

## Dixons Manningham Primary Pupil Premium Review 2019-22

### Allocation, Spend and Impact

#### Student numbers to be used in calculation of the Pupil Premium Grant (PPG)

Allocation	Expected funding								
	2019/20			2020/21			2021/22		
Based on the School Census									
Students in year groups R to 6 recorded as Ever 6 FSM	129	£1320	£170,280	126	£1345	£169,470			
Looked-after children (LAC)	0	£2300	£0	0	£2345				
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	£2300	£0	0	£2345				
Service Children	0	£300	£0	0	£310				
<b>Total</b>	<b>129</b>		<b>£170,280</b>	<b>126</b>		<b>£169,470</b>			

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

##### Internal barriers

- In-school on entry attainment gaps in Reception: ≤5% of all Reception students are at age related expectations on entry with >75% well below
- Disadvantaged students often start at Dixons Manningham Primary with poor oral skills in English and, where appropriate, home language
- Ensuring disadvantaged students develop more complex reading comprehension skills

##### External barriers

- Attendance and persistent absenteeism of disadvantaged students
- Building strong relationships with families can be more complex
- Limited life experiences, travel and learning outside the immediate community

#### 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 coaching, both in the academy and across the Trust.

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 lesson 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 either a highly personalised written report, a face-to-face meeting or a telephone call home.

### **Highly tailored interventions**

We find out where the basic skills gaps exist among eligible students as soon as they arrive in EYFS 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 SENCo) to support teachers to plan effectively for mathematics and literacy. We have also established a high needs SEN based intervention which is overseen by the SENCo.

### **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 Parent Involvement Officer to provide well-targeted support to improve links with families and to assist in early identification of barriers to learning. We visit all students at home before they begin school to establish our partnership with families. This continues when families are invited into the academy to take part in weekly learning, workshops and celebratory events. We focus on establishing good attendance for all students through the Pastoral and Office teams.

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.

### **Keeping aspirations on track and broadening experiences**

98% 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 mission at Dixons Manningham is that, 'all students have a great attitude, achieve and make the world a better place.' We ensure a focus on career choices throughout the academy in order to raise aspirations and challenge gender stereotypes.

We devote a significant amount of time to the development of holistic all-round development, especially in the sports and the arts.

## Statements of success / impact – YEAR R

Use £169,470 to ensure:

		RAG			
		2019/20	2020/21	2021/22	
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	No data due to Covid 19		
		Oth			
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> (2018 national for other = 74%, dis = 57%)	Dis			
		Nat			
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			
		Oth			
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			
		Oth			
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			
		Oth			
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			
		Oth			
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			
		Oth			
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			
		Oth			
I	The average % attendance for disadvantaged students is, at least, 96% (2018-2019 national for 4 year olds = 94.9%)	Dis		92.9%	
		Oth		94.5%	

## Statements of success / impact – YEAR 1

Use £169,470 to ensure:

		RAG		
		2019/20	2020/21	2021/22
A	The % of disadvantaged students meeting the expected standard in the year one phonics screening check matches that of <b>other students</b> nationally and in the school (2019 national for other = 82%, dis = 70%)	Dis	No data – Covid 19	
		Nat		
B	The % of disadvantaged students 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>all students</b> in school	Dis		
		Oth		
C		Dis		

## Statements of success / impact – YEAR 1

Use £169,470 to ensure:

		RAG		
		2019/20	2020/21	2021/22
	The % of disadvantaged students 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>all students</b> in school	<i>Oth</i>	No data – Covid 19	
D	The % of disadvantaged students 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>all students</b> in the school	<i>Dis</i>		
		<i>Oth</i>		
E	The % of disadvantaged students 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>all students</b> in the school	<i>Dis</i>		
		<i>Oth</i>		
F	The % of disadvantaged students on track to exceed the expected standard in writing by the end of Year 1 matches or is improving towards that of <b>all students</b> in the school	<i>Dis</i>		
		<i>Oth</i>		
G	The % of disadvantaged students 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>all students</b> in the school	<i>Dis</i>		
		<i>Oth</i>		
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged students making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other students</b> in the school	<i>Dis</i>		
		<i>Oth</i>		
I	The average % attendance for disadvantaged students is, at least, 96% (2018-2019 national, all =95.3%, other = 95.8%, dis = 92.5%)	<i>Dis</i>	93.8%	
		<i>Oth</i>	93.5%	

