Pupil Premium Strategies must contain the 'barriers to learning' that disadvantaged pupils face as well as the 'rationale' behind the spending decisions made in order to address these barriers. This rationale can include historical impact data but best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NfER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress. The Education Endowment Foundation are also a source of research evidence.

Area of Spend:	Examples of Research Links to Support Rationale Statements
Staff training on **high quality feedback** to improve oral language skills	Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/

Pupil Premium Strategies – Rationale Guidance

Developing **Oral Language skills**	The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf
Weekly **small group sessions** for **high-attaining pupils** with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.
Small group interventions / 1:1 - generic	In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/
Mastery Learning	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/
SEMH - Behaviour *(eg. Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours)*	This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/
	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.
SEMH - Thrive	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The Thrive approach has been researched and evidenced to make a positive impact. For more information see; https://www.thriveapproach.com/
	This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/
Music / Singing	Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills. http://www.bbc.co.uk/news/health-28703013 Singing - Sally Goddard Blythe, a consultant in neuro-developmental education and director of the Institute for Neuro-Physiological Psychology supports the link between singing and developments in language skills in her book, *The Genius of Natural Childhood.* https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.
Access to **enrichment activities**/ residential visits inc: Outdoor Adventure Learning *eg. climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing.*	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.
	Outdoor Adventure Learning - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/ Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence
Additional **Sport**	Sport boosts confidence - the benefit of Sport on wider learning is outlined at;

	https://www.sportengland.org/research/benefits-of-sport/
Parental Engagement	The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/
Maths - physical resources	The EEF report, Improving Mathematics in KS2 and 3 report states that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/
Reading - Phonics	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.
Reading – Shared reading	This approach has been found to make a positive impact on reading http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1292&context=reading_horizons
Reading – Comprehension	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.
Accelerated Reader	The EEF found that Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/
Widgit – Communication in Print	Widgit Communicate in Print - Symbols are images which are used to support text, making the meaning clearer and easier to understand. They provide a visual representation of a concept. Symbol Sets often follow a schematic structure, or set of design 'rules', that help the reader independently grow their own vocabulary. https://www.widgit.com/symbols/index.htm
Quality First Teaching eg. Training and resources for staff	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality or teaching and learning of disadvantaged pupils improves outcomes.
	In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements…There is particularly good evidence around the potential impact of teacher professional development https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/
	Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf
Extending School Time eg. Booster Sessions	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Evidenced that extending the school times makes a positive impact on academic outcomes.
Early Years Interventions	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.

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	In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/
Attendance (including transport)	Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully
	Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf
CPD for Teaching Assistants	In the EEF Attainment Gap 2017 report, it states that trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/