# Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
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| **School** | Holy Trinity Academy | | | | |
| **Named governor for PP** | Mark Anderson | | | | |
| **Academic Year** | 17/18 | **Total PP budget** | £113,200 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 578 | **Number of pupils eligible for PP** | 148 | **Date for next internal review of this strategy** | Tba at the end of each term? |

## 2. Current attainment

| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
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| **Progress 8 score average** | **0.220 sisra – PP** | 0.12 |
| **Attainment 8 score average** | **4.26 sisra** | |

## 3. Barriers to future attainment (for pupils eligible for PP)

**In-school barriers** *(issues to be addressed in school, such as poor literacy skills)*

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| **A.** | Internal and external data and quality assurance indicates that HA PP students do not achieve as well as their peers |
| **B.** | PP students are making less progress than their peers in Maths, Science and MfL |
| **C.** | The reading scores for PP students are lower than their peers |

**External barriers** *(issues which also require action outside school, such as low attendance rates)*

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| **D.** | Attendance for PP is lower than their peers |

## 4. Desired outcomes *(desired outcomes and how they will be measured)*

| | | Success criteria |
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| **A.** | Improved rates of progress for all HA PP students | Higher P8 score for this subgroup |
| **B.** | Improved rates of progress for PP students in Maths, Science and MfL | Higher P8 score for this subgroup across all subjects. |
| **C.** | High levels of progress for literacy for year 7 pupils eligible for PP | Improvement in reading scores for intervention group |
| **D.** | Increased attendance rates for pupils eligible for PP | PP students attendance remains above 96% |

## 5. Planned expenditure

| Academic year | 17/18 |
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

**Desired outcome**

| Desired outcome A Improved rates of progress for all HA PP students | Chosen action / approach | EEF/ mnt hs | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| | Cross curricular approach | +5 | Learning walks identified that there is a lack of consistency when using command words across the curriculum leading to confusion for all students including HA. | T&L group to identify common words using survey monkey. Resources will be produced by the T&L group to ensure greater coverage across subjects. Will be a focus for quality assurance. | WL | 4th week of each half term. |
| | Resilience across the curriculum | +8 | The increasing demand of the new specifications requires students to be more resilient. | Resilience plan with full CPD programme with time given. Common approach to resilience plan. | WL/GOH | Staff impact form to be completed 6 weeks after the CPD. 4th week of each half term. |
| | 1:1 tuition | +4 | Discussion with carers and students of HA PP students suggest that | Use school staff for delivery where possible. | WL | At each data entry point using data and discussion with students and carers |

| | | | students may engage better with 1:1 tuition | | | |
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| | External mentoring with a focus on social and emotional learning | +4 | Discussion with carers and students of HA PP students suggest that students may engage better with school after good quality social and emotional intervention. | Use high quality staff with a proven record of success in other schools. | WL | At each data entry point using data and discussion with students and carers |
| | Investigate the implementation of Let's Think materials across English and Maths | +8 | EEF research suggests that the impact of Let's Think will be evidenced at GCSE (summer 2017). Anecdotal evidence from staff delivering the pilot project in cohort 1 suggests that it develops resilience and prepares students for the demand of the GCSE courses. | Quality assurance of the lessons. Student voice. | WL | At each data entry point. Termly department development plan reviews. |
| | PP champion to design, implement and review PP plan (% of SLT salary) | | PP champion is needed to take ownership of the plan and ensure its implementation across all departments throughout the year. | Time to develop and review the plan. Pay for a PP review for support. PP to remain a high priority. Data seating plans and SIMs to highlight PP as a subgroup. Plan shared with all staff. HoDs to share strategies for PP within their subject area. | WL | At each data entry point. Termly department development plan reviews where appropriate. |

