# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the 2023/24 academic year 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 1147 |
| Proportion (%) of pupil premium eligible pupils | 22.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/24 2024/25 2025/26 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Steve Tighe, Headteacher |
| Pupil premium lead | Joanna Kempston, Associate Principal |
| Governor / Trustee lead | Governing group |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £282,025 |
| Recovery premium funding allocation this academic year | £74,754 |
| Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **Total budget for this academic year** *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £356,779 (+17,674 towards tutoring) |

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium grant is funding provided to the school by the Government to improve educational outcomes for disadvantaged young people in state-funded schools in England. The following groups are eligible for pupil premium:

- students who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- children looked after by local authorities, referred to as looked-after children
- children previously looked after by a local authority or other state care, referred to as previously looked after children.
- children of service personnel

At Parkside School, we aspire to develop our young people to become confident and independent learners who have aspirational and realistic goals for the future, irrespective of their socio-economic background and ability level. We aim to utilise the pupil premium grant to identify and implement strategies that help improve the wellbeing of our young people and reduce the attainment gap between the most and least disadvantaged students nationally. In addition, we place a particular emphasis on removing barriers where students in receipt of the pupil premium grant may also have a special educational need or English as an additional language.

By adopting a graduated approach, we seek to address the main barriers that we believe are particularly relevant to our disadvantaged young people in our context. At the heart of our approach is High Quality Teaching as the weight of evidence indicates that this is the most important lever schools have in reducing the advantage attainment gap (Education Endowment Fund (EEF) - Maximising Learning) and in improving social mobility.

This graduated approach will be rooted in robust diagnostic assessment rather than blanket assumptions about the impact of disadvantage. At Parkside, we recognise the barriers are not the same for everyone – every one of our young people is an individual and their development is not linear – as they age, the complexity of their needs will change. To ensure the approach is effective we will:

- Ensure High Quality Teaching is available to all our young people
- Establish a culture of unconditional positive regard
- Act early to intervene at the point a need is identified by using regular and intelligent assessment to identify gaps in student knowledge and understanding
- Improving reading skills and embedding a culture of reading in all year groups
- Ensure high levels of attendance for all our young people

- Provide targeted academic support through My Tutor and a range of other targeted programmes
- Provide pastoral and wellbeing support through check-ins, counselling, small group work, aspirations, and careers support programmes
- Provide opportunities for independent study
- Deploy our Student Support Leaders, Lead Practitioners and Learning Coaches more effectively to have a direct impact upon student wellbeing & attendance and academic outcomes

**In reviewing our approach for 2023-24, we drew upon the following sources:**

- The EEF Guide to the Pupil Premium – available here
- The Sutton Trust: School Funding and Pupil Premium 2023 – available here
- The Sutton Trust: Social Mobility, The Next Generation – available here
- The Sutton Trust: What makes great teaching? A review of the underpinning research – available here
- The EEF: Teaching and Learning Toolkit – available here
- The EEF: Improving Literacy in Secondary Schools – available here
- The EEF: Improving Mathematics in Key Stages 2 and 3 – available here
- The EEF: Making Best Use of Teaching Assistants – available here
- The EEF: Improving Behaviour in Schools – available here
- Barak Rosenshine: Principles of Instruction – available here
- DfE: Working together to improve school attendance – available here

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Behaviour, attitudes, and wellbeing**<br><br>A proportion of disadvantaged students, particularly those in Years 9 and above, are **less likely** than their peers to:<br>● be awarded positive points<br>● be identified as an 'active' or 'good' learner<br>● complete high-quality work<br>● attend an extra-curricular activity<br>● be open to wellbeing support<br><br>Our disadvantaged students at both Key Stage 3 and Key Stage 4 are **more likely** than their peers to:<br>● have a weaker connection with the school community |

