

## Pupil Premium – Strategy Statement (2024 – 2025)

Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school, and often do not perform as well as other pupils.

This statement details our school’s use of Pupil Premium 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	Oakfield School
Number of pupils in school	126
Proportion (%) of Pupil Premium eligible pupils	60%
Academic year/years that our current Pupil Premium strategy plan covers <b>(3 year plans are recommended)</b>	1
Date this statement was published	November 2024
Date on which it will be reviewed	Termly
Statement authorised by	Rachel Davies Head Teacher
Pupil Premium lead	Lee Thompson
Governor / Trustee lead	Huw Jones

### Funding overview

Detail	Amount
<b>Pupil Premium funding allocation this academic year</b>	£80,461

## Part A: Pupil Premium strategy plan 2024/25

### Statement of intent

When we make decisions regarding the use of Pupil Premium funding it is important that we consider the context of the school and the challenges faced by our pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long term, short term or can change over time. We believe that it is vital that these barriers are identified and addressed in order for our pupils to achieve their maximum potential. Typical barriers to learning experienced by pupils at Oakfield include:

- lack of support at home
- low levels of aspiration
- social and emotional difficulties
- lack of resilience
- low confidence and self-esteem
- lack of resources to support home learning
- family conflict and social problems
- a narrow range of experiences

#### **Key Objectives (based on barriers to learning)**

- To support social and emotional development, enabling disadvantaged children to learn effectively.
- To provide quality-first teaching, including high quality, immediate feedback and enhanced levels of support.
- To accelerate pupil progress and raise attainment.
- To broaden experiences and widen opportunities for children.
- To develop the 'whole-child' by providing an enriched, holistic curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching

The purpose of this report is to inform parents, carers and governors how much Pupil Premium the school received for 2024 – 2025 how it was spent and the impact it on pupils' achievement.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of aspiration
2	Social and emotional difficulties
3	Lack of resilience
4	Low confidence and self esteem
5	Family conflict and social problems
6.	A narrow range of experiences
7.	Attendance
8.	Reading levels across the school cohort

## 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 support social and emotional development, enabling disadvantaged children to learn effectively.	Improvement in whole school attendance, and pupils' attitudes/engagement towards learning.
To provide quality-first teaching, including high quality, immediate feedback and enhanced levels of support.	All teaching is meeting the teaching standards and the vast majority exceeding the teaching standards. This is to be observed through work scrutiny, lesson observations, learning walks and pupils' progress.
To accelerate pupil progress and raise attainment.	Through achievement of improved performance, as demonstrated by our end of year assessments.

To broaden experiences and widen opportunities for children (including post 16).	All disadvantaged pupils are able to access high quality work experience and careers mentoring.
To develop the 'whole-child' by providing an enriched, holistic curriculum.	Through observations and discussions with pupils and their families.

### Activity in this academic year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>All staff to have opportunities to develop professionally</b></p> <p>All teaching staff to have a performance management objective linked to developing their own practice.</p> <p>Staff who are non-subject specific trained to attend training courses to upskill mathematical knowledge and feedback during department meetings (sharing best practice).</p> <p>New staff to have an effective transition,</p>	<p>Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice</p> <p>All staff will benefit from a regular schedule of training sessions designed to meet staff specific needs to support learning and ensure a consistent approach in teaching learning.</p> <p>One of the key benefits of coaching is that it provides a safe and supportive environment for leaders to explore strengths and identify areas for improvement.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p>	

<p>understand school pedagogy and policies.</p> <p>To develop the use of carousel sessions related to aspects of education/training needs.</p> <p>To move Extended Days from a Tuesday evening, allowing all staff to access the Tuesday Training items.</p> <p>To Develop the Coaching Model using peer-to-peer support for staff identifying areas for development.</p> <p>To ensure that subject leaders have knowledge and skills needed to effectively signpost staff to CPD as appropriate.</p>	<p><a href="#">Effective Professional Development   EEF</a></p>	
<p><b>To develop links with other schools to encourage CPD/closure of gaps in training or knowledge.</b></p> <p>Teachers to collaborate with other professionals at TCAT on the development of their subject area.</p> <p>Collaboration across the Trust will enhance approaches in Teaching and Learning which will</p>	<p>Research points to the positive influence of inter-school collaboration on teachers and teaching, with practitioners reporting an increased motivation to engage in professional dialogue with their colleagues, knowledge mobilisation and a general shift towards more learning-oriented and enquiry-based cultures in schools that have been collaborating (Stoll, 2015). There is also evidence of inter-school collaboration facilitating curriculum development and problem-solving (Ainscow et al., 2006).</p>	

