GSHS Pupil Premium plan 2020 – 2023

How are we spending our Pupil Premium Grant?

Great Sankey has become a research driven organisation and draws upon evidence to make decisions about school improvement. For our PP Strategy we align our actions and approaches to the Education Endowment Fund's guide to PP which aims to help schools maximise the impact of the grant. On this basis our Pupil Premium spend uses the EEF tiered approach to improving outcomes for disadvantaged students. These are 1- Teaching, 2- Targeted Academic Support and 3- Wider Strategies. The EEF stress that many strategies will overlap and that balance between categories will vary year on year. It is also important to draw attention to the following; that it is a myth that only eligible children can benefit from pupil premium spending (as improving teaching has the biggest impact on shifting disadvantaged outcomes- it just has a disproportionate affect compared to non PP); that measuring and comparing internal class or school gaps is less likely to provide useful information and it isn't required by the DFE or Ofsted; and that when it is most effective the Pupil Premium sits at the heart of a whole school effort. We want to ensure that any support required will be identified early and implemented seamlessly, by working collaboratively and in partnership with stakeholders to ensure every child has the opportunity to succeed and thrive at Great Sankey regardless of starting point, background or the challenges they may encounter (be they at home, school, physical, mental or academic). Personal Development will play an integral part of 'what we do' as a school community. We want our students to become proactive responsible citizens and be able to pursue careers they are passionate about and live healthy, secure, happy and fulfilled lives. Our mission is to ensure that all students are on TRACK and leave GSHS articulate, resilient, compassionate and culturally aware.

Quality First Teaching

We are committed to investing in our staff to ensure they are using the most effective and up to date techniques to help students secure what they learn in class is committed to their long-term memory, regardless of their starting point. This will be evident in the outcomes of students. Any visitor to a classroom should be able to pick up an exercise book, walk into any lesson, speak to any student and see the impact our vision, values and systems have on a child through the delivery of an exceptional learning experience. Staff will consistently remove barriers to learning and promote the benefit and pleasure of reading and developing language and vocabulary and take every opportunity to develop their own practice. We are committed to improving our teaching every day, investing in instructional coaching and practice as key drivers. Working with Ambition Institute and Leverage Leadership we have learnt, and are now applying, the process of 'Name it, See it, Do it' to our practice and this is enabling our teachers to recognise the steps to improvement and share their successes. We have also invested significantly in the first year of this plan by ensuring that what we want to be happening in the classroom, is happening. Alongside this we are also developing and planning our coaching model for staff to receive regular small group and one to one coaching.

Targeted Academic Support

In 2020 we have launched DATCAT to identify and support all students but particularly PP students. We prioritise PP for intervention and extended catch-up sessions. Thinking reading targets our weakest readers and will provide intensive support. SEN provision is becoming more specialised in its offer and homework clubs target the most vulnerable. Dedicated time for PP students to support their aspirations and inspire them to reach their goals is delivered by our independent careers advisor. Moving forward we will appoint dedicated teachers to support disadvantaged learners and create additional capacity in our core subjects and the offer of morning sessions will be explored.

Wider Strategies

Enrichment plays a key role in the educational experience at Great Sankey. We are the largest provider of the Duke of Edinburgh's Award in the North West and are the largest provider of the John Muir Award in the UK. We already support financially our disadvantaged students to get involved in our extra-curricular activities; next we will plan track and reward their involvement and create whole year group cultural enrichment. Knowledge Organisers are playing a growing role in delivering our curriculum and helping students and parents know what is being taught and supporting mastery of key concepts and content. Breakfast and LRC club are now established and we have created additional pastoral capacity to support our disadvantaged students. We use Drop Everything and Read and Accelerated Reader to track and encourage reading with tutors reading aloud to students in tutor time. We see parental involvement as being essential in breaking down barriers to academic success and we have already significantly increased contact with parents. Moving forward we plan ensure that every half term parents receive a personalised report, a face-to-face meeting or a telephone call home.

School Improvement Plan*

Our six key ingredients for school improvement are Teaching and Learning, Leadership, Curriculum, Student Support, Personal Development and Attitudes & Behaviour. Implemented correctly they drive and facilitate the improved outcomes of young people to ensure they are not only prepared for their futures but inspired. They are integral to our self-evaluation and school improvement journey and form part of HiVE, our research based Holistic interactive Vision of Educational Excellence.