| | |
|---|---|
| | ● regularly walk away from staff on the corridors or walk away from a lesson without permission<br>● require support or removal from their lesson by our 'On Tour' team<br>● have a negative sense of self including not always viewing themselves as successful learners<br>● require additional support to regulate<br><br>This is particularly noticeable in our Year 7, Year 8 and Year 10 cohorts. |
| 2 | **Reading, writing and comprehension**<br><br>Whilst improving, there is an on-going and persistent gap in reading for our young people from disadvantaged backgrounds. For example:<br>● According to internal baseline assessments, 68% of our Year 10 Pupil Premium cohort joined the school not 'secondary ready' v 50% of the non-Pupil Premium cohort<br>● 31% of students in receipt of the Pupil Premium Grant in our new Year 7 intake (2023-24) were not secondary ready in reading compared to 22% of our non-Pupil Premium students |
| 3 | **Attendance and punctuality**<br>Due to a weaker connection with the purpose of education and with the school community, our disadvantaged students are more likely to:<br>● be persistently absent from school<br>● have more frequent unauthorised absences from school<br>● be persistently late after registers have closed |
| 4 | **Limited opportunities for enriching experiences beyond the academic curriculum**<br><br>a) Low aspiration for progression to Post 16, training, university, and employment<br><br>In general, our disadvantaged students struggle to articulate the value or purpose of education. They perceive university-level study is unrealistic or irrelevant. They also often lack the cultural capital possessed by their more advantaged peers.<br><br>Prior to the pandemic, for example:<br>● 44% of our Year 11 non-Pupil Premium students went on to study A-Levels in comparison to 24% of our non-Pupil Premium students.<br>● A greater proportion of our disadvantaged learners go on to study Entry Level or Level 1 to 3 qualifications.<br>● Of those disadvantaged learners who studied in the school's Sixth Form, 50% went on to higher education in comparison to 72% of our non-pupil premium learners.<br><br>b) Limited uptake of enrichment experiences<br>There has typically been a range of sporting activities for students to participate in however for those students not keen on these experiences, they lack a broader offer.<br><br>Most of our disadvantaged students do not take up the offer of enrichment opportunities, typically because these take place during social times. |

| 5 | **Attainment advantage gap** |
|---|---|
| | Our disadvantaged students are less likely than their peers to secure strong academic progress, both at KS3 and KS4, in part, due to the range of challenges listed above. |
| | Raising attainment overall will remain a whole school focus, particularly for those disadvantaged students who also have a special educational need and receive SEN Support. |

# 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 |
|---|---|
| A) All students have access to High Quality Teaching across all subjects to support disadvantaged students to make comparable progress to their peers. | <ul><li>Evidence from in-school quality assurance processes showcases the Teaching and Learning cycle, including the use of Learning Profiles, is being implemented consistently in all classrooms.</li><li>Staff and student voice through in-school quality assurance processes positively highlights a direct link between Professional Development and its impact upon High Quality Teaching.</li><li>See success criteria for intended outcome (B) below</li></ul> |
| B) Disadvantaged students make comparable progress to their peers, particularly those identified as 'High' or 'Mid' prior attainers. | **At KS3:**<ul><li>The % of disadvantaged students working below their quintile in 5+ subjects at least matches, or is improving towards matching, the % of their peers working below.</li><li>There is a positive correlation between students receiving tutoring and them working within or above their quintile in English and Maths.</li><li>There is a positive correlation between Faculty level intervention and / or the work of the Achievement Leaders and the % of disadvantaged students working towards, within or above their quintile in 5+ subjects.</li><li>Reading intervention programmes have a positive impact upon the reading ages of our struggling readers.</li><li>Numeracy support programmes have a positive impact upon the numeracy skills our struggling students.</li></ul>**At KS4:**<ul><li>The overall attainment gap between disadvantaged students and their peers narrows, particularly across EBACC subjects.</li></ul> |