improve pupils' knowledge and understanding, skills, attributes, and capabilities in all areas.	<a href="https://assets.publishing.service.gov.uk/media/5a809a84e5274a2e8ab5117f/DFE-RR466_-_School_improvement_effective_school_partnerships.pdf">https://assets.publishing.service.gov.uk/media/5a809a84e5274a2e8ab5117f/DFE-RR466 - School improvement effective school partnerships.pdf</a>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £34,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted support for pupils undertaking GCSE's June 2025.</b></p> <p>Learning &amp; Behaviour Support Mentors to support the teachers in the delivery of exam Revision Classes for core subjects lasting 6 weeks, and also transport pupils to their home addresses.</p>	<p>GCSE revision classes in the spring and summer term help pupils remember the topics and facts they have studied. This will then give them the best opportunity in gaining the highest possible grade in their exams.</p> <p>Evidence from the EEF suggests extending school time can improve progress by +2 months.</p>	1,2,4,8
<p><b>To develop a programme to support pupils who need help with reading comprehension and fluency.</b></p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside</p>	4,8

<p>Pupils reading attainment is assessed via Access Reading Tests (ART). Gaps are addressed through the Phonics programme /intervention, if required.</p>	<p>phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Access Reading Tests compare learners ages 10 – 16 against their cohort at a school and national level. The testing allows us as a school to understand pupils’ reading skills and areas where they can improve, and provide targeted interventions throughout their education.</p> <p><a href="https://educationendowmentfoundation.org.uk/measures-database/access-reading-tests-third-edition">https://educationendowmentfoundation.org.uk/measures-database/access-reading-tests-third-edition</a></p>	
<p><b>To provide targeted support for pupils with Dyslexia/ Dyscalculia.</b></p> <p>Staff training- DF level 5 Dyslexia course.</p>	<p>Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling. It is estimated that up to 1 in every 10 people in the UK has some degree of dyslexia. Dyslexia is a lifelong problem that can present challenges on a daily basis, but support is available to improve reading and writing skills and help those with the problem be successful at school and work.</p> <p>Dyslexia - NHS (<a href="http://www.nhs.uk">www.nhs.uk</a>)</p>	<p>1,3,4</p>

<p>LT/FT- Fundamentals of Dyscalculia course.</p> <p>Staff members to establish/identify which pupils show dyslexia traits and or dyscalculia - resources to be provided to assist in Teaching and Learning.</p>	<p>Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of education and experience and occurs across all ages and abilities.</p> <p>Mathematics difficulties are best thought of as a continuum, not a distinct category, and they have many causal factors. Dyscalculia falls at one end of the spectrum and will be distinguishable from other maths issues due to the severity of difficulties with number sense, including subitising, symbolic and non-symbolic magnitude comparison, and ordering. It can occur singly but often co-occurs with other specific learning difficulties, mathematics anxiety and medical conditions.</p> <p>(BDA Definition) <a href="#">Dyscalculia - British Dyslexia Association</a></p>	
<p><b>To provide targeted support for pupils working below class peers in English and Maths (closing the gap).</b></p> <p>Intervention Teacher to liaise with English and Maths class teacher to identify gaps in pupils' learning.</p>	<p>On average, one -to-one tuition is very effective at improving pupil outcomes. One-to-one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One-to-one tuition   EEF <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	1, 2, 3, 4, 8
<p><b>To help fund 14 - 16 college placements for pupils currently on roll.</b></p>	<p>Pupils will have a clear progression route into further and higher education within the College, which will provide the opportunity to specialise in their chosen career.</p>	1,3,4,6

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

Budgeted cost: £30, 681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Develop increasing awareness and support for a culture of diversity, tolerance, and inclusivity.</b></p> <p>To assign key topics for theme days, projects and initiative that can inform and educate pupils to tackle issues such as homophobic bullying.</p>	<p>Fostering cultural understanding in pupils is crucial for promoting empathy, tolerance, and a broader perspective on the world.</p> <p><a href="#">Improving behaviour in schools</a></p>	<p>2, 5</p>
<p><b>To ensure a rich personal development/ character education programme is in place.</b></p> <p>Character education is about developing the wider skills and personal qualities that will help students succeed in their lives.</p>	<p>Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC. Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.</p> <p><a href="#">Character education framework guidance</a></p> <p><a href="#">EEF Blog: A test of character   EEF</a></p>	<p>1,2,3,4,5,6</p>

