

Pupil Premium Review 2019/20



Allocation, Spend and Impact

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

Allocation	2019 / 20 Expected Funding		
<i>Based on the School Census</i>			
Pupils in year groups 7 to 11 recorded as Ever 6 FSM	235	@ £935	= £ 219,725
Looked-after children (LAC)	1	@ £1,900	= £ 1,900
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	0	@ £1,900	= £ 0
Service Children	1	@ £300	= £ 300
Total			= £ 221,925

Barriers to future attainment for students eligible for the PGP (including high ability)

Internal barriers

- In-academy attainment gaps on entry in English and Mathematics: APS/Scaled score gaps: Y7 = -0.74 Y8 = -2.66; Y9 = -1.36; Y10 = -4.58.
- Disadvantaged students often start at Castle Hall with relatively lower aspirations than other students in the academy.
- Positive learning habits are often not fully embedded on entry.

External barriers

- Attendance of disadvantaged students (92.2% in 2018/19) does not match that of other students in the academy (95.1% in 2018/19).
- Parent support, expectations and engagement for a significant group of pupil premium students is not reflective of the high aspirations the academy has for the levels of resilience necessary to achieve exceptional outcomes. Overcoming these issues by building strong relationships with families can be more complex.

How are we spending the PGP?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 1) 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 whole academy improvement plan is based around improving outcomes for disadvantaged students and, as such, a number of key elements also benefit our non-pupil premium students. The new academy curriculum model developed on the principles of knowledge and skills, includes Morning Mastery which works on practice perfect, has DEAR time and 100% books. In addition, the academy operates a model of progress intervention planning (PIP) which ensures highly-tailored support for all students. The academy day has been extended in order to allow for more directed teaching time. The academy has a clear focus on raising aspirations for all and uses a range of methods to over-communicate our core values and characteristics of success. The success of the improvement plan relies on all the elements being implemented simultaneously; we believe it is this holistic approach that will be successful.

Pupil Premium spend is divided into the following four priority areas:

Quality first teaching & Harnessing the power of feedback

We understand the importance of ensuring that all teaching meets the needs of each learner rather than relying on out-of-lesson support to compensate. In order to achieve this, a new teaching and assessment cycle has been implemented with data days built in at strategic points to allow staff to check progress using key data and plan effectively to close any gaps in knowledge. The robust quality assurance of SOWs has a focus on lesson standards and success criteria; this will be aided further by students being developed and challenged in more individualised pathways as a result of more direct setting of students. Improved staff training and coaching takes place in Period 1 for staff (based on the deliberate practice model) with additional time in departments to develop new and embed existing strategies.

Highly tailored interventions and more time

Students requiring additional intervention are identified on entry and have access to a range of additional and different provision. Additional staff allow for extra sets to be created at both KS3 and KS4 allowing more targeted support and time with the class teacher. Programmes run alongside (such as MathsWatch, HegartyMaths, Lexia & Bedrock) which students also access from home. Independent learning is supported and promoted through the creative cycle in KS3 where projects are delivered through the various medias involved in this aspect.

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. The pastoral support provided by the Heads of Year is well-targeted and has strong links with both the Safeguarding, Attendance and Inclusion teams. The academy provides a range of support services to help students in any aspect of their life. The academy provides access to an Education Social Worker (APSO) through links with the LEA. All students are fully equipped, including bags and learning resources; this, along with consistent routines, ensures students are ready to learn. Raising attainment and progress meetings have a clear Pupil Premium focus. We insist on good learning habits with the highest of expectations and no excuses. We have very clear classroom expectations and rules around the academy because students have to be ready to learn. During lessons, students are expected to track the speaker, teacher or student, and remain focussed at all times.

Raising aspirations and broadening experiences

Our priority is to raise aspirations, encourage young people to have a growth mindset and to progress onto Higher Education. The message at Castle Hall is that ALL students are going to leave with the opportunity, skills and qualifications necessary to access the next stage in their education they have chosen for themselves. For the vast majority of our students that will be a sixth form college followed by university education. We continually promote university education, including ex-students returning to provide motivational speeches to inspire and raise aspirations; University visits are now part of the expectation at Castle Hall and students will have a number of visits to different universities over their academy life. Like many independent academies, we devote a significant amount of time to the growth of holistic all-round development. The core values and characteristics of success permeate throughout all aspects of the academy and students are constantly exposed to the messages in order to raise aspirations. The academy secures a range of visits from motivational speakers over the course of the year to re-inforce the messages via external specialists. All students have access to a wide range of extra-curricular activities; the DofE programme and residential visits to an activity centre are now commonplace for our students.