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|---|---|---|
| | | <ul><li>The Progress 8 score / Attainment 8 score for high prior attaining and mid prior attaining disadvantaged students at least matches or is improving towards that for other high prior attaining and mid prior attaining students nationally.</li><li>There is a positive correlation between students receiving tutoring and them working within or above their expected grade range in English and Maths. 80% of those receiving tutoring will be disadvantaged including those who are high prior attainers.</li><li>There is a positive correlation between Faculty level intervention and the % of disadvantaged students working within or above their expected grade range.</li></ul> |
| C) | To encourage emotionally healthy behaviours through unconditional positive regard. | <ul><li>Positive results from whole school and pastoral support strategies e.g., a decrease in the number of pupil premium students receiving detentions/suspensions, an increase in the number of pupil premium students being celebrated for their personal progress.</li><li>Evidence from in-school quality assurance processes showcases a reduction in students accessing behavioural support from our On Tour, Reset and Restore teams across all subjects.</li><li>Positive results from social, emotional, and behavioural programmes and mentoring.</li><li>Student voice displays a positive increase in the number of students feeling better connected to the school community.</li><li>Improved attitude to learning observed in lessons and identified through data captures.</li></ul> |
| D) | To raise the levels of attendance and punctuality of our disadvantaged students to ensure they have at least as much learning time as their peers. | <ul><li>The attendance of pupil premium students rises to above 92%.</li><li>The percentage of pupil premium students who are persistently absent reduces below 15% and the gap between them and their peer narrows.</li><li>The gap between disadvantaged students and their peers who are persistently late also reduces.</li></ul> |
| E) | All disadvantaged students to be involved in an exceptional experience in all years, with cost not posing a barrier. | There is a proportional increase in the involvement of disadvantaged students in the broader life of the school through: <ul><li>The Brilliant Club Scholars Programme</li><li>at least one day of work experience (Year 10)</li><li>establishing a student leadership team</li><li>widening the extra-curricular offer to include a broader range of activities such as photography, film club, debate, and mock trial</li><li>creating a culture of rewards and celebration events</li></ul> Student voice through in-school quality assurance processes shows that pupil premium students know and understand about other faiths, cultures, and British Values. |

| | At least 40% of students participating in enrichment opportunities and extra-curricular activities should be in receipt of the pupil premium grant. |
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# 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.

## Teaching (for example, CPD, recruitment and retention)

*SIP: School Improvement Plan

Budgeted cost: £74,404

| Intended outcome | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|---|
| A, B | Continuous Professional Development and High Quality Teaching:<br>i) Establish the core principles of High-Quality Teaching (explaining & modelling, practice & retrieval, hard thinking/building knowledge)<br>ii) Establish an evidence-informed professional development programme linked to the core principles, with a particular focus on adaptive teaching for students with barriers to knowledge acquisition and retention<br>iii) Re-focus Faculty Development Meetings on the development of High-Quality Teaching<br>iv) Revise the Performance Management system to hold staff to account on the core principles of High-Quality Teaching | • Rosenshine's Principles of Instruction<br>• EEF Teaching and Learning Toolkit – Approach 6,10,12<br>• What makes great teaching?<br>• Teaching WALKTHRUs<br>• EEF - Special Educational Needs in Mainstream Schools<br><br>Effective delivery of the Parkside Lesson raises the profile of our disadvantaged students in all our classrooms and ensures they are questioned effectively and in receipt of high-quality feedback.<br><br>Research from the Sutton Trust (2011) evidences the effects of high-quality teaching. Their research highlights it is especially significant for students from disadvantaged backgrounds: over a school year, these students gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.' | 1,2,4,5 |
| A, B, C | High Quality Teaching and a culture unconditional positive regard to provide the conditions for effective learning behaviours to develop: | • EEF Improving Behaviour in Schools – Recommendations 1,2,3,4 | 1,3,5 |