<p><b>To raise awareness of STEM with staff, learners and parents.</b></p> <p>Staff are aware of the STEM subjects and understand how STEM can help to raise attainment and achievement, tackle inequity and develop the young workforce. Provide authentic opportunities for pupils to learn about STEM.</p>	<p>STEM learning teaches children the importance of keeping an open-minded and curious approach, while also understanding how to research and evaluate information. Children are encouraged to ask questions to gain a better understanding of something and develop a growth mindset.</p> <p><a href="https://www.stem.org.uk/">https://www.stem.org.uk/</a></p>	<p>6</p>
<p><b>To improve attendance for all groups and reduce the percentage of persistent absentees.</b></p> <p>Implement new government attendance guidance fully from September 2024. Staff training to be provided to ensure the importance of good attendance is communicated regularly with parents/carers and pupils.</p> <p>To ensure weekly data is available for analysis by the attendance team for</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p> <p><a href="#">Attendance-and-Persistent-Absence-ESC-Submission.pdf</a></p>	<p>7</p>

<p>emerging patterns of absence.</p>		
<p><b>Careers - Ensure that the school is meeting all eight of the Gatsby Benchmarks and embed the current careers programme across the school.</b></p> <p>Ensure that all students progress in appropriate education, work or training post-16.</p>	<p>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work. (EEF)</p>	<p>1, 4</p>
<p><b>Emotional Wellbeing Team</b></p> <p>ELSA manager, four full time emotional wellbeing parental support assistant to work with a group of pupils throughout the week on Emotional Well-Being/Anger Management and Bereavement.</p>	<p>To improve attitudes to learning, reduce the risk of exclusion. Support to reduce the identified barriers to learning such as attendance, behaviour, welfare and safeguarding.</p> <p>It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood</p> <p><u><a href="https://publishing.service.gov.uk">Promoting children and young people’s mental health and wellbeing (publishing.service.gov.uk)</a></u></p>	<p>2,5, 7</p>
<p><b>Parent and Young person Support Liaison officer</b></p> <p>To engage families and improve relationships between school and parents/cares to ensure more effective outcomes for students.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><u><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></u></p>	<p>2,5, 7</p>

<p><b>Child Protection Co-ordinator/Multi Agency</b></p> <p>Additional Hours to cover support for parents and carers in the evenings, weekends and holidays and to provide links and support for all pupils</p> <p>This effective way of working enables to ease anxieties in the household, safeguards children and links to agencies that can make a difference to the life of parents and carers. This helps the family home to become more emotionally stable.</p>	<p>For pupils to receive emotional needs and support from parents in their own environment which breaks down the barriers to resist learning. This then helps the pupils to engage, learn and improve behaviour, attendance and attainment at school. The schools aim is to enable the students to become effective citizens, supporting society's ethos of British Values, as well as reaching their full academic potential.</p> <p>This aspect of our PP spend ensures that this work can be continued beyond term time</p>	<p>2,5</p>

**Total budgeted cost: £80,461**

## 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 2023 to 2024 academic year.

Intended outcomes	Actual outcomes
<p>To support social and emotional development, enabling disadvantaged children to learn effectively.</p>	<p>The school's ethos, commitment and whole school approach with its complex cohort enables them to better manage their mental health. The school has an established Emotional Wellbeing Team, which provides additional support within school for students who require specialist intervention. They deliver accredited programmes such as anger management, art therapy, LEGO intervention, time to talk, parent courses, bereavement counselling and emotional wellbeing. The team works closely with families in crisis and social care to support and advice. <b>Currently, 38 pupils have a timetabled 1-2-1 slot during the school week in EWB. 8 pupils at a time access WRAP (3 x 10-week sessions – 24 pupils in total), 6 pupils access the 'Understanding Me' programme and on average there are 24 daily drop ins from pupils (including lunchtime).</b> This input positively affects student attendance, achievement and engagement, as they see that the school is helping their families as well as themselves. We strive to provide students with the emotional awareness and social skills so that they can successfully manage in their post-school lives.</p> <p>The whole school points system ensures positive attitudes to learning and good behaviour is rewarded. <b>The number of pupils achieving the necessary points to access end of term rewards has increased in the 2023/24 academic year from 75% in the autumn term, 57% in the spring term and 79% in the summer term.</b> The whole school incident reporting, in addition to the pupil tracking for achievement and is adhered to by behaviour, is rigorous and effective in improving behaviour and learning. It enables the school to target intervention of identified students rapidly and effectively.</p> <p><b>Attendance is a high priority across the school. Attendance in 2023/24 was 85.54%.</b> Good attendance and punctuality are rewarded through the whole school points system. Staff do all</p>

