



OPPORTUNITY

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COURAGE

Pupil Premium Plan 2019-21

Allocation, Spend and Impact



Updated: September 2020

Impact of 2019-2020 work Due to closure caused by Covid-19, formal assessments of students following Assessment Round 1 (AR1) did not take place in 2020 and therefore the impact of the year's work cannot be fully assessed against the planned metrics. It has therefore been decided to carry forward the plan into 2020/21 in order to continue the planned initiatives along with adaptive changes and assess the impact of this longer term piece of work.

Pupil Premium Review 2019-21

Allocation, Spend and Impact

Student numbers to be used in calculation of Pupil Premium Funding

Allocation	2019-20 Expected Funding			2020-21 Expected Funding		
Based on the School Census						
Pupils in year groups 7 to 11 recorded as Ever 6 FSM	282	@ £935	= £263,670	299	@ £955	= £285,545
Looked-after children (LAC)	7	@ £1900	= £13,300 (managed by VSH)	8	@ £2345 (managed by VSH)	= £18,760
Children who have ceased to be looked after by the local authority in England and Wales because of adoption, a special guardianship order, a child arrangement or a residence order	2	@ £1900	= £3,800 (managed by VSH)	2	@£2345 (managed by VSH)	= £4,690
Service children	0	@ £300	= £0	0	@£310	£0
Total			£280,770			£308,995

Barriers to future attainment for students eligible for Pupil Premium Funding

Internal barriers

- In-school attainment and progress gaps in English and Maths
- Higher likelihood of lesson removal or FTE meaning that access to Quality First Teaching is reduced

External barriers

- Attendance of disadvantaged students does not match that of their peers in school
- Families can be more complex and difficult to reach

- Reduced access to resources reduces the Cultural Capital required to engage fully with the curriculum
- Reduced access to a familiar career pathways reduces ambition for access to higher level courses and apprenticeships

What is the Pupil Premium Funding and how are we spending it?

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. SWS is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained.

The funding awarded to schools to help fund projects and strategies to close the gap is as follows:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM)(£935 per child 2020/£955 per child 2021)
- Those who have been continuously looked after for the past six months (LAC) (£1900 per child 2020/£2345 per child 2021)
- Those who are adopted from care under the Adoption and Children Act 2002 or those who have left care under a Special Guardianship or Residence Order (Post-LAC)(£1900 per child 2020/£2345 per child 2021)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child 2020/£310 per child 2021)

Our key objective in using the Pupil Premium Grant is to close the gap between eligible students and their peers by increasing the progress made by all students but accelerating the progress made by students eligible for the grant. Good gains were made last year in ensuring that more students achieved qualifications which would enable them to make a successful transition to Post-16 Level 3 courses. However, historically, levels of attainment are lower for students eligible for funding (the national trend shows a 25.6% gap in attainment of 4+ in English and Maths in 2018 between non-Pupil Premium and Pupil Premium students); Funding is applied carefully and strategically at SWS to ensure that barriers to progress are removed.

When identifying new strategies and allocating funds to particular projects it is important to consider the relative impact of previous projects or where new projects are applied, knowledge is gained from external research (Sutton Trust Education Endowment Fund) in order to maximise the impact of the spend. Successful spending takes into account the students (their levels of attainment and their social background) along with the skills and attributes of those employed at SWS. Many students enter the school with levels of numeracy, reading and writing which are below the national standard and therefore we believe that priority should be made to ensure the following objectives are met:

1. Communication:

Ensure that eligible students are provided for in a way in which they can achieve at least expected progress when compared to their peers in Maths and English as they go through their time at the school.

2. Engagement:

To improve curriculum engagement and academic achievement for eligible students via the construction of engaging curriculum designs and choices and entitlement to a wide range of extracurricular opportunities. This includes increasing parental engagement with school in order to maintain a supportive home-school partnership along with increased levels of feedback to students and families to accelerate improvements.

3. Transition:

Ensuring the students eligible for Pupil Premium make a successful transition from Year 6 to Year 7 to bring attainment in line with expected levels of progress and later make a successful transition to post-16 destinations with reduction in the number of NEET PP students. As separate government funding for Summer Schools ceased in 2015, the cost for this has been absorbed into the SWS PP budget to ensure a successful strategy can continue to take place.