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|---|---|---|---|
| | • Consistent use of meet & greet and exit routines<br>• Consistently modelling expected behaviours at line up<br>• Re-development of Learning Profiles to share student voice<br>• Modelling of social and emotional learning behaviours incorporated into teaching methods<br>• Appointing a Positive Regard specialist to work alongside the wider staff body<br>• Providing Positive Regard training for support staff | • EEF Teaching and Learning Toolkit – Appendix 1 - Approaches 8,12,27<br>• SEND Code of Practice – Section 6<br><br>Psychological research shows that unconditional positive regard cultivates relationships and nurtures growth and personal development.<br><br>The EEF highlights that knowing and understanding our young people and their influences is paramount in informing effective responses to behaviour that falls short of our expectations.<br><br>Providing the conditions for learning behaviours to develop ensures our students can access the curriculum and participate in their learning in a safe and productive environment. | |
| A, B, D | Deliver an aspirational curriculum which inspires, motivates, and challenges all disadvantaged students, as well as closing gaps and addressing misconceptions.<br><br>• Establish a small group ASDAN short course pilot (Manufacturing)<br>• Establish Level 1 Integrated Humanities<br>• Offer GCSE Business Studies<br>• Offer GCSE Statistics | • EEF Teaching and Learning Toolkit – Appendix 1 - Approaches 22,26<br><br>Constructing a curriculum offer is an important task as it is the curriculum that offers opportunities across the age and ability range to move beyond the experience they bring to school and to acquire knowledge that is not tied to that experience. | 1,4,6 |
| A, B, C, D | Establish the role of KS3 Achievement Leaders to work with underachieving disadvantaged students to provide bespoke support to close the achievement gap | • EEF Teaching and Learning Toolkit – Appendix 1 - Approach 6<br><br>Using assertive mentoring or learning mentors is established practice in a wide range of educational environments. Where relationships are strong, this type of additional support can help unpick a range of complex issues that usually lay behind problems with learning and achievement. | 1,2,3,4,5 |

| A, B, D | Appoint a whole school lead for literacy. Part of this role will include establishing a 'reading in the subject disciplines' strategy to:<br><br>● diversify the range of texts students engage within their curriculum<br>● provide professional development on developing strong academic reading habits within the subject disciplines<br>● promote a love of reading | ● EEF Improving Literacy in Secondary Schools – Recommendations 1,2,3<br>● EEF Teaching and Learning Toolkit – Appendix 1 - Approach 21<br><br>Alex Quigley, writer of 'Closing the Reading Gap' highlights that 'Reading is the key to learning… academic reading helps pupils access the school curriculum. As such, every teacher knowing about how children learn to read, before going on to 'read to learn', is crucial work'.<br><br>He is also clear that many teachers feel under-prepared to access the best evidence on reading or to teach students with reading barriers. | 2,5 |
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £94,617 + tutoring costs

| Intended outcome | Activity | Evidence that supports this approach | Challenge number(s) addressed |
| --- | --- | --- | --- |
| A, B, C, D | High Quality Teaching:<br>Restructuring the role and the deployment of Learning Coaches (TAs) to have a greater impact upon academic progress – both in class and in 1:1/small group interventions | ● Section 2 of the DfE's working together to improve attendance<br>● EEF Making Best Use of Teaching Assistants<br>● EEF Teaching and Learning Toolkit – Appendix 1 - Approach 29<br><br>The EEF is clear that using additional adults in a 'velcro' manner impacts their effectiveness as learning coaches or support mechanisms in the classroom. It creates a divide between the young people they are working with and their peer group, as well as reducing 'face to face' teaching time from the subject specialist. Instead, additional adults should be used to add value to what a | 1,2,3,4,5 |

