

# Pupil Premium Strategy Statement – Howden School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. Reviewed December 2025.

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	Howden School
Number of pupils in school	701
Proportion (%) of pupil premium eligible pupils	163/701 23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025/2028
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	1 <sup>st</sup> September 2026
Statement authorised by	Mr J Nixon
Pupil premium lead	To be confirmed
Governor / Trustee lead	Mrs S Warnes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,944
Recovery premium funding allocation this academic year	Not applicable
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,944

# Part A: Pupil premium strategy plan

## Statement of intent

**Key Priority: To support our students narrow the disadvantage gap by addressing inequalities and raising the attainment of those students who are eligible for the pupil premium grant.**

At the heart of everything we do is quality first teaching and learning and our school draws on research evidence, the Education Endowment Foundation toolkit (please see Appendix 1) and evidence from our own practice to allocate appropriate funding to pursuits that will maximise attainment. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at improving the quality of our teaching and learning. We also invest heavily in our recruitment and retention as well as supporting early career teachers. In this financial climate we cannot assume that Pupil Premium is for students who are low ability, and we will always strive to support our Pupil Premium students to achieve aspirational levels.

We have formulated a set of principles to guide our use of the Pupil Premium:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why. We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high-quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and adjust where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

**What do we expect to see:**

Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

- improve their levels of attainment and progress
- close attainment gaps relative to school averages
- have full access to our curriculum

At Howden School:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

### **Provision**

The range of provision of the school:

- Identifying student need on entry into school through CAT testing and Access Reading Tests
- Focused support provided to enable all pupils who have yet to achieve a scaled score of 100 or more in Maths and Reading in Year 6 to make rapid and sustained progress.
- Providing small group work with experienced teacher's focussed on overcoming gaps in learning in the core subjects
- There is a coordinated approach with the SENCo to address any SEN needs PP pupils may have with additional teaching and learning opportunities provided through trained TAs and external agencies or staff
- Acquiring effective materials aimed at raising standards, particularly in reading and modelling of writing
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations.
- Pupil premium resources may also be used to target able children on FSM to achieve PP+ at the end of KS3
- Pupil premium resources may also be used to target able students on FSM to achieve 4-9 grades at the end of KS4
- Provide additional resources and facilities in the school to support PPM students across the curriculum and unstructured times i.e. Lunch time sports activities, movie club and KS 3/4 lunch time homework club

## **Challenges**

Key challenges to achievement that we have identified among our disadvantaged pupils:

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Disadvantaged have lower rates of attendance and more late marks compared to other students which negatively impacts on achievement and KS 4 outcomes.
2	Disadvantaged students have less opportunities to develop more complex reading comprehension skills.
3	Disadvantaged students have less opportunities to develop numeracy skills in line with non-disadvantaged students.
4	Disadvantaged students regularly do not arrive ready for learning.
5	Disadvantaged parents/carers have less engagement with the school and importantly have less engagement with their children about school.
6	Disadvantaged students have limited life experiences.

7	Disadvantaged students' behaviour is not as good as non-disadvantaged students
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## 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
To close the attendance gap between Howden School's disadvantaged children and the non-disadvantaged students	The attendance of disadvantaged students, at least, matches that for other students nationally
To ensure that an ability to read effectively does not hinder disadvantaged students access to the curriculum	Use of ART to improve reading ages of disadvantaged students from entry level
To close the progress gap between the disadvantaged and the academy's non-disadvantaged students	The progress 8 score of disadvantaged students, matches or is improving towards that for other students within school
To close the gap between disadvantaged and other national with a specific focus in English.	The English progress of disadvantaged students, matches or is improving towards that for other students within school
To ensure the behaviour of disadvantaged students does not prevent access to learning	Improved behaviour following interventions and support through Reflections and The Bridge.
To ensure that disadvantaged students strive to have aspirational destinations in their next educational placement	All disadvantaged students to engage with Careers Evenings and the Careers Advisor and have support in selecting an appropriate placement post 16

