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	2020/21 Expected Funding			Funding Received
Based on School Census				
Pupils in year groups 7 to 11 recorded as Ever 6 FSM	225.5	@ £935	=£210,843	£228,765
Looked-after children (LAC)	6	@ £Various	=£9000	£8600
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	4	@ £2300	=£9200	£9380
Service Children	2	@ £300	=£600	£620
Total	= £247,365			

Attainment including Year 11 GCSE Headlines 2018/19							
	National Averages all pupils 2018	*National Averages all pupils 2019*	*2016/17 Gap*	*2017/18 Gap*	*2018/19 Gap*	*2019/20 Gap (using 2019 Nat)*	*Year 11 Gap vs national all 2018/19*
% achieving 9-4 in English and Maths	63.9	64	-42.8	-20.7	-14	-15.2	6
% achieving 9-5 in English and Maths	39.9	43	-37.3	-19.7	-28.7	-8.8	-5.5
% achieving 9-4 English	(2017) 75.5	76	-33.4	-15.5	-16.5	-15	11.5
% achieving 9-5 English	(2017) 60.5	60	-36.8	-13.8	-24.3	-8.8	7.5
% achieving 9-4 Maths	70.9	70	-43	-21.2	-15.2	-18.8	0
% achieving 9-5 Maths	50.4	49	-35.4	-23.7	-29.9	-12.4	-11.5

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-heavier 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 pupils 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 cultural capital 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 though 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 2020/21

1. Outcomes

	Desired outcomes and how they will be measured	Success criteria
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.
F.	Impact of COVID including self-isolation and potential lockdown	Pupils can access remote learning including pupils who may not have IT at home Pupils can access a full, broad and balanced curriculum Pupils are supported pastorally through any periods of isolation No greater gap between pupils who are PP and non PP due to COVID

2. Planned expenditure

Academic year	2020/21

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	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	Clear scheme of learning for all to follow. Learning walks, clear assessment of progress and data tracking. Assistant Headteacher to oversee resources and scheme	Head of English £25,000 Second in English £4,400	Schemes of Learning updated to attend to gaps. These are published on the school website.

	development in other departments. Increase capacity in the coaching programme to support other departments. Staff training on extended writing, supporting literacy across the curriculum and key department specific terms. Lexia literacy intervention for all pupils in year 7 and a small number of year 8	to be effective in the Teacher Development Trust research review on professional development. 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.	development with other HODs, KS3 lead for English and SENCO/DHT/Librarian	Accelerated Reader £3,200 Coaching TLRs £10,000 Lexia - £3,740	The majority of pupils have improved their reading, writing and spelling age in years 7 and 8. Coaching has taken place remotely. This has supported the improvement of teaching and learning and embedding the science of learning.
A. Improved numeracy across the school.	Staff training on developing numeracy in form times to be led with whole staff. This will be monitored by lead teacher in maths. Small group intervention using additional capacity in maths department – targeted on specific maths skills. Implementation of maths watch and numeracy catch up club Small group tutoring with external tutor Numeracy Ninja form time years 7-9	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.	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.	Maths TA £26,000 Hegarty Maths - £2000 Aspect to Lead Teacher TLR £6000 £5000	Pupils have accessed smaller teaching groups in both key stages. Numeracy Ninja has been rolled out to all form groups in years 7,8,9. Maths TA support has continued for another year.

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
B. Improved progress for PP pupils across all key stages Consistent marking for learning across the school to give clear and specific guidance to PP pupils.	Embedding the coaching model across the school from Assistant Headteacher. Improving the quality and consistency of teaching and learning with Science for Learning strategies to improve outcomes for DP pupils. Added capacity to T&L leadership team. Coaching with a focus on sub groups.	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.	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. Training followed by learning walks and work scrutiny. Triangulation of books with assessment data input into SIMs.	Teaching Leaders x2 English Staff. £5000 £15,000 aspects of AHT and ADHT salaries. Coaching as per above.	Key strategies of Science of Learning are now rolled out across the school. Review of curriculum diet and standards in books. SLT have conducted learning walks remotely and in lessons

			Quality first teaching and harnessing the power of feedback Total budgeted cost		£105,340

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
D. Increased attendance rates for DP pupils and PA remains low.	Attendance Officer employed to monitor pupils and follow up quickly on truancies. First day response provision. AHT Behaviour and attendance to develop systems to target the improved attendance of PP pupils Caritas – working with hard to reach families across the school.	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.	Use NISAI learning for targeted long term absent pupils or those DP who are PA. Home visits for vulnerable families.	Att. officer £17,600 AHT attendance £15,000 NISAI £10,000 Caritas £7,000	Attendance has been impacted by COVID through, comparatively we are above. We continue to monitor attendance. Pupils can still access education remotely allowing them to achieve. Lockdown impacted on the ability of the Caritas to work with families who need it.