	<p>they can to ensure that students are ready to learn, encouraging pupils to be well prepared and that as many barriers to learning that the pupils may wish to create are minimized.</p> <p>The school has worked hard to devise alternatives to fixed-term suspensions as a sanction. <b>Suspensions increased from 80 in 2022/23 to 108 in 2023/24</b> (this coincides with the increase of the school PAN - 15% increase of pupils on roll).</p>
<p>To provide quality-first teaching, including high quality, immediate feedback and enhanced levels of support.</p>	<p>The school has appointed a School Improvement Officer, Gina White. Gina has been commissioned since June 2022. Her role is to objectively scrutinise and support leaders on areas of development. In addition, the school has a critical friend, Michael Purches. Their input supports, challenges and provides additional rigour to the school's scrutiny. This external input has impacted positively on the presentation of data and the quality of teacher lesson observations feedback by Leaders, which has improved teaching standards to ensure that the quality of teaching is consistently good or better.</p> <p>The teaching staff have excellent subject knowledge and are supported by a coherent programme of training, and support of the middle and senior leaders. <b>30% of the teaching staff were graded as exceeding the teaching standards in 2023/24 (triangulation of work scrutiny, lesson observation, pupils' progress and accreditation).</b></p>
<p>To accelerate pupil progress and raise attainment.</p>	<p>A broad and balanced curriculum is delivered across both Key Stages. Year 7 and the Nurture group are taught English and Mathematics in a primary-style setting with a class teacher, but they have specialist subject teachers to deliver the rest of the school's curriculum. From Year 8 onwards, the pupils follow a 'mainstream' secondary school model, accessing lessons taught by subject specific teachers. This enables all pupils to maximise their attainment in Year 11. All pupils study for and gain qualifications in English and Mathematics, including Entry Level, Functional Skills, or GCSE's. <b>In the 2023/4 academic year, 16/19 of the Year 11 cohort (84%) achieved a qualification in English and 16/19 (84%) achieved a qualification in Mathematics. 79% (15/19) achieved a qualification in both in both English and Mathematics.</b></p>


































	<p>The school uses assessment to identify pupils' knowledge and understanding. The school has a qualified teacher delivering Mathematics Intervention on a 1-2-1 basis for identified pupils. 3 pupils access Mathematics Intervention and 15 pupils access English intervention on a weekly basis and are making progress in acquiring knowledge and skills allowing them to catch up with their peers/age related expectation.</p> <p>One of the school's priorities is to ensure that pupils acquire the reading skills and comprehension necessary to read and communicate effectively. In September 2022, the school enrolled on a whole school phonics programme called 'Fresh Start'. The phonics intervention programme is delivered by an enthusiastic team dedicated to developing pupils.</p>
<p>To broaden experiences and widen opportunities for children (including post-16).</p>	<p>Pupils are well prepared for life beyond school because we ensure that the curriculum remains as broad as possible. Oakfield School is one of 50 Hull &amp; East Yorkshire schools/colleges that make up the Hull &amp; East Yorkshire Careers Hub. The school's link business is Cranswick Foods. The school uses 'Compass +', an online self-evaluation tool, to assess how the careers support compares against the Gatsby benchmarks and the national average. The school uses the data generated to track progress against the benchmarks over time. The school is committed to providing work experience opportunities for the Year 11 pupils, as it provides an insight into the 'world of work' and prepares them for the responsibilities of adult life.</p> <p>We work in partnership with Hull College, Bishop Burton College and East Riding College. This partnership provides Key Stage 4 pupils specialist vocational training such as 'Motor Mechanics', 'Bricklaying', 'Hair and Beauty', 'Construction' and 'Food'. These vocational courses allow pupils to develop essential skills in a chosen career whilst still working towards GCSE's in school, thus demonstrating the curriculum is meeting all pupils' needs and aspirations for the future.</p> <p>The school uses off-site placements for some pupils who are unable to manage a full-time curriculum in a classroom setting. Offsite placements have improved attendance for some hard-to-reach pupils and have re-engaged them in learning and the pupils are acquiring knowledge and skills to successfully achieve qualifications, such as Level 1 in Multi-Craft Construction, BTEC Level 1 Certificate in Engineering and</p>