## 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.

### Quality First Teaching (e.g. CPD, recruitment and retention)

**Budgeted Cost: £52,725**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class size in KS4 English and Maths. Class sizes in core subjects are for key groups to ensure a focus on individual needs and quality marking and feedback.	Students who are in smaller class sizes have more individualised support. EEF 24 Evaluating and reviewing the quality and effectiveness of self -and assessment to ensure it helps pupils make good progress' EEF 7	1, 2
All KS4 DS students will be prioritized in meet with CEIAG co-ordinator or Careers advisor to discuss careers guidance.	DS are less likely to engage with CEIAG and so less likely to engage with school and so limit their options post 16. EEF 2	5, 6
Development of the Teaching and Learning approaches including Walk Thrus. To increase a consistent approach to teaching and learning through common expectations in the classroom.	Greater teacher and support awareness of these students and therefore a higher understanding of their additional barriers and needs. EEF 2, 4	2, 3, 7
Reading interventions and testing. To assist in ensuring reading scores can be captured, measured and acted upon to create targeted interventions and Reading Plus lessons. DS students make improved progress in reading scores.	Students whose reading age is below that of their chronological age are less likely to make progress in school than students whose reading age is beyond their chronological age. EEF 4, 13	1, 2
Study Skills resourcing. To support the development of study skills and time management for students including purchasing CGP guides. DS students make improved progress because they have better access to resources	Evidence indicates that DS students do less self-study and the self-study completed is of a worse quality compared to other students. EEF 4	4, 5

## Targeted academic support (e.g. tutoring, one-to-one support structured interventions)

**Budgeted Cost: £30,940**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Support (SEND) Bespoke Learning Support teaching and interventions for identified SEND Pupil Premium students including:</p> <ul style="list-style-type: none"> <li>• Functional Maths lessons (one-to-one)</li> <li>• Curriculum Support lessons</li> <li>• Bespoke English lessons</li> <li>• Additional funding contribution for EHCP Pupil Premium students</li> </ul> <p>Additional SEMH transition programmes (small group) Teaching and interventions are planned by the SENCO and delivered by a combination of ERP manager, The Bridge manager, Learning Support Teachers, HLTAs and Teaching Assistants. Pupil Premium funding is used to increase staffing to enable this.</p>	<p>Improved rates of progress through more timely and effective tracking and intervention at subject level.</p> <p>Greater teacher and support awareness of these students and therefore a higher understanding of their additional barriers and needs. EEF 6, 8</p>	<p>2, 3, 7</p>
<p>Structured interventions using a range of approaches aimed at improving outcomes including tutor time revision skills, lunch time and any additional revision sessions.</p>	<p>EEF 13, 14, 19, 21, 22, 27, 32, 35</p>	<p>2, 3, 5, 6</p>
<p>Small group tuition including literacy, numeracy, handwriting, reading and social skills/team building.</p>	<p>EEF 2, 4, 6, 8, 13, 23 and 28</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>1-2-1 numeracy intervention</p>	<p>EEF 8</p>	<p>1, 6, 7</p>
<p>Librarian used to support reading interventions and to develop the reading for pleasure strategy.</p>	<p>EEF 19</p>	<p>2, 6</p>

## Wider strategies (e.g. related to attendance, behaviour, wellbeing) Projected

**Budgeted Cost: £88,279**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Progress Lead post to support improved attendance percentage and engagement with school. Students cannot learn if they are not in school. The Free School Meals cohort has a disproportionate number of Persistent Absentees compared to other groups – this position will have a focus on improving this.</p> <p>Students benefit from 1-1 interviews, supplemented by mentoring as required. Interviews identify bespoke needs including both academic and social emotional interests, motivations and needs, which would benefit from support.</p>	EEF 18	1, 4, 5
<p>Retention of Attendance and Welfare Manager role Assistance in delivering the good practice and strategies outlined in DfE's guidance on 'working together to improve school attendance'. A bridge between home and school.</p>	EEF 16	1, 5
<p>Behaviour and SEMH Support: Use of external organisations, such as: Tigers Trust, to support with the teaching of the behaviour curriculum and develop strategies to create resilient learners.</p> <p>Improved rates of behaviour. DS to be able to access Pastoral Staff in order to receive help for issues may present as barriers to learning, usually through behaviour.</p>	EEF 3	4, 7
<p>Opportunities Fund: To support with Peripatetic Music lessons, trips, revision guides, equipment, laptops, and reading engagement</p>	EEF 1, 2, 28	4, 6
<p>Welfare Fund: Used to support disadvantaged students and their families with particular financial problems with the aim of ensuring access to school activities and opportunities.</p>	EEF 1, 2, 24	5, 6
<p>Curriculum time allocated to deliver support in planning, training students to be more resilient and to accept failure as part of the learning process.</p>	Evidence suggests that DS have less resilience to failure and give up easier than other students.	4, 6

	They will avoid tasks/tests as the fear of failure far outweighs the consequences of not doing the task. EEF 41 and 42	
Rewards Supporting positive achievement, attendance, punctuality, and behaviour for DS.	Evidence suggests that students who engage with meaningful conversations about aspects of school life do better in school. EEF 18, 38, 39	, 6

**Total budgeted cost:**

<b>Expenditure Total</b>	<b>£171,944</b>
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## 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 2024 to 2025 academic year.

