

Pupil Premium (All Saints Catholic College)

Allocation, Spend, Impact and Evaluation



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

Allocation	2018/19 Expected Funding			Funding Received
Based on School Census				
Pupils in year groups 7 to 11 recorded as Ever 6 FSM	222	@ £935	=£207,570	£205,700
Looked-after children (LAC)	5	@ £Various	=£7,500	£7,500
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	1	@ £2300	=£2,300	£2,300
Service Children	1	@ £300	=£300	£300
Total			=£217,670	

Attainment including Year 11 GCSE Headlines 2017/18

	National Averages all pupils 2018	2016/17 Gap	Year 11 Gap vs national all	Year 10 Gap vs national all	Year 9 Gap vs school all	Y8 Flightpath Gap	Year 7 Flightpath Gap
% achieving 9-4 in English and Maths	63.9	-42.8	-20.6	-0.3	-5.8		
% achieving 9-5 in English and Maths	39.9	-37.3	-16.6	1	-8.6		
% achieving 9-4 English	(2017) 75.5	-33.4	-15.5	1.8	-7.1	1	-5
% achieving 9-5 English	(2017) 60.5	-36.8	-13.8	0.9	-11.4		
% achieving 9-4 Maths	70.9	-43	-20.9	-7.3	-3.5	-10	-9
% achieving 9-5 Maths	50.4	-35.4	-23.7	-2.7	-4.1		

Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

- A. Literacy skills for disadvantaged pupils across the school are lower than for other pupils, which may present a barrier to them from accessing the literacy-heavy GCSE examinations at the end of year 11. Therefore, literacy catch-up interventions are in place for these pupils.
- B. Some pupils who are eligible for PP, particularly boys, are making less progress than other pupils across in some subjects in year 10. Historic lack of literacy support and historic weak English teaching in their year 7 presents a possible barrier to high achievement and they are still benefitting from rapid catch-up from the improved teaching.
- C. Behaviour issues for a very small group of year 9 and 10 pupils (mostly eligible for PP) is having detrimental effect on their academic progress.

External barriers (issues which also require action outside school, such as low attendance rates)

- D. Attendance rates for pupils eligible for PP are increasing but still below national averages and below attendance for non-PP children. That being said, the attendance of pupil premium children is on a 3 year improving trend.
- E. Our disadvantaged pupils, particularly boys, have lower aspirations than their peers. This means that they do not necessarily see the benefit of their education as much as their peers would. Careers advice and guidance is in place to support these pupils.

How are we spending the PGP?

All Saints Catholic College draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying solely on interventions to compensate. Therefore, we develop teacher standards by investing in practice and coaching through various external and internal training programmes. We share good practice collectively as a staff during morning meetings, INSET and Twilights and engineer more tailored practice during one-to-one coaching sessions. The best way to ensure students make progress is to harness the power of feedback. Each lesson has feedback time built into it where the class teacher works with children either one-to-one or in small groups with the aim that no child goes home with a misconception. We embed cognitive science theories in memory and retention to ensure that children retain the knowledge they learn. Quality of work and feedback in books is a key tool in ensuring DP pupils perform well as they know exactly how to improve, and are given time in lessons to upgrade their work.

Highly tailored interventions and adjusted curriculum

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year 7 and deploy our best teachers to help close these gaps. We use Star Reading and Accelerated Reader to ensure that reading age gaps are quickly diagnosed and closed. We harness the expertise of English and Modern Foreign Languages to target specific literacy interventions in years 7-9. We use tutor time intervention for reading with Year 9 reading ambassadors. Year 7, 8 and 9 have tutor time reading using class readers. We also have discrete literacy lessons in the library for Years 7 and 8 during English with targeted 1:1 withdrawal. In numeracy we deploy an expert TA to work with small groups for specific skills based intervention. This is rigorously tracked and evaluated regularly. In KS4 we offer after school interventions in period 6 to target misconceptions and underperformance across all subjects.

Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed an after school homework club in the library to assist pupil with accessing technology due to our use of Show my Homework. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very practical and offers students elements of choice, but students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher or student, and remain focussed at all times.

Raising aspirations and broadening experiences

All Saints serves communities in the 10% most deprived areas according to the IMD 2015. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher level education and apprenticeships. The message at All Saints is that we are dedicated to providing an excellent education to all of our pupils so that they fulfil their ambitions and exceed their expectations. Pupils must be ready to be inspired, be excellent and succeed. We continuously expose students to cultural events through trips and visits. We also ensure that the PSHE and CIAG curriculum is broad and offers unique experiences to pupils in areas most needed.

Plan/Spend 2018/19					
1. Outcomes					
	<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>		
A.	High levels of progress in literacy and numeracy for pupils eligible for PP across the school.		Pupils eligible for PP make progress in their reading and maths in line with non-PP pupils. This will be evidenced using accelerated reader reading age assessments and the 6 English/maths assessments every half term.		
B.	Improved rates of progress across all subjects and years for disadvantaged pupils.		Pupils eligible for PP make as much progress as 'other' pupils. Where pupils are not on target, departments are putting in place wave 1 interventions detailed on class personalisation plans, monitored by heads of departments (HOD), head of year (HOY) and senior team.		
C.	Behavioural and pastoral issues of targeted PP pupils addressed so that they are able to access and make progress in their lessons.		Diminished on calls, behaviour incidents and exclusions remain low for PP pupils on the school system (without changing recording practices or standards).		
D.	Increased attendance rates for pupils eligible for PP in line with or above national averages. PA remains low.		Overall attendance among pupils eligible for PP improves to 95.08% in line with 'other' pupils and PA remains low for DP pupils (below 8%)		
E.	Aspirations for disadvantaged pupils improve so that NEET remains low, there is difference in the workbooks of DP and their peers of similar ability across all subject areas, classes and year groups.		Behaviour incidences for DP are low. There is no difference between the workbooks for DP and their peers across the school. NEET figures remain lower than national averages.		
2. Planned expenditure					
Academic year		2018/2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality first teaching and harnessing the power of feedback					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so Far
A. Improved literacy across the school.	Increased teaching capacity within the English department to run reading interventions and support literacy development in other departments. Increase capacity in the coaching	We want to offer high quality teaching to targeted pupils in order to improve their outcomes. The English department will be able to share their excellent teaching across the school. The coaching team will add capacity to support this. Quality teaching is said to be effective in the Teacher Development Trust research review on professional development.	Clear scheme of learning for all to follow. Learning walks, clear assessment of progress and data tracking. Head of English to oversee resources and scheme development with other HODs, KS3 lead for English and SENCO/DHT/Librarian	Head of English £23,000 Second in English £4400 Accelerated Reader £1800	

	<p>programme to support other departments.</p> <p>Staff training on extended writing, supporting literacy across the curriculum and key department specific terms.</p>	<p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Accelerated Reader mentioned in a best practice part of Sutton Trust Teacher Toolkit and was shown to have a positive impact in another partner school.</p>		<p>Coaching TLRs £10,000</p>	
<p>A. Improved numeracy across the school.</p>	<p>Staff training on developing numeracy in form times to be led with whole staff. This will be monitored by lead teacher in maths.</p> <p>Small group intervention using additional capacity in maths department – targeted on specific maths skills.</p> <p>Implementation of maths watch and numeracy catch up club</p> <p>Development of a pupil-led numeracy support programme.</p>	<p>Pupils need to practice their numeracy skills on a regular basis with an emphasis on problem solving and application in difference scenarios. Pupils need to develop their confidence. Extraction at other times in the curriculum means that pupils will not miss out on their main maths lessons.</p>	<p>Use INSET days to deliver training. Clear use of form time over the year. Monitor maths aspects of form time. Monitor usage of maths watch. Consistent approach to problem solving within the maths department using the rapid improvement plans.</p>	<p>Maths TA £20,000</p> <p>Maths Watch £600</p> <p>Aspect to Lead Teacher TLR £6000</p>	

