

Pupil Premium Strategy Statement – Howden School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Howden School
Number of pupils in school	705
Proportion (%) of pupil premium eligible pupils	160 pupils (23%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2022-September 2025
Date this statement was published	1 September 2022
Date of last review	21 November 2023
Statement authorised by	Mr J Nixon
Pupil premium lead	Mrs L Stephenson
Governor / Trustee lead	Mrs S Warnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,296
Recovery premium funding allocation this academic year	Please see Covid Recovery Plan
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	£161,296

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

- Identifying student need on entry into school through CAT testing, Access Reading Tests and Access Maths Tests. They also complete the Group Reading Tests and Vernon Spelling 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. Initially this will be in Literacy and Numeracy
- 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. Breakfast Club and KS 3/4 lunch time homework club

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged have lower rates of attendance and more late marks compared to other students which negatively impacts on achievement and KS4 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	Our disadvantaged students have limited life experiences.
7	Disadvantaged students' behaviour is not as good as non-disadvantaged students

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 and Maths	The English and maths 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
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.

Teaching (e.g. CPD, recruitment and retention) Projected cost £76,017

<p>Quality First Teaching Smaller class size in KS4 English and Maths (additional teaching staff – all in budget)</p> <p>Class sizes in core subjects are for key groups to ensure a focus on individual needs and quality marking and feedback.</p>	Annual provision	HoD English	£17,179.50
		HoD Maths	£17,179.50
<p>Learning Support (SEND)</p> <p>Bespoke Learning Support teaching and interventions for identified SEND Pupil Premium students including:</p> <ul style="list-style-type: none"> § Functional Maths lessons (one-to-one) § Curriculum Support lessons § Bespoke English lessons § Literacy lessons § Additional funding contribution for EHCP Pupil Premium students § Additional SEMH transition programmes (small group) <p>Teaching and interventions are planned by the SENCO and delivered by a combination of Learning Support Teachers, HLTAs and Teaching Assistants. Pupil Premium Funding is used to increase staffing to enable this.</p>	Annual Provision	SENCO	£41,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
DS students across core area make better progress and Improved rates of achievement	DS achieve better in some areas of the school than others that have more resources available. Students do better in Sci than in Eng/Ma even though Eng/Ma have more resources. EEF 13	1, 2, 3
Improved rates of progress KS3 in English and Maths	Evaluating the quality and effectiveness of homework 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	6
Improved rates of progress through more timely and effective tracking and intervention at subject level	Greater teacher and support awareness of these students and therefore a higher understanding of their additional barriers and needs. EEF 6, 8	2, 3, 7
Develop a consistent approach through common expectations	Greater teacher and support awareness of these students and therefore a higher understanding of their additional barriers and needs. EEF 2, 4	7
DS students make better progress in reading scores compared to their peers	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
DS students make better progress because they have better access to resources	Evidence indicates that DS students do less homework and the homework completed is of a worse quality compared to other students. EEF 4	4
Reduced class sizes in core subjects in KS 4	Students who are in smaller class sizes have more individualised support. EEF 24	1, 2

Targeted academic support (e.g. tutoring, one-to-one support structured interventions) Projected cost £10,410

Area of expenditure	Target date/ Duration	Lead	Projected cost
Salaried support			
Making Good Progress (MGP) English Lessons (5 periods per week)	6-week programmes throughout the year	Teacher English	£5,215
Making Good Progress (MGP) Maths Lessons (5 periods)	6-week programmes throughout the year	Teacher Maths	£5,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group literacy intervention	EEF 4, 6, 8, 13, 23 and 28	2 and 4
Small group numeracy intervention	EEF 4, 8, 13, and 28	3
Small group handwriting intervention	EEF 4, 6, 8, 13, 23 and 28	2 and 4
Small group reading intervention	EEF 4, 6, 8, 13, 23 and 28	2 and 4
Small group social skills/team building intervention	EEF 2, 4 and 28	5 and 7
1-2-1 numeracy intervention	EEF 8	1, 6, 7