Quality first teaching	
Impact	Lessons Learned
<ul style="list-style-type: none"> <li>• Students are provided with excellent wave one teaching and high-quality feedback.</li> <li>• Students' attendance is good despite the current global situation, students like coming to school. Good attendance is vital. If a student is missing from school, then they miss out on QFT.</li> <li>• Teaching assistants provide quality interventions and support for students including PP. Observations and visits to TCAT secondary schools have provided invaluable knowledge of intervention delivery</li> <li>• Teachers are performing at least in-line with professional stage due to training and feedback.</li> <li>• Our wide curriculum offer is built around the future needs of our students, and this is embedded in the CEIAG programme.</li> <li>• Teaching is built around very high expectations for all, subject expertise and positive relationships.</li> <li>• Teachers forensically know their students so they can proactively intervene in lessons to close any gaps in learning through one page group pupil profiles.</li> <li>• Teachers deliberately use strategies that target closing the gaps for DS (e.g. targeted questioning, additional verbal and written feedback, targeted live marking during lessons, strategic seating plan).</li> <li>• Increased focus on quality CPDL to focus on Walkthrus Metacognition, self-regulation and mastery. Teaching staff have been supported (through our CPDL model) to learn and understand metacognition and self-regulation approaches.</li> <li>• Destination outcomes of DS students are aspirational. There are a broad range of destinations that challenges stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure disadvantaged students are a focus for intervention particularly in Maths and English to ensure accelerated progress to close any gaps.</li> <li>• Continue to develop CPD opportunities for teaching assistants in order for their skills to be kept up to date.</li> <li>• Continue to develop appropriate training opportunities for teachers to share good practice through quality CPDL.</li> <li>• Develop further relationships with local companies to provide links with different occupations within our area.</li> <li>• Increased intervention sessions to focus on the lowest ability readers through Read, Write Inc.</li> <li>• Increased extra-curricular activities and external trips and the experiences these offer. There are currently 24 after school clubs. Over 11% of the students who attend extra-curricular clubs are DS students. The proportion of DS students in the school is 23%.</li> <li>• Continue to track and act fast to close any emerging differences in the attendance of DS students when compared with non-DS students. Set high expectations. Increase parental contact by Pastoral Managers and Learning Support Managers.</li> <li>• Increase the aspirations of all students and ensure that DS have increased exposure to people from different careers and routes.</li> <li>• Core subject staffing to ensure that students are with the right teachers for their individual needs. Building capacity to have extra intervention (outside of normal class time) if and when needed.</li> </ul>