<p>B. Improved progress for PP pupils across all key stages</p> <p>Consistent marking for learning across the school to give clear and specific guidance to PP pupils.</p>	<p>Continuation of coaching model in operation from DHT T&L in order to embed work done on planning for provision tailored to PP pupils within lessons.</p> <p>Added capacity to T&L leadership team.</p> <p>Coaching with a focus on sub groups/.</p>	<p>Feedback is mentioned in Sutton Trust toolkit as having high impact, and utilising tailored feedback for teachers as to how to address the needs of PP pupils within lessons will provide day to day in-class intervention.</p>	<p>Coaching notes will detail exact strategies for PP pupils with precise ways to address their needs and a deadline for implementation. Subsequent observation, work scrutiny, learning walks will ascertain interim impact before final impact in tracking data.</p> <p>Training followed by learning walks and work scrutiny. Triangulation of books with assessment data input into SIMs.</p>	<p>ADHT T&L £3000 Future Leaders training year 2</p> <p>£15,000 aspects of AHT and ADHT salaries. Coaching as per above.</p>	
Quality first teaching and harnessing the power of feedback Total budgeted cost					£83,000
ii. Highly tailored interventions and adjusted curriculum					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact So Far
<p>D. Increased attendance rates for DP pupils and PA remains low.</p>	<p>Attendance Officer employed to monitor pupils and follow up quickly on trancies. First day response provision. AHT Behaviour and attendance to develop systems to target the improved attendance of PP pupils</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Use NISAI learning for targeted long term absent pupils or those DP who are PA.</p> <p>Home visits for vulnerable families.</p>	<p>Att. officer £17,600</p> <p>AHT attendance £15,000</p> <p>NISAI £5000</p>	
<p>C. Problem behaviour for specific year 9 and year 10 PP pupils addressed</p> <p>Reduce external exclusion through the development of</p>	<p>Give targeted pastoral and academic support to the identified vulnerable DP in years 9 and 10 behaviour intervention for identified students.</p>	<p>The Sutton Trust T&L Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, and produce large improvements in academic performance. Higher impact with older pupils.</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>Deputy Head AHT Behaviour £22,500</p> <p>Reward badges £1000</p>	

internal exclusion and alternative provision so PP pupils remain within education and exclusion is a deterrent to poor behaviour	Use work of Teach First participant on DP boys to strengthen teaching methods across the school to engage particular pupils. Continue rewards system for all pupils ensuring equity for DP		Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors, leading to raised achievement points.		
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Highly tailored interventions and adjusted curriculum Total budgeted cost £60,100

iii. Minimising barriers to achievement

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so Far
E. PP Pupils gain resilience and emotional maturity to support them in accessing their learning.	Pastoral support worker employed to support pupils with their social and emotional learning. After school homework club in the library to assist pupil with accessing technology due to our use of Show my Homework.	Pupils' social and emotional vulnerabilities at All Saints are a barrier to their learning and to us building a positive ethos where our most vulnerable pupils can engage in their learning.	Through training of key staff in counselling and supporting pupils with social and emotional wellbeing. Implementation of a proactive programme of appointments to support key pupils. Through identification of key vulnerabilities by AHT PP coordinator, support worker, pastoral team. Additional Pastoral Support Officer	Pastoral Support £18,000 Show my Homework £1500	

Minimising barriers to achievement Total budgeted cost £19,500

iv. Raising aspirations and broadening experiences

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so Far
E. Aspirations of all pupils, particularly DP across the school, are raised so NEET is low and progress increases across all	Implement and embed aspirational ethos with all year groups. Extend the careers advice and guidance for all.	Research from various sources detailed by Ambition School Leadership training shows the aspirations gap that exists between DP and their peers from a very young age.	Leadership through strong HOD in RE monitored by DHT and HT. External validation of careers advice.	KCO TLR £5,000 Chaplain TLR £2500	