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
C. Problem behaviour for PP pupils addressed Reduce external exclusion through the development of internal exclusion and alternative provision so PP pupils remain within education and exclusion is a deterrent to poor behaviour	Give targeted pastoral and academic support to the identified vulnerable DP in all years. Continue rewards system for all pupils ensuring equity for DP 10 pupils, including DP, to undertake Health and Fitness qualification	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. Promoting healthy lifestyles, one-on-one tuition from external tutor to support DP pupils, increased chance of passing with a level 2 qualification.	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. 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. SENDCO will deliver the course with the help of external tutor to support pupil progress. SLT to monitor delivery of adjusted curriculum.	Deputy Head AHT Behaviour £22,500 Reward badges £1000 CPOMS £2000 £5,000	Increased pastoral capacity and reviewed SLT roles. New IEB manager with structured week to allow for support for identified pupils. Six of the ten pupils completed the first year of this course.
Highly tailored interventions and adjusted curriculum Total budgeted cost					**£80,100**

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.	Pastoral Support £26,000 Show my Homework £1500	Additional pastoral support officer employed One PSO has a mentoring role Gradual opening up of after school provision due to COVID
Minimising barriers to achievement Total budgeted cost					**£27,500**

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 subjects and year groups.	Implement and embed aspirational ethos with all year groups. Extend the careers advice and guidance for all. Develop Collective Worship and form time to promote aspirations using The All Saints' Way/The image of The Risen Christ and the school saints to promote the key messages. Increase university links and visits, especially Cambridge. Increase key speakers, including current staff, about employment and aspirations.	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. 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.	Leadership through strong HOD in RE monitored by DHT and HT. External validation of careers advice.	KCO TLR £5,000 Chaplain TLR £2500 £4,000 Careers advice Raising Participation fund £2000 Keynote speakers £1800	COVID has impacted on the ability to offer a wider amount of external experiences, however, collective worship has continued remotely. From May 2021 additional DofE and sporting events have resumed. All Saints' Way introduced, to be further embedded. Year eleven given access to post 16 information.
Raising aspirations and broadening experiences Total of Budgeted Cost					**£15,300**
Grand Total of budgeted cost					**£228,240**
Expected Funding					**£229,643**

Review of expenditure – deployment from previous academic year 2019/20		
Previous Academic Year	In academic year 2019-2020, the school received £226,458 of funding. The impact of its deployment is detailed below.	

i. Quality of teaching for all		
Impact	**Lesson learned**	**Cost**
- Reading age intervention is in place for years 7-9. Library lessons also in place for year 7 currently due to COVID restrictions - Lexia has been introduced in school. 59 pupils in year 8 made on average 4 months improvement to their reading age, despite absences relating to Covid, 64 pupils in year 7 made on average 4 months improvement to their reading age, despite absences relating to Covid. - The gap between PP and non-PP in year 7 is closing with a three-month difference between the two groups. - The gap between PP and non-PP in year 8 is 8 months. - Levels of literacy have improved through the use of modelling and science of learning teaching techniques - Pupils' attainment in English at the 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 for the past three years - Overall English and maths progress is increasing with gaps between DP and all pupils diminishing - 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. - The overall quality of teaching, learning and assessment has shown a positive impact. - Teaching became more consistent due to the coaching programme, teachers were able to implement the science of learning strategies leading to better outcomes. - Differentiated roll out of Numeracy Ninja to promote progress with number work. - Effective feedback to pupils using key Science of Learning pedagogy - Introduction of period six for targeted groups in every subject	- There are still pupils who, although they have caught up are still below chronological reading age - Improve links with primary schools to embed required skills for KS3 - Establish more effective data tracking throughout years 7-9 to identify gaps in attainment and progress earlier. Share performance data with key stakeholders. - Revisit the Science of Learning strategies for 21/22 - Introduced Lexia as well as accelerated reader to attend to gaps in literacy beyond reading. - Introduced retrieval practice in forms times with KS4 to promote effective revision strategies - KS3 form time focus on reading and tier two vocabulary from various subjects - Introduction of base line numeracy age testing to identify gaps in knowledge and track progress. - Continue to embed feedback strategies with new staff. - Re-introduce period six targeted interventions.	**£89,200**

ii. Attendance Interventions		
Impact	**Lesson learned**	**Cost**
- Attendance for disadvantaged pupils is improving. - Attendance is regularly reviewed 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.	- Utilise the EWM service from Tameside Local Authority - AHT attendance to utilise Six Into Seven to look for trends in attendance from KS2-KS4. Target intervention where it is most needed.	**£86,100**

iii. Raising Aspirations for DP		
Impact	**Lesson learned**	**Cost**
- Careers offer is significantly strengthened. Pupils are articulating what they want to do when they leave school All pupils have had a careers meeting with priority given to DP pupils. - 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.	Strengthen our vision for the curriculum so that pupils' aspirations are raised and they can make further rapid and sustained progress in their learning.	**£34,800**