Teaching and Learning	Leadership	Curriculum
T1- Subject Knowledge	L1- Vision, Values, Culture, Wellbeing	C1- Ambitious
T2-Reading and Literacy	L2- Leadership Depth	C2-Extra-curriculum/Enrichment
T3- Backwards Planning	L3- Resources and Learning Environment	C3-Sequenced
T4- Quality of Students Work	L4- Strong Systems	C4- Formative Assessment and Targets
T5-Delivery	L5- Outward Facing	C5- Forward Thinking
T6- Formative Assessment	L6- Marginal Gains, Innovative, Change	C6-Cultural Capital
Student Support	**Personal Development**	**Attitudes and Behaviour**
S1- Safeguarding	P1- Careers	A1- Attendance and Punctuality
S2- SEN	P2- Skills for Success	A2- Positive Relationships
S3- Academic Intervention	P3-British Values	A3- Community Involvement
S4- Student Groups	P4- Be Healthy (inc RSE)	A4- Engagement
S5- Student Wellbeing	P5- Character, Resilience, Leadership	A5- High Expectations
S6-Early Help and Effective Partnership	P6- Leadership	A6- Robust Systems and Ready to Learn

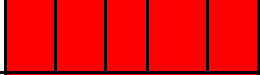| BARRIERS TO FUITURE ATTAINMENT FOR STUDENTS ELIGIBLE FOR THE PPG (INCLUDING HIGH ABILITY STUDENTS |
|---|
| Internal Barriers: |
| A significant proportion of students enter secondary school below chronological reading age expectations.
APS SCALED SCORE (NATIONAL/GS/GS-PP): **2020 intake**: xx,xx,xx; **2019 intake:** 104.7, 106.7, 103.2 **2018 intake** 104.8, 106.3, 103.9; **2017 intake:** 103.8, 105.3, 102.8
2016 intake: 102.4, 103.8, 100.2 |
| Teaching and Curriculum Planning have been revolutionised over the past year. It is essential that all policies and systems are monitored and reviewed regularly to provide support and maintain consistency across the school. |
| Tracking and Intervention needs to become more robust to ensure support and intervention is implemented swiftly, systematically and seemlessly. |
| External barriers: |
| Supporting students understand their aspirations and how to achieve them. |
| Attendance and persistent absenteeism of disadvantaged students. |
| Building stronger relationships between home and school will help facilitate greater engagement across all areas of school life. |

Allocation	Expected Funding								
Based on the school census	**2020/21**			**2021/22**			**2022/23**		
Students in year 7 -11 recorded as Ever 6 FSM	123	£955	£117,465	174	£955	£166,170	170	£995	£169,150
Looked-after Children (LAC)	19	£2345	£44,555	16	£2345	£37,520	15	£2345	£35,175
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	23	£2345	£53,935	23	£2345	£23,935	24	£2345	£56,280
Service Children	10	£310	£3100	14	£310	£4,340	12	£310	£3,720
Total	175		£219,055	227			221		£264,325

BUDGET Plan:	2020/21	2021/22	2022/23
Supporting Great Teaching	£104,196	£37,652	£49,325
Targeted Support	£32,388	£152,388	£165,000
Wider Strategies	£82,471	£29,015	£50,000

Key Metrics to measure success/impact - Year 7	2020/21					2021/22					2022/23				
	Eng	Mat	Sci	Hums	MFL	Eng	Mat	Sci	Hum	MFL	Eng	Mat	Sci	Hum	MFL
A The percentage of LPA disadvantaged students who are secure in Ebacc subjects, matches that of other LPA students within the school	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩					
B The percentage of MPA disadvantaged students who are secure in Ebacc subjects matches that of other MPA students within the school	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩					
C The percentage of HPA disadvantaged students who are secure in Ebacc subjects, matches that of other HPA students within the school	🟥	🟥	🟥	🟥	🟥	🟨	🟨	🟥	🟥	🟨					
D The attendance of the majority of disadvantaged students, at least, matches that for other students nationally, or this gap is reducing	Disadvantaged: 89.83% vs 94.98% (5.5% difference) 3% vs 0.95% unauthorised absence. *(yellow)*					Attendance is -1.6% below national average. +3.9% overall. *(green)*									
E All disadvantaged students achieve at least one scholars award	Delayed launch due to covid *(red)*					5% of Scholars awards awarded to disadvantaged students. *(red)*									
F The reading ages of our disadvantaged students will improve from their year 7 benchmark STAR test. The gap between reading age and chronological reading age will decrease.	Increase of 0.24, gap closed 0.01 difference. *(green)*					Reading buddies launched October 21 for lowest reading ages in Year 7 *(yellow)*									
G Disadvantaged students complete homework at a frequency in line with their peers	Average data shows 95% of disadvantaged *(green)*					85% completion rate vs 89% *(green)*									

		students completed their KO homework regularly compared to 92% of their non-disadvantaged peers.		
H	The ATL scores of disadvantaged students are in line with their peers	Data shows three students outlying their peers in negative ATL records. No positive data shown.	Data shows that ATL are broadly similar, including "correct equipment"	