<p>subjects and year groups.</p>	<p>Develop Collective Worship and form time to promote aspirations using 'Caravaggio' as the driver – that it can be anyone who does a particular course or job.</p> <p>Increase university links and visits, especially Cambridge.</p> <p>Increase key speakers, including current staff, about employment and aspirations.</p>	<p>At All Saints in particular, historically over a long period of time the culture has been of low aspirations and this had become engrained. This is now less so, but we want to ensure all of our pupils, regardless of background, know they can achieve what any other more fortunate young person can.</p>		<p>£4,000 Careers advice</p> <p>Raising Participation fund £2000</p> <p>Keynote speakers £1800</p>	
Raising aspirations and broadening experiences Total of Budgeted Cost					£15,300
Grand Total of budgeted cost					£207,570 (TBC)

Review of expenditure – deployment from previous academic year 2017/18		
Previous Academic Year	In academic year 2017-2018, the school received £190,000 of funding. The impact of its deployment is detailed below.	
i. Quality of teaching for all		
Impact	Lesson learned	Cost
<ul style="list-style-type: none"> Reading age intervention is in place for years 7-9. Library lessons also in place. Star reading data shows that literacy catch-up pupils 2017-2018 caught up on average 8 months. Reading age average in September was 8 Years 10 Months. Reading age average in June was 9 Years and 6 months. Impact data for 2017-2018 literacy catch-up pupils was taken in June 2018. Pupils' attainment in English at the half termly data drops shows a significant improvement from the start of year 7 to the end. The proportion of children now accessing the curriculum is greater In top set, there has been a significant increase in pupils well above chronological reading age which will help them to access challenging curriculum content. Overall maths attainment is increasing with gaps between DP and all pupils diminishing in all year groups. Tracking data shows that the difference between disadvantaged pupils and their peers is diminishing in the vast majority of subjects and across year groups. Significant impact has been made in this area due to the improved quality of teaching across all subjects. Tracking data shows that overall attainment is increasing in line with national averages. In year 8, DP outperform their peers in Religious Studies, Science, Computing, History, Performing Arts, PE and Technology. In year 9 attainment DP outperform their peers in Geography, Art, and BTEC Sport. In year 10, DP outperform their peers in French and Business Studies. In year 11, DP outperformed their peers 9-4 in Physics, Geography, Spanish, Art, Business Studies, Business NCFE L2, Food and Cookery. The gap is continuing to close in all other subject areas. The progress gap is now starting to diminish. The overall quality of teaching, learning and assessment is good. This was validated in the full inspection where all lessons seen were good or better. Work in books was also consistently strong. 	<ul style="list-style-type: none"> There are still pupils who, although they have caught up are still below chronological reading age. Of 38 pupils identified for reading age intervention, 32 pupils showed significant improvements. Ensure that reading intervention during MFL is tracked more consistently to ascertain impact. Embed reading ambassadors with our youngest and most disadvantaged students. Improve links with primary schools to embed required skills for KS3 Establish more effective data tracking throughout years 7-11 to identify gaps in attainment and progress earlier. Share performance data with key stakeholders. 	£85,800
ii. Attendance Interventions		
Impact	Lesson learned	Cost
<ul style="list-style-type: none"> Attendance for disadvantaged pupils is on a three year improving trend. Improvements are significant and in-line with national averages if key outliers removed. PA for DP remains lower than national averages. DP PA totals (as a percentage of whole school) is 8.4% compared with 21.6% nationally. In April 2018 AHT Attendance has once again reviewed approach to improve attendance of DP pupils. This is monitored weekly at SLT so we expect the rate of improvement to continue There is now no difference between on calls, internal exclusion referrals and external exclusions between disadvantaged pupils and their peers. Behaviour data is low and behaviour in the school is significantly improved. 	<ul style="list-style-type: none"> Ensure the attendance officer works in collaboration with the new Raising attainment and progress (RAP) so that data is triangulated to maximise effect. AHT attendance to utilise FFT Aspire to look for trends in attendance from KS2-KS4. Target intervention where it is most needed. 	£85,115
iii. Raising Aspirations for DP		
Impact	Lesson learned	Cost
<ul style="list-style-type: none"> Careers offer is significantly strengthened. Pupils are articulating what they want to do when they leave school. Pupil voice indicates that CIAG has improved considerably. Tracking of pupil destinations is rigorous and linked to individual pupil progress and attainment. Work in books has improved significantly and work layout shows much more care. Tracking data shows pupil progress is increasing in line with national averages. 	<ul style="list-style-type: none"> Strengthen our vision for the curriculum so that pupils' aspirations are raised and they can make further rapid and sustained progress in their learning. 	£15,300
Grand total of budgeted cost		= £186,215

