

## The Hessle Academy - Pupil premium strategy statement (Hessle High School)

This statement details our academy's use of pupil premium funding (and recovery premium for the 2021/2022 and 2022/2023 and 2023/24 academic years) 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
Academy name	Hessle High School
Number of pupils in the academy Y7-11	21/22 1159 22/23 1238 23/24 1222
Proportion (%) of pupil premium eligible pupils	21/22 28% 22/23 27.4% 23/24 28.2%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022 in blue October 2023 in red
Statement authorised by	Vince Groak
Pupil premium lead	Joanne Meir
Governor / Trustee lead	E Kenny

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	21/22 £310,375 22/23 £331,945 23/24 £344,655
Recovery premium funding allocation this academic year	21/22 £47,125 22/23 £108,000 (through school) 23/24 £111,000 (through school)

# Part A: Pupil premium strategy plan 2021-2024

## Statement of intent

The academy draws on research evidence (such as the Education Endowment Foundation 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 pupils to achieve the highest levels. Our Pupil Premium spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absenteeism of disadvantaged pupils
2	A disproportionate number of Disadvantaged pupils are affected by issues of low self-esteem and mental health referrals
3	Limited Aspirational Educational Goals
4	A greater proportion of disadvantaged pupils come from outside of catchment with inherent attendance and parental engagement barriers
5	Limited life experiences outside immediate community

## 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 improve progress for Disadvantaged pupils	Progress 8 figure for disadvantaged pupils is improving towards being consistently above 0
To increase the Attainment 8 scores of Disadvantaged pupils	The Attainment 8 score to be consistently above 40.
To increase the Percentage of Grade 5+ in English and maths for disadvantaged pupils and consistently be above the national average	Percentage of pupils achieving the strong basics is improving and above national figures for Disadvantaged Strong basics.
EBacc Entry to be above national figures for disadvantaged pupils	Keep EBacc entry above national figures for DA pupils where appropriate
Improve aspirations for DA pupils	To increase the number of Disadvantaged Pupils that attend 6 <sup>th</sup> form to 20%

	All DA pupils to have an appointment with a careers advisor and to have an appropriate destination for post 16
To close the attendance gap between the disadvantaged pupils and the non disadvantaged group.	The attendance of disadvantaged pupils, at least, matches the national average and internal gaps are closing.
To ensure the reading ages of DA pupils do not hinder their access to learning	Improvement in reading ages of DA pupils from their baseline
To ensure the behaviour of DA pupils does not prevent access to learning	Improved behaviour following interventions

## 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.

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

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that teaching and <b>curriculum remains fully inclusive</b> and accessible for all learners. Adapt the curriculum as appropriate to address knowledge gaps.  Maintain a <b>ten-form entry</b> into Y7 and throughout KS3/4 to reduce class sizes	EEF 10	1, 3, 4
<b>Walk Thrus</b> to develop classroom practice to maximise Quality First Teaching	EEF 6, 7	3, 4
<b>Literacy Training</b> from English Improvement Director Reading specific CPD for all (23-24)	EEF 35	3, 4
English, Maths and Science Learning Assistants CPD for small intervention group sessions.	EEF 26, 29	3, 4
Early Careers Teachers coaching	EEF 6	4
Investment in – and implementation of – <b>SISRA Observe</b> as a QA tool to reduce workload and improve analysis of QFT	EEF 6, 7	3, 4

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tutoring facilitated by <b>Specialist LAs in English, Maths and Science</b> . Core subject support both within lesson and outside of lesson for DA pupils of all abilities	EEF 6, 26, 29	1, 2, 4
<b>Match-funding of NTP programmes for students in Year 11</b> . In previous years, we have used Brilliant Club, YipYap and direct training of our own staff. We will keep this funding flexible throughout the year to meet the needs of students as they arise from mock exams	EEF 6, 26, 29	1, 2, 4
Provision of <b>Onsite Alternative Provision</b> facility for c15 students returning to school from absence, partial and bespoke timetables etc, to support DA pupils	EEF 6, 26, 29	1, 2, 4
Investment in <b>CGP Learning and Revision Guides</b> for Year 11 to support independent learning with a focus on those with economic needs and/or attendance concerns		1, 2, 4
Small group <b>tutoring for KS3 pupils</b> as a result of ART/AMT results		1, 2, 4
<b>Cultural Capital fund</b> to support DA pupils with access to educational trip and cultural visits throughout the year		1, 2, 4
<b>Nurture provision</b> – lowest ability pupils in each year group, literacy interventions across KS3 for low attaining DA pupils	EEF 14, 21, 26, 35, 36	4
<b>Mock Interview and Target Setting day</b> - Year 11	EEF 6	1, 2, 3, 4, 5