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| | | | | Parent's to be informed that their child is on the PP register. | | |
| | SMHW to monitor the delivery of h/w for all PP students | +5 | EEF suggests that secondary h/w has an effect of +5. Previous work scrutiny suggests that h/w is not clear in all areas. The resource will allow easy analysis of the amount of h/w set for PP students. | Termly reports to ensure that all subject areas are setting enough h/w for all students. QA to assess the quality of h/w set. | WL | Termly SMHW report. QA 4th week of each half term. |
| | Parent evening booking system to encourage parents to come into school and track PP parents – call to invite in if haven't made an appointment | +3 | 36% of parents that did not make appointments for year 7 settling in pm were PP | Record the number of parents who make appointments following phone calls. Use the resources to analyse attendance and develop an action plan for non-attendance. | WL | After each parent's evening |
| | Member of staff in charge of LAC (% of SLT salary) | | LAC coordinator is needed to take ownership of the provision for LAC and ensure individual needs are met. | Time to prepare for and attend PEP reviews. | MY | At each data entry point and PEP meeting. |

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| B Improved rates of progress for PP students in Maths, Science and MfL | Share successful strategies used by the English dept. | +1 | PP students in English performed better that other groups. | Strategies shared during a tutor meeting. QA of tutor time. Strategies to support PP students to be identified by each subject area. | WL | Termly review of DP. |
| | Develop booster materials for areas of weakness | +8 | Data analysis suggests that extended writing and working scientifically is a weakness for PP students. | Ensure that materials can be accessed by all students on the SMHW website. Ensure that students are completing the tasks by checking of h/w. | GOH | Half termly data analysis. |
| | Provide resources for PP students to use at home. GCSE Pod. | +4 | PP students do not do as well as their peers in these subjects. Discussion with students suggests that they need more resources at home. | Use the resource to analyse the amount of use by PP students. Intervention as required. Share the resource with parents. Use rewards to encourage student use. | WL | Termly analysis of use with rewards. |
| | Embedd the use of LTSS materials. | +8 | EEF research suggests that the impact of Let's Think Secondary will be evidenced at GCSE (summer 2017). | Develop a rota for delivery. QA delivery of lessons. Ensure sufficient CPD for new staff. | WL | At each data point where appropriate. Any GCSE comparisons for working scientifically. |

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| | | | Anecdotal evidence from staff delivering the pilot project in cohort 1 suggests that it develops resilience and prepares students for the demand of the GCSE science courses. | | | |
| | Science mentors for underperforming PP students. | +1 | Feedback from English interventions for PP last year suggests that 1:1 sessions are the most effective. | Proforma to complete for each session. Regular reminders and sharing of good practice at department meetings. | GOH | At each data entry point. |
| | Develop resilience with PP students in science by sharing strategies and trialling 2 every 2 weeks. | +5 | Increased demand of new courses requires students to be more resilient. | Regular review and sharing of good practice at department meetings. | GOH | At department meetings and at each data entry point. |
| | French - Where possible intervention for pupil premium pupils is offered during the school day | +1 | Individual pupil interviews suggest that students would prefer intervention during the day. | Flexibility with duty rota where appropriate | MOR | At each data entry point. LMM |

| | rather than after school. | | | | | |
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| | French - At KS4 pupil premium attendance is monitored carefully and concerns about behaviour and attitude are flagged at line management meetings. | +4 | Attendance has a significant impact on students in French. | Core agenda for LMM | MOR | At each data entry |
| | Ensure that PP students remain a focus within these subject areas by including their progress on the core agenda. | | Evidence suggests that PP students underperform in these subject areas. | LMM | WL | At each data entry point. |
| | Maths watch. Use of PLCs with interventions. | | The system will allow students to access interventions easily. | Time for the department to familiarise themselves with the resources. Structured roll out to students. Inform parents. Use SMHW to monitor. | BDV | At each data entry point. |