4. Attendance:

To promote the attendance of Pupil Premium students does not fall below 95% and levels of PA remain below national levels.

We therefore focus our PP spend on the following areas:

1. Quality First Teaching
2. Tailored interventions and additional teaching
3. Reducing barriers to achievement
4. Increasing engagement by raising aspirations

Statement of Success / Impact – Year 8 (Intake 2019) To use £308,995 to ensure:			RAG		
			2019/20 AR1	2020/21 AR1	2020/21 AR2
A	The percentage of low prior attaining disadvantaged students in English on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>	76		
		<i>Other</i>	70		
B	The percentage of middle prior attaining disadvantaged students in English on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>	81		
		<i>Other</i>	87		
C	The percentage of high prior attaining disadvantaged students in English on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>	83		
		<i>Other</i>	94		
D	The percentage of low prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>	66		
		<i>Other</i>	66		
E	The percentage of middle prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>	80		
		<i>Other</i>	96		
F	The percentage of high prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>	83		
		<i>Other</i>	80		
G	The attendance of disadvantaged students, at least matches that for other students nationally	<i>Dis</i>	92.1		
		<i>Nat</i>	94.6		
H	The average ATL for disadvantaged students, at least matches that for other students within the school	<i>Dis</i>	1.78		
		<i>Other</i>	1.72		
I	The percentage attendance for families of disadvantaged students to progress evenings at least matches that for other students within the school	<i>Dis</i>	44%		
		<i>Other</i>	45%		

Dis = Figure for disadvantaged students in the academy

Other = Figure for other students in the academy

Nat = figure for other students nationally

Statement of Success / Impact – Year 9 (Intake 2018) To use £308,995 to ensure:			RAG		
			2019/20 AR1	2020/21 AR1	2020/21 AR2
A	The percentage of low prior attaining disadvantaged students in English on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>	80		
		<i>Other</i>	86		
B	The percentage of middle prior attaining disadvantaged students in English on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>	68		
		<i>Other</i>	80		
C	The percentage of high prior attaining disadvantaged students in English on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>	75		
		<i>Other</i>	75		
D	The percentage of low prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>	84		
		<i>Other</i>	80		
E	The percentage of middle prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>	84		
		<i>Other</i>	86		
F	The percentage of high prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>	72		
		<i>Other</i>	84		
G	The attendance of disadvantaged students, at least matches that for other students nationally	<i>Dis</i>	87.2		
		<i>Nat</i>	93.5		
H	The average ATL for disadvantaged students, at least matches that for other students within the school	<i>Dis</i>	2.01		
		<i>Other</i>	1.84		
I	The percentage attendance for families of disadvantaged students to progress evenings at least matches that for other students within the school	<i>Dis</i>			
		<i>Other</i>			

Dis = Figure for disadvantaged students in the academy

Other = Figure for other students in the academy

Nat = figure for other students nationally

Statement of Success / Impact – Year 10 (Intake 2017) To use £308,995 to ensure:			RAG		
			2019/20 AR1	2020/21 AR1	2020/21 AR2
A	The percentage of low prior attaining disadvantaged students in English on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>	81		
		<i>Other</i>	85		
B	The percentage of middle prior attaining disadvantaged students in English on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>	75		
		<i>Other</i>	82		
C	The percentage of high prior attaining disadvantaged students in English on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>	82		
		<i>Other</i>	89		
D	The percentage of low prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>	75		
		<i>Other</i>	85		
E	The percentage of middle prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>	69		
		<i>Other</i>	82		
F	The percentage of high prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>	59		
		<i>Other</i>	84		
G	The attendance of disadvantaged students, at least matches that for other students nationally	<i>Dis</i>	86.6		
		<i>Nat</i>	93.1		
H	The average ATL for disadvantaged students, at least matches that for other students within the school	<i>Dis</i>	2.09		
		<i>Other</i>	1.80		
I	The percentage attendance for families of disadvantaged students to progress evenings at least matches that for other students within the school	<i>Dis</i>	36%		
		<i>Other</i>	68%		

