

Pupil premium strategy statement

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	Dixons Newall Green Academy
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jo Whitworth, Principal
Pupil premium lead	Kate Henney, Vice Principal
Governor / Trustee lead	Antony Devine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 254,625
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 254,625

Part A: Pupil premium strategy plan

Statement of intent

How are we spending the PPG?

The academy draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 2) and evidence from our own experience to allocate funding to activities and resources that are most likely to maximise achievement for our Pupil Premium students. 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 a relentless focus on closing gaps

We understand the importance of ensuring that all teaching meets the needs of each learner, so we develop teacher talent by investing in practice and coaching. We practise key techniques collectively as a staff twice every week: once during morning practice, and once during weekly CPD. Regular quality assurance of lessons and analysis of data enables CPD to target emerging areas of need and to respond to any areas of development quickly and effectively. Our approach to CPD is based on the EEF Mechanisms for Effective Professional Development, and always includes practice of evidence-informed strategies, opportunities to reflect and revisit prior strategies and to plan application.

Our focus this academic year on effective formative assessment, with the support of One World, has ensured teachers are collecting data effectively and respond to it rigorously- with a relentless focus on closing gaps, particularly for disadvantaged students. We include six data and planning days over the course of the year, which provide teachers with time and space to analyse assessment data and complete diagnostic intervention and prevention plans, to unpick specific gaps in knowledge and skills that have emerged, and plan specifically how they will be closed.

We also ensure we recruit and retain excellent teachers, through a rigorous recruitment process and through ensuring staff wellbeing. For example, we provide a 'flexible' day each fortnight for teaching staff to support workload management.

Fortnightly, tailored coaching for all teachers ensures teachers receive regular feedback on their practice and are supported to embed this feedback directly into their upcoming lessons- ensuring all teachers are on a constant journey of reflection and improvement, to prioritise strong and adaptive teaching for all students.

One of the best ways to ensure students make progress is to harness the power of feedback. Training is dedicated to ensuring teachers are trained to deliver timely, purposeful feedback to students on a regular basis, to ensure misconceptions are

tackled as soon as possible and do not persist. Parents also receive regular feedback on their child's progress, through reports after every set of assessments, parents' evening and regular contact via their child's advisor. Each week we recognise students who have displayed the value and worked exceptionally hard each week through appreciations.

Highly tailored interventions and support

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 in core subjects where possible: the second teacher usually works with the currently lower attaining students, but can also be deployed to support students to challenge the currently higher attaining students.

In addition to our lessons, we run ten thirty-minute morning meetings, six thirty-minute 'Robust Reading' sessions and two hours of electives in sport and the arts per year group over the course of the fortnight.

Students with the lowest reading ages also receive tailored literacy interventions, targeting gaps in phonics knowledge. This is delivered by trained specialists in small, targeted groups. In addition, a range of specific interventions support the mental health and wellbeing of our students, from kickboxing and animal therapy, to accessing regular counselling. One-to-one tutoring is provided for a small number of students who require highly tailored support to close gaps in knowledge.

In addition, our school day begins at 8.10am, meaning we have an additional 50 minutes of learning time compared to the majority of local schools. This time is used for a purposeful morning meeting focused on retrieval practice for Ebacc subjects, and literacy and numeracy skill development.

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 learning mentors, an attendance officer and Heads of Year to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning.

Attendance is a particular focus for us currently, with the recent employment of an Attendance Officer supporting our Assistant Principal for attendance in monitoring and improving attendance, particularly for disadvantaged students. We provide a free breakfast every morning, including a cooked breakfast every Friday, to ensure disadvantaged students are prepared to start the day, and have recently begun an attendance minibus, which collects a group of disadvantaged students every morning and brings them to school.

Learning mentors run specific interventions with targeted groups of students focusing on developing social and emotional skills, and enhancing wellbeing. Manchester Mind provide regular counselling for a core group of disadvantaged students, and other external interventions such as kickboxing and animal therapy further provide additional support.

We work closely with families to create a partnership between home and school, to foster motivation and support. Our principle of 'high challenge, high support' ensures students have opportunities to obtain any equipment they need (pens, ruler, pencils, whiteboard pens) free of charge before the school day starts, and tailored support is provided to families and students who may require additional and extra help, for example, in the form of uniform vouchers. Our 'Parent Partnership' initiative ensures that we work directly with families to respond to feedback, and meet needs within the community.