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Key Metrics to measure success/impact - Year 8		2020/21					2021/22					2022/23				
		Eng	Mat	Sci	Hums	MFL	Eng	Mat	Sci	Hum	MFL	Eng	Mat	Sci	Hum	MFL
A	The percentage of LPA disadvantaged students who are secure in Ebacc subjects, matches that of other LPA students within the school															
B	The percentage of MPA disadvantaged students who are secure in Ebacc subjects matches that of other MPA students within the school															

C	The percentage of HPA disadvantaged students who are secure in Ebacc subjects, matches that of other HPA students within the school			
D	The attendance of the majority of disadvantaged students, at least, matches that for other students nationally, or this gap is reducing	85.27 vs 93.72 (8.45% gap) 4.65% vs 1.42% unathorised absence	Attendance is 1.38% above national average.	
E	All disadvantaged students achieve at least one scholars award	Delayed launch due to covid	Launched September 21	
F	The reading ages of our disadvantaged students will improve from their year 8 benchmark STAR test. The gap between reading age and chronological reading age will decrease.	Gap of 1.7 decreased to 1.5 from start to end of the year. 2 month increase in average reading age.	Reading buddies launched October 21 for lowest reading ages in Year 8	
G	Disadvantaged students complete homework at a frequency in line with their peers	65 % completion rate vs 77%	89% complete vs 98% complete	
H	The ATL scores of disadvantaged students are in line with their peers	Two students skew the overall comparison figures. ATL is in line with peers.	Data shows that ATL are broadly similar, including "correct equipment"	

Key Metrics to measure success/impact - Year 9		2020/21					2021/22					2022/23				
		Eng	Mat	Sci	Hums	MFL	Eng	Mat	Sci	Hum	MFL	Eng	Mat	Sci	Hum	MFL
A	The percentage of LPA disadvantaged students who are secure in Ebacc subjects, matches that of other LPA students within the school	[grey]	[grey]	[grey]	[grey]	[grey]	[green]	[green]	[green]	[green]	[green]					
B	The percentage of MPA disadvantaged students who are secure in Ebacc subjects matches that of other MPA students within the school	[red]	[red]	[red]	[red]	[red]	[red]	[yellow]	[yellow]	[yellow]	[yellow]					
C	The percentage of HPA disadvantaged students who are secure in Ebacc subjects, matches that of other HPA students within the school	[red]	[orange]	[green]	[orange]	[orange]	[yellow]	[yellow]	[green]	[yellow]	[yellow]					
D	The attendance of the majority of disadvantaged students, at least, matches that for other students nationally, or this gap is reducing	86.35% vs 94.41% gap of 8.6% [red]					Attendance is 0.3% above national average [green]									
E	All disadvantaged students achieve at least one scholars award	Delayed launch due to covid					Launched September 21									
F	Disadvantaged students complete homework at a frequency in line with their peers	66% completion rate vs 80% [red]					95% completion rate vs 90% completion [green]									
G	The ATL scores of disadvantaged students are in line with their peers	Overall in line with peers, engagement in remote learning skews the figure. [green]					Data shows that ATL are broadly similar, including "correct equipment" [green]									

Key Metrics to measure success/impact - Year 10		2020/21	2021/22	2022/23
A	**Progress 8** to increase the proportion of PP students making positive progress	N/A*	Gap: 6.2 [yellow]	

			2020/21	2021/22	2022/23
B	**Progress 8 - English** to increase the proportion of PP students making positive progress		N/A*	Gap: 3.7	
C	**Progress 8 - Maths** to increase the proportion of PP students making positive progress		N/A*	Gap: 12.3	
D	**Progress 8 - Ebacc** to increase the proportion of PP students making positive progress		N/A*	Gap: 3.9	
E	**Progress 8 – Open** to increase the proportion of PP students making positive progress		N/A*	Gap 11.7	
F	**Attainment 8** - score to continue to outperform national disadvantaged measures by an increasing amount		N/A*	Gap: 15.7	
G	**Percentage of Grade 5+ in English and maths -** o close the gap between the disadvantaged students and the national average for non-disadvantaged students by a decreasing amount		N/A*	Gap: 16.4	
H	The attendance of disadvantaged students, at least, matches that for other students nationally		On average +2.3% higher than national	-1.86% below national average	

