

Wolfreton School and Sixth Form College Pupil Premium Strategy Statement

This statement details the school's use of Pupil Premium (and Recovery Premium for 2021 - 2022) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	2021-22	2022-23	2023-24
School name	Wolfreton		
Number of pupils in the school (Y7 to Y13)	233	247	
Proportion (%) of pupil premium eligible pupils	15.1%	16%	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024		
Date this statement was published	September 2021	Updated November 2022	
Date on which it will be reviewed	Termly	Termly	Termly
Statement authorised by	Sharon Milner	Andy Bell	
Pupil premium lead	Lauren Warnett	Lauren Warnett	
Governor / Trustee lead	Damian Gath	Damian Gath	

Funding overview

Detail	2021-22	2022-23	2023-24
Pupil premium funding allocation this academic year	£ 207, 275 £ 199, 410	£ 228, 528	£
Recovery premium funding allocation this academic year	£ 30, 015	£ 15, 318	£
School Led Tutoring Grant	£ 25, 110 £ 31, 338	£ 36, 936	£
Catch up Funding carried forward from previous years (enter £0 if not applicable)	£ 28, 772	0	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0	0	0
Total budget for this academic year If your school is an school in a trust that pools this funding, state the amount available to your school this academic year	£ 291, 172 £ 289, 535	£ 280, 782	£

Part A: Pupil Premium Strategy Plan 2021-2024

Statement of intent

The school draws on research evidence (such as the Education Endowment Foundation 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 and Recovery spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring disadvantaged students develop more complex reading comprehension skills
2	In-school on entry attainment gaps in Year 7: 40% of pupils are below age-related expectations.
3	Attendance and persistent absenteeism of disadvantaged students
4	Limited life experiences, travel and learning outside the immediate community
5	Building strong relationships with families can be more complex
6	Ensuring behaviour is at least as good as non-disadvantaged students
7	Ensuring students arrive ready for learning

Intended outcomes

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

Intended outcome	Success criteria
To close the progress gap between the DA and the school's non-DA.	The Progress 8 score of DA students, matches or is improving towards that for other students within school.
To close the gap between DA and National Other with a specific focus in Maths and English.	The maths and English Progress and Basics measures of DA students, matches or is improving towards that for other students within school.
To close the attendance gap between the school's DA students and the National Other group.	The attendance of DA students, at least matches that for other students nationally.
To ensure the DA students are aspirational in the destinations post-16.	All DA students engage with Careers Advisor and secure an appropriate destination post 16.
To ensure reading ages do not hinder access to learning for the DA students.	Improvement in reading ages of DA from their baseline.
To ensure the behaviour of disadvantaged students does not prevent access to learning.	Improved behaviour following interventions.

Activity in this academic year

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to address the challenges listed above.

Quality First Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Budgeted cost:

2021-22	2022-23	2023-24
£10, 000	£3, 000	£

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPDL Strands: To support key aspects of teaching and learning (21-22) and Walk Thrus (22-23). Reading specific CPDL for all (22-23)	https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/	1,2
Coaching: For ECTs	https://tdtrust.org/2018/11/04/what-is-instructional-coaching/	1,2
Visualisers: Embedding the use of visualisers to support the DEAR programme and modelling withing lessons	https://www.theconfidentteacher.co.uk/category/closing-the-reading-gap/	1
DEAR: Investment in wider range of DEAR books for tutor time reading	https://www.theconfidentteacher.co.uk/category/closing-the-reading-gap/	1
Development of the Teaching and Learning library: To increase research/evidenced based professional learning	https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/	2
Introduction and roll out of the Reading Canon	https://www.theconfidentteacher.co.uk/category/closing-the-reading-gap/	1

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost:

