	50	88
		Oth	6	65	85
H	The % of disadvantaged students making <b>more than</b> expected progress in <b>number matches or is improving</b> towards that of <b>other students in the school</b>	Dis	0	63	100
		Oth	13	52	88
I	The average % attendance for disadvantaged students is, at least, 96%	Dis	91.8	92.9	93.6
		Target	96%	96%	96%

Statements of Success / Impact – YEAR 1 <i>(10/60 students in receipt of funding)</i>			2018/19 Cycle RAG		
			1	2	3
A	The % of disadvantaged pupils meeting the expected standard in the year one phonics screening check matches that of <b>other pupils</b> nationally and in the school <i>(2017 national for other = 83%, dis = 70%)</i>	<i>Dis</i>	100	90	100
		<i>Oth</i>	83%	83%	83%
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>			
		<i>Oth</i>			
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	100	100	100
		<i>Oth</i>	100	100	100
D	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	80	80	90
		<i>Oth</i>	96	96	92
E	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>			
		<i>Oth</i>			
F	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 other pupils in the school	<i>Dis</i>	50	50	50
		<i>Oth</i>	26	37	46
G	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	70	60	40
		<i>Oth</i>	84	86	42
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	2/4	2/4	3/4
		<i>Oth</i>			
I	The average % attendance for disadvantaged students is, at least, 97%	<i>Dis</i>	97.1	96	96.4
		<i>Target</i>	97%	97%	97%

Statements of Success / Impact – YEAR 2 <i>(7/60 students in receipt of funding)</i>			2018/19 Cycle RAG		
			1	2	3
A	The % of disadvantaged pupils meeting the expected standard in the year two phonics screening check matches that of <b>other pupils</b> nationally and in the school <i>(2017 national for other = 78%, dis = 86%)</i>	Dis	100		100
		Nat	78%	78%	78%
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school <i>(2017 national for other = 78%, dis = 62%)</i>	Dis	100	100	100
		Nat	78%	78%	78%
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school <i>(2017 national for other = 77%, dis = 60%)</i>	Dis	100	100	100
		Nat	77%	77%	77%
D	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school <i>(2017 national for other = 70%, dis = 53%)</i>	Dis	71	88	100
		Oth	88	92	96
E	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school for 2018 figures	Dis	57	38	67
		Oth	65	35	47
F	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school for 2018 figures	Dis	71	67	89
		Oth	49	47	61
G	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school for 2018 figures	Dis	43	75	67
		Oth	71	48	55
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	Dis	7/9	8/9	9/9
		Oth			
I	The average % attendance for disadvantaged students is, at least, 97%	Dis	93.1	94.9	94.8
		Target	97%	97%	97%

Statements of Success / Impact – YEAR 3 <i>(8/60 students in receipt of funding)</i>			2018/19 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 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	50	100	75
		<i>Oth</i>	55	92	59
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	100	100	100
		<i>Oth</i>	100	100	100
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	67	69	63
		<i>Oth</i>	75	96	53
D	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	0	25	0
		<i>Oth</i>	29	55	24
E	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	13	25	25
		<i>Oth</i>	22	38	37
F	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	0	25	0
		<i>Oth</i>	45	71	10
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 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	5/6	5/6	3/6
		<i>Oth</i>			
H	The average % attendance for disadvantaged students is, at least, 97%	<i>Dis</i>	97.3	97.9	97.4
		<i>Target</i>	97%	97%	97%

Statements of Success / Impact – YEAR 4 (16/60 students in receipt of funding)			2018/19 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 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	50	93	80
		<i>Oth</i>	71	98	83
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	93	100	100
		<i>Oth</i>	95	95	93
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	100	87	47
		<i>Oth</i>	93	95	59
D	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	21	60	40
		<i>Oth</i>	40	73	57
E	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	20	25	25
		<i>Oth</i>	52	53	45
F	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	64	20	13
		<i>Oth</i>	76	66	29
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 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	<i>Dis</i>	6/9	6/9	6/9
		<i>Oth</i>			
H	The average % attendance for disadvantaged students is, at least, 97%	<i>Dis</i>	98.2	96.8	96.7
		<i>Target</i>	97%	97%	97%