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £69000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Mindspan Programme</b> – Resilience, emotional and wellbeing support.	EEF 2, 27, 41	1, 2
<b>SMASH Programme</b> – Emotional and wellbeing strategies and support for Year 7/8	EEF 2, 27, 41	1, 2
Provision of <b>Onsite Alternative Provision</b> facility for c15 students returning to school from absence, partial and bespoke timetables etc, to support DA pupils	EEF 6, 26, 29	1, 2, 4
Relaunch of school <b>Recognition and Rewards</b> programme to promote motivation and attendance		1, 2, 4
The <b>Brilliant Club Scholars Programme</b> – supporting pupils to develop the knowledge, skills and confidence to secure a place at a competitive university.	EEF 2	3, 4, 5
<b>Additional Careers Advisor appointments</b> to support disengaged pupils with aspirational goals	EEF2	3
<b>Expansion of Attendance team</b> – two additional part-time appointments	EEF 16	1, 4
Promotion of <b>The Bridge Personal Development</b> programmes to promote pupils' ambitions, healthy lifestyle and career choices		1, 4
<b>Expansion of senior pastoral leader team to focus on recognition and rewards</b>		1, 4
<b>Relaunch of Work Experience</b> for Year 10 to build aspiration and establish career goals		1, 4
Continued support to <b>expand Safeguarding team</b> to ensure that vulnerable pupils are kept safe and supported to attend school		1, 4

**Total budgeted cost: £344000**

## 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 2022 to 2023 academic year.

Quality first teaching																	
Impact		Lessons Learned															
<ul style="list-style-type: none"><li>High-attending DA pupils perform well indicating the strength of provision and support. In 2023, those DA pupils with attendance above 90% achieved a P8 score of +0.23, compared to +0.19 non-DA pupils</li><li>All departments are effective in modelling, evidenced through departmental reviews. This is due to CPD walkthrus provided by leaders at school and trust level. This is now a key strength of the QFT model and has been validated in our external curriculum review.</li><li>94% of staff state their PD is well supported</li><li>Early Career Teachers (ECTs) have been well supported by school mentors and the Trust lead, with bespoke training sessions delivered where necessary. As a result, the majority of ECTs have secured sustained roles within the school, indicating the effectiveness of the support provided. The % of ECTs/previously NQTS that remain in teaching significantly exceeds the national average due to the support they receive from mentors and leaders</li></ul>		<ul style="list-style-type: none"><li>High quality teaching is most effective face to face hence the importance of improvement in attendance needed for DA pupils</li><li>More coordinated support from onsite alternative provision (OAP) and department LAs to reintegrate pupils into school after absence to ensure access to lesson content.</li><li>HOY and AHOY to monitor attendance and outcomes for DA and monitor attendance at revision and intervene as appropriate.</li><li>Department CPD to now focus on practical methodologies to aid long term memory, with each member focusing on three self-selected Walkthrus</li><li>English, maths and science LAs training was completed again this year for NTP and further training in house by department teams at the start of the year for specific high-level topics to support high ability DA pupils. This is needed more frequently linking to topics coming up in curriculum rather than just at the start of the year.</li><li>Promotion of reading through use of reading tiles to be more consistent across departments.</li></ul>															
Targeted academic support																	
Impact		Lessons Learned															
<ul style="list-style-type: none"><li>The core subject support from department LAs, the yipiyap support, teacher awareness and school led tutoring and QFT improved progress 8 outcomes compared to December forecasts</li></ul> <table><tr><th>Subject</th><th>Dec. P8 forecast</th><th>P8 Outcomes</th></tr><tr><td>Combined Science</td><td>-0.6</td><td>-0.57</td></tr><tr><td>English Language</td><td>-1.21</td><td>-0.65</td></tr><tr><td>English Literature</td><td>-1.33</td><td>-0.9</td></tr><tr><td>Maths</td><td>-0.79</td><td>-0.68</td></tr></table> <ul style="list-style-type: none"><li>'Reading Plus' delivered an 8% improvement in standardised scores for Y7 and 6% for Y8, whilst small group support delivered an increase in scores of 3%.</li><li>All Year 10 geography students funded to complete NEA fieldtrip visit.</li></ul>		Subject	Dec. P8 forecast	P8 Outcomes	Combined Science	-0.6	-0.57	English Language	-1.21	-0.65	English Literature	-1.33	-0.9	Maths	-0.79	-0.68	<ul style="list-style-type: none"><li>Subject specific LAs require regular bespoke support from leaders in maths, English and science to improve their subject knowledge on key topics of work to offer more targeted support to DA pupils of all abilities within lessons. Specifically middle ability DA.</li><li>DA pupils need to be targeted for revision and intervention sessions led by subject specialists. DA target group to be selected after mock 1 for year 11.</li><li>Leaders are determined that the gains in reading can be increased and have invested in increased capacity to deliver more targeted intervention support in 2023/24</li><li>All students attended geography NEA fieldtrip. Continue to provide payment for all.</li></ul>
Subject	Dec. P8 forecast	P8 Outcomes															
Combined Science	-0.6	-0.57															
English Language	-1.21	-0.65															
English Literature	-1.33	-0.9															
Maths	-0.79	-0.68															
Wider Strategies																	