## Statements of success / impact – YEAR 2

Use £169,470 to ensure:

		RAG		
		2019/20	2020/21	2021/22
A	The % of disadvantaged students meeting the expected standard in the year two phonics screening check matches that of <b>all students</b> nationally and in the school (2019 national for all = 91%)	<i>Dis</i>	No data – Covid 19	
		<i>Oth</i>		
B	The % of disadvantaged students 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>all students</b> nationally and in the school (2017 national for other = 75%, dis = 62%)	<i>Dis</i>		
		<i>Oth</i>		
C	The % of disadvantaged students 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>all students</b> nationally and in the school (2017 national for all = 69%, dis = 55%)	<i>Dis</i>		
		<i>Oth</i>		
D	The % of disadvantaged students 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>all students</b> nationally and in the school (2017 national for all = 76%, dis = 62%)	<i>Dis</i>		
		<i>Oth</i>		

## Statements of success / impact – YEAR 2

Use £169,470 to ensure:

		RAG		
		2019/20	2020/21	2021/22
E	The % of disadvantaged students 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>all students</b> nationally and in the school for 2019 figures ( <i>national = 25.1%, school = 9.4%</i> )	Dis	No data – Covid 19	
		Oth		
F	The % of disadvantaged students 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 students</b> nationally and in the school for 2019 figures ( <i>national = 14.8%, school = 7.5%</i> )	Dis		
		Nat		
G	The % of disadvantaged students 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 students</b> nationally and in the school for 2019 figures ( <i>national = 21.8%, school = 15.1%</i> )	Dis		
		Oth		
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged students making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other students</b> in the school	Dis		
		Oth		
I	The average % attendance for disadvantaged students is, at least, 96% ( <i>2018-2019 national, all =95.3%, other = 95.8%, dis = 92.5%</i> )	Dis		95.6%
		Oth		94.6%

## Statements of success / impact – YEAR 3

Use £169,470 to ensure:

		RAG		
		2019/20	2020/21	2021/22
A	The % of disadvantaged students 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 <b>all students</b> in the school	Dis	No data – Covid 19	
		Oth		
B	The % of disadvantaged students 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 <b>all students</b> in the school	Dis		
		Oth		
C	The % of disadvantaged students 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 <b>all students</b> in the school	Dis		
		Oth		
D	The % of disadvantaged students 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 <b>all students</b> in the school	Dis		
		Oth		
E	The % of disadvantaged students 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 <b>all students</b> in the school	Dis		
		Oth		
F	The % of disadvantaged students 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 <b>all students</b> in the school	Dis		
		Oth		

### Statements of success / impact – YEAR 3

Use £169,470 to ensure:

		RAG		
		2019/20	2020/21	2021/22
G	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged students making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>all students</b> in the school	Dis	No data	
		Nat		
H	The average % attendance for disadvantaged students is, at least, 96% (2018-2019 national, all =95.3%, other = 95.8%, dis = 92.5%)	Dis	94.8%	
		Oth	95.2%	

### Statements of success / impact – YEAR 4

Use £169,470 to ensure:

		RAG		
		2019/20	2020/21	2021/22
A	The % of disadvantaged students 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>all students</b> in the school	Dis	No data – Covid 19	
		Oth		
B	The % of disadvantaged students 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>all students</b> in the school	Dis		
		Oth		
C	The % of disadvantaged students 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>all students</b> in the school	Dis		
		Oth		
D	The % of disadvantaged students 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>all students</b> in the school	Dis		
		Oth		
E	The % of disadvantaged students 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>all students</b> in the school	Dis		
		Oth		
F	The % of disadvantaged students 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>all students</b> in the school	Dis		
		Oth		
G	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged students making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>all students</b> in the school	Dis		
		Nat		
H	The average % attendance for disadvantaged students is, at least, 96% (2018-2019 national, all =95.3%, other = 95.8%, dis = 92.5%)	Dis	94.4%	
		Oth	95.2%	