*Due to uncertainity surrounding the 2022 exam series OTF grades were not collected in the 2021 summer term

Key Metrics to measure success/impact - Year 11			2020/21	2021/22	2022/23
A		Progress 8 to increase the proportion of PP students making positive progress	N/A*	Gap: 11.8%	
B		**Progress 8 - English** to increase the proportion of PP students making positive progress	N/A*	Gap: 12.8%	
C		**Progress 8 - Maths** to increase the proportion of PP students making positive progress	N/A*	Gap: 9.2%	
D		**Progress 8 - Ebacc** to increase the proportion of PP students making positive progress	N/A*	Gap: 2.3%	
E		**Progress 8 – Open** to increase the proportion of PP students making positive progress	N/A*	Gap 25.1%	
F		**Attainment 8** - score to continue to outperform national disadvantaged measures by an increasing amount	37.4 (36.7 nationally in 2019)	44.8 vs 37.6 nationally	
G		**Percentage of Grade 5+ in English and maths -** to close the gap between the disadvantaged students and the national average for non-disadvantaged students by a decreasing amount	26.5%(25% nationally in 201	35.8 vs 29.6 nationally	
H		The attendance of disadvantaged students, at least, matches that for other students nationally	On average,	On average,	

		1.7% higher than national.	4.8% higher than national.	

*Progress measures unavailable due to the cancellation of the 2021 exam series

Quality First Teaching		HIVE Link *	EEF Toolkit**	Implementation Timeline									Lead	20/21	21/22	22/23
				Sep 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22	Jan 23	Jul 23				
1	Design and Implement high quality CPD for teaching staff delivered by Ambition Institute	T1, T4, T5	9, 14	Co Pl Im	→	Rv	Im	→	Rv	n/a	n/a	n/a	FLB/PD		Discontinued	
2	AHT to lead literacy across the school	T2	25	Co Pl Im	→	Rv	Im	→	Rv	Im			GB			
3	Train a series of coaches to support teaching across the school	T1, T5, L2,	9, 14	C Pl Pt	→	Rv	Im	→	RV	Im			FLB/GB			
4	Employ additional staff so that key classes in core subjects to provide additional support for PP students	S3, L3	26, 30	Co	Pl	→	Im	→	Rv	Im		RV	GH/PG		En/Ma	

Co		Communicate	Pl		Plan	Pt		Pilot	Rv		Review	Im		implement

Targeted Academic Support		HIVE Link*	EEF Toolkit**	Implementation Timeline									Lead	20/21	21/22	22/23
				Sep 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22	Jan 23	Jul 23				
1	Buy revision guides for PP students in KS4	S3, S4	11	Im		Rv	Im		Rv	Im		Rv	KAD			
2	Run staffed homework clubs to support PP students with out of school learning	S3, S4	8, 11	CoPl	Im	Rv	Im		RV	Im		RV	KM/KAD	COVID	Catch-up	
3	Dedicated careers advisor time for all PP students to support their transition into further education or employment	P1, S4	2	Co Pl Im		RV	Co Pl Im		RV	Co Pl Im		RV	SH			
4	Thinking Reading embedded across the school with a particular focus on PP	T2, S3	25	Co Pl	Im	Rv	→	→	→	→	→	→	GB			
5	PP students are monitored by department DATCAT analysis and prioritised for department and whole school intervention	C4, S3, S4, A5	17, 30	Co Pl Im		Rv	Co Pl Im		Rv	Co Pl Im		Rv	PD			
6	Provide additional after school, holiday and Saturday sessions to support students preparing for exams. Positively discriminate to prioritise PP students.	C4, S3, S4	8	Co Pl	Im	RV	Co Pl	Im	Rv	→	→	→	CLK			

| 7 | To develop and embed class charts and provision mapping systematically across the school | S2, S4, S6, S3 | 9, 14, 34 | Co Pl | Im | RV | → | → | → | → | → | → | IM | 🟨 | 🟩 | |