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

Projected cost £74,869

Pupil Premium Pastoral Manager: KS4 focus (Salary)	Three days (one per year group) per week throughout the year, plus additional days as identified needs require	AHT	£36,091
This role is entirely focused on Pupil Premium students. 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. Support is either brokered by the Pupil Premium Pastoral Manager and funded through the Opportunities Fund, or provided directly, in the case of mentoring.			
Pupil Premium Pastoral Manager: KS3 focus (Salary)	two days (one per year group) per week throughout the year, plus additional days as identified needs require	DHT	£11,938
This role is entirely focused on Pupil Premium students. 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. Support is either brokered by the Pupil Premium Pastoral Manager and funded through the Opportunities Fund, or provided directly, in the case of mentoring.			
Identified bespoke support			
Additional Funding Policy:	Annual Provision	AHT	£11,423 £6,000
The Additional funding Policy is provided to allow bespoke support requirements for students. Typically, the Additional Fund will support participation in compulsory educational visits; music tuition; the purchase of revision books and revision cards; resources including memory sticks, art resources or cooking ingredients; as well as other bespoke needs.			
LAC Expenditure Linked to PEPs	As agreed at PEP meetings	PM	0

Bespoke support identified for LAC students through PEP meetings which agree allocation of these students additional funding.			
Independent Careers Advisor Independent Careers Advisor time in addition to standard SLA purchased to ensure access to IAG.	Annual Provision was £5300	AHT	0
Attendance and Welfare Officer Additional AWO time funded to specifically focus on attendance of the Pupil Premium group.	Annual Provision	AHT	£5,246
Resources			
MGP Resources Budget An identified resources budget is provided to support aspects of MGP lessons including for example: photocopied resources; liaison with parents (letters/stamps).	Annual Provision	Lead Teacher English/ Lead Teacher Maths	£1,000.00
Administrative Support			
Data team support (equivalent of 5 days work per year) To ensure timely and focussed monitoring and evaluation is possible, the additional input into the data team is provided to enable relevant reports to be created.	Following scheduled data trawls	AHT	£673
Admin team support (equivalent of 12 days work across per year) Admin support is directly related to ensuring effective home-school information. This directly supports MGP English and Maths and ensures that parents/carers are aware of what support is provided and whom to contact should they have any queries.	Following scheduled data trawls	AHT	£2,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attendance %. Students cannot learn if they are not in school. The Free School Meals cohort	Students need to be attending school in order to learn. The school already implements first day calling, electronic registration, letters once attendance	1, 4

has a disproportionate number of Persistent Absentees compared to other groups	reaches a certain level, and referrals. EEF 18	
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.	Students who persistently receive FTE are therefore persistently disrupting the learning of other students. All students who received multiple exclusions last academic year are either on alternative provision, or have had/are having intervention with another member of staff EEF 3	4, 7
Track behaviour records across the school to identify "Hot Spots" DS. Teachers are supported in supporting behaviour in the classrooms	The FFT shows Behaviour Interventions to have a moderate impact. For some students, it may be that issues from outside of school transfer into their behaviour whilst in school. These barriers to behaviour can be addressed through a course of 1-2-1 sessions in the inclusion hub. EEF 3, 11, 41 and 42	4, 7
Increased engagement of DS Parent/Carers with school.	Evidence suggests that students who engage with meaningful conversations with their parents/carers about aspects of school life do better in school. EEF 18 and 39	5
Build resilience of DS by introduction of Sports Leader qualification. Curriculum time allocated to deliver support in planning, training students to be more resilient and to accept failure as part of the learning process.	Evidence suggests that DS have less resilience to failure and give up easier than other students. They will avoid tasks/tests as the fear of failure far outweighs the consequences of not doing the task. EEF 41 and 42	4, 6
Increased engagement of DS Parent/Carers with school through School Comms, Twitter and Facebook. Increase and change nature of contact with P/C through digital media so more P/C support DS through conversations about school.	Evidence suggests that students who engage with meaningful conversations with their parents/carers about aspects of school life do better in school. EEF 18 and 39	5
To remove the barrier of lack of internet access as a reason to not undertake homework/revision	Evidence suggests that students are restricted in homework completion due to lack of digital devices and/or the internet. EEF 7 and 34	4

To encourage development in the arts, technology and music with subsidised lessons and materials	Students should not be restricted to pursue and interest because of lack of money. EEF 1, 2, 28	4, 6
Raise aspirations through educational enhancements and subsidising trips and residential	EEF 2	6

Total budgeted cost:

Expenditure Total	£161,296
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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 2021 to 2022 academic year.

