

DEPARTMENT IMPROVEMENT PLAN

2019 - 21



| | |
|-----------------------|-----------------------------|
| AREA | PUPIL PREMIUM |
| RESPONSIBILITY | SENIOR VICE PRINCIPAL (BSa) |
| REVIEWER | PRINCIPAL (LSe) |



PUPIL PREMIUM IMPROVEMENT PLAN

2020 - 2021



INTRODUCTION

The Pupil Premium gives schools extra funding to raise the attainment of disadvantaged students from reception to Year 11. The funding stream was introduced in April 2011 and the amount allocated to schools has continued to grow over the last few years. In 2019 - 20 schools will receive:

- £1,300 per pupil of primary-school age
- £935 per pupil of secondary-school age
- £1,900 per pupil for looked-after children who:
 - have been looked after for 1 day or more
 - are adopted
 - leave care under a Special Guardianship Order or a Residence Order

| ALLOCATION | 2019 – 20 EXPECTED MAXIMUM FUNDING | | |
|---------------------------------------------------------------------|------------------------------------|----------|-------------------|
| Students recorded as Ever 6 FSM | 167 | @ £935 | = £ |
| Looked After Children (LAC) | 0 | @ £1,900 | = £0 |
| Children adopted from care under the Adoption and Children Act 2002 | 0 | @ £1,900 | = £0 |
| Children who left care under Special Guardianship / Residence Order | 0 | @ £1,900 | = £0 |
| Service Children | 0 | @ £300 | = £0 |
| Total | 167 | | = £156,145 |

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

Internal barriers

- Disadvantaged scholars often start at DMA with relatively lower aspirations than other scholars in the academy.
- Disadvantaged scholars often present lower attendance and have underdeveloped learning habits when compared to other scholars.

External barriers

- Families of disadvantaged scholars can be harder to reach and may perceive that they have been let down by the education system.

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 scholars 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 on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively as a staff twice every week during morning meetings and engineer more tailored practice during one-to-one coaching sessions. The best way to ensure scholars make progress is to harness the power of feedback. Each day has feedback time built into it where the class teacher works with scholars either one-to-one or in small groups with the aim that no scholar goes home with a misconception. There are scholar appraisals every nine weeks after school and every half term parents receive a highly personalised report, a face-to-face meeting or a telephone call home. Scholars regularly receive written feedback through simple but efficient pink feedback stickers and follow up with DIRT. At every Collective Learning session, after every lunch and at every line-up we reflect back on how the day has gone and the key highlights in learning.

Highly tailored interventions and more time

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 double-staff, at least, one class-set in each of the core subjects in each year group throughout the week: the second teacher usually works with the lower sets, but can also be deployed to support scholars in higher sets. In addition to our 27 55-minute lessons, we run five half hour Collective Learning sessions, five half hour reading sessions mid-morning, and four hours of electives in sport and the arts over the course of the week. A significant number of students are also expected to attend Morning Mastery from 7.30am or Tailored Tuition at 16.00pm. Any disadvantaged scholar who is not on track is targeted through highly tailored prevention and intervention plans.

Minimising barriers to achievement

We have thought carefully about what barriers to learning our scholars are experiencing, and how to remove or, at least, minimise them. For example, we have employed Mountain Support Prevention Fellows to provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a scholar's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because scholars have to be ready to learn. Our uniform is very practical and offers scholars elements of choice, but scholars are expected to wear it with pride and there is a strong attention to detail. During lessons, scholars are expected to track the speaker, teacher or scholar, and remain focussed at all times. We recognise reading is a significant barrier for scholars on entry and we prioritise reading through 40 minutes of reading time each day during DEAR (Drop Everything And Read) sessions and the whole staff use Reading Reconsidered strategies. Scholars also access a number of reading interventions, such as Lexia and McGraw Hill.

Raising aspirations and broadening experiences

Over 50% of our scholars live in the five most deprived wards in Bradford, one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. The message at DMA is that ALL students are going to university or a real alternative. We continuously expose students to university. Before they join, Year 6 students visit the University of Leeds so their first experience with Dixons McMillan is at a Russell Group university. In Year 8, every student visits Oxford University as part of a 4-day residential. Like many independent schools, we devote a significant amount of time to the development of holistic all-round development, especially in the sports and the arts.