| | | teacher does, rather than replace them. | |
|---|---|---|---|
| A, B, C, D | Re-develop the curriculum delivery of both Read Write Inc (Fresh Start) and Lexia to better support closing the reading gap.<br>● Development of 'little and often' intervention model alongside the SENCo<br>● Professional development for Learning Coaches on phonics and comprehension<br>● Establish a KS4 Struggling Readers programme to target students whose reading ages are a barrier to accessing their GCSE studies. | ● EEF Improving Literacy in Secondary Schools – Recommendation 7<br>● EEF Teaching and Learning Toolkit – Appendix 1 - Approach 19, 21<br><br>Reading, writing, speaking, and listening are at the heart of 'knowing' and 'doing' all subjects in school. When reading presents the biggest barrier to accessing the curriculum, the best available evidence showcases that schools should proactively plan to support students with the weakest levels of literacy. The school is already embedding a tiered model of support and is now reviewing the delivery model to enhance its effectiveness in closing the reading gap. | 2,5 |
| A, B | Evaluate the participation of disadvantaged students in the school's tutoring programme in order to ensure it has a demonstrable impact upon their progress in English and Maths | ● EEF Teaching and Learning Toolkit – Appendix 1 - Approaches 13,26<br><br>The National Tutoring Programme was established to focus on catching up 'lost' learning due to the pandemic. As schools have returned to pre-pandemic ways of learning, the focus is now on utilising tutoring to tackle the attainment gaps between disadvantaged students and their peers. The DfE suggest that tutoring is a universally recognised method of addressing low attainment and educational inequality. | 1,5 |

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

Budgeted cost: £170,102

| Intended outcome | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|---|
| B, C, D | Establish a culture of unconditional positive regard and structure/routine though:<br>● A simplified set of classroom rules<br>● A revised rewards system for all students<br>● A clear role for form tutors in developing a sense of belonging and offering high quality pastoral support | ● EEF Improving Behaviour in Schools – Recommendations 1.3.4<br><br>Our PASS (Pupil Attitudes to Self and School) Survey suggests that students feel that they do not always get recognise for positive progress – both academically and from a behaviour perspective. They feel they do not experience consistency from lesson to lesson and feel a lack of connection with their teachers and other adults.<br><br>The Timpson Report (2019) confirms that young people value consistency and fairness in the way that schools apply their behaviour policies. | 1,3,5 |
| B, C, D | Reduce truancy and out of lesson events through the development of:<br>a) A graduated alternative provision offer for transition, KS3 and KS4<br>b) Reset and Restore to provide additional capacity for identifying barriers to learning and holding students to account | ● EEF Improving Behaviour in Schools – Recommendations 1,2,5<br>● EEF Teaching and Learning Toolkit – Appendix 1 - Approaches 3,8,22,26<br><br>The Timpson Report highlights that vulnerable groups of young people are more likely to be excluded, with 78% of permanent exclusions issued to children who have a special educational need or are in receipt of free school meals. To break the link between disadvantage and underachievement, the school is focused on creating additional capacity through the development of alternative curriculum pathways and enhanced identification and assessment of need/s. | 1,3,4,5 |
| E | Establish additional leadership capacity to encourage participation in / organise, track, and celebrate extra-curricular and enrichment opportunities including:<br>● Establishing student leadership, enrichment and extra-curricular | ● EEF Teaching and Learning Toolkit – Appendix 1 - Approach 2<br><br>The Sutton Trust has previously highlighted that bright, disadvantaged students obtain statistically significantly better | 1,4,5 |