2021-22	2022-23	2023-24
£186, 524	£ 179, 433	£

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: A range of interventions aimed at improving reading and comprehension.	EEF 14, 19, 21	1, 2
1:1 Tuition: Tuition for students below age-related expectations.	EEF 13	2
Small group tuition: Targeted tuitions for pupils who are below age-related expectations.	EEF 26	2
SEND: Creating additional teaching and learning opportunities using TA's (21-22) / tutors (22-23).	EEF 29	2
Reduced class sizes English: To support detailed marking and feedback.	EEF 6, 22	2
Additional Staff in English: To allow small group tuition (21-22).	EEF 22	2
Additional Staff in Maths: To allow small group tuition.	EEF 22	2
"Catch up" Support: Additional out of school hours support to close gaps.	EEF 5	2
Online Learning Tools and Study Skills Resources: Purchase of Tassomai, GCSE Pod.	https://www.tassomai.com/our-impact https://www.gcsepod.com/impact-gcse-learning-and-revision/	2

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost:

2021-22	2022-23	2023-24
£80, 038	£98, 413	£

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Welfare Manager: Use of Attendance and Welfare Manager three days per week to improve attendance and foster links with parents.	EEF 16	3, 5
Behaviour Support: Use of TA to attend SMASH, Hub placements, and support for Commissioned Places.	EEF 3	6
PP Pastoral Mentors: Use of PP Pastoral Mentors to build relationships and ensure students are school ready.	EEF 11, 16	5, 7
Vocational Learning Mentor: Vocational Learning Mentor to support attainment on vocational courses.	EEF 11, 16	2
Careers advisor support: Use of Careers Advisor to engage students in CEIAG and ensure appropriate destinations.	EEF 2	
Breakfast: Breakfast available to ensure students are prepared for learning.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	7

Opportunities Fund: To support with Peripatetic Music lessons, trips, revision guides, equipment, laptops, and reading engagement.	EEF 1	4
Study Skills: To support development of study skills and time management for students (22-23).		2, 7
Learner Engagement: Access to co-curricular activities: clubs and workshops (22-23)		3, 4, 5
SEMH: Access to wellbeing services e.g. counselling, SALT (22-23)		3, 6, 7

Total budgeted cost: £ 280, 782

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2021 to 2022 academic year.

Quality first teaching

Impact	Lessons Learned
CPDL	
<p><u>Joint Practice Development (JPD) evident in Lesson Reviews</u></p> <ul style="list-style-type: none"> Funding for JPD supported the purchase of pedagogical reading materials. Evidence of the impact of JPD on classroom practice was particularly strong in Art, History, MFL and Science where professional learning foci were evident in Lesson Reviews with staff implementing their learning and development of subject pedagogy. Staff Voice rates CPDL as follows (scale of 1-4, 1 being highest): <ul style="list-style-type: none"> 2.16 - The usefulness of CPDL sessions and associated resources 2.36 - impact upon teaching. <p><u>CPDL – Coaching</u></p> <ul style="list-style-type: none"> Individual leaders and staff provided strong qualitative feedback on Consultant work supported through funding. Joint lesson visits later in the year, followed those at the start of the year. Individual foci (e.g. use of whiteboards in a history partnership) was often though not always evident. The challenge of ongoing absence was noted as particularly unusual in 21/22. 	<p>Joint Practice Development is effective in developing practice. This is most effective where focused and well led. 22/23 – Support any middle leader not yet confident in leading JPD [SDP Priority 1 – Strategic Action 1]</p> <p>Coaching development work is of real value and further time and investment will be required to realise the full benefits of this. [SDP Priority 1 – Strategic Action 1]</p>
Visualisers:	
<ul style="list-style-type: none"> The Teaching and Learning Summary compiled by the Deputy Headteacher from Faculty Teaching and Learning Reviews stated, <i>“Modelling and exemplars are commonplace and are providing students with examples of excellence using teacher expertise.”</i> [DHT Summary Report into Teaching and Learning, Summer 22] Particularly effective use of the visualiser is evident subjects including Art and during DEAR time where used. [Lesson Reviews, 21-22] 	<p>Continue to focus on use of the visualiser to support effective adaptive teaching (scaffolding) and modelling when teaching to the top. 22/23 SDP Priority 1 – Strategic Action 1– Further embed Teaching to the Top...through the effective implementation of adaptive teaching (scaffolding).</p>
DEAR:	
<ul style="list-style-type: none"> Evidence from the TCAT Reading Review (March 22) confirmed the principles of DEAR and internal monitoring implementation of DEAR and the use of the visualiser in subject lessons where reading has been prioritised. <i>“KS3 tutor groups complete three reading session each week where they read a book as part of the DEAR (drop everything and read) programme. Some learners talked positively about this in the learner voice; they liked having their own copies of texts to follow the shared read”.</i> [TCAT Reading Review, March 2022] <p><u>Internal Evaluation Outcomes:</u></p> <ul style="list-style-type: none"> 100% of tutor groups have engaged in DEAR time during 2021-22. Monitoring walks evidence (Spring term) 92% of tutor groups following DEAR schedule. 	<p>Review DEAR time opportunities to ensure readers can get, ‘immersed in the book’ [TCAT Reading Review, March 2022]</p>