Quality first teaching	
Impact	Lessons Learned
<ul style="list-style-type: none"> Students are provided with excellent wave one teaching and high-quality feedback. 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. Attendance of PP 2022/2023 is 90% and whole school attendance is 92% Teaching assistants provide quality interventions and support for students including DS. Observations and visits to TCAT secondary schools have provided invaluable knowledge of intervention delivery Teachers are performing at least in-line with professional stage due to CPD and feedback. Our wide curriculum offer is built around the future needs of our students, and this is embedded in the CEIAG programme. Teaching is built around very high expectations for all, subject expertise and positive relationships. Teachers forensically know their students so they can proactively intervene in lessons to close any gaps in learning. 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). Recent whole Trust CPDL had training sessions on this. DS pupil profiles to inform staff of barriers to learning and how to overcome these. Focus on Walkthrus Metacognition, self-regulation and mastery. Teaching staff have been supported (through our CPD model) to learn and understand metacognition and self-regulation approaches. Destination outcomes of PP students are aspirational. There are a broad range of destinations that challenges stereotypes. 97% of PP 	<ul style="list-style-type: none"> Continue to ensure disadvantaged students are a focus for intervention particularly in Maths and English to ensure accelerated progress to close any gaps. Continue to develop CPD opportunities for teaching assistants in order for their skills to be kept up to date. Continue to develop appropriate CPD opportunities for teachers to share good practice through Walkthrus. Develop further relationships with local companies to provide links with different occupations within our area. Increased intervention sessions to focus on the lowest 20% in English and Maths. Increased extra-curricular activities and the experiences these offer. These have increased to 23 additional after school clubs. Over 29% of the students who attend extra-curricular clubs are PP students. The proportion of PP students in the school is 21%. Continue to track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Set high expectations. Increase parental contact by Pastoral Managers and Learning Support Managers. Increase the aspirations of all students and ensure that DS have increased exposure to people from different careers and routes. 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.

<p>students have gone on to further education/training.</p> <ul style="list-style-type: none"> • All DS are fully equipped to achieve the basic qualifications of English and Maths. Improved outcomes from previous year. Maths progress 8 improved from -0.8 2021/2022 to -0.1 2022/2023. English progress 8 improved from -0.6 2021/2022 to -0.4 in 2022/2023 • DS students are developing improving behaviours for learning due high staff expectations and the new behaviour policy. PP behaviour 2022/2023 158 classroom removals and 34 suspensions compared with 550 non-PP classroom sanctions and 52 suspensions. • All staff are fully aware and equipped to meet the emerging needs of DS. Emerging differences are identified quickly through progress checks. 	
Targeted academic support	
Impact	Lessons Learned
<ul style="list-style-type: none"> • Accelerated reading lessons have been well established and all children, identified on entry, as having gaps have been targeted resulting in good progress. • 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. • Specific literacy intervention on a 6-week programme. Students referred by class teacher. Improvements seen in assessments. • Specific numeracy intervention on a 6-week programme. Students referred by class teacher. Improvements since in assessments. 	<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. 34 Students have received intervention this term.</p> <p>Yipiyap tutor sessions to target identified students.</p> <p>Increase targeted intervention through the Recovery Funding in both English and Maths.</p> <p>To increase life changing experiences, trips and opportunities and provide funded support for DS.</p>
Wider Strategies	
Impact	Lessons Learned
<ul style="list-style-type: none"> • 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. • 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. • All DS students receive contributions for materials for Technology to enable them to access each component of the course. 	<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>Deep Learning Days have decreased but improved in quality to include external agencies rather than internal sessions.</p> <p>To increase trips and opportunities and provide funded support for DS.</p>

<ul style="list-style-type: none"> • For GCSE option subjects DS receive the complete amount to cover the cost of the coursework trips. • 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. • All DS students can access the Breakfast Club and Homework Club to access support with Self Study and to start school ready to learn. 44% of the students who attend the Breakfast Club are PP students. • Attendance and Welfare Officer contacts DS parents/carers every day to encourage them to improve their attendance if they are absent and will conduct home visits if necessary. 	To continue to improve DS attendance to ensure that they are in school and accessing Quality First Teaching.
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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
The National Tutoring Programme	My Tutor

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

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

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

41	Self-regulation strategies High impact for very low cost based on limited evidence	    	    	+5
42	Social and emotional learning strategies Moderate impact for moderate cost based on very limited evidence	    	    	+3

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