

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Dixons City Academy
Number of pupils in school	887
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2019 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Michael Feely
Pupil premium lead	Krystine McAvan
Governor / Trustee lead	John Bowers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 299,395
Recovery premium funding allocation this academic year	£ 34,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£ 334,340

Part A: Pupil premium strategy plan

Statement of intent

The academy draws on research evidence (such as the Sutton Trust Toolkit), 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 through an explicitly planned and expertly delivered curriculum with a focus on; learning routines, harnessing the power of feedback, use of 100% books, and data driven planning

We understand the importance of ensuring that quality first teaching meets the needs of each learner, rather than relying on interventions to compensate. The curriculum has been explicitly planned to ensure that all students receive a consistent experience with a focus on high challenge and scaffolded support to ensure that every student makes progress. Each lesson is focused on what students will know rather than do, and in particular, what they will remember at the end of a lesson.

Learning routines support a consistent approach for students in each lesson. **Threshold** at the entrance to the door of the classroom to welcome each student for a purposeful start to the lesson. An immediate focus on learning through a **'Do now'** at the start of the lesson - a low stakes assessment self-assessed by the student to support "high challenge and low threat" retrieval practice and interleaving. **Learning modes** to support clear ways of working: silent independent, purposeful pairs, collaborative groups, and whole class respectful. **Directed questioning** a "no hands up" whole-school approach where questions are planned and directed to students with responses in full sentences and use of standard English expected from each student. High expectations through **"no opt out"** - not accepting a no response or "I don't know" from any student as we believe that mistakes are an important part of learning. The use of **3, 2, 1** for silence and bringing the class together. **Track the speaker** to show respect, engagement in learning, and to support understanding (e.g. research suggests that up to 90% on communication is non-verbal; see: Mehrabian). **Look, cover, write, check** and the use of the 100% books supports students with the expectation of daily revision, what good revision looks like, and committing knowledge to long term memory. The use of whole class feedback and a focus on what a good one looks like supports students with what they need to do to improve as well as reinforcing high expectations of learning. Data driven planning in every lesson ensures that individual needs of each student are accommodated so that all students make exceptional progress.

Improving literacy through Robust Reading

We are passionate that all students at Dixons City Academy are fluent readers who love reading. Every student in Year 7 to 10 has a 30 minute Robust Reading session every day. Students spend time reading a quality, challenging book, which their form tutor reads aloud to the group. The programme is led by a member of SLT who is an English specialist. The vision for Robust Reading is to ensure that every student reads high quality and challenging texts, so they are instilled with the knowledge to think critically and creatively. We also want our students

to enjoy reading and become confident readers who read both at school and at home. The books range from classic Victorian novels to modern dystopian thrillers. The 3 Key Aims of Robust Reading are:

1. Better Readers – increase student’s reading ability, fluency, and vocabulary through the “whole word method.”
2. Better People – research suggests that when you read about an experience you feel it as if it happened to you, not just the character you are reading about; in Robust Reading students read a wide variety of books from a wide variety of perspectives and this encourages students to be more tolerant of others and develop their Cultural Capital.
3. Love Reading – we want all of our students to develop a lifelong love of reading - to be able to, and have experience of, reading a wide variety of texts.

All students in Y7-10 have completed a reading age test during Term 1. This information has been used to identify students who are below age related expectations and have been cross-referenced with the students already known to Individual Needs and receiving support. Students are then being screened / grouped and we are launching the Instructional Reading Programme. The primary aim of Instructional Reading is to provide an intense and high impact daily intervention that improves students' fluency. The students work in small groups (3-4) and read for 30 minutes with their Reading Mentors. In addition to improving fluency, students will receive key vocabulary instruction (Tier 2). Questioning will also be used to check comprehension and provide scaffolds for students' independent reading experiences. After 6 weeks of intensive reading the students will be re-screened and next steps decided - either completion of the intervention or further instruction with their mentors. PP students are given priority selection.