Keeping aspirations on track and broadening experiences

The academy's direct neighbourhood, where the majority of our students live, is amongst the 10% most deprived areas in the UK, and is quintile 1 (the lowest possible measure) in all measures of participation in Higher Education. Our priority is to raise aspirations, encourage young people to have a growth mind-set, and to progress on to higher education. The message at Dixons Newall Green is that all students are going to university, or a real life alternative. We continuously expose students to university and other suitable options, for example, through our thorough careers and higher education development curriculum, and with visits and talks from universities and professionals from a variety of sectors, through Key Stage 3 and into Key Stage 4.

Like many independent schools, we devote a significant amount of time to all-round development, especially in the sports and the arts- and we ensure all students have access to enrichment opportunities, such as watching plays and live music. For example, all students in the academy have attended a live theatre performance this academic year. All students also participate in Family Dining, where every day students share the same nutritious meal at lunchtime and all participate in different roles in the dining experience, which creates a calm and inclusive lunchtime experience for all.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	In-school on entry attainment gaps in English and Mathematics: in our current Year 7 cohort, 31% of students were meeting expected standards in English, and 34% in Maths on arrival.
2	Disadvantaged students often start at Dixons Newall Green with less understanding of their aspirations and how to keep them on track.
3	Ensuring disadvantaged students develop and maintain strong learning habits.
4	Attendance and persistent absenteeism of disadvantaged students.
5	Building strong relationships with families, and ensuring their support, can be complex.
6	There is evidence to suggest disadvantaged students continue to have been disproportionately affected by the pandemic.

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
The progress and attainment of low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school.	At KS3, the Progress Score gap in English and maths for low prior attaining disadvantaged students is positive. At KS4, 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.
The progress and attainment of middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school.	At KS3, the Progress Score gap in English and maths for middle prior attaining disadvantaged students is positive. At KS4, the Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally.
The progress and attainment of high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school.	At KS3, the Progress Score gap in English and maths for high prior attaining disadvantaged students is positive. At KS4, the Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally.

Disadvantaged students have at least as much learning time as other students.	The attendance of disadvantaged students, at least, matches that for other students nationally.
Disadvantaged students are supported by our behaviour system.	The average number of corrections for disadvantaged students is not higher than for non-disadvantaged students.
All disadvantaged students access a broad and balanced curriculum, building their cultural capital.	All disadvantaged students participate in, at least, 1 co-curricular elective session each and every week. Attendance of disadvantaged students to extra-curricular activities matches that of non-disadvantaged students.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £84,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify feedback opportunities and re-teach strategies in schemes of work for priority intervention students through Data and Planning days	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach	1, 3 and 6
Design and implement a bespoke CPD programme underpinned by development of a practice culture	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	3
Further embed intervention and prevention strategies aimed at supporting disadvantaged students on our Data and Planning days	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 12, 17 and 30	1, 3 and 6

Embed and respond to retrieval practice through MM, Do Now and Review Now, ensuring content is interleaved and regularly reviewed	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 14	1, 2 and 3
Employ additional staffing to work with under achieving disadvantaged students in English through double staffing	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	1, 3 and 6
Employ additional staffing to work with under achieving disadvantaged students in mathematics through double staffing	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	1, 3 and 6
Employ additional staffing to work with under achieving disadvantaged students in science through double staffing	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	1, 3 and 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £84,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ and train learning mentors to support disadvantaged students with specific needs to access high quality teaching through pastoral and academic interventions	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	2 and 3

Employ and develop Heads of Year to build effective relationships with families of disadvantaged students and to provide targeted pastoral support and interventions	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 20, 31	1, 3 and 6
Embed effective reading intervention to a targeted group of disadvantaged students with the lowest reading ages	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 25	1, 2, 3 and 6
Utilise learning mentors for specific academic interventions for disadvantaged Year 7 students to help close prior gaps in learning	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 25	1, 2, 3, 4, 5 and 6
Provide one-to-one tutoring for specific students where the need is required through the Tutor Trust, to provide highly tailored support in closing gaps in knowledge	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 25	1, 2, 3 and 6

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

Budgeted cost: £84,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide breakfast every morning so all students are ready to learn, including a full cooked breakfast every Friday	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8	3, 4, 5 and 6

Provide uniform vouchers to all families who require it to support with students having the correct uniform.	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8	3, 4, 5 and 6
Maximise the effectiveness of Robust Reading through advisory system so students read widely and often	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 25, 31	1 and 3
Firmly embed Dream Team feedback to develop student confidence	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2 and 5
Embed effective attendance interventions led by Assistant Principal for attendance to ensure attendance for disadvantaged students is as high as possible	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach	4
Employ and train an attendance officer to support attendance interventions	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach	4
Provide an attendance minibus to provide transport to school for a targeted group of students each day	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach	4
Targeted use of the Mountain Rescue Mentors to develop disadvantaged students' interpersonal skills	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	2 and 3
Provide a homework club for disadvantaged students to support learning outside the classroom, and to	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8, 11	1, 2, 3 and 5