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| C High levels of progress for literacy for year 7 pupils eligible for PP | Use QLA from KS2 to identify areas of weakness for students, class and cohort. | +5 | KS2 data for PP students in reading and writing is below peers | Time to be given to departments to identify students in need of intervention. Training for HLTA to deliver intervention sessions during lunch time QA of the interventions using the QA of tutor time programme. | | Reading scores will be assessed half termly. |
| | KS3 reading programme | | KS2 data for PP in reading is below peers | Students clearly identified using reading scores and placed on a three tier system. Red – Lexia, Amber – sixth form readers, Green – tutor read. Training for 6<sup>th</sup> form readers. Resources for recording targets. Ensure appropriate resources are made available. Reading logs, stickers, book marks etc. | | Feedback from the 6<sup>th</sup> form readers after 6 weeks to indicate suitability. Reading ages assessed half termly |
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| D Increased attendance rates for pupils eligible for PP | First day call | | First day call builds relationships with parents, patterns are highlighted and attendance is improved. | Employ admin staff extra time | MY | At the end of each term. |
| | Tutor rewards | | Students respond well to peer support. | Ensure the programme is communicated to all staff and students. Use assembly time and student council to promote. | MY | |
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| Total budgeted cost | | | | | | |
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| **ii.    Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **EEF/ mth** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| | Laptops | +5 | H/w is set on the SMHW system. Resources such as GCSE Pod require computer access. Students live in a digital age. Identified on PP review. | Good quality product. Fortnightly checks by the IT team. | WL | At the end of each year |
| | Bus passes | | Attendance data, PP reviews and conversations with parents demonstrate that some PP students have difficulty getting to school. | Monitor the attendance of those students issued with a pass. Early intervention with parents to ensure that it is being used. | MY | At the end of the year |
| | Curriculum visits | | PP reviews indicate that students may not be able to contribute to curriculum visits. | Ensure that all PP students attend the curriculum trips. Ensure that a clear message is delivered to all staff regarding access to curriculum visits for PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. | WL | At the end of the year |
| | Curriculum resources | | All students are encouraged to purchase resources for curriculum areas e.g. cooking. Access to | Ensure that a clear message is delivered to all staff regarding access to resources for PP students. Ensure that all staff are aware of PP students within their groups. | WL | At the end of the year |

| | | | these resources should not be restricted for PP students. | Ensure that parents are made aware of the resources available to their child. | | |
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| | Revision guides | | To ensure that PP students have access to all of the revision resources that students are encouraged to purchase | Ensure that a clear message is delivered to all staff regarding access to revision guides for PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. | WL | At the end of the year |
| | Duke of Edinburgh Award | +4 | The skills developed by completing the DofE course include confidence, resilience, skills for work and friendship groups. Colleges, universities and employers regard a DofE Award highly. | Ensure that the DofE leader is aware of PP students when making the offer. Priority given to PP students. All costs and resources provided. Ensure parents are made aware of the opportunity. Monitor attendance and completion of sections by PP students. | WL | At the end of the course |
| | Theatre visits | +2 | Theatre visits support the curriculum. Access to the theatre outside of school may be limited. | Ensure that a clear message is delivered to all staff regarding access to Theatre visits for PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. | WL | At the end of the year |
| | Arthog | +3 | The skills developed by the Arthog programme include confidence, resilience, skills for work and friendship groups. PP student's access to this resource | Ensure that the Arthog leader is aware of PP students when making the offer. Priority given to PP students. All costs and resources provided. Ensure parents are made aware of the opportunity. | WL | At the end of the year |

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| | | | must not be restricted due to cost. | | | |
| | Curriculum trip abroad | | PP reviews indicate that students may not be able to contribute to curriculum trips abroad. | Ensure that all PP students are aware that curriculum trips may be funded. Ensure that a clear message is delivered to all staff regarding access to curriculum visits for PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. | WL | At the end of the year |
| | Tutor interview. PP review. | | Students are able to share their barriers to learning on a 1:1 and have the opportunity to request further support. | Ensure that staff have time to complete the reviews. Ensure that all staff are aware of PP students. | WL | At the end of the year |
| | Music lessons | +2 | PP reviews indicate that students may not be able to contribute to curriculum visits. | Ensure that all PP students are aware that music lessons may be funded. Ensure that a clear message is delivered to all staff regarding access to music lessons for some PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. | WL | At the end of the year |
| | Enrichment activities | +2 | PP reviews indicate that students may not be able to contribute to curriculum visits. | Ensure that all PP students are aware that enrichment activities may be funded. Ensure that a clear message is delivered to all staff regarding access to enrichment activities for some PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. | WL | At the end of each term |