Morning Meetings and Morning Mastery

Our students in Year 7 to 10 start each morning with a 35-minute **Morning Meeting** that supports our students’ vocabulary, metacognition, and acquisition of powerful knowledge. Morning Meetings have a specific focus on knowledge acquisition through retrieval practice as we believe knowledge is the foundation for learning. Our Year 11 students start each morning with a 35-minute **Morning Mastery** lecture led by a subject specialist to ensure that our students are given the powerful knowledge and skills that they need to become fluent learners in that subject and achieve excellent exam results. In addition to supporting our students with the powerful knowledge and skills needed for each subject, Morning Mastery also prepares our students for university, as students are expected to take notes independently as well as complete any tasks set by the teacher. The City Challenge on a Thursday afternoon delivered by form tutors further supports retrieval practise and spacing to instil the importance of daily revision and helps students to further understand their current strengths and gaps in learning.

Highly tailored interventions

We understand our students’ strengths, gaps, and misconceptions in their learning as soon as they arrive in Year 7 through baseline assessment. In addition to the strategies listed above a number of subjects have interventions in Year 7 and 8 to support students develop the key knowledge and skills necessary in that subject. For example, students develop their numeracy in Maths through the Maths Rock Stars challenge and Maths Magician to support fluency with

times tables. In English students develop their literacy through an explicitly taught grammar lesson.

Departments use question level analysis to identify strengths as well as gaps / misconceptions for each student. In addition, the use of data driven planning and whole class “messy marking” informs planning and, the reteach weeks that take place in week 12 of each cycle. The DAT Grade 9 and Grade 5+ Conferences helps to raise the aspirations and confidence of Year 11 students. Various software is used to support targeted intervention at subject level: Hegarty Maths, MyGCSEScience in Maths and Science. Second wave intervention is deployed by departments where there are specific gaps for a student or groups of students. A workshop specifically for disadvantaged students is available where students need a dedicated space to work effectively before or after school. Our teachers, form tutors and heads of year, supported by our three behaviour support workers (BSW), and attendance officer work with students when progress / attainment is off track or attendance falls below 95% to put intervention strategies in place.

Supporting student well being

A full-time counsellor has been employed to support students with their mental health issues. This service is vital for our students and their wellbeing. The SEMH need is growing and there are larger numbers of students who require additional support in order to achieve outstanding outcomes. Access to funds to meet uniform expectations is available. Academic mentors also work with individual students and groups of students.

Aspiration and broadening student experiences

Dixons City Academy serves a deprived area with families facing significant levels of socio-economic challenge. The school is located in an area ranked amongst the lowest 10% in the country in terms of deprivation indices. Our priority is to support students and their families to sustain high aspirations, encourage young people to have a growth mindset, to practice self-control, and to progress on to higher education or a quality alternative. Each year group experiences at least one careers event per year. For example, a visit to a university, access to a visiting speaker or a careers workshop. Unifrog is used to support student understanding of the wide variety of careers available and planning for the future. We usually expect all of our students to attend Year 8 camp (outward bound) and all are supported to do attend the week-long residential with the theme of resilience and challenging yourself. Due to Covid 19 restrictions this year approx. 140 students will be attending, with priority given to disadvantaged students. Provision of Music lessons and supporting instruments allows students to vary and broaden their experiences that they may not have been given the opportunity to do previously, increasing their cultural capital. Year 9, 10 and 11 are offered the experience of doing The Duke of Edinburgh Award. Funds are available to support disadvantaged students take up these opportunities, as well as bursaries to cover the cost of trips and school uniform / equipment.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. (Data based on June 2019, updated November 2021.)