PUPIL PREMIUM IMPROVEMENT PLAN

2020 – 2021



| Statements of Success / Impact – CLASS OF 2027 (YEAR 7) | | | 2020 - 21 Cycle RAG | | |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------|------------------------|---|---|
| | | | 1 | 2 | 3 |
| A | The average attainment score for dis. scholars in English is in line with that for other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| B | The average attainment score for dis. scholars in mathematics is in line with that for other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| C | The % of dis. scholars on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks. | Dis. DMA | | | |
| | | Y11 National | | | |
| D | The indicative P8 score for dis. scholars is the same or higher than of other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| E | Dis. scholars of the Class of 2026 to have an indicative progress 8 score of -3 by the end of Year 7. | Dis. DMA | | | |
| | | Y11 National | | | |
| F | Attendance of dis. scholars is at least in line with that of all scholars nationally. | Dis. DMA | | | |
| | | National all | | | |
| H | Attendance of dis. scholars is at least in line with that of other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| J | % of scholars with one of more FTEs is at least in line with that all scholars nationally. | Dis. DMA | | | |
| | | National all | | | |
| L | % of scholars with one of more FTEs is at least in line with or less than all scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| M | Average number of corrections is in line or less than other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |

| Statements of Success / Impact – CLASS OF 2026 (YEAR 8) | | | 2020 - 21 Cycle RAG | | |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|---|---|
| | | | 1 | 2 | 3 |
| A | The average attainment score for dis. Scholars in English is in line with that for other scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |
| B | The average attainment score for dis. Scholars in mathematics is in line with that for other scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |
| C | The % of dis. Scholars on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks. | <i>Dis. DMA</i> | | | |
| | | <i>Y11 National</i> | | | |
| D | The indicative P8 score for dis. Scholars is the same or higher than of other scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |
| E | Dis. scholars of the Class of 2025 to have an indicative progress 8 score of -2 by the end of Year 8. | <i>Dis. DMA</i> | | | |
| | | <i>Y11 National</i> | | | |
| F | Attendance of dis. Scholars is at least in line with that of other scholars nationally. | <i>Dis. DMA</i> | | | |
| | | <i>National all</i> | | | |
| H | Attendance of dis. Scholars is at least in line with that of other scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |
| J | % of scholars with one of more FTEs is at least in line with that all scholars nationally. | <i>Dis. DMA</i> | | | |
| | | <i>National all</i> | | | |
| L | % of scholars with one of more FTEs is at least in line with or less than all scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |
| M | Average number of corrections is in line or less than other scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |

| Statements of Success / Impact – CLASS OF 2025 (YEAR 9) | | | 2020 - 21 Cycle RAG | | |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|---|---|
| | | | 1 | 2 | 3 |
| A | The average attainment score for dis. scholars in English is in line with that for other scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |
| B | The average attainment score for dis. scholars in mathematics is in line with that for other scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |
| C | The % of dis. scholars on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks. | <i>Dis. DMA</i> | | | |
| | | <i>Y11 National</i> | | | |
| D | The indicative P8 score for dis. scholars is the same or higher than of other scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |
| E | Dis. scholars of the Class of 2023 to have an indicative progress 8 score of -1 by the end of Year 9. | <i>Dis. DMA</i> | | | |
| | | <i>Y11 National</i> | | | |
| F | Attendance of dis. scholars is at least in line with that of other scholars nationally. | <i>Dis. DMA</i> | | | |
| | | <i>National all</i> | | | |
| H | Attendance of dis. scholars is at least in line with that of other scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |
| J | % of scholars with one of more FTEs is at least in line with that all scholars nationally. | <i>Dis. DMA</i> | | | |
| | | <i>National</i> | | | |
| L | % of scholars with one of more FTEs is at least in line with or less than all scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |
| M | Average number of corrections is in line or less than other scholars at DMA. | <i>Dis. DMA</i> | | | |
| | | <i>Other DMA</i> | | | |

| Statements of Success / Impact – CLASS OF 2024 (YEAR 10) | | | 2020 - 21 Cycle RAG | | |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------|------------------------|---|---|
| | | | 1 | 2 | 3 |
| A | The average attainment score for dis. scholars in English is in line with that for other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| B | The average attainment score for dis. scholars in mathematics is in line with that for other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| C | The % of dis. scholars on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks. | Dis. DMA | | | |
| | | Y11 National | | | |
| D | The indicative P8 score for dis. scholars is the same or higher than of other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| E | Dis. scholars of the Class of 2023 to have an indicative progress 8 score of 0 by the end of Year 10. | Dis. DMA | | | |
| | | Y11 National | | | |
| F | Attendance of dis. scholars is at least in line with that of other scholars nationally. | Dis. DMA | | | |
| | | National all | | | |
| H | Attendance of dis. scholars is at least in line with that of other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| J | % of scholars with one of more FTEs is at least in line with that all scholars nationally. | Dis. DMA | | | |
| | | National | | | |
| L | % of scholars with one of more FTEs is at least in line with or less than all scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| M | Average number of corrections is in line or less than other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |

| Statements of Success / Impact – CLASS OF 2023 (YEAR 11) | | | 2020 - 21 Cycle RAG | | |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------|------------------------|---|---|
| | | | 1 | 2 | 3 |
| A | The average attainment score for dis. scholars in English is in line with that for other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| B | The average attainment score for dis. scholars in mathematics is in line with that for other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| C | The % of dis. scholars on track to achieve a 5+ in English and mathematics is at least in line with national benchmarks. | Dis. DMA | | | |
| | | Y11 National | | | |
| D | The indicative P8 score for dis. scholars is the same or higher than of other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| E | Dis. scholars of the Class of 2022 to have an indicative progress 8 score of +1 by the end of Year 11. | Dis. DMA | | | |
| | | Y11 National | | | |
| F | Attendance of dis. scholars is at least in line with that of other scholars nationally. | Dis. DMA | | | |
| | | National all | | | |
| H | Attendance of dis. scholars is at least in line with that of other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| J | % of scholars with one of more FTEs is at least in line with that all scholars nationally. | Dis. DMA | | | |
| | | National | | | |
| L | % of scholars with one of more FTEs is at least in line with or less than all scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |
| M | Average number of corrections is in line or less than other scholars at DMA. | Dis. DMA | | | |
| | | Other DMA | | | |

| | | Priority | Implementation Timeline | | | | | | | | | | | | | Cost (£) | Lead & Review | 2020 - 21 Cycle RAG | | |
|--------------|------------------------------------------------------------------------------------------------------------|------------|-------------------------|----------|----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------------|------------|---------------|---------------------|---|--|
| | | | Jul 19 | Sep 19 | Nov 19 | Jan 20 | Mar 20 | May 20 | Jul 20 | Sep 20 | Dec 20 | Mar 21 | Jun 21 | Year 3 | 1 | | | 2 | 3 | |
| 1 | Provide breakfast every morning so all scholars are ready to learn | 3.1 | Co | Im | | | Rv | | Ev | → | Rv | | Ev | → | £8,141 | BSa LSe | | | | |
| 2 | Provide families with uniform vouchers to support our learning habits | 3.1 | Im | Rv | Ev | | | | Co | Rv | | | | → | £4,175 | JGr BSa | | | | |
| 3 | Ensure all scholars can access resources from home if needed to ensure there no gaps in learning | 1.3 | | | | | Im | | Rv | → | | Im | Rv | → | £24,000 | BSa LSe | | | | |
| 4 | Equal access to core expeditions for all scholars (Ullswater & Oxford) via subsidy & revision residentials | 1.3 2.2 | | | Im | Rv | | Im | Rv | → | Rv | Im | | → | £11,200 | BSa LSe | | | | |
| 5 | Develop the use of study groups, peer educators and leaders to extend provision of most able dis. scholars | 3.3 | | PI | | Im | Rv | | Ev | → | Im | Rv | Ev | → | £16,000 | KJe BSa | | | | |
| 6 | Provide a wide range of free electives to raise self-esteem and foster good relationships (incl. DofE) | 1.3 | Co | Im | | Rv | Im | | Ev | Im | | Rv | | → | £15,000 | AGo BSa | | | | |
| 7 | Ensure attendance officer monitors attendance so that dis. scholars are in school and ready to lean | 2.1 | Co | Im Co | Rv | | Rv | | Ev | → | Rv | | Ev | → | £21,996 | BSa LSe | | | | |
| 8 | Support dis. scholars' organisation & independence through SLT & Prevention Fellow mentoring | 2.2 | | PI | Co Im | Rv | | | Rv | Im | Rv | Ev | | → | £30,000 | KJe BSa | | | | |
| 9 | Ensure dis. scholars' book choices and borrowing is monitored to ensure scholars are reading widely | 2.3 | Im | Rv | | Ev | | Rv | | → | Rv | | Ev | → | £24,516 | AGo BSa | | | | |
| 10 | Embed DEAR time through purchasing First News to ensure that students are reading widely. | 1.1 | | Co | Im | | Rv | | Ev | → | Rv | | Ev | | £1,100 | AGo BSa | | | | |
| Total | | | | | | | | | | | | | | | £156,145 | | | | | |

Commented [BS-S-D1]: £1.25 per week x 167 scholars

Commented [BS-S-D2]: £25 per scholar

Commented [BS-S-D3]: Laptops, photocopying, website, online subscriptions

Commented [BS-S-D4]: 112 PP scholars in 7, 8 and 11 x £100 per scholar

Commented [BS-S-D5]: Scholar support salary (apprentice)

Commented [BS-S-D6]: Thursday & Friday societies

Commented [BS-S-D7]: Attendance officer salary

Commented [BS-S-D8]: Behaviour PF & Portion of SLT salary

Commented [BS-S-D9]: Librarian salary and books

Commented [BS-S-D10]: 11-16 newspaper

Priorities for 2019 – 2021

Sustaining a learning culture inspired by everyone having a growth mindset

- 1.1 Demonstrate outstanding progress and achievement for all
- 1.2 Ensure learning is rigorous, engaging and underpinned by meaningful feedback
- 1.3 Cultivate effective, autonomous staff members at every level of the organisation