| | | Homework club | +5 | PP reviews indicate that not all PP students have access to a quiet place to work at home. | Ensure that all PP students are aware that enrichment activities may be funded. Ensure that a clear message is delivered to all staff regarding access to enrichment activities for some PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. | WL | At the end of the year |
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| | | Priority careers apt. | | PP reviews indicate that not all PP students have a clear focus in terms of future goals. | Ensure that all PP students are aware that enrichment activities may be funded. Ensure that a clear message is delivered to all staff regarding access to enrichment activities for some PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. | WL | At the end of the year |
| | | Participation in NCOP activities | | PP reviews indicate that not all PP students have a clear focus in terms of future goals. Data suggests that less PP students continue into higher education. | Ensure that all PP students are aware that enrichment activities may be funded. Ensure that a clear message is delivered to all staff regarding access to enrichment activities for some PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. | WL | At the end of the year |
| | | Priority book marking | +8 | Staff feedback suggests that the best quality marking is either at the start or the middle of the class set. | Ensure that departments identify marking PP strategies. | WL | At the end of the year |

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| | Support with uniform costs | 0 | PP reviews indicate that not all PP students have access to uniform. | Ensure that the pastoral team are aware of some PP student's access to this resource. Ensure that parents are made aware of the resources available to their child. | WL | At the end of the year |
| | Mini bus and driver for revision sessions (% of driver's salary) | +2 | PP reviews indicate that not all PP students can attend revision sessions due to transport issues. PP students to have priority on the bus. | Employ a driver. Implement a booking system. Ensure that parents are made aware of the resources available to their child. | WL | At the end of the year |
| | External mentors | | PP reviews and parent and staff feedback suggests that not all PP students are engaged and motivated to succeed. | Weekly reports and reviews of mentoring sessions. Feedback from students. Interview for external mentors. | WL | At the end of each term. |
| **Total budgeted cost** | | | | | | |

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| **6. Review of expenditure** | |
| **Previous Academic Year** | **16/17** |

| Area | Proposed PPG spending by item/project 2016/17 | | | | | |
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| | **Item/project** | **Cost (£)** | **Objective** | **Desired Outcome** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**<br><br>(and whether you will continue with this approach) |
| **Teaching & Learning** | **Introduction of SMHW %** | 500 | To provide opportunities for pupils to work towards improving important skills, attributes and understanding needed for successful lifelong learning. | PP students successfully complete h/w | SMHW analysis demonstrates that students and parents are using the resource to support h/w | This is a valuable resource. This approach will be continued. |
| | **Introduction of GCSE Pod %** | 500 | To support students to attain their target grades | PP students reach their target grades | GCSE Pod analysis demonstrates that students use the resource to work independently. | This is a valuable resource.  This approach will be continued. |
| | **Further development of Outstanding Teaching across the curriculum to include feedback.** | 10000 | To ensure that the quality of first teaching for all PP students is of the very best quality and level of feedback is consistently good. Developed through CPD and coaching sessions to include triad work. | High quality feedback and response to targets is embedded across all subject areas.<br><br>Increase in % of lessons graded as outstanding. | Staff CPD survey suggests that staff value this approach to improving T&L. | The action research project will continue. It will be funded from the main school budget. |

| | | | | Areas of excellence identified and utilised in the triad programme. | | |
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| | **KS3 Tutor Progress Mentor CPD** | 5000 | To support tutors in identifying and supporting students in progressing in subjects where they find learning challenges and where progress needs further intervention | PP students make expected progress in core subjects. | Staff and student voice demonstrate that this approach was welcomed and effective. | The mentor approach will continue. Only PP reviews will be funded from PPG. |
| | **Academic Mentors** | 2500 | To identify and address individual areas of weakness in Eng and Maths for PP students | PP students make expected progress in En and Ma | Data demonstrates that PP interventions for Eng were effective | This approach will continue. CPD on English interventions. |
| | **Peer Mentors** | 2500 | To identify and address individual areas of weakness in Eng and Maths. | PP students make expected progress in En and Ma | This programme was found not to be effective due to training and time implications for peer mentors | This approach will not continue. |
| **Enrichment** | **Duke of Edinburgh** | 2000 | To promote and facilitate engagement in, and enjoyment of, learning outside school | Students obtain Bronze award and are engaged in school life.<br><br>Improvement in attendance. | Pupil and parent voice demonstrate that enrichment activities are valued and without PPG would not be accessed for most PP students. | Enrichment activities will continue to be funded from the PPG for most PP students. |