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>A total of 135 pupils (11% of school population) have benefited from intervention support programmes (Smash, Tiger Trust, Trust Mental Health worker, CWW/CWP) <ul style="list-style-type: none"> <li>Y7 54</li> <li>Y8 35</li> <li>Y9 28</li> <li>Y10 10</li> <li>Y11 8</li> </ul> </li> <li>These have yielded positive impacts on: <ul style="list-style-type: none"> <li>Attendance in school</li> <li>Emotional Stability</li> <li>Lower levels of anxiety within the school setting</li> <li>Resilience to deal with challenging situations</li> <li>Levels of Confidence raised</li> <li>Decreased levels of stress</li> </ul> </li> <li>Over 550 pupils (45% of the school cohort) regularly attended enrichment activities last year. Of the pupils that have attended, 22% are Disadvantaged which is slightly below their proportion of the general school population and closing this gap remains a priority.</li> <li>39% of the DA cohort have participated in extra-curricular activities.</li> <li>Attendance of DA students continues to be a major priority</li> <li>As part of <b>The Bridge Personal Development programme</b> all students were involved in a <b>Bridge Day</b>. A launch day designed as another opportunity to build relationships with and between students. The off timetable day consisted of tutor led sessions, assemblies and the 'It's a knockout' event.</li> <li>The proportion of 6<sup>th</sup> form students that are DA continues to rise <ul style="list-style-type: none"> <li>14.5% in 2023, a rising trend since 2020 (9%)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Support programmes are generally beneficial and there is need for greater capacity</li> <li>HOY and AHOY to encourage take up of enrichment activities for DA pupils.</li> <li>Further financial support to be provided for DA students to access cultural/educational opportunities</li> <li>Greater capacity is required in attendance teams to drive improved attendance</li> <li>The Bridge Personal Development programme launch was successful and further activities are planned for next academic year.</li> </ul>

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Quality first teaching	
Impact	Lessons Learned
<ul style="list-style-type: none"> <li>Pupils are provided with high quality teaching. The Curriculum has moved to a 3 year KS3</li> <li>Mastery approach in Y7/8/9 with big questions continues to be embedded.</li> <li>All specification content was delivered to ensure pupils could access subjects for A'Level etc. and revision was then tailored to exam advanced information once available.</li> <li>Instructional coaching for teaching staff</li> <li>English, maths and science LA's completed NTP training sessions – 12 hrs</li> </ul>	<ul style="list-style-type: none"> <li>High quality teaching is best face to face, some improvement in attendance needed for DA as independent work now always possible at home to catch up. Support from study plus to reintegrate pupils into school after absence.</li> <li>Need for attendance at revision for DA to be tracked for a baseline to then improve upon. Consider transport home for DA pupils after revision sessions for pupils unable to attend due to transport issues</li> <li>Instructional coaching rolled over to this academic year.</li> </ul>