	<p>English/Mathematics Functional Skills/ELC'S. The school has a team that quality assures the health and safety and safeguarding of our pupils and staff, and this is reflected to the same high standards at our <u>on-site</u> provisions.</p> <p>KS4 pupils are given careers advice and guidance through a number of different channels including Connexions, lessons and personal development days.</p> <p>The number of pupils moving onto suitable <b>post 16 destinations in 2023/24 was ? and ?% NEETS (available to the labour market)</b>. Our NEETs data tells us that the ethos, the commitment and the whole school approach Oakfield staff take with the complex cohort enables them to better manage their mental health. We strive to provide students with the emotional awareness and social skills so that they can successfully manage in their post-school lives. The Parent and Student Liaison Officer visits any year 11 leavers that have not found suitable education or vocation courses since leaving in the June of that academic year.</p>
<p>To develop the 'whole-child' by providing an enriched, holistic curriculum.</p>	<p>Students are fully aware that they all have an entitlement to come to school, feel safe, enjoy learning, forge friendships and take a full and active part in school life.</p> <p>The school is actively involved in ensuring that current issues in the national interest are explored and addressed through the school council and planned Theme Days. Recent Theme Days explored what it means to be British and explored fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our Theme Days are recorded and reflected upon in displays and feedback. There has been a significant improvement in engagement and participation of students as they have become familiar with the expectations and formats of the days. In December 2021, the school achieved the national SMSC Quality Mark award.</p> <p>An extensive range of subjects are delivered across both Key Stages. Year 7 students and the Nurture group are taught English and Mathematics in a primary style setting with a class teacher, but have specialist subject teachers to deliver the rest of the school's curriculum. This enables all students to maximise their attainment in year 11.</p>

## 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.

<p><b>Arts participation</b></p> <p>Moderate impact for very low cost based on moderate evidence</p>			
<p><b>Aspiration interventions</b></p> <p>Unclear impact for very low cost based on insufficient evidence</p>			
<p><b>Behaviour interventions</b></p> <p>Moderate impact for low cost based on limited evidence</p>			
<p><b>Collaborative learning approaches</b></p> <p>High impact for very low cost based on limited evidence</p>			
<p><b>Extending school time</b></p> <p>Moderate impact for moderate cost based on limited evidence</p>			
<p><b>Feedback</b></p> <p>Very high impact for very low cost based on extensive evidence</p>			
<p><b>Homework</b></p> <p>High impact for very low cost based on very limited evidence</p>			
<p><b>Individualised instruction</b></p> <p>Moderate impact for very low cost based on limited evidence</p>			
<p><b>Learning styles</b></p> <p>Unclear impact for very low cost based on insufficient evidence</p>			
<p><b>Mastery learning</b></p> <p>High impact for very low cost based on limited evidence</p>			
<p><b>Mentoring</b></p> <p>Low impact for moderate cost based on moderate evidence</p>			

### Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence



+7

### One to one tuition

High impact for moderate cost based on moderate evidence



+5

### Oral language interventions

Very high impact for very low cost based on extensive evidence



+6

### Outdoor adventure learning

Unclear impact for moderate cost based on insufficient evidence



### Parental engagement

Moderate impact for very low cost based on extensive evidence



+4

### Peer tutoring

High impact for very low cost based on extensive evidence



+5

### Performance pay

Low impact for low cost based on very limited evidence



+1

### Phonics

High impact for very low cost based on very extensive evidence



+5

### Physical activity

Low impact for very low cost based on moderate evidence



+1

### Reading comprehension strategies

Very high impact for very low cost based on extensive evidence



+6

### Reducing class size

Low impact for very high cost based on very limited evidence



+2

### Repeating a year

Negative impact for very high cost based on limited evidence



-3

### School uniform

Unclear impact for very low cost based on insufficient evidence



### Setting and streaming

No impact for very low cost based on very limited evidence



0

### Small group tuition

Moderate impact for low cost based on moderate evidence



+4

### Social and emotional learning

Moderate impact for very low cost based on very limited evidence



+4

### Summer schools

Moderate impact for moderate cost based on limited evidence



+3

### Teaching Assistant Interventions

Moderate impact for moderate cost based on moderate evidence



+4

### Within class attainment grouping

Low impact for very low cost based on very limited evidence



+2

### Built environment

No impact for low cost based on very limited evidence



0

### Communication and language approaches

Very high impact for very low cost based on extensive evidence



+6

### Digital technology

Moderate impact for moderate cost based on limited evidence



+4

### Earlier starting age

Very high impact for very high cost based on moderate evidence



+6

### Early literacy approaches

Moderate impact for very low cost based on moderate evidence



+4