Dis = Figure for disadvantaged students in the academy

Other = Figure for other students in the academy

Nat = figure for other students nationally

Statement of Success / Impact – Year 11 (Intake 2016) To use £308,995 to ensure:			RAG		
			2019/20 AR1	2020/21 AR1	2020/21 AR2
A	The percentage of low prior attaining disadvantaged students in English on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>	75		
		<i>Other</i>	76		
B	The percentage of middle prior attaining disadvantaged students in English on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>	72		
		<i>Other</i>	79		
C	The percentage of high prior attaining disadvantaged students in English on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>	75		
		<i>Other</i>	85		
D	The percentage of low prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>	75		
		<i>Other</i>	85		
E	The percentage of middle prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>	86		
		<i>Other</i>	95		
F	The percentage of high prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>	75		
		<i>Other</i>	86		
G	The attendance of disadvantaged students, at least matches that for other students nationally	<i>Dis</i>	86.9		
		<i>Nat</i>	90.7		
H	The average ATL for disadvantaged students, at least matches that for other students within the school	<i>Dis</i>	1.73		
		<i>Other</i>	1.68		
I	The percentage attendance for families of disadvantaged students to progress evenings at least matches that for other students within the school	<i>Dis</i>			
		<i>Other</i>			

Dis = Figure for disadvantaged students in the academy

Other = Figure for other students in the academy

Nat = figure for other students nationally

Statement of Success / Impact – Year 11 (2020 leavers) To use £280,770 to ensure:			2019-20 Assessment Round	
			RAG	
			AR1	Final Results
A	The percentage of low prior attaining disadvantaged students in English on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>	85	75
		<i>Other</i>	50	60
B	The percentage of middle prior attaining disadvantaged students in English on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>	75	60
		<i>Other</i>	90	70
C	The percentage of high prior attaining disadvantaged students in English on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>	50	67
		<i>Other</i>	78	58
D	The percentage of low prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>	85	50
		<i>Other</i>	75	50
E	The percentage of middle prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>	61	35
		<i>Other</i>	65	43
F	The percentage of high prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>	43	33
		<i>Other</i>	74	35
G	The attendance of disadvantaged students, at least matches that for other students nationally	<i>Dis</i>	84.1	86.9 ↑
		<i>Nat</i>	93.9	93.9
H	The average ATL for disadvantaged students, at least matches that for other students within the school	<i>Dis</i>	1.83	1.91
		<i>Other</i>	1.75	1.79
I	The percentage attendance for families of disadvantaged students to progress evenings at least matches that for other students within the school	<i>Dis</i>		
		<i>Other</i>		

Dis = Figure for disadvantaged students in the academy

Other = Figure for other students in the academy

Nat = figure for other students nationally

Statement of Success / Impact – Year 7 (Intake 2020) First data set to be completed by Dec 2021 To use £308,995 to ensure:			RAG		
			2020/21 AR1	2020/21 AR2	2020/21 AR3
A	The percentage of low prior attaining disadvantaged students in English on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>			
		<i>Other</i>			
B	The percentage of middle prior attaining disadvantaged students in English on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>			
		<i>Other</i>			
C	The percentage of high prior attaining disadvantaged students in English on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>			
		<i>Other</i>			
D	The percentage of low prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other low prior attaining students within the school	<i>Dis</i>			
		<i>Other</i>			
E	The percentage of middle prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other middle prior attaining students within the school	<i>Dis</i>			
		<i>Other</i>			
F	The percentage of high prior attaining disadvantaged students in Maths on target at least matches or is improving towards that for other high prior attaining students within the school	<i>Dis</i>			
		<i>Other</i>			
G	The attendance of disadvantaged students, at least matches that for other students nationally	<i>Dis</i>			
		<i>Nat</i>			
H	The average ATL for disadvantaged students, at least matches that for other students within the school	<i>Dis</i>			
		<i>Other</i>			
I	The percentage attendance for families of disadvantaged students to progress evenings at least matches that for other students within the school	<i>Dis</i>			
		<i>Other</i>			