## Statements of success / impact – YEAR 5

Use £169,470 to ensure:

		RAG		
		2019/20	2020/21	2021/22
A	The % of disadvantaged students 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>all students</i> in the school	Dis	No data – Covid 19	
		Oth		
B	The % of disadvantaged students 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>all students</i> in the school	Dis		
		Oth		
C	The % of disadvantaged students 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>all students</i> in the school	Dis		
		Oth		
D	The % of disadvantaged students 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>all students</i> in the school	Dis		
		Oth		
E	The % of disadvantaged students 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>all students</i> in the school	Dis		
		Oth		
F	The % of disadvantaged students 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>all students</i> in the school	Dis		
		Oth		
G	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged students making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <i>all students</i> in the school	Dis		
		Nat		
H	The average % attendance for disadvantaged students is, at least, 96% (2018-2019 national, all =95.3%, other = 95.8%, dis = 92.5%)	Dis	93.9%	
		Oth	95.4%	

## Statements of success / impact – YEAR 6

Use £169,470 to ensure:

		RAG		
		2019/20	2020/21	2021/22
A	The % of disadvantaged students 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 <i>other students</i> nationally (2019 national for other = 68%, dis = 51%)	Dis	No data – Covid 19	
		Oth		
B	The % of disadvantaged students 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 <i>all students</i> nationally (2019 national for all = 73%)	Dis		
		Oth		
C	The % of disadvantaged students 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 <i>all students</i> nationally (2019 national for all = 78%)	Dis		
		Oth		

## Statements of success / impact – YEAR 6

Use £169,470 to ensure:

			RAG		
			2019/20	2020/21	2021/22
D	The % of disadvantaged students 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>all students</b> nationally (2019 national for all = 79%)	Dis	No data – Covid 19		
		Nat			
E	The % of disadvantaged students 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>all students</b> nationally (2019 national for all = 78%)	Dis			
		Nat			
F	The % of disadvantaged students 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>all students</b> nationally (2019 national for all = 27%)	Dis			
		Nat			
G	The % of disadvantaged students 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>all students</b> nationally (2019 national for all = 27%)	Dis			
		Nat			
H	The % of disadvantaged students 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>all students</b> nationally (2019 national for all = 36%)	Dis			
		Nat			
I	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged students making expected progress from their KS1 baseline in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other students</b>	Dis			
		Nat			
J	The average % attendance for disadvantaged students is, at least, 96% (2018-2019 national, all =95.3%, other = 95.8%, dis = 92.5%)	Dis		94.0%	
		Oth		94.6%	

## Plan / Spend

		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	RAG		
				Jul 20	Sep 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22			2019/20	2020/21	2021/22
<b>Quality first teaching and harnessing the power of feedback</b>																
1	Embed 'DI language and reading mastery' in EY and KS1	1.2	7	PI	Co Im	Im	Rv				12,000	YA				



Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	RAG		
				Jul 20	Sep 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22			2019/20	2020/21	2021/22
2	Introduce NELI for Nursery to improve fluency, language acquisition and reading in the early years	5.2	7	Rv	Im	Rv	Rv	→				3,000	MJ			
3	Weekly coaching and feedback to maximise QFT	1.2	7	PI	Co Im	Im	Rv					30,000	KH			
4	Joint planning with Phase Leaders to support learning sequence and planned progression				Im	Im	Rv					14,000	Phase Leads			
<b>Highly tailored interventions and more time</b>												<b>£59,000</b>				
5	Use cyclical data days to highlight students who are not making accelerated progress and target for intense intervention	1.3	9	PI Co	PI Co	Im	Im	Rv				3,000	Phase Leads			
6	Embed 'DI intervention' programme to promote mastery and depth of learning for all in KS2	4.3	18	PI Co	Im	Im	Rv	→				10,000	YA			
7	Same day 'flexible' interventions led by LSAs so that no child goes home with a misconception	1.3	34	PI Co	Im	Rv	Im	Rv	→			5,000	Teachers			
9	Effectively deploy LSAs to read 1:1 with students using 'read and repeat' strategies to increase fluency and expression	1.2	30	PI Co	Im	Rv	Im	Rv	→			30,000	LS			
10	Prioritise Attendance focus with PP (frequent meetings, calls, check-ins etc)	2.1	18	PI Co	Im	Im	Rv	→				3,000	KH			
<b>Minimising barriers to achievement</b>												<b>£51,000</b>				
11	Effectively deploy a Community Liaison Officer to tackle attendance, punctuality and proposed extended leave	2.2	3	PI Co	Im	Rv	Im	Rv	→			3,000	KH			
12	Run classes for parents on English and basic skills so they can support children at home	3.1	2	PI Co	Im	Rv	Im	Rv	→			5,000	SK			
<b>Keeping aspirations on track and broadening experiences</b>												<b>£8,000</b>				