Co	Communicate	Pl	Plan	Pt	Pilot	Rv	Review	Im	implement

Wider strategies		HIVE Link*	EEF Toolkit**	Implementation Timeline									Lead	20/21	21/22	22/23
				Sep 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22	Jan 23	Jul 23				
1	Additional pastoral staff to track and support PP students	A1, A2, S4. S5	2, 3	Im		Rv	→	→	→	→	→	→	PD/RA/NLF	🟩	🟩	
2	Embed accelerated reader and DEAR into year 7 and 8	T2	25	Im	→	RV	→	→	→	→	→	→	GB	🟩	🟩	
3	All KS3 students provided with a knowledge organiser	L6, T6, C3, T5	11	Im	→	Rv	→	→	→	→	→	→	GB	🟩	🟩	
4	Knowledge organiser quiz completion monitored and support/sanction implemented where needed	T5, T6, C3, A5	3, 11	ImRv	Im	→	Rv	→	→	Rv	→	→	GB	🟩	🟩	
5	Provide breakfast every morning so students are ready to learn	S5, A1		CoPl	Im	→	→	→	→	→	→	→	PD	COVID	🟩	
6	Subsidise Duke of Edinburgh award to reinforce our core values	P5, C2	2, 19, 32	Co Pl	Im	→	→	→	→	→	→	→	PD	🟩	🟩	
7	Offer subsidies for general subject trips throughout the year	C6, C2	2, 19, 32	Im	→	Rv	→	→	→	→	→	→	PD	🟥	🟩	

#	Action					CoPl/Pl	Pt	Rv						Owner			
8	Subsidise uniform costs and equipment where needed	S6, A4, A5				CoPl	Pt	Rv						PD		🟩	🟩
9	Laptop library to support PP students with remote learning	S6, A4	6			CoPl	Pt	Rv						PD		🟩	🟩
10	Deliver high quality emotional/behavioural support for those most at need.	S5, S6, A2, A5	2, 3			CoPl	PtRv	Im						IM/RC/LW/RL		🟩	🟩
11	Strategically deploy an attendance officer to target key disadvantaged students	A1, A2, A5, S4	2, 3											RW		🟩	🟩
12	Track and monitor attendance at extracurricular activities. Positively discriminate to prioritise PP students.	A2, A4, C2	2, 19, 32											RW/PD/RA/NLF	COVID (🟥)	🟩	
13	Improve PP tracking and monitoring systems	S3, S4, A5	2, 19, 32											PD	🟨	🟨	

Co	Communicate	Pl	Plan	Pt	Pilot	Rv	Review	Im	implement

Review of Expenditure 2020/21
The review of expenditure is to be completed annually.

Teaching	
Impact Lesson observations have shown the Ambition Institute programme and in-house CPD to have had high impact on the quality of teaching and learning across the school. Teacher Educators have been used effectively to run Deliberate Practice clinics which target various areas of identified need.	**Lessons Learned** Lesson observation data shows that Adaptive Teaching and Formative Assessment are priorities for 22/23. This will further enable teachers to give more appropriate and nuanced support to all students.
Targeted Academic Support	
Impact	**Lessons Learned**

The deployment of the catch-up tutoring has shown an impact in engaging students with further study and with school in general. It is difficult to correlate a direct impact from this to final grades, however. Great impact has been seen in the use of the Graduate Teaching Assistant in English for disadvantaged GCSE English students. Targeting key students for intervention is effective.	Intervention needs to be temporary; this engages students more in the programme and helps them to see it runs concurrently with their studies. Another person is useful in engaging students in tutoring and wider academic intervention – school will appoint at least one pupil-premium engagement support office to support engagement and rigour in tutoring. The intervention programme needs more support from teachers. School will look to appoint casual tutors to help with the load.

Wider Strategies

Impact The implementation of Scholars' awards have seen students engage more with extra curricular life and student voice corroborates that students feel more part of the Great Sankey community post lockdown. Attendance interventions had great impact and saw the gap close tremendously. Thinking Reading and the use of Knowledge Organisers have supported engagement with the wider curriculum and school life.	**Lessons Learned** Scholars' Awards need to be consistently communicated and celebrated to ensure continuous engagement. All other wider strategies need to embed and be consistently reviewed for impact.

Appendix 1**

The Sutton Trust-EEF Teaching & Learning Toolkit is an accessible summary of educational research which provides guidance to teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 35 topics, each summarised in terms of their average impact on attainment, the strength of evidence supporting them and their cost. Each number in the plan above corresponds to a strategy identified in the toolkit linked below.

	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.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
14	Mastery learning	£ £ £ £ £	★ ★ ★ ☆ ☆	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★ ★ ★ ★ ☆	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 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.

file:///H:/Documents/option%202019/options%2020/EEF-Teaching-Learning-Toolkit-October-2018.pdf