Challenge number	Detail of challenge
1	<p>In-school on entry attainment gaps in English and mathematics, varies from cohort to cohort</p> <ul style="list-style-type: none"> • Year 11 – based on KS2 reading scaled score disadvantaged gap of 1.50, KS2 maths scaled score disadvantaged gap of 0.61, when compared to other students. • Year 10 – based on KS2 reading scaled score disadvantaged gap of 0.88, KS2 maths scaled score disadvantaged gap of 0.27, when compared to other students. • Year 9 – based on KS2 reading scaled score disadvantaged gap of 2.82, KS2 maths scaled score disadvantaged gap of 1.75, when compared to other students. • Year 8 – based on English baseline assessment 8.5% gap, based on Maths baseline assessment 8.9% gap (assessment % used from DAT baseline assessments in English and Maths due to no scaled scores being available in 2020). • Year 7 – based on English baseline assessment 7.3% gap, based on Maths baseline assessment 5.1% gap, (assessment % used from DAT baseline assessments in English and Maths due to no scaled scores being available in 2020).
2	<p>On average students (including and especially PP) enter school with lower PA in English because of less developed literacy skills.</p>
3	<p>Boys (particularly PP) can lack the confidence in their writing skills in English and other subjects.</p>
4	<p>Boys (particularly PP) can lack resilience and motivation to aim for top grades.</p>
5	<p>Inconsistencies in achievement of disadvantaged students in different subjects.</p>
6	<p>Disadvantaged students often start at Dixon City Academy with less understanding of future careers and how to access them.</p>
7	<p>Achievement gaps between SEN disadvantaged and non-SEN disadvantaged students in some year groups; year 9 and year 8 in particular.</p>

8	Ensuring disadvantaged students develop and maintain strong learning habits and have the resilience and support necessary to be successful especially in their assessments and GCSE exams.
9	External barriers include: <ul data-bbox="363 376 1382 658" style="list-style-type: none">• Above average percentage of students speak English as an additional language (EAL).• Attendance and persistent absenteeism of disadvantaged students.• Some parents of disadvantaged are hard to reach (e.g., attendance at parents' evenings).• Some parents of disadvantaged are unable to support extra-curricular and enrichment activities to enhance confidence and cultural capital.

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
<p>There will be no significant gap between the progress of disadvantaged students and other students.</p>	<p>By the end of the current plan in 2021 / 22 the following key indicators will be achieved:</p> <p>Years 7 - 9</p> <ul style="list-style-type: none"> • The percentage of disadvantaged students who are White and Purple for progress in English, at least, matches or is improving towards that of other students within the academy. • The English average rank progress from baseline, at least, matches or is improving towards that of other students within the school. • The percentage of disadvantaged students who are White and Purple for progress in mathematics, at least, matches or is improving towards that of other students within the school. • The mathematics, average rank progress from baseline, at least, matches or is improving towards that of other students within the school. <p>Years 10 - 11</p> <ul style="list-style-type: none"> • The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least matches or is improving towards that for other low prior attaining students nationally. • The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least matches or is improving towards that for other middle prior attaining students nationally. • The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least matches or is improving towards that for other high prior attaining students nationally • The percentage of disadvantaged students achieving a grade 4, or better, in both English (either Language or Literature) and mathematics, at least matches or is improving towards that for other students nationally. • The percentage of disadvantaged students achieving a grade 5, or better, in both English (either Language or Literature) and mathematics, at least matches or is improving towards that for other students nationally. • The percentage of disadvantaged students achieving the English Baccalaureate, at least matches or is improving towards that for other students nationally. <p>All Years</p> <ul style="list-style-type: none"> • The attendance of disadvantaged students, at least, matches that for other students nationally.