Executive Summary

<i>Our key whole-school priorities for improvement are as follows:</i>		<i>To be led by:</i>	<i>This change will require action by members of the community as follows:</i>			
			<i>Teachers</i>	<i>Support staff</i>	<i>Pupils</i>	<i>Parents</i>
<p>1 <u>Excellence through raising aspirations</u></p> <p>1.1 Establish excellence in teaching across the College.</p> <p>1.2 Develop a curriculum that ensures all students are able to master their essential learning.</p> <p>1.3 Develop strategies and systems to raise aspirations and attainment.</p>	SGA	<ul style="list-style-type: none"> • Be humble, open and honest. • Strive for excellence in all. • Inspire the highest aspirations from <u>all</u> pupils 	<ul style="list-style-type: none"> • Act swiftly to maximise pupils' readiness for learning • Inspire the highest aspirations from <u>all</u> pupils 	<ul style="list-style-type: none"> • Be open to learning in new ways. • Be 100% focused on behaviour that supports own learning and that of others. 	<ul style="list-style-type: none"> • Ensure your child(ren) have excellent attendance • Learn how to help your child(ren) learn at home. 	
<p>2 <u>Success through our unique Catholic ethos</u></p> <p>2.1 Develop staff and student understanding of Catholicism and the teaching of the Gospels.</p> <p>2.2 Enhance the care, guidance and support for all students.</p> <p>2.3 Research and develop a clear and coherent articulation of the wider whole-school entitlement and expectation for all pupils.</p>	GDI	<ul style="list-style-type: none"> • Become confident in helping pupils engage in Catholic act of worship • Be active in promoting effective care and discipleship. • Offer students a range of opportunities 	<ul style="list-style-type: none"> • Become confident in helping pupils engage in Catholic act of worship • Be active in promoting effective care and discipleship • Offer students a range of opportunities 	<ul style="list-style-type: none"> • Engage positively in Catholic acts of worship. • Recognise the need to 'pay it forward' and learn good discipleship and stewardship • To keep a record of experiences through the school 	<ul style="list-style-type: none"> • Engage positively with the Catholic ethos of the school. • Recognise how our Catholic ethos contributes to pupils' growth • To support your child(ren) in accessing wider opportunities 	
<p>3 <u>Inspiration through leadership at all levels</u></p> <p>3.1 Embed the vision and values of All Saints Catholic College.</p> <p>3.2 Embed our culture of ethical leadership across the school.</p> <p>3.3 Create a structure of sustainable growth through governance, leadership, staffing and marketing.</p> <p>3.4 Share expertise and learn from others through the support for other schools.</p> <p>3.5 Retain, develop and recruit excellent staff.</p> <p>3.6 Develop student leadership across the school.</p> <p>3.7 Utilise the highest quality of leadership to promote equity in resourcing and provision for our students.</p>	LEM	<ul style="list-style-type: none"> • Lead the positive, ethical ethos of the school in all aspects of daily school life. • Be open and supportive of others in and out of school. • Recognise their role in staff and pupil recruitment and retention. 	<ul style="list-style-type: none"> • Lead the positive, ethical ethos of the school in all aspects of daily school life. • Be open and supportive of others in and out of school. • Recognise their role in staff and pupil recruitment and retention. 	<ul style="list-style-type: none"> • Understand their own role in recruiting and retaining great staff. • Recognise their own role in the ethical treatment of others. • Contribute actively to student leadership to help further improve the school. 	<ul style="list-style-type: none"> • To be a voice in the community that promotes the positive ethos, values and experience of the school. • To be involved in the support and further improvement of the school. 	