Introduction of Reading Canon

- The Wolfreton Reading Canon has been developed, the books have been read by staff for suitability before purchasing. A librarian has been appointed and started late September 2022.
- Leadership of the Canon, promoted through Reading for Pleasure and the Personal Development programme can increase engagement.
- 22/23 SDP Priority 3 – Strategic Action 2:** Relaunch and secure engagement in the Canon (Reading for Pleasure) through the newly appointed Librarian.

Overall Impact

Disadvantaged students in the Class of 2022 secured improved outcomes compared to those in the Class of 2019.

SCHOOL	KS2	Cohort	Progress 8 *	Attainment	Basics		Ebacc		
	APS			8	% 9 - 4	% 9 - 5	% Entered	% 9 - 4	% 9 - 5
WS 2019	4.60	31	-0.75	35.5	52	26	52	23	7
WS 2022	4.65	41	-0.28	38.6	56	34	49	19	15

Investment in CPDL to further develop quality first teaching remains an effective priority.

Targeted academic support

Impact					Lessons Learned																																																																	
Structured Interventions: A range of interventions aimed at improving reading and comprehension																																																																						
<u>Lexonik Sound Training Reading Intervention:</u> <ul style="list-style-type: none">Cohort 1 – average reading age gain of 12 monthsCohort 2 – average reading age gain of 10 months <u>Lexia Reading Intervention:</u> <ul style="list-style-type: none">Comprehension – 15% moved from foundation to intermediate and 4% from intermediate to advancedWord Study – 14% moved from foundation to intermediate and 8% from intermediate to advanced. <u>Yipiyap Tutors:</u> <p>The tutor working in school within the English department supported the Lexia sessions. Impact – see above.</p> <u>NGRT Reading Tests (to analyse starting point, diagnose need and measure end):</u> <ul style="list-style-type: none">NGRT demonstrated reading interventions (Lexia, Lexonik and DEAR) impacted on standardised scores and expected progress. <table><tr><td></td><td>Year 7</td><td>Year 8</td><td>Year 9</td><td>Year 10</td></tr><tr><td>Standardised Assessment Score</td><td>+0.96</td><td>+1.10</td><td>+1.13</td><td>+1.37</td></tr></table> <ul style="list-style-type: none">139/189 (74%) made expected or higher progress between the two tests.						Year 7	Year 8	Year 9	Year 10	Standardised Assessment Score	+0.96	+1.10	+1.13	+1.37	To see real impact on Lexia, there needs to be more regular access to the programme.																																																							
	Year 7	Year 8	Year 9	Year 10																																																																		
Standardised Assessment Score	+0.96	+1.10	+1.13	+1.37																																																																		
Reduced Class Sizes in English and Additional Staff in maths and English; Small Group Tuition; ‘Catch Up’ Support: Additional out of school support to close gaps																																																																						