Extending an ethos focussed on employability

- 2.1 Create a disciplined and happy school culture
- 2.2 Develop scholars who demonstrate grit, hard work and determination
- 2.3 Embed a rich and exciting curriculum that provides cultural capital for all

Maintaining a community which is cemented by highly professional and productive relationships at all levels

- 3.1 Establish a genuine three-way partnership between families, scholars and staff
- 3.2 Work with the Dixons Academies to replicate best practice and to contribute to continuous improvement
- 3.3 Develop strong external partnerships to enhance the life choices of DMA scholars

APPENDIX 2: Education Endowment Foundation (EEF) – Teaching & Learning 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 | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 3 Months | Moderate impact for very moderate cost, based on extensive evidence. |
| 4 Block scheduling | £ £ £ £ £ | ★ ★ ★ ★ ★ | 0 Months | Very low or negative impact for very low of no cost, based on limited evidence. |
| 5 Built Environment | £ £ £ £ £ | ★ ★ ★ ★ ★ | 0 months | Very low or no impact for moderate cost based on very limited evidence. |
| 6 Collaborative learning | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months | Moderate impact for very low cost, based on extensive evidence. |
| 7 Digital technology | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months | Moderate impact for high cost, based on extensive evidence. |
| 8 Early years intervention | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months | Very high impact for very high costs, based on extensive evidence. |
| 9 Extended school time | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 2 Months | Low impact for moderate cost, based on limited evidence. |
| 10 Feedback | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 8 Months | Very high impact for low cost, based on moderate evidence. |
| 11 Homework (Primary) | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 2 Month | Low impact for very low or no cost, based on moderate evidence. |

| Approach | | Cost Estimate | Evidence Estimate | Average Impact | Summary |
|----------|------------------------------------|---------------|-------------------|----------------|--------------------------------------------------------------------------|
| 12 | Homework (Secondary) | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months | Moderate impact for very low or no cost, based on moderate evidence. |
| 13 | Individualised instruction | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 3 Months | Moderate impact for very low cost, based on moderate evidence. |
| 14 | Learning styles | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 2 Months | Low impact for very low cost, based on moderate evidence. |
| 16 | Mastery learning | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months | Moderate impact for low cost, based on moderate evidence. |
| 17 | Mentoring | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 1 Month | Very low or no impact for moderate cost, based on extensive evidence. |
| 17 | Meta-cognition and self-regulation | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 7 Months | High impact for low cost, based on extensive evidence. |
| 18 | One to one tuition | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months | Moderate impact for high cost, based on extensive evidence. |
| 19 | Oral language interventions | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months | Moderate impact for low cost, based on extensive evidence. |
| 21 | Outdoor adventure learning | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months | Moderate impact for moderate results, based on moderate evidence. |
| 22 | Parental engagement | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 3 Months | Moderate impact for moderate cost, based on moderate evidence. |
| 23 | Peer tutoring | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months | High impact for low cost, based on extensive evidence. |
| 24 | Performance pay | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 1 Months | Low or no impact for low cost, based on very limited evidence. |
| 25 | Phonics | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months | Moderate impact for very low cost, based on very extensive evidence. |
| 26 | Reading strategies | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 6 Months | High impact for low cost, based on extensive evidence. |
| 27 | Reducing class size | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 3 Months | Moderate impact for high cost, based on moderate evidence. |
| 28 | Repeating a year | £ £ £ £ £ | ★ ★ ★ ★ ★ | - 4 Months | Negative impact for very high cost based on extensive evidence. |
| 29 | School uniform | £ £ £ £ £ | ★ ★ ★ ★ ★ | 0 Months | Very low or no impact for very low cost, based on very limited evidence. |
| 30 | Setting or streaming | £ £ £ £ £ | ★ ★ ★ ★ ★ | - 1 Months | Negative impact for very low or no cost, based on limited evidence. |
| 31 | Small group tuition | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months | Moderate impact for moderate cost, based on limited evidence. |
| 32 | Social and emotional learning | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months | Moderate impact for very low cost, based on extensive evidence. |
| 33 | Sports participation | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 2 Months | Moderate impact for moderate cost based on limited evidence. |

| | | | | | |
|-----------|----------------------------------|-----------|-----------|------------|----------------------------------------------------------------|
| 34 | Summer schools | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 2 Months | Moderate impact for moderate cost based on extensive evidence. |
| 35 | Teaching assistants | £ £ £ £ £ | ★ ★ ★ ★ ★ | +1 Month | Low impact for high cost, based on limited evidence. |
| 36 | Within-class attainment grouping | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 3 Months | Moderate impact for very low cost, based on limited evidence. |

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