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	RAG		
				Jul 20	Sep 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22			2019/20	2020/21	2021/22
13	Raise aspirations through educational enhancements and subsidising trips and residentials	3.1	2	PI Co	Im	Rv	Im	Rv	→			16,000	TL			
14	Deployment of a Learning Mentor to support SEMH and attitude to learning	2.2	2	PI Co	Im	Rv	Im	Rv	→			30,000	RW			
15	Ensure access to after school clubs free of charge to disadvantaged students, including external providers	1.1	2	PI Co	Im	Rv	Im	Rv	→			10,000	TL			
												<b>£52,000</b>				
												<b>£170,000</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

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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## Review of expenditure 2019/20

### Quality of teaching for all

Impact	Lessons Learned
<p>Data taken from C2 internal data</p> <ul style="list-style-type: none"> <li>• In Y1 95% of all students were on track to pass the phonics screening checks</li> <li>• In Y1 Pira was higher for disadvantaged by 3pp, and lower in Puma by 3pp – less than the 10% national gap</li> <li>• In Pira across Years 2 – 6 disadvantaged students performed lower than all by at most 5pp, apart from Y4 which was 14pp lower</li> <li>• In Puma across Years 2 – 6 disadvantaged students performed lower than all, gaps are greater in maths than in reading</li> <li>• Overall writing across Y2 - 6 for disadvantaged students is in line, or slightly above with all, apart from Y2 which is lower by 14pp</li> <li>• Hive group for high needs students are working well below ARE but good progress towards individual targets are made</li> <li>• Reciprocal reading was implemented from Y3 – Y6, this increased progress of disadvantaged in Y3 and Y6</li> <li>• The Mastery approach through the White Rose Hub was rolled out throughout school and had a positive impact on maths progress for disadvantaged in all but Y3 and Y4</li> </ul>	<ul style="list-style-type: none"> <li>• C2 data shows that disadvantaged attainment in maths is much lower than in other subjects, this requires unpicking</li> <li>• Reading progress in Y4 and Y5 is lower than expected for disadvantaged</li> <li>• Maths progress for disadvantaged in Y3 and Y4 is well below that of all</li> </ul>

### Targeted support

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>• DI interventions ensured that disadvantaged students progress was accelerated compared to all</li> <li>• 1:1 reading for disadvantaged demonstrated they made as much progress, or more than all</li> <li>• The EEF Teaching and Learning Toolkit was used across school to ensure that feedback to all students has maximum impact</li> <li>• The pastoral team and CLO were deployed to target attendance for disadvantaged students, as a result the gap was 0.6pp compared to a national gap of 2.8pp.</li> </ul>	<ul style="list-style-type: none"> <li>• DI progress was accelerated compared to all within a cohort, but less progress was evident in Y6. Due to changing students without updating tracker.</li> <li>• Greater focus on tracking interventions is needed next year</li> <li>• Whilst 1:1 reading demonstrated progress in line with all, less progress was made in Y4-6</li> </ul>

## Appendix 1 Academy Improvement Plan

### Priorities for 2019-22

Our key drivers of commitment, teamwork and enjoyment underpin our priorities for 2019-22:

Under the 'Leadership and Management' section of the Academy Improvement Plan an emphasis is placed on disadvantaged students

#### 4.3 Use the pupil premium effectively to improve outcomes for disadvantaged students.

(See full improvement plan for all actions).

## 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 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.

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

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
				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.

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