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| | **Music lessons** | 6000 | To promote and facilitate engagement in, and enjoyment of, learning inside school; to improve self-esteem | Students engaging well and working to complete progressively challenging grades; social inclusion promoted.<br><br>Improvement in attendance. | | |
| | **Curriculum enrichment trips and visits**<br><br>Field trip participation costs | 3000 | To promote engagement in the curriculum and maximise attainment. | Motivated and successful students who attain in line or above national attainment/progress figures.<br><br>Improvement in attendance. | | |
| | **Enrichment activities**<br><br>On-site and off-site enrichment activities subsidised | 3000 | To promote and facilitate engagement in, and enjoyment of, learning inside/outside school; to broaden students' learning and promote social inclusion | PP students participate enthusiastically in enrichment activities, alongside their peers; positive student voice.<br><br>Improvement in attendance. | | |
| | **Outdoor pursuits engagement in Arthog programme.** | 200 | To promote and facilitate engagement in, and enjoyment of, learning outside school; to broaden students' learning and promote social inclusion | PP students participate enthusiastically in the Arthog experience, alongside their peers; positive student voice.<br><br>Improvement in attendance. | | |

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| **Parental engagement** | **Parental / Carer liaison** | 1000 | To develop understanding amongst parents that they play a crucial role in their child's attainment and achievement and enable parents to best support their child by engaging with school | Parent voice is unequivocal in identifying that personal liaison supports them to better-support their children.<br><br>Better attendance at parent's evening. | Data for attendance at parent's evening demonstrates that the impact of this strategy is limited. | This project will continue in order to improve parental engagement. See plan for new strategies. |
| | **Establishment of PTFA** | 200 | To increase parental engagement with school life | Parent voice is unequivocal in identifying that personal liaison supports them to better-support their children.<br><br>Better attendance at parent's evening. | The PTFA is now well established and continues to support the school | This no longer requires PPG funding. |
| **Attendance** | **Attendance support and encouragement** | 1000 | To improve attendance of PP students through support from the EWO and attendance awards | Improvement in attendance for PP students. | The attendance of PP students remains a focus to ensure that it is in line with their peers. | The EWO will continue to support all students and so will not be funded from the PPG. |
| **Raising Aspirations** | **Careers and Aspiration** | 10000 | To develop a programme that supports KS3 students to develop goals and aspirations for the future by working with careers advisors attending careers talks and local Universities | Raise aspirations for PP students.<br><br>Improvement in attendance. | Pupil voice suggests that students require more IAG | IAG activities will continue in 17/18. External funding has been secured to support PP students. Admin support for this programme will be funded from the PPG. |
| | **Careers advisor** | 300 | To provide PP students with careers advice andsupport | Raise aspirations for PP students.<br><br>Improvement in attendance. | Pupil voice demonstrate that students value their careers interviews. | PP students will continue to be given priority careers interviews. All students will have access to the careers advisor so this resource will not be funded from the PPG. |

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| | **Raising independent learning aspirations, H/w club – after school support** | 5000 | To raise the quality of Homework/assessments/extended projects through a supported study environment | PP students make expected progress.<br><br>Improvement in attendance. | Pupil premium reviews demonstrate that PP students value this resource. | Attendance at h/w club will be funded from the PPG. |
| | **STEM mentors** | 500 | To raise aspirations motivation and engagement of PP students. | PP students have a clear focus and make expected progress.<br><br>Improvement in attendance. | Behaviour and attendance log data suggests that the impact of this intervention has been limited. | This strategy will not continue |
| | **Kick Start Programme** | 500 | To raise aspirations motivation and engagement of PP students. | PP students have a clear focus and make expected progress.<br><br>Improvement in attendance. | Pupil voice and attendance and behaviour data suggests that this strategy has been effective. | A similar programme will run through the Aspire programme. |
| **Social. Mental and Emotional Well Being** | **Educational Psychologist**<br>(% of cost) | 500 | Supporting students who are experiences barriers to learning - social, emotional or learning difficulties | PP students make expected progress | Pupil premium reviews demonstrate that a small number of PP students access social, mental and emotional well being support. | These services will continue to be offered to all students and so will not be funded from PPG. |
| | **LSAT**<br>(% of cost) | 100 | Supporting students who are experiencing barriers to learning | PP students make expected progress | | |
| | **Behaviour support** | 2000 | Supporting students who are experiencing barriers to learning - social, emotional or learning difficulties by access to behaviour support both on and off site. | Improvement in behaviour. Less negative logs | | |