<p>Collectively, the impact of strategies can be considered good.</p> <p><u>My Tutor:</u></p> <p>Impact on English, maths and Science outcomes was evident. See data within Tassomai evaluation later in report for Science impact.</p> <p><i>See full Impact Report for further in year impact and Student Voice.</i></p> <p>All:</p> <table><tr><th rowspan="2">SCHOOL</th><th>KS2</th><th rowspan="2">Cohort</th><th rowspan="2">Progress 8 *</th><th>Attainment</th><th colspan="2">Basics</th></tr><tr><th>APS</th><th>8</th><th>% 9 - 4</th><th>% 9 - 5</th></tr><tr><td>WS 2019</td><td>4.84</td><td>223</td><td>-0.21</td><td>45.5</td><td>66</td><td>39</td></tr><tr><td>WS 2022</td><td>4.77</td><td>264</td><td>0.25</td><td>48.2</td><td>75</td><td>51</td></tr><tr><td>East Riding 2022</td><td></td><td></td><td></td><td>48.4</td><td>70.1</td><td>47.7</td></tr><tr><td>National 2022**</td><td></td><td></td><td></td><td>49.1</td><td>69.5</td><td>49.6</td></tr></table> <p>DA:</p> <table><tr><th rowspan="2">SCHOOL</th><th>KS2</th><th rowspan="2">Cohort</th><th rowspan="2">Progress 8 *</th><th>Attainment</th><th colspan="2">Basics</th></tr><tr><th>APS</th><th>8</th><th>% 9 - 4</th><th>% 9 - 5</th></tr><tr><td>WS 2019</td><td>4.60</td><td>31</td><td>-0.75</td><td>35.5</td><td>52</td><td>26</td></tr><tr><td>WS 2022</td><td>4.65</td><td>41</td><td>-0.28</td><td>38.6</td><td>56</td><td>34</td></tr></table>					SCHOOL	KS2	Cohort	Progress 8 *	Attainment	Basics		APS	8	% 9 - 4	% 9 - 5	WS 2019	4.84	223	-0.21	45.5	66	39	WS 2022	4.77	264	0.25	48.2	75	51	East Riding 2022				48.4	70.1	47.7	National 2022**				49.1	69.5	49.6	SCHOOL	KS2	Cohort	Progress 8 *	Attainment	Basics		APS	8	% 9 - 4	% 9 - 5	WS 2019	4.60	31	-0.75	35.5	52	26	WS 2022	4.65	41	-0.28	38.6	56	34	My Tutor is more effective for those students that have a high attendance at school or, generally speaking, are of higher ability. Intervention that is face to face with familiar staff is more effective for students that are working below a grade 4 and/or whose attendance is lower. Tracking of in-year impact can be refined further.	
SCHOOL	KS2	Cohort	Progress 8 *	Attainment		Basics																																																																
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Yipiyap Tutors - Humanities

The tutor working online in the Humanities subject areas provided small group tuition.

- Cohort 1:
 - History = increase of 8.5 marks (22% increase)
 - Geography = increase of 5.5 marks (15% increase).
- Cohort 2:
 - History = increase of 6 marks (15% increase)
 - Geography = increase of 6 marks (16% increase).

See full Impact Report for Student Voice.

Recovery Classes:

Sessions in a range of subjects were well attended, and students responded very positively to the support.

	Time Frame	Year Group	Selection	Average Impact
Art	5 – 11 hrs	11	All invited - portfolio work	0.7
Computer Science	3 hrs	11	All	0.8
Design Technology	3 – 6 hrs	11	NEA work	0.65
English	4 hrs	11	All	1.1
French	1 hr 1:1	11	Speaking exam support	0.55
Geography	4 hrs	10	1 class to address online learning topic	1.7
Health and Social Care	3 hrs	11	All invited - Y10 work focus	2.0
Japanese	3 rs	11	All	1.9
Music	6 – 12 hrs / student	11	All invited - practical work focus	1.3
Performing Arts	4 hrs	11	All	1.0
Spanish	6 hrs	11	Speaking exam support	0.6

Whole cohort data. See full Impact Report for further in-year impact tracked via Provision Map and Student Voice.