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|---|---|---|---|
| | TLR positions to lead on the development of these key areas<br>• a revised student leadership team structure that has PP representatives<br>• the Brilliant Club's Scholar's Programme for high prior attaining disadvantaged students in Years 7 and 8<br>• Increase the range of cultural visits disadvantaged students can participate in | GCSE results when they are engaged in average or better out of school academic enrichment activities | |
| B, C, D | Establish an effective identification and assessment system for emerging needs / special educational needs. Develop alternative provision pathways to support. | • [Section 2 of the DfE's working together to improve attendance](#)<br>• [EEF Improving Behaviour in Schools – Recommendation 1](#)<br>• [EEF Special Educational Needs in Mainstream Schools – Recommendation 2](#)<br><br>Building an ongoing, holistic understanding of young people and their needs is key to ensuring teaching staff feel empowered to make adaptions to the curriculum as and when necessary. Assessment should be regular and purposeful, following a 'graduated approach', ensuring we take the least intrusive action first to avoid unnecessary impact on their broad and balanced curriculum offer. | 1,2,3,5 |
| B, D | Introduce a revised attendance strategy which focuses on investigation and mitigation of barriers. This includes a clear role for Form Tutors and revising the deployment of:<br>• Peer Mentors<br>• the Attendance Officer<br>• Student Support Leaders<br>• Learning Coaches | • [Section 2 of the DfE's working together to improve attendance](#)<br>• [EEF Teaching and Learning Toolkit – Appendix 1 - Approach 17](#)<br><br>Research shows attendance has an impact upon academic achievement, engagement, social and emotional development and feeling a sense of 'belonging' to the school community.<br><br>Students with higher attendance rates, according to Ainscow et al (2016), secure higher grades and greater levels of attainment. This suggests that consistent attendance is a key factor in facilitating learning and maximising | 3 |

|  |  | educational outcomes for our disadvantaged students. |  |

**Total budgeted cost: £339,123 + tutoring**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

28% of Pupil Premium students achieved a grade 4+ in E and M compared to 51% for all.  P8 for Pupil Premium students was -1.06 compared to -0.58 for all.  Both these figures were significant improvements from in year monitoring but there is still considerable work to do.

**Teaching and learning:**
Significant support was provided to early career teachers.  All ECTs made the required progress during the year and continue to make good progress

Student voice around revision strategies and how they are supported by teacher suggests that these need to be made more explicit so students are aware they are being taught this.

**Targeted academic support:**
All Pupil Premium students targeted for literacy support showed progress.  Interventions are used for those more than 24 months below their chronological age.  During an 8-month period these students made the following progress:

Y7PP – 7 months progress
Y8PP – 8 months progress
Y9PP – 18 months progress
Y10PP – 6 months progress

There were 57 pupils in Y11 who were Pupil Premium, 68% of whom had tutoring and 15% of whom had tutoring in 2 subjects.

77% of those who had tutoring had maths tutoring and 80% made at least 1 grades progress between mocks and the final exam with 20% making 2 grades progress.  33% of the achieved a grade 4+ as a result.

28% had English tutoring of which 45% made at least 1 grade of progress between mocks and the final exam (in English language) with 60% achieving a 4+ as a result.

280 students had tutoring of which 39% were Pupil Premium (113 students)

44% of Pupil Premium students had tutoring in English, Maths or reading tutoring

**Wider strategies:**

The latest nationally verified destinations date shows that 98% of students leaving KS4 continued in education or training for at least two terms and 89% of students leaving KS5.  Awaiting most up to date data

**Attendance:**
There was a 9% attendance gap between PP and nonPP during 22-23.

**Behaviour:**
Of all detentions in 22-23, 44% were for PP students which is disproportionate to the number of PP students in school.  Due to the change of systems, it is not possible to accurately compare this to 21-22.
Of all suspensions in 22-23, 47% were for PP students which is disproportionate to the number of PP students in school. This has not shown a reduction from 21-22 – the figure was the same.
Extra-curricular – of the overall attendance at extra-curricular clubs, 13% was from PP students

# Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|---|---|
|  |  |
|  |  |

# Service pupil premium funding (optional)

| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
|---|
| Tutoring |
| **The impact of that spending on service pupil premium eligible pupils** |
|  |

# Appendix 1: EEF Teaching and Learning Toolkit

The EEF'S Teaching and Learning Toolkit is based on what has happened when particular approaches have been used in schools before. It provides high quality information about what is likely to be beneficial on existing evidence.