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| | **Behaviour workshop** | 2000 | Supporting students who are experiencing barriers to learning - social, emotional or learning difficulties by access to behaviour support both on and off site. | Improvement in behaviour. Less negative logs | | |
| | **Pastoral manager** (% of salary) | 4500 | To provide ongoing support to both students and parents. To coordinate and facilitate access to services and outside agencies. | Students are supported in order to access the curriculum and make expected progress | | |
| | **Support tutors** | 500 | To utilise registration time and provide specialist support for students who are experiencing barriers to learning – social, emotional or learning. | Improved Attendance Low Behaviour logs Reduce risk of exclusion | | |
| **Transition** | **Increase the number of intake days** | 3000 | To ensure a smooth transition from KS2-3 | Prompt start to the KS3 curriculum. | The transition project is now well established. Parent and pupil voice demonstrates that it is effective. Due to changes in assessment it is difficult to measure the progress of PP students with previous years. | The transition programme will continue. It will no longer be funded from the PPG as it is a strategy for all students. |
| | **Data analysis prior to admission to support needs.** | 2000 | To develop a better understanding of student ability to promote progress | PP make expected progress | | |
| | **Pupil voice prior to transition** | 2000 | To ensure a smooth transition from KS2-3 | Prompt start to the KS3 curriculum. | | |
| | **Head of Key Stage and SENCO to visit feeder primaries.** | 1000 | To gather information to ensure a smooth transition from KS2-3 | Prompt start to the KS3 curriculum. | | |
| | **Primary teachers to check standards** | 2000 | To develop a better understanding of student ability to promote progress | PP make expected progress | | |

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| | **Standardisation meetings for KS2/3** | 750 | To develop a better understanding of student ability to promote progress | PP make expected progress | | |
| | **HoDs and core staff to visit local primary school** | 750 | To develop a better understanding of student ability to promote progress | PP make expected progress | | |
| | **Book review of year 6 work to identify low standards** | 500 | To develop a better understanding of student ability to promote progress | PP make expected progress | | |
| **Resources** | **Support towards uniform, Equipment [Stationery, text books/ revision books, Equipment** | 5000. | To promote social inclusion | Sense of identity in the school Integration into the school community | Pupil and parent voice demonstrate that support towards uniform costs are valued and without PPG would not be accessed for some PP students. | This will continue to be funded from PPG where required in order to ensure that PP students are not disadvantaged. |
| | **IT and specialist resources including printing.** | 3000 | To support students in engaging in home learning. | Students complete h/w. | Parent and student voice suggest that the impact has been that students are able to access the curriculum from home. | This continues to be a request on PP reviews and so will continue. |

Appendix 1

| Strategy | Effect/months |
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| Feedback | 8 |
| Meta-cognition and self-regulation | 8 |
| Collaborative learning | 5 |

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| Early years intervention | 5 |
| Homework (secondary) | 5 |
| Mastery learning | 5 |
| One to one tuition | 5 |
| Oral language intervention | 5 |
| Peer tutoring | 5 |
| Reading comprehension strategies | 5 |
| Behaviour interventions | 4 |
| Digital technology | 4 |
| Phonics | 4 |
| Small group tuition | 4 |
| Social and emotional learning | 4 |
| Outdoor adventure learning | 3 |
| Parental involvement | 3 |
| Reducing class size | 3 |
| Arts participation | 2 |
| Extending school time | 2 |
| Individualised instruction | 2 |
| Learning styles | 2 |

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| Sports participation | 2 |
| Summer schools | 2 |
| Homework (primary) | 1 |
| Mentoring | 1 |
| Teaching assistants | 1 |
| Aspiration interventions | 0 |
| Block scheduling | 0 |
| Performance pay | 0 |
| Physical environment | 0 |
| School uniform | 0 |
| Setting or streaming | -1 |
| Repeating a year | -4 |