Statements of Success / Impact – YEAR 7 <i>Use £ 221,925 to ensure:</i>		2019/20 Cycle RAG		
		1	2	3
A	The percentage purple in English for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
B	The percentage purple in English for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
C	The percentage purple in English for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
D	The percentage purple in mathematics for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
E	The percentage purple in mathematics for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
F	The percentage purple in mathematics for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
H	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>		
		<i>Oth</i>		

Dis = figure for disadvantaged students in the academy

Oth = figure for other students in the academy

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 8 <i>Use £ 221,925 to ensure:</i>		2019/20 Cycle RAG		
		1	2	3
A	The percentage purple in English for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
B	The percentage purple in English for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
C	The percentage purple in English for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
D	The percentage purple in mathematics for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
E	The percentage purple in mathematics for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
F	The percentage purple in mathematics for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
H	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>		
		<i>Oth</i>		

Dis = figure for disadvantaged students in the academy

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Nat = figure for other students nationally

Statements of Success / Impact – YEAR 9 <i>Use £ 221,925 to ensure:</i>		2019/20 Cycle RAG		
		1	2	3
A	The percentage purple in English for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
B	The percentage purple in English for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
C	The percentage purple in English for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
D	The percentage purple in mathematics for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
E	The percentage purple in mathematics for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
F	The percentage purple in mathematics for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school	<i>Dis</i>		
		<i>Oth</i>		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
H	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>		
		<i>Oth</i>		

Dis = figure for disadvantaged students in the academy

Oth = figure for other students in the academy

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 10 <i>Use £ 221,925 to ensure:</i>		2019/20 Cycle RAG		
		1	2	3
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
D	The percentage of disadvantaged students achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
E	The percentage of disadvantaged students achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
F	The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
H	There is no significant difference between the average number of detentions for disadvantaged students and other students	<i>Dis</i>		
		<i>Oth</i>		

Dis = figure for disadvantaged students in the academy

Oth = figure for other students in the academy

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 11 <i>Use £ 221,925 to ensure:</i>		2019/20 Cycle RAG		
		1	2	3
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students nationally	<i>Dis</i>		
		<i>Nat</i>		
D	The percentage of disadvantaged students achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
E	The percentage of disadvantaged students achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
F	The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	<i>Dis</i>		
		<i>Nat</i>		
H	There is no significant difference between the average number of detentions for disadvantaged students and other students	<i>Dis</i>		
		<i>Oth</i>		

Dis = figure for disadvantaged students in the academy

Oth = figure for other students in the academy

Nat = figure for other students nationally

		Jul 2019 to Sep 2020														2019/20 Cycle RAG			
Plan No. / Spend		EEF Toolkit Link	Jul 19	Sep 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20	Jun 20	Jul 20	Sep 20	Cost	1	2	3
Quality First Teaching and Harnessing the Power of Feedback																£16,836			
1.1	Embed LTP and schemes of learning across the curriculum	9	Im		Im		Re	PI		Im		Re	PI		Im				
1.2	Embed feedback models across all departments	9	PI			Im				Re				Im		Re			
1.3	Embed the new home learning strategy to ensure 100% of students complete regular homework	11	PI	PI		Im		Re						Im		Re			
1.4	Improve classroom routines through coaching and practice	9, 12	PI	Pr		Im		Re	Pr					Im		Re			
1.5	Embed extended writing across all year groups and subjects within the academy to improve student literacy	9, 13	PI	PI	Pr		Im		Re	PI			Im		Re	PI			
1.6	All teachers have coaching once a week and receive regular CPD at both whole academy and department level	9	PI	PI		Pr				Im		Re	PI		Im		Re		
1.7	Embed skillful questioning to draw out what students understand and deepen their knowledge	9, 12	PI	PI		Pr			Im		Re	Pr		Im		Re	PI		
1.8	Classrooms provide a stimulating and positive learning environment e.g. displays	24	PI	Pr		Im		Re	Pr					Im		Re			
1.9	Embed a new cover strategy to improve the quality of teaching in learning during cover lessons	14, 34	PI			Im		Re	PI					Im		Re	PI		
1.1	Embed coaching and practice model from the IfT Training programme	9, 14	PI	PI		Pr				Im		Re	PI		Im		Re		
Highly Tailored Interventions and More Time																£103,335			
2.1	Embed intervention documentation to ensure gaps are identified and closed	9	PI			Im		Re	PI					Im		Re	PI		
2.2	Embed data progress CPD with a focus on disadvantaged students	9	PI	Pr		Im		Re	Pr					Im		Re			
2.3	Embed and utilise newly designed 100% Books so they are effectively used for home learning	14	PI			Im		Re	PI					Im		Re	PI		
2.4	Employ additional staff to provide an extra set in each band in the core	29, 26	PI			Im				Re				Im		Re			
2.5	Improve reading ages using literacy interventions e.g. McGraw-Hill, Skills/Comprehension Builder	26, 17	PI	PI		Pr			Im		Re	Pr		Im		Re	PI		
2.6	Embed effective Period 1	14	PI			Im		Re	PI					Im		Re	PI		
2.7	Embed intervention for PP Y11 by: extending the school day and holding Saturday and Holiday School	8	PI	PI		Pr				Im		Re	PI		Im		Re		