A summary of the approaches, their cost, how much research evidence there is and their impact from the Toolkit can be found below.

| | Approach | Cost esti mate | Evidence estimate | Average impact on progress |
|---|---|---|---|---|
| 1 | Arts participation | £ £ £ £ £ | ★ ★ ★ ☆ ☆ | + 3 Months |
| 2 | Aspiration interventions | £ £ £ £ £ | ★ ☆ ☆ ☆ ☆ | 0 Months |
| 3 | Behaviour interventions | £ £ £ £ £ | ★ ★ ☆ ☆ ☆ | + 4 Months |
| 4 | Collaborative learning approaches | £ £ £ £ £ | ★ ★ ☆ ☆ ☆ | + 5 Months |
| 5 | Extended school time | £ £ £ £ £ | ★ ★ ☆ ☆ ☆ | + 3 Months |
| 6 | Feedback | £ £ £ £ £ | ★ ★ ★ ★ ☆ | + 6 Months |
| 7 | Homework | £ £ £ £ £ | ★ ☆ ☆ ☆ ☆ | + 5 Months |
| 8 | Individualised instruction | £ £ £ £ £ | ★ ★ ☆ ☆ ☆ | + 4 Months |
| 9 | Learning styles | £ £ £ £ £ | ☆ ☆ ☆ ☆ ☆ | + 0 Months |
| 10 | Mastery learning | £ £ £ £ £ | ★ ★ ★ ☆ ☆ | + 5 Months |
| 11 | Mentoring | £ £ £ £ £ | ★ ★ ★ ☆ ☆ | 2 Months |
| 12 | Metacognition and self-regulation | £ £ £ £ £ | ★ ★ ★ ★ ☆ | + 7 Months |
| 13 | One to one tuition | £ £ £ £ £ | ★ ★ ★ ★ ☆ | + 5 Months |
| 14 | Oral language interventions | £ £ £ £ £ | ★ ★ ★ ★ ☆ | + 6 Months |
| 15 | Outdoor adventure learning | £ £ £ £ £ | ☆ ☆ ☆ ☆ ☆ | Unclear |
| 16 | Parental engagement | £ £ £ £ £ | ★ ★ ★ ★ ☆ | + 4 Months |
| 17 | Peer tutoring | £ £ £ £ £ | ★ ★ ★ ★ ☆ | + 5 Months |
| 18 | Performance pay | £ £ £ £ £ | ★ ☆ ☆ ☆ ☆ | + 1 Months |
| 19 | Phonics | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months |

| 20 | Physical activity | £ £ £ £ £ | ★ ★ ★ ☆ ☆ | + 1 Months |
|----|-------------------|-----------|-----------|------------|
| 21 | Reading comprehen sion strategies | £ £ £ £ £ | ★ ★ ★ ★ ☆ | + 6 Months |
| 22 | Reducing class size | £ £ £ £ £ | ★ ☆ ☆ ☆ ☆ | + 2 Months |
| 23 | Repeating a year | £ £ £ £ £ | ★ ★ ☆ ☆ ☆ | - 3 Months |
| 24 | School uniform | £ £ £ £ £ | ☆ ☆ ☆ ☆ ☆ | Unclear |
| 25 | Setting or streaming | £ £ £ £ £ | ★ ☆ ☆ ☆ ☆ | 0 Months |
| 26 | Small group tuition | £ £ £ £ £ | ★ ★ ★ ☆ ☆ | + 4 Months |
| 27 | Social and emotional learning | £ £ £ £ £ | ★ ☆ ☆ ☆ ☆ | + 4 Months |
| 28 | Summer schools | £ £ £ £ £ | ★ ★ ☆ ☆ ☆ | + 3 Months |
| 29 | Teaching assistant interventions | £ £ £ £ £ | ★ ★ ★ ☆ ☆ | + 4 Months |
| 30 | Within class attainment grouping | £ £ £ £ £ | ★ ☆ ☆ ☆ ☆ | + 2 Months |