Statements of Success / Impact – YEAR 5 <i>(12/60 students in receipt of funding)</i>			2018/19 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 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	83	67	64
		<i>Oth</i>	84	95	76
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 5 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	100	92	93
		<i>Oth</i>	95	98	98
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 5 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	83	77	50
		<i>Oth</i>	95	91	48
D	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 5 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	50	50	0
		<i>Oth</i>	52	74	20
E	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of Year 5 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	42	38	43
		<i>Oth</i>	34	36	37
F	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 5 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	33	46	14
		<i>Oth</i>	41	51	13
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 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	<i>Dis</i>	7/9	5/9	6/9
		<i>Oth</i>			
H	The average % attendance for disadvantaged students is, at least, 97%	<i>Dis</i>	94.9	94.7	94.2
		<i>Target</i>	97%	97%	97%



Statements of Success / Impact – YEAR 6 <i>(10/30 students in receipt of funding)</i>		2018/19 Cycle RAG			
		1	2	3	
A	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading, writing and mathematics combined by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for other = 67%, dis = 48%)	Dis	96	97	100
		Nat	67%	67%	67%
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for other = 77%, dis = 60%)	Dis	100	100	100
		Nat	77%	77%	77%
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for other = 81%, dis = 66%)	Dis	100	100	100
		Nat	81%	81%	81%
D	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for other = 80%, dis = 63%)	Dis	89	90	100
		Nat	80%	80%	80%
E	The % of disadvantaged pupils on track to achieve or exceed the expected standard in GPaS by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for other = 82%, dis = 66%)	Dis			
		Nat	82%	82%	82%
F	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard (achieve a high score) in reading by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for all = 25%)	Dis	89	80	78
		Nat	25%	25%	25%
G	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics (achieve a high score) by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for all = 23%)	Dis	78	70	56
		Nat	23%	23%	23%
H	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in GPaS (achieve a high score) by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for all = 31%)	Dis			
		Nat	31%	31%	31%
I	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress from their KS1 baseline in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b>	Dis	5/6	8/9	6/6
		Oth			
J	The average % attendance for disadvantaged students is, at least, 97%	Dis	96.2	96.2	96.3
		Target	97%	97%	97%

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

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

**Nat = figure for students nationally**

Plan / Spend		Year Group	AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	C3 RAG
					Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19			
<b>Quality First Teaching and Harnessing the Power of Feedback</b>															
1	Employ a graduate co-teacher to enable teachers to deliver greater and more impactful same day feedback	All	1.1 1.2	9	PI Co	Im	Rv	Im	Rv	Im	Rv	→	£16,000	LRR	
2	Design and implement a bespoke CPD programme underpinned by development of a practice culture	All	1.2 2.3	9 16	PI	Co Im	Rv	Im	Rv	Im	Rv	→		LRR	
3	Employ and strategically deploy an intervention teacher to work with our most vulnerable pupils in UKS2	5 - 6	1.1 1.2	17 25 30	PI Co	Im	Rv	Im	Rv	Im	Rv	→	£58,000	KWo	
4	Employ a KS2 teacher to work out of class with identified students for English and Maths	3 - 4	1.1 1.2	17 30	PI Co	Im	Rv	Im	Rv	Im	Rv	→		NPa	
5	Employ a graduate co-teacher in EYFS for early intervention focusing on BESD, C&L and Literacy	R	1.1 1.2	17 23 30	PI Co	Im	Rv	Im	Rv	Im	Rv	→		LPa	
6	Timetable Assistant Principal to work out of class with identified KS1 students for English and Maths	1 - 2	1.1 1.2	17 30	PI Co	Im	Rv	Im	Rv	Im	Rv	→		RFi	
7	Provide UKS2 students with tutoring through 3 <sup>rd</sup> space learning (maths)	5 - 6	1.1 1.2	17 30	PI Co	Im	Rv	Im	Rv	Im	Rv	→	£2,500	LRR	
<b>Minimising Barriers to Achievement</b>															
8	Provide targeted support to improve attendance, behaviour and links with families where these are barriers	All	3.1 2.1	2 3 20		PI Co	Im	Im	Rv	Im	Rv	→	£1,500	GHe	
9	Employ a SaLT to improve spoken language to identified students and to provide bespoke training for staff	All	2.2	18	PI Co	Im	Rv	Im	Rv	Im	Rv	→	£10,720	KWo	
<b>Raising Aspirations and Broadening Experiences</b>															
10	Raise aspirations through university visits, experience days and through subsidising residential	2 - 6	1.3	2 19				PI Co	Im	Im	Im	Rv	£6,000	LRR	
<b>Total</b>												<b>£94,720</b>			

\*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		



## Appendix 1 Academy Improvement Plan

### Priorities for 2018-21

Our key drivers of mastery, autonomy and purpose<sup>1</sup> 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; flow, pain and growth.
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. Maintain the 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. Maintain the strong reputation for Dixons Music Primary

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

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

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