• Established a broad and balanced curriculum which all pupils have accessed despite the challenges of COVID. • Using the teaching and example of Christ to promote the family ethos of the school and encouraging pupils to 'dig deep' to achieve their aspirations.	• KS3 will be extended from 2022 with a bridging term for the current year 8 planned in all core subjects

Grand total of budgeted cost	**£210,100=**

Executive Summary

Our key whole-school priorities for improvement are as follows:	To be led by:	This change will require action by members of the community as follows:			
		Teachers	*Support staff*	*Pupils*	*Parents*
1 Excellence through raising aspirations 1.1 Establish excellence in teaching across the College. 1.2 Develop a curriculum that ensures all students are able to master their essential learning. 1.3 Develop strategies and systems to raise aspirations and attainment.	SGA	• Be humble, open and honest. • Strive for excellence in all. • Inspire the highest aspirations from *all* pupils	• Act swiftly to maximise pupils' readiness for learning • Inspire the highest aspirations from *all* pupils	• Be open to learning in new ways. • Be 100% focused on behaviour that supports own learning and that of others.	• Ensure your child(ren) have excellent attendance • Learn how to help your child(ren) learn at home.
2 Success through our unique Catholic ethos 2.1 Develop staff and student understanding of Catholicism and the teaching of the Gospels. 2.2 Enhance the care, guidance and support for all students. 2.3 Research and develop a clear and coherent articulation of the wider whole-school entitlement and expectation for all pupils.	GDI	• 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	• 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	• 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	• 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
3 Inspiration through leadership at all levels 3.1 Embed the vision and values of All Saints Catholic College. 3.2 Embed our culture of ethical leadership across the school. 3.3 Create a structure of sustainable growth through governance, leadership, staffing and marketing. 3.4 Share expertise and learn from others through the support for other schools. 3.5 Retain, develop and recruit excellent staff. 3.6 Develop student leadership across the school. 3.7 Utilise the highest quality of leadership to promote equity in resourcing and provision for our students.	LEM	• 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.	• 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.	• 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.	• 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.

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.

Education Endowment Foundation — Teaching & Learning Toolkit
PDF Generated: 10th October, 2018

Topic	Impact
Arts participation — Low impact for low cost, based on moderate evidence.	+2
Aspiration interventions — Very low or no impact for moderate cost, based on very limited evidence.	0
Behaviour interventions — Moderate impact for moderate cost, based on extensive evidence.	+3
Block scheduling — Very low or no impact for very low cost, based on limited evidence.	0
Built environment — Very low or no impact for low cost, based on very limited evidence.	0
Collaborative learning — Moderate impact for very low cost, based on extensive evidence.	+5
Digital technology — Moderate impact for moderate cost, based on extensive evidence.	+4
Early years interventions — Moderate impact for very high cost, based on extensive evidence.	+5
Extending school time — Low impact for moderate cost, based on moderate evidence.	+2
Feedback — High impact for very low cost, based on moderate evidence.	+8
Homework (Primary) — Low impact for very low cost, based on limited evidence.	+2
Homework (Secondary) — Moderate impact for very low cost, based on limited evidence.	+5
Individualised instruction — Moderate impact for very low cost, based on moderate evidence.	+3
Learning styles — Low impact for very low cost, based on limited evidence.	+2
Mastery learning — Moderate impact for very low cost, based on moderate evidence.	+5
Mentoring — Very low or no impact for moderate cost, based on extensive evidence.	0

Topic	Impact
Metacognition and self-regulation — High impact for very low cost, based on extensive evidence.	+7
One to one tuition — Moderate impact for high cost, based on extensive evidence.	+5
Oral language interventions — Moderate impact for very low cost, based on extensive evidence.	+5
Outdoor adventure learning — Moderate impact for moderate cost, based on moderate evidence.	+4
Parental engagement — Moderate impact for moderate cost, based on moderate evidence.	+3
Peer tutoring — Moderate impact for very low cost, based on extensive evidence.	+5
Performance pay — Low impact for low cost, based on limited evidence.	+1
Phonics — Moderate impact for very low cost, based on very extensive evidence.	+4
Reading comprehension strategies — High impact for very low cost, based on extensive evidence.	+6
Reducing class size — Moderate impact for high cost, based on moderate evidence.	+3
Repeating a year — Negative impact for very high cost, based on moderate evidence.	-4
School uniform — Very low or no impact for very low cost, based on very limited evidence.	0
Setting or streaming — Negative impact for very low cost, based on limited evidence.	-1
Small group tuition — Moderate impact for moderate cost, based on limited evidence.	+4
Social and emotional learning — Moderate impact for moderate cost, based on extensive evidence.	+4
Sports participation — Low impact for moderate cost, based on limited evidence.	+2

Topic	Impact
Summer schools — Low impact for moderate cost, based on extensive evidence.	+2
Teaching assistants — Low impact for high cost, based on limited evidence.	+1
Within-class attainment grouping — Moderate impact for very low cost, based on limited evidence.	+3

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/