	<ul style="list-style-type: none"> The average number of corrections for disadvantaged students is no higher than 1 per student, per week.
Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on; learning routines, harnessing the power of feedback and use of 100% books.	<ul style="list-style-type: none"> All subjects all key stages will have an explicitly planned curriculum, with Sequential Lesson Plans, (SLP's) and explicit resources. Quality assurance of all SLPs and lesson resources by SLT. Year 7 and 8 100% books one per cycle (includes all subjects). KS4 course 100% books, one per subject. Reinforce learning routines through CPD. Data driven planning in every lesson ensures that the individual needs of each student are accommodated so that all students make exceptional progress. This will be quality assured through SLT daily drop-ins to lessons, with weekly feedback to all teaching staff. Whole class feedback, to support progress in learning.
Improving literacy through Robust Reading and Instructional Reading.	<ul style="list-style-type: none"> All students Years 7 to 10 will complete 30 minutes robust reading each day with their form tutor. All students will complete reading age screening, with those identified as below age related expectations receiving extra support, including joining the Instructional Reading Programme. By the end of the intervention all students reading ages will be in line or moving towards age related expectations.
Morning Meetings and Morning Mastery supports our students' vocabulary, metacognition, and acquisition of powerful knowledge. They ensure disadvantaged students develop and maintain strong learning habits and have the resilience and support necessary to be successful especially in their assessments and GCSE exams.	<ul style="list-style-type: none"> Most students Years 7 to 10 will participate in daily morning meetings. All students Years 7 to 10 will complete the weekly Dixons Challenge. All Year 11 students will participate in daily Morning Mastery and study prep sessions.
Highly tailored interventions, address gaps, and misconceptions in learning, and help to ensure all students make exceptional progress.	<ul style="list-style-type: none"> Selected students will participate in Instructional Reading. Daily EHCP interventions. All students in Year 7 and 8 will participate in a weekly numeracy lesson. All students in Years 7 and 8 will participate in a weekly grammar lesson. Disadvantaged students in Year 11 will be prioritised and supported to attend the following interventions: <ul style="list-style-type: none"> Grade 9 conference English Grade 5+ conference English Grade 9 conference Maths Grade 5+ conference

	<ul style="list-style-type: none"> ○ Maths Grade 9 conference. ● Students with <95% have an attendance intervention plan. ● Disadvantaged students will be prioritised for: <ul style="list-style-type: none"> ○ Second wave subject intervention programmes. ○ Before / after school revision workshops.
Support student wellbeing. The SEMH need is growing and there are larger numbers of students who require additional support in order to achieve outstanding outcomes.	<ul style="list-style-type: none"> ● Disadvantaged students prioritised for counselling sessions. ● AM's and AHoY one-to-one and small group intervention. ● Support with uniform expectations.
Aspiration and broadening student experiences. Our priority is to support students and their families to sustain high aspirations, encourage young people to have a growth mindset, to practice self-control, and to progress on to higher education or a quality alternative.	<ul style="list-style-type: none"> ● All disadvantaged students take part in Year 8 camp. ● All disadvantaged students attend at least one careers event per academic year. ● All disadvantaged students attend at least one careers appointment. ● Curriculum development – All SLP's and lesson resources for CEIAG, will be completed and QA'd. ● Music lessons are funded for disadvantaged students. ● All disadvantaged students will be supported to access trips and DoE. ● Year 11 - 0 NEET students.

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)

Budgeted cost: £ 94,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase reading age screening. Training will be provided for staff to ensure assessments are interpreted correctly.	Education Endowment Foundation (EEF) approach 25	1,2,3,4,5, 7,9
Purchase Robust Reading texts, provide CPD to support staff delivery of these sessions.	EEF approach 25	1,2,3,4,5,9
Data driven planning in every lesson ensures that individual needs of each student are accommodated so that all students make exceptional progress. Purchase staff DDP folders.	Academy Strategic Plan (ASP) 1	4,5,7,8

Develop explicitly planned, expertly delivered curriculum. Funding for HOD's / HoY's to be released to develop SLP's and learning resources.	ASP 1	1,2,3,4,5,6,7
Funding for subject intervention sessions.	EEF approach 2,12	1,4,5,8,7
Printing of 100% books.	ASP 1 EEF approach 14	1,4,5,7,8,9
Collaborative Coaching CPD.	ASP 3	1-9
Recruitment of Literacy Lead.	EEF approach 18, 25	1,9

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for academic mentors to provide targeted support to individual and small groups of students. This includes homework club, academic support sessions, monitoring behaviour and attendance.	EEF approach 31,16	1 - 9
Funding for LSA's providing one-to-one, and small group sessions.	EEF approach 31,17	7,8
Various software is used to support targeted intervention at subject level including Hegarty Maths and MyGCSEScience.	EEF approach 6,16	1-5,7,8
Revision Guides	EEF approach 14,16	1-5
Years 7 and 8 numeracy and literacy lesson	ASP 1	1-5
Second wave subject intervention plans	EEF approach 30	1-5