	<ul style="list-style-type: none"> <li>English, maths and science LA's training was completed but this year to be more tailored in house for subject specific training rather than generic training.</li> </ul>
<b>Targeted academic support</b>	
<b>Impact</b>	<b>Lessons Learned</b>
<ul style="list-style-type: none"> <li>English, maths and science subject specific LA's tutored small target groups of pupils during lesson time and supported with reintegration after self isolations. There was also a maths, English and science tutoring timetable in option subjects for pupils on less options due to option choice changes. Attainment gaps reduced on 2019. English A8 gap -1.32 (2019 -2.11), Maths A8 gap -1.04 (2019 -1.67), science VA gap -0.66 (2019 -0.36)</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific LA's require bespoke support from leaders in maths, English and science to improve their subject knowledge on key topics of work to offer more targeted support to DA pupils of all abilities.</li> <li>Bespoke support needed following AMT/ART testing at KS3 for pupils identified after results analysed</li> </ul>
<b>Wider Strategies</b>	
<b>Impact</b>	<b>Lessons Learned</b>
<ul style="list-style-type: none"> <li>Scholar programme for Y7 and Y10</li> <li>DA pupils attending 6<sup>th</sup> form in 2022 13.9%, 2021 16.3%, 2020 9%.</li> </ul>	<ul style="list-style-type: none"> <li>58% of pupils on the programme had no parental history of higher education and 53% of the pupils lived in one of the 40% most deprived areas according to Income Deprivation Affecting Children Index (IDACI). Average tutorial attendance 84%, 72% of pupils agreed they would be able to attend a university of their choice if they continued to work hard at school</li> <li>Continue to improve aspirations for higher education.</li> <li>Y12 13.9% Y13 14.9%. Focus on retention into Y13.</li> </ul>

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<b>Quality first teaching</b>	
<b>Impact</b>	<b>Lessons Learned</b>
<ul style="list-style-type: none"> <li>Pupils are provided with high quality teaching. The Curriculum has been adapted for the move to a 3 year KS3 and addresses gaps from lockdown as appropriate. Mastery approach in Y7/8 with big questions.</li> <li>DA pupils were contacted by HOY and AHOY during lockdowns and provided with chrome books and dongles when necessary to access work.</li> <li>No move to microsoft teams for Y7-11 as the Trust allowed us to remain with Google Classroom due to more lockdowns and familiarity for pupils and staff</li> <li>Progress 8 gap for DA/ non DA is smaller than that of national gaps (-0.3 compared to a National P8 gap for 2019 of -0.45).</li> </ul>	<ul style="list-style-type: none"> <li>High quality teaching is best face to face and engagement in online lessons is less for DA pupils during lockdowns even when chrome books are provided and dongles.</li> </ul>
<b>Targeted academic support</b>	

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>English, maths and science subject specific LA's tutored small target groups of pupils during lesson time and supported with reintegration after self isolations. There was also a maths, English and science tutoring timetable in option subjects for pupils on less options due to option choice changes. Attainment gaps reduced on 2019. English A8 gap -1.06 (2019 -2.11), Maths A8 gap -1.44 (2019 -1.67), science VA gap -0.32 (2019 -0.36)</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific LA's require support and training to offer high ability pupil tutoring.</li> </ul>
<b>Wider Strategies</b>	
Impact	Lessons Learned
<ul style="list-style-type: none"> <li>Scholar programme for Y10, see data tables below.</li> <li>DA pupils attending 6<sup>th</sup> form in 2021 16.3%, an increase from 9% 2020.</li> </ul>	<ul style="list-style-type: none"> <li>83% of pupils on the programme had no parental history of higher education and 42% of the pupils lived in one of the 40% most deprived areas according to Income Deprivation Affecting Children Index (IDACI).</li> <li>Continue to improve aspirations for higher education.</li> <li>Y12 22% Y13 8%, must look at retention into Y13</li> </ul>