<ul style="list-style-type: none"> <li>• DS students are developing improving behaviours for learning due high staff expectations and the new behaviour policy.</li> <li>• All staff are fully aware and equipped to meet the emerging needs of DS. Emerging differences are identified quickly through progress checks.</li> </ul>	
<b>Targeted academic support</b>	
<b>Impact</b>	<b>Lessons Learned</b>
<ul style="list-style-type: none"> <li>• Accelerated reading lessons have been well established and all children, identified on entry, as having gaps have been targeted resulting in good progress.</li> <li>• Teaching assistants are targeting students who have been referred for difficulties in reading, spelling, handwriting, numeracy and social skills/team building. Improvement in all areas of intervention.</li> <li>• Specific literacy intervention on a 6-week Programme informed by ART and Read, Write Inc data. Improvements seen in assessments.</li> <li>• Specific numeracy intervention for Year 11 students referred by class teacher. Improvements since in assessments.</li> </ul>	<p>Expand the use of literacy intervention to target all students in years 7-9 that are behind in their reading.</p> <p>Target the bottom 20% of students with the lowest reading ages for weekly reading intervention. Students have received intervention this term.</p> <p>Increase targeted intervention for PP/SEND students within our ERP provision</p> <p>To increase life changing experiences, trips and opportunities and provide funded support for PP.</p>
<b>Wider Strategies</b>	
<b>Impact</b>	<b>Lessons Learned</b>
<ul style="list-style-type: none"> <li>• All Year 11 students receive weekly careers lessons, at least one careers interview, CV preparation sessions and had a bespoke interview with a potential employer.</li> <li>• Students who requested music or DJ lessons have seen excellent progress in their musical skills. Their musicality has improved as well as coloration skills with other musicians. 16 students receive free music tuition provided by the PPG.</li> <li>• All DS students receive contributions for materials for Technology to enable them to access each component of the course.</li> <li>• For GCSE option subjects DS receive the complete amount to cover the cost of the coursework trips.</li> <li>• The additional DS funding policy allows parents to request financial support with numerous aspects of school life. From paying for revision materials to food ingredients. This is currently being reviewed to ensure it is up to date and effective.</li> <li>• All DS students can access the Self-study Club to access support with Self Study.</li> <li>• Attendance and Welfare Officer contacts DS parents/carers every day to encourage them to</li> </ul>	<p>Continue to provide a broad offer for all students and expand extra-curricular clubs to provide an even more exciting offer for young people across the academy.</p> <p>To increase trips and opportunities and provide funded support for DS.</p> <p>To continue to improve DS attendance to ensure that they are in school and accessing Quality First Teaching.</p> <p>DS funding ensures that all KS 3 pupils contribute £5 for materials annually and KS 4 pupils contribute £10 annually to ensure that they have the opportunity to participate fully in the curriculum.</p> <p>Attendance and Welfare Officer and Pastoral leads contact parents through a first hour response if a student is not attending school.</p>

improve their attendance if they are absent and will conduct home visits.	
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## 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

## Service pupil premium funding (optional)


































*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit







The Education Endowment Foundation 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 students.

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.

1	<b>Arts participation</b> Moderate impact for very low cost based on moderate evidence			
2	<b>Aspiration interventions</b> Unclear impact for very low cost based on insufficient evidence			
3	<b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence			
4	<b>Collaborative learning approaches</b> High impact for very low cost based on limited evidence			
5	<b>Extending school time</b> Moderate impact for moderate cost based on limited evidence			
6	<b>Feedback</b> Very high impact for very low cost based on extensive evidence			
7	<b>Homework</b> High impact for very low cost based on very limited evidence			
8	<b>Individualised instruction</b> Moderate impact for very low cost based on limited evidence			
9	<b>Learning styles</b> Unclear impact for very low cost based on insufficient evidence			
10	<b>Mastery learning</b> High impact for very low cost based on limited evidence			
11	<b>Mentoring</b> Low impact for moderate cost based on moderate evidence			

12	<b>Metacognition and self-regulation</b> Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
13	<b>One to one tuition</b> High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
14	<b>Oral language interventions</b> Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
15	<b>Outdoor adventure learning</b> Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	●
16	<b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
17	<b>Peer tutoring</b> High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
18	<b>Performance pay</b> Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
19	<b>Phonics</b> High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
20	<b>Physical activity</b> Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
21	<b>Reading comprehension strategies</b> Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
22	<b>Reducing class size</b> Low impact for very high cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
23	<b>Repeating a year</b> Negative impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
24	<b>School uniform</b> Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	●
25	<b>Setting and streaming</b> No impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
26	<b>Small group tuition</b> Moderate impact for low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4

27	<b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
28	<b>Summer schools</b> Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
29	<b>Teaching Assistant Interventions</b> Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
30	<b>Within class attainment grouping</b> Low impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
<b>EYFS</b>				
31	<b>Built environment</b> No impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
32	<b>Communication and language approaches</b> Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
33	<b>Digital technology</b> Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
34	<b>Earlier starting age</b> Very high impact for very high cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
35	<b>Early literacy approaches</b> Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
36	<b>Early numeracy approaches</b> Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
37	<b>Extra hours</b> Moderate impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
38	<b>Parental engagement</b> Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
39	<b>Physical development approaches</b> Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
40	<b>Play-based learning</b> High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5

41	<b>Self-regulation strategies</b> High impact for very low cost based on limited evidence			
42	<b>Social and emotional learning strategies</b> Moderate impact for moderate cost based on very limited evidence			

<http://educationendowmentfoundation.org.uk/toolkit/>