provide access to IT equipment		
Provide a study club for Year 9 students so disadvantaged students have a quiet, productive environment to complete additional study	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8, 11	1, 2, 3 and 5
Provide a range of CEIAG activities / interventions, for example, through Unifrog, delivered by advisors and university visits for Y7 disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2
Provide a range of targeted interventions to support wellbeing and social and emotional skills for disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2
Provide a range of revision resources and timetables in the run up to assessments for students to independently learn outside of the class	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 6	2, 5 and 6
Keep aspirations on track through a careers drop-down day, including a fair with different further/ higher education options	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2
Keep aspirations on track through providing careers events and talks for students to meet and engage in considering a range of careers	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2

Provide a wide range of free co-curricular electives to raise self-esteem and foster good relationships	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2	2, 4 and 5
Offer all year groups an opportunity to climb a mountain to develop their grit and resilience	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31	3, 4 and 5
Offer subsidies for general subject trips throughout the year	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31	3, 4 and 5
Disadvantaged students to participate successfully in Year 7 Stretch	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2	3, 4 and 5
Provide peri music lessons on a regular basis to disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2	3, 4 and 5
Provide in-school opportunities for all students to experience live theatre productions	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2	3, 4 and 5
Provide tailored interventions through external agencies, such as counselling through Manchester Mind, kickboxing and animal therapy to support the wellbeing and social and emotional skills of disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	2 and 3
Provide Family Dining to all students to ensure a positive and nutritious experience of school meals and develop social skills and cultural capital	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2	3, 4 and 5

Total budgeted cost: £ 254,625

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Please find below a summary review of our pupil premium outcomes and next steps.

The attainment gap between Pupil Premium and non-Pupil Premium students in EBacc subjects has also narrowed from 8.7% in 23/24 Cycle 3 assessments to 3.3% in 24/25, with Pupil Premium students improving at a more rapid rate than non-Pupil Premium.

100% of teachers participated in CPD and practice regularly, and any teachers struggling to meet expected standards received targeted coaching.

27 students graduated from the Fresh Start phonics intervention programme, with another 18 students currently receiving the intervention. Year 7 students who graduated increased their reading ages by an average of 21 months.

Robust attendance procedures have been refined meaning our attendance figures have significantly improved – it rose by 4.4% last academic year and all measures of attendance across the academy improved. Vulnerable groups show remarkable progress, with pupil premium attendance rising by over 6% (2023/24 to 2025/26 YTD). A school attendance minibuss has been introduced, which collects 13 Pupil Premium students every day and brings them to school, which has significantly boosted attendance for many students on this intervention. Pupil Premium persistent absence has declined from 39.3% last year to 38.3%, and lates have declined from 4.1% to 3.4%. Pupil Premium boys have shown a significant improvement in attendance, increasing from 82.7% to 85.2% and Pupil Premium students with SEND attendance has improved from 79.9% last year to 81.8% this year, showing the impact of our interventions on vulnerable groups.

High quality teaching, targeted support from learning mentors and homework club have helped to ensure corrections levels for disadvantaged students remain low.

100% of students have participated in Robust Reading within advisory groups and the reading culture in the school is strong.

100% of students experienced a live theatre performance (a pantomime for Year 7, and Romeo and Juliet for Year 8 and 9), and an author visit, which helped develop cultural capital for disadvantaged students, and boosted attendance at the end of term.

Students experienced expeditions including climbing Rivington Pike, theatre trips, live football matches and concerts, which enhanced cultural capital for disadvantaged students.

100% of students in years 7-8 took part in co-curricular electives on a weekly basis, which rotated each cycle so students experienced a variety of activities – including crochet, Warhammer, running, Spanish film, board games, art and baking.

100% of students participate in our Family Dining at lunchtime, in which students eat the same meal and share roles, making lunchtime truly calm and inclusive and a providing an opportunity for all students to develop social skills and cultural capital through sharing the same meal together every day.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Tutoring	Tutor Trust
Counselling	Manchester Mind
Pet therapy	Noah's ART
Kickboxing	Wythenshawe Black Belt Academy

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Appendix 2 (Education Endowment Foundation)

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 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)	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11	Homework (Secondary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on limited evidence.

12	Individualised instruction	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on limited evidence.
14	Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★★★★★	0 Month	Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 7 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.
19	Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on moderate 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	£ £ £ £ £	★★★★★	+ 1 Months	Low impact for low cost, based on 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	£ £ £ £ £	★★★★★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on moderate 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 limited 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	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★★★★★	+3 Months	Moderate impact for low cost, based on limited evidence.

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