		Jul 2019 to Sep 2020														2019/20 Cycle RAG			
Plan No. / Spend		EEF Toolkit Link	Jul 19	Sep 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20	Jun 20	Jul 20	Sep 20	Cost	1	2	3
Minimising Barriers to Achievement																£78,591			
3.1	Improve outcomes by the active engagement of parents in the learning process	20	PI	PI	Pr			Im			Re	PI	Im		Re	Im			
3.2	Use 'positive framing' in student interactions, using CHA values, including addressing negative behaviour	3	PI					Im		Re			Im		Re	Im			
3.3	Embed a culture of practice for staff	9	PI	PI	Pr			Im		Re	Pr		Im		Re	PI			
3.4	Students in Y11 given key texts and revision guides for home study; KS3 given home learning texts and revision guides	25	PI					Im		Re	PI		Im		Re	PI			
3.5	Additional targeted parental engagement evenings in Y11	20	PI	PI	Pr			Im			Re	PI	Im		Re	Im			
3.6	Access to talk services, including counsellors, youth workers and a range of therapeutic support groups	31	PI					Im		Re			Im		Re	Im			
3.7	Full time Careers Advisor through C&K	31	PI					Im		Re	PI		Im		Re	PI			
3.8	Full time APSO service through LEA	31	PI					Im		Re	PI		Im		Re	PI			
3.9	100% provided with uniform vouchers, bag and equipment to ensure students are fully equipped	28	Im					Im		Re	PI		Im		Re	PI			
3.1	Introduce mastery next steps during Period 1	9	PI	PI	Pr			Im		Re	Pr		Im		Re	PI			
3.11	Full time safeguarding lead	3	Im					Im		Re	PI		Im		Re	PI			
3.12	Each phase has a Progress Leader to focus on students academic progress	3, 31	Im					Im		Re	PI		Im		Re	PI			
3.13	Each year group has a non teaching Head of Year assigned to focus on students welfare, behavior and attendance	3	PI					Im		Re	PI		Im		Re	PI			

		Jul 2019 to Sep 2020														2019/20 Cycle RAG			
Plan No. / Spend		EEF Toolkit Link	Jul 19	Sep 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20	Jun 20	Jul 20	Sep 20	Cost	1	2	3
Raising Aspirations and Broadening Experiences																£23,163			
4.1	Each year, students experience a variety of educational enrichment: lectures, clubs, museums, art galleries, theatres	19	PI	PI	Pr	Im	Im	Re	PI	Im	Re	Im	Re	Im					
4.2	Each year, students in Y7, 8 and 9 have an enriching aspirational learning experience	19	PI	PI	Pr	Im	Re	Pr	Im	Re	PI	Im	Re	Im					
4.3	New academy displays to support the culture, core value and keys to achieve and to promote student success	24	PI	Im	Re	PI	Im	Re	PI	Im	Re	PI	Im	Re	Im				
4.4	100% of students to visit a university	33, 2	PI	PI	Pr	Im	Re	PI	Im	Re	PI	Im	Re	Im					
4.5	A range of extra-curricular activities across faculties available throughout the year to pupil premium students	32, 1	PI	Pr	Im	Re	Pr	Im	Re	PI	Im	Re	Im						
4.6	Y11 students to attend a revision expedition to Kingswood	2, 17	PI	Im	Re	PI	Im	Re	PI	Im	Re	PI	Im						
4.7	Y11 students to attend additional Saturday school revision sessions	24, 17	PI	PI	Pr	Im	Re	PI	Im	Re	PI	Im	Re	Im					
4.8	Y11 students to attend revision weekends at High Adventure	24, 17	PI	PI	Pr	Im	Re	PI	Im	Re	PI	Im	Re	Im					
4.9	Y7 students to attend an expedition to broaden experiences beyond the curriculum	24, 2	PI	PI	Pr	Im	Re	PI	Im	Re	PI	Im	Re	Im					

****EEF Toolkit = Education Endowment Foundation (see Appendix 1 for more details).**

Review of Expenditure

Quality First Teaching and Harnessing the Power of Feedback	
Impact	Lessons Learned
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Highly Tailored Interventions and More Time	
Impact	Lessons Learned
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Minimising Barriers to Achievement	
Impact	Lessons Learned
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Raising Aspirations and Broadening Experiences	
Impact	Lessons Learned
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Appendix 1 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.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£ £ £ £ £	★★★★★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
13 Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£ £ £ £ £	★★★★★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
19	Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20	Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★★★★★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23	Phonics	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28	School uniform	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★★★★★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Very low or no impact for high cost, based on limited evidence.

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