Mindfulness Course:

Excellent engagement and feedback from students.

See full Impact Report for student voice.

Ways to engage more PP students in small group intervention remains a key priority.

SEND	
<p><u>TA Survey</u></p> <ul style="list-style-type: none"> • Average Impact = 3.5 (5 highest). • Support: scaffolding, modelling, praise, being prepared for the lesson, focusing attention on starter activities, encouragement, recording homework, support with talking through. <p><u>Student Survey</u></p> <ul style="list-style-type: none"> • Average Impact in lessons = 3.7 • Average Impact out of lessons = 2.6. • Support: keep me on task and focused, help me to understand the question, read the question, check my answers, support with homework. <p><u>Class of 2022</u></p> <ul style="list-style-type: none"> • 8 learners were double disadvantaged. • 7 collectively secured 60 GCSE grades (individuals secured between 5 and 10 grades). • 2 secured 9 – 4 English and Maths; 1 secured 9 – 5. 	<p>Input is important however current recruitment challenges can impact in this area.</p>
Online Learning Tools and Study Skill Resources	
<p><u>Tassomai (online adaptive learning programme used in Science):</u> Data shows a positive correlation between usage and grade at GCSE. Science exam data shows:</p> <ul style="list-style-type: none"> • the percentage of students achieving at 2 x grade 4s in science was at 71% (up from 58% in 2019) • the percentage of students achieving at 2 x grade 5s in science was at 46% (up from 40% in 2019) <p><u>GCSE Pod:</u></p> <ul style="list-style-type: none"> • 9224 pods were watched in the year 2021-22. • A8 increase from 45.5 in 2019 to 48.2 in 2022. 	<p>Online tools have a positive impact. Regular promotion and tracking of use add value.</p>

Wider Strategies

Impact	Lessons Learned
<p>Attendance and Welfare Manager:</p> <p>FFT Aspire shows FSM6 attendance last year to be 84.6%, with FFT National at 84.9%.</p> <p>Years 7, 8 and 10 all had attendance above the FFT National values (+2.2%, +1.1% and +1.5% respectively).</p>	<p>Attendance and behaviour remain a priority and the strategy will be adjusted to explore alternative ways to make improvements.</p>
<p>Behaviour Support:</p>	
<p><u>SMASH (Social Mediation and Self Help)</u></p> <p>SMASH operated a group work programme and one-to-one support from the SMASH lead practitioner. There were 9 students per cohort:</p> <ul style="list-style-type: none"> • Cohort 1 – Provision Map impact = 1.12 • Cohort 2 – Provision Map impact = 0.33 • Cohort 3 – Provision Map impact = 0.44 <p><i>Provision Map impact is rated: 0 = expected progress; 1 better than expected progress; 2 significantly better than expected progress.</i></p> <p>Comments from young people and their parents provided qualitative reflections on the positive impact of the programme. Term 1 and 2 feedback from students included:</p> <p><i>"I came here because of my anger and it's calmed me down a lot. Now when I feel angry I play sports".</i></p> <p><i>"Before SMASH I was in a dark place mentally as I was feeling alone and depressed and thought of suicide and since I joined and made friends, gained confidence, I realised I am not the only one dealing with these issues".</i></p> <p>Parents commented:</p> <p><i>"...has really enjoyed his time at SMASH and has shown some improvement in his confidence I would like to thank you and your team for all your help"</i></p> <p><i>"...has absolutely loved coming to smash. She said she is feeling much more confident and now knows how to access support in school. She has also made new friends. Thank you"</i></p> <p><i>"SMASH has really helped her to open up at home and in school and she has made new friends and is so happy, I am so grateful for the support from the SMASH programme"</i></p>	<p>Attendance and behaviour remain a priority and the strategy will be adjusted to explore alternative ways to make improvements.</p>