Plan / Spend		AIP Link	EEF Toolkit	Cost (£)	Lead	RAG		
						2019/20 AR1	2020/21 AR1	2020/21 AR2
Quality First Teaching				£500				
1	Ensure collaborative seating plans support target students	1	5	-	AMP			
2	Embed a quizzing culture which supports retrieval and retention within the school day thus reducing the impact of external barriers	1	9	-	LBS			
3	Smaller teaching groups in the Core at KS3 with additional TA staffing for the groups containing students with the lowest Reading ages	2	26	-	MSM			
4	Embed assessment strategies to support retrieval and retention across all subjects	1	9	-	LBS			
5	Deploy the best staff for the most vulnerable students in Year 11 (Aspire)	2	12	-	MSM			
Tailored interventions and additional teaching				£6,620				
6	Provide additional English Examiner marking and feedback in Years 10 and 11	4	9	-	MSM			
7	Maximise the impact of Lexia reading scheme to accelerate those in Y7 and Y8 with a RA below chronological age.	2	23, 25	-	CAS			
8	Support Y7 students with low reading ages through a peer reading programme in form time	2	21, 23, 25	-	CAS			
9	Provide additional afterschool, holiday and Saturday revision and intervention sessions in order to give additional hours for support	4	8	-	MSM			
9a	Ensure all PP learners have access to digital devices and internet in order to access remote learning	-	6	-	CAS			
Reducing barriers to achievement				£263,650				
10	Provide a daily breakfast club so that every child has access to a healthy start to the day and are ready to learn	5	8	-	RWS			
11	Provide a minibus pickup provision for vulnerable students to promote and secure good punctuality and attendance	5	8	-	RWS			
12	Strategically deploy Pastoral Support Managers into Engage provision to ensure key disadvantaged students show impact on key	2	15, 31	-	CAS			

	indicators such as FTEs, attendance, academic achievement and personal skills.							
12a	Strategically reform 11-14 and 14-16 Pastoral Teams to ensure key disadvantaged students show impact on key indicators such as FTEs, attendance, academic achievement and personal skills.	-	15, 31	-	CAS/ MSM			

Plan / Spend		AIP Link	EEF Toolkit	Cost (£)	Lead	RAG		
						2019 AR1	2020 AR1	2021 AR2
12	Utilise the services of an EWO to stabilise and improve the attendance of target students	5	15,20	-	RWS			
13	Deploy the skills of an on-site Mental Health Counsellor to support with the emotional health required to access the curriculum	2	-	-	CAS			
14	Deploy and direct effectively the use of an 11-14 curriculum admin and pastoral support assistant	2	-	-	CAS			
15	Provide a Show my Homework lunchtime club to ensure all students have access and support if technology is not available at home	3	11	-	LBS			
16	Provide a range of meaningful CEIAG experiences for target students in Year 9 in partnership with Higher Horizons	2	2	-	PAF			
17	Provide a range of meaningful CEIAG experiences for target students in Year 10 in partnership with Higher Horizons	4	2	-	DPC			
18	Provide a range of meaningful CEIAG experiences for target students in Year 11 in partnership with Higher Horizons	4	2	-	VAT			
19	Provide families with support with uniform and PE kit in order that they can successfully access all aspects of the curriculum with confidence	5	28	-	RSLs			
20	Provide students with revision resources to enable successful independent learning in and out of the classroom	4	11	-	MSM			
21	Provide students with subsidised resources for food lessons in KS3 and KS4 in order to successfully and fully engage with the curriculum area	-	-	-	RDL			
23	Provide students with subsidised resources for technology lessons in KS3 and KS4 in order to successfully and fully engage with the curriculum area	-	-	-	WG			
24	Provide students with subsidised resources for Art lessons in KS4 in order to successfully and fully engage with the curriculum area	-	-	-	RAL			
25	Provide motivational and meaningful Work Placements for vulnerable learners to reengage with education and training and reduce the risk of NEET	4	-	-	VAT/ AN			