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.

Education Endowment Foundation	Teaching & Learning Toolkit	Education Endowment Foundation	Teaching & Learning Toolkit	Education Endowment Foundation	Teaching & Learning Toolkit
	PDF Generated: 10th October, 2018		PDF Generated: 10th October, 2018		PDF Generated: 10th October, 2018
Arts participation <small>Low impact for low cost, based on moderate evidence.</small>	££££££ ££££££ +2	Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small>	££££££ ££££££ +7	Summer schools <small>Low impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££ +2
Aspiration interventions <small>Very low or no impact for moderate cost, based on very limited evidence.</small>	££££££ ££££££ 0	One to one tuition <small>Moderate impact for high cost, based on extensive evidence.</small>	££££££ ££££££ +5	Teaching assistants <small>Low impact for high cost, based on limited evidence.</small>	££££££ ££££££ +1
Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££ +3	Oral language interventions <small>Moderate impact for very low cost, based on extensive evidence.</small>	££££££ ££££££ +5	Within-class attainment grouping <small>Moderate impact for very low cost, based on limited evidence.</small>	££££££ ££££££ +3
Block scheduling <small>Very low or no impact for very low cost, based on limited evidence.</small>	££££££ ££££££ 0	Outdoor adventure learning <small>Moderate impact for moderate cost, based on moderate evidence.</small>	££££££ ££££££ +4		
Built environment <small>Very low or no impact for low cost, based on very limited evidence.</small>	££££££ ££££££ 0	Parental engagement <small>Moderate impact for moderate cost, based on moderate evidence.</small>	££££££ ££££££ +3		
Collaborative learning <small>Moderate impact for very low cost, based on extensive evidence.</small>	££££££ ££££££ +5	Peer tutoring <small>Moderate impact for very low cost, based on extensive evidence.</small>	££££££ ££££££ +5		
Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££ +4	Performance pay <small>Low impact for low cost, based on limited evidence.</small>	££££££ ££££££ +1		
Early years interventions <small>Moderate impact for very high cost, based on extensive evidence.</small>	££££££ ££££££ +5	Phonics <small>Moderate impact for very low cost, based on very extensive evidence.</small>	££££££ ££££££ +4		
Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small>	££££££ ££££££ +2	Reading comprehension strategies <small>High impact for very low cost, based on extensive evidence.</small>	££££££ ££££££ +6		
Feedback <small>High impact for very low cost, based on moderate evidence.</small>	££££££ ££££££ +8	Reducing class size <small>Moderate impact for high cost, based on moderate evidence.</small>	££££££ ££££££ +3		
Homework (Primary) <small>Low impact for very low cost, based on limited evidence.</small>	££££££ ££££££ +2	Repeating a year <small>Negative impact for very high cost, based on moderate evidence.</small>	££££££ ££££££ -4		
Homework (Secondary) <small>Moderate impact for very low cost, based on limited evidence.</small>	££££££ ££££££ +5	School uniform <small>Very low or no impact for very low cost, based on very limited evidence.</small>	££££££ ££££££ 0		
Individualised instruction <small>Moderate impact for very low cost, based on moderate evidence.</small>	££££££ ££££££ +3	Setting or streaming <small>Negative impact for very low cost, based on limited evidence.</small>	££££££ ££££££ -1		
Learning styles <small>Low impact for very low cost, based on limited evidence.</small>	££££££ ££££££ +2	Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small>	££££££ ££££££ +4		
Mastery learning <small>Moderate impact for very low cost, based on moderate evidence.</small>	££££££ ££££££ +5	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££ +4		
Mentoring <small>Very low or no impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££ 0	Sports participation <small>Low impact for moderate cost, based on limited evidence.</small>	££££££ ££££££ +2		

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