## Part C: Intended use of Recovery Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that teaching and curriculum remains fully inclusive and accessible for all learner's continued employment of a HLTA to support in nurture provision for groups of Y10/11 pupils who are studying a bespoke curriculum for their SEND needs. The HLTA will support pupils in Y10 and then into Y11 (22-23)</p> <p>The HLTA will support pupils in Y11 (23-24)</p>	EEF 10, 24, 25, 30, 32	1, 3, 4, 5
Employment of two attendance officers to improve attendance and punctuality	EEF 16	1, 4
Reading plus licences to support interventions post ART results to improve literacy across KS3. This in turn will then improve outcomes at KS4 as pupils are able to access more of the curriculum content.	EEF 12, 24, 29, 32, 39	3, 4
CAT testing for all Year students prior to re banding for GCSE options.	EEF 25, 29, 30	3, 4
Online Platforms for independent work	EEF 2, 3,	3
Further additions once decided		

## Externally provided programmes

Programme	Provider
National Tutoring Programme	Brilliant Club, Whiterose maths, Reed Tutors

National Tutoring Programme	School Led Tutoring – LA's, teaching staff and 6 <sup>th</sup> form pupils
National Tutoring Programme	Yipi Yap

## 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 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.















1	<b>Feedback</b> Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
2	<b>Homework</b> High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
3	<b>Individualised instruction</b> Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
4	<b>Learning styles</b> Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
5	<b>Mastery learning</b> High impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
6	<b>Mentoring</b> Low impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
7	<b>Arts participation</b> Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
8	<b>Aspiration interventions</b> Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
9	<b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
10	<b>Collaborative learning approaches</b> High impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
11	<b>Extending school time</b> Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3

12

13

14	<b>Metacognition and self-regulation</b>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
15	Very high impact for very low cost based on extensive evidence			
16	<b>One to one tuition</b>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
17	<b>Oral language interventions</b>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
18	<b>Outdoor adventure learning</b>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
19	Unclear impact for moderate cost based on insufficient evidence			
20	<b>Parental engagement</b>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
21	<b>Peer tutoring</b>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
22	<b>Performance pay</b>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
23	<b>Phonics</b>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
24	<b>Physical activity</b>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
25	Low impact for very low cost based on moderate evidence			
26	<b>Reading comprehension strategies</b>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
27	Very high impact for very low cost based on extensive evidence			
28				
29				
30				
31				

32	<b>Reducing class size</b> Low impact for very high cost based on very limited evidence	 	+2
33	<b>Repeating a year</b> Negative impact for very high cost based on limited evidence	 	-3
34	<b>School uniform</b> Unclear impact for very low cost based on insufficient evidence	 	
35	<b>Setting and streaming</b> No impact for very low cost based on very limited evidence	 	0
36	<b>Small group tuition</b> Moderate impact for low cost based on moderate evidence	 	+4
37			
38	<b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence	 	+4
39	<b>Summer schools</b> Moderate impact for moderate cost based on limited evidence	 	+3
40	<b>Teaching Assistant Interventions</b> Moderate impact for moderate cost based on moderate evidence	 	+4
41			
42	<b>Within class attainment grouping</b> Low impact for very low cost based on very limited evidence	 	+2
EYFS			
	<b>Built environment</b> No impact for low cost based on very limited evidence	 	0
	<b>Communication and language approaches</b> Very high impact for very low cost based on extensive evidence	 	+6
	<b>Digital technology</b> Moderate impact for moderate cost based on limited evidence	 	+4
	<b>Earlier starting age</b> Very high impact for very high cost based on moderate evidence	 	+6
	<b>Early literacy approaches</b> Moderate impact for very low cost based on moderate evidence	 	+4

<b>Early numeracy approaches</b> Very high impact for very low cost based on extensive evidence			<b>+6</b>
<b>Extra hours</b> Moderate impact for very high cost based on limited evidence			<b>+3</b>
<b>Parental engagement</b> Moderate impact for moderate cost based on moderate evidence			<b>+4</b>
<b>Physical development approaches</b> Moderate impact for very low cost based on limited evidence			<b>+3</b>
<b>Play-based learning</b> High impact for very low cost based on very limited evidence			<b>+5</b>
<b>Self-regulation strategies</b> High impact for very low cost based on limited evidence			<b>+5</b>
<b>Social and emotional learning strategies</b> Moderate impact for moderate cost based on very limited evidence			<b>+3</b>

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