Plan / Spend		AIP Link	EEF Toolkit	Cost (£)	Lead	RAG		
						2019 AR1	2020 AR1	2021 AR2
26	Provide off-site tutoring for students who are at risk of Permanent Exclusion to ensure access to success in core subjects	4	26	-	VAT/D PC			
Increasing engagement by raising aspirations				£10,000				
27	Subsidise enrichment activities and trips to ensure Cultural Capital is enhanced	1	1, 33	-	JF			
28	Subsidise rewards and recognition activities in order to promote excellent attendance and attitude to learning	1	16	-	CAS			
29	Provide a transition Summer School at the beginning of Year 7 to foster good relationships with teachers, peers and peer mentors.	1	33	-	CAS			
30	Ensure all students have access to at least one theatre production whilst at SWS (either external or internal)	1	1	-	EJ			
31	Ensure all students in Year 7 have participated in at least 1 off-site enrichment activity	1	1, 19, 32	-	CAS			
32	Ensure all students in Year 8 have participated in at least 1 off-site enrichment activity	1	1, 19, 32	-	PAF			
33	Ensure all students in Year 9 have participated in at least 1 off-site enrichment activity	1	1, 19, 32	-	PAF			
34	Subsidise peripatetic music lessons to give access to full participation and foster talent	1	1	-	JF			

Review of expenditure (September 2020)

Quality First Teaching	
Impact	Lessons Learned
<ul style="list-style-type: none"> • Low and high prior attaining students outperform their peers in English, whilst matching their peers in Maths. • At 9-4 grades, disadvantaged students outperform their peers in Engineering, Sports Science, and Music. • % 9-5 is higher for disadvantaged students in Trilogy Science and Business. 	<ul style="list-style-type: none"> • Ensure middle prior attaining disadvantaged students are a focus for intervention in all areas. • Close attainment gaps in English and Maths.
Tailored interventions and additional teaching	
Impact	Lessons Learned
<ul style="list-style-type: none"> • Lexia has had a positive impact on students enrolled on the programme. • English outcomes have increased on 2019 due to continued English exam-based learning. 	<ul style="list-style-type: none"> • Ensure Lexia is accessible to disadvantaged students as part of a home learning package in order to maximise its impact from at least 1 hour a week usage.
Reducing barriers to achievement	
Impact	Lessons Learned
<ul style="list-style-type: none"> • Engage programme effectively delivered and reduced FTEs, attendance and readiness for access to larger class teaching as shown by the proportion of students who have made a successful September 2020 transition. • Increased number of students accessing meaningful CEIAG experiences. • 'Computers for Schools' campaign effectively resourced laptops to ensure that all disadvantaged Year 10 students have access to the technology required to access Online learning during lockdown and into Year 11 in order to facilitate accelerated progress. 	<ul style="list-style-type: none"> • Increase access to pastoral support to a greater number of disadvantaged students by supporting more students to access larger class teaching.
Increasing engagement by raising aspirations	
Impact	Lessons Learned
<ul style="list-style-type: none"> • No disadvantaged student has missed out on access to the curriculum or extracurricular activities due to parental hardship. • Modified transition programme 2020 has ensured that all families have had access to a high quality transition experience and fostered excellent relationships with staff and tutors. • Current Y8 and Y11 have ATL scores in line with their peers due to a relentless focus from their Raising Standards Leaders on ensuring good attitude was recognised. 	<ul style="list-style-type: none"> • Increase the strength of parental partnerships fostered during lockdown to further support raising the aspirations of students via their parents. • Ensure all year groups encourage participation in a wide range of activities and apply the rewards and recognition policy effectively to promote inclusion and excellence.

Appendix

Education Endowment Fund – Pupil Premium Toolkit

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

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
Instruction				moderate evidence.
13 Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£ £ £ £ £	★★★★★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20 Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22 Performance pay	£ £ £ £ £	★★★★★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23 Phonics	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24 Physical environment	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25 Reading comprehension	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.

26 Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27 Repeating a year	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28 School uniform	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29 Setting or streaming	£ £ £ £ £	★★★★★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30 Small group tuition	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31 Social and emotional learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32 Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33 Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34 Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Very low or no impact for high cost, based on limited evidence.