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School welfare officer / School councillor / School nurse.	EEF approach 31	8,9
Music Lessons.	EEF approach 1	8,9
Support for school trips / residential 500.	EEF approach 19	4,5,6,8,9
Support for DoE.	EEF approach 19	4,8,9
Support with uniform expectations.	EEF approach 28	9
Alternative provision for individual students.	EEF approach 3,12	8,9
Careers - Cost of Careers Advisor, UNIFROG subscription.	EEF approach 2	6

Total budgeted cost: £ 334,340

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Successes

- In Yr 11 the P8 of high and medium prior attainment students continues to be above national. The percentage of disadvantaged students achieving the English Baccalaureate is also significantly above other students nationally.
- In Yr 10 the percentage of students achieving a grade 4+ in English and maths has increased, (45.9%), and the percentage of disadvantaged students achieving the EBacc continues to improve, 15%.
- In Years 8 and 9 the percentage of disadvantaged students who are White and Purple for progress in English, was greater that of other students within the academy. (Yr 8 disadvantaged 76.8%, other 70.9% / Yr 9 disadvantaged 61.5%, other 61.2 %)
- In Years 7, 8 and 9 the English average rank progress from baseline, at least, matches or is improving towards that of other students within the school. (Yr 7 disadvantaged 8.8, other 7.3 / Yr 8 disadvantaged 9.7, other 5.7 / Yr 9 disadvantaged 1.2, other -0.5)
- In Years 7,8 and 9 the percentage of disadvantaged students who are White and Purple for progress in mathematics, at least, matches or is improving towards that of other students within the school. (Yr 7 disadvantaged 74.1%, other 73.2% / (Yr 8 disadvantaged 65.5%, other 64.8% / Yr 9 disadvantaged 78.8%, other 68.7 %)
- In Years 8 and 9 the mathematics, average rank progress from baseline, at least, matches or is improving towards that of other students within the school. (Yr 8 disadvantaged -0.3, other -1.3 / Yr 9 disadvantaged 3.8, other -1.1)

Our assessment of the reasons that all strategies did not fully meet their success criteria is primarily due to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, through online learning, which students accessed via Google Classroom. Disadvantaged students were also encouraged to attend school during this time and given priority for both placements at the DCA Hub, weekly pastoral phone calls home and home visits, throughout lockdown. These reviewed individual student engagement with online learning, checked wellbeing, and helped to identify emerging mental health issues, whilst supporting existing ones.

The strength of quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on; learning routines, harnessing the power of feedback and use of 100% books, is clearly evidenced in student progress across all years. Whilst the majority of subjects, at all key stages have an explicitly planned curriculum, with Sequential Lesson Plans, (SLPs) and explicit resources, as a consequence to the disruption of COVID-19, most subjects have amended their planned curriculum to address gaps in learning, changes to GCSE specifications, and devise catch-

up plans. The time frame for all changes to be fully implemented is March 2022, prior to teaching. This includes time for QA.

100% books for all key stages and subjects have been reviewed and reissued to support these changes.

Due to the lockdown, it is hard to gather comparable attendance data on previous years, however as evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and we are closely monitoring patterns in attendance and behaviour. We have a clear expectation of a minimum of 97% attendance for all pupils. Disadvantaged students are priority for pastoral support, including phone calls home and home visits, in order to achieve this.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Appendix 1 Academy Strategic Plan (ASP)

2-5 Year Master Plan

1. A fully resourced, sequentially planned knowledge-rich curriculum that is entirely explicit for all students and staff
2. Codified and explicit examples of excellence for all areas of performance
3. Innovative DCA coaching model to drive relentless improvement (via video analysis)
4. Internationally recognised for excellence in staff development (Coaching and CPD model used by / sold to other schools)

Big Moves for 2021/22

1. Big move 1 – Codified examples of excellence
2. Big move 2 – Coaching
3. Big move 3 – Video analysis

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 pupils.

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 extensive evidence.
18 Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
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/>