<u>The Hub Alternative Provision (temporary placement):</u>					
A place at The Hub was secured for one PP student in Y9. The student had received 4 suspensions up to the placement. They received no further suspensions following the placement.					
<u>SAM Learning Resource:</u>					
Purchased for use in the isolation room – an average of 6.7 hours per student showing the usefulness to continue learning whilst students are not in the classroom.					
<u>Overall Impact of Behaviour Support in 21/22</u>					
ClassCharts negative comments for PP learners reduced from 3,163 in 20/21 to 2,381 in 21/22.					
Pupil Premium (Pastoral / Vocational) Mentors:					
<u>Mentoring Support:</u>					Continued need for provision to impact on engagement in school life.
Student Voice rating of help received (5 being the highest):					
	Year 8	Year 9	Year 10	Year 11	
Average	3.75	3.70	5.00	4.84	
<u>SMASH:</u>					
• A day a week was spent supporting SMASH (see above for impact).					
Careers Advisors:					
<ul style="list-style-type: none">• Good CEIAG engagement supported across year groups including: Year 10 Donaldson Challenge, Year 9 Ace Day, Year 8 (selected cohort) attended Women in Engineering event.• All Y11 PP students received at least one interview.• 1 month sustained destinations data to be confirmed. <i>(Destinations data traditionally and predicted to be strong; NEET data predicted to be low)</i>					Continue provision. Maximise explicit PP engagement in Years 7 – 10.
Opportunities Fund:					
Impact is difficult to measure/isolate, yet this provides a crucial role in ensuring fair access to education through a wide range of strategies, including, but not limited to, equipment, uniform, revision guides, loan of laptops, intervention sessions, peri music lessons, extracurricular resources e.g. reading books, art packs.					Informal voice indicates a real need and trust in mentors and staff supporting access to Opportunities Fund. With anticipated increased need due to economic challenges facing the country, exploration of increasing fund to be considered.

Externally provided programmes

Programme	Provider
National Tutoring Programme	My Tutor
School Led Tutoring Grant	My Tutor
Online tutoring	Yipiyap

Service pupil premium funding (optional)

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

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





























Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Education Endowment Foundation 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 students.

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.

1	Arts participation Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
2	Aspiration interventions Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
3	Behaviour interventions Moderate impact for low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
4	Collaborative learning approaches High impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
5	Extending school time Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
6	Feedback Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
7	Homework High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
8	Individualised instruction Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
9	Learning styles Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
10	Mastery learning High impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
11	Mentoring Low impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2

12	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
13	One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
14	Oral language interventions Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
15	Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
16	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
17	Peer tutoring High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
18	Performance pay Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
19	Phonics High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
20	Physical activity Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
21	Reading comprehension strategies Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
22	Reducing class size Low impact for very high cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
23	Repeating a year Negative impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
24	School uniform Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
25	Setting and streaming No impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
26	Small group tuition Moderate impact for low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4

27	Social and emotional learning Moderate impact for very low cost based on very limited evidence	 	+4
28	Summer schools Moderate impact for moderate cost based on limited evidence	 	+3
29	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	 	+4
30	Within class attainment grouping Low impact for very low cost based on very limited evidence	 	+2
EYFS			
31	Built environment No impact for low cost based on very limited evidence	 	0
32	Communication and language approaches Very high impact for very low cost based on extensive evidence	 	+6
33	Digital technology Moderate impact for moderate cost based on limited evidence	 	+4
34	Earlier starting age Very high impact for very high cost based on moderate evidence	 	+6
35	Early literacy approaches Moderate impact for very low cost based on moderate evidence	 	+4
36	Early numeracy approaches Very high impact for very low cost based on extensive evidence	 	+6
37	Extra hours Moderate impact for very high cost based on limited evidence	 	+3
38	Parental engagement Moderate impact for moderate cost based on moderate evidence	 	+4
39	Physical development approaches Moderate impact for very low cost based on limited evidence	 	+3
40	Play-based learning High impact for very low cost based on very limited evidence	 	+5
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Self-regulation strategies

High impact for very low cost based on limited evidence

**+5****Social and emotional learning strategies**

Moderate impact for moderate cost based on very limited evidence

**+3**

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