



Inspiring Futures
Through Learning

Exeter a learning community

Pupil Premium Strategy Statement 2021 to 2024

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high-quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

1.0 Our School Ethos for Pupil Premium

At Exeter, we are committed to supporting improved outcomes for our disadvantaged pupils. In order to help our disadvantaged pupils overcome their barriers to learning and be happy and successful at Exeter and in their future lives, we are guided by the following principles:

We have a whole school ethos of aspiration and attainment for all pupils and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.

We have high expectations of everyone, from everyone and avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.

We have an unerring focus on the quality of teaching and learning in order to meet the needs of all our pupils.

We ensure that personalised provision is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.

We utilise evidence (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.

We deploy staff effectively to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.

We have systems in place which carefully monitor, manage and support good behaviour and attendance for all our pupils. If poor attendance is an issue, this is addressed as a priority.

Our teachers and leaders collect, analyse and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.

Every effort is made to engage and empower parents and carers in the education and progress of their child.

We believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to promote a sense of belonging and connectedness in our school.

We aim to instil an enduring passion for learning in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

2.0 School Contextual Overview

| Exeter a learning community | | | |
|---|-----------------------------|----------------|----------------|
| Academic Year | 2021 to 2022 | 2022 to 2023 | 2023 to 2024 |
| Number of Pupils in school | 445 (FS2 – Y6) | | |
| Number and Proportion of disadvantaged pupils | 146 / 32% | | |
| Total Pupil premium allocation (£) | £160,055 | | |
| Academic year or years covered by statement | September 2021 to July 2024 | | |
| Publish date | September 2021 | September 2022 | September 2023 |
| Review date | July 2022 | July 2023 | July 2024 |
| Statement authorised by | Head of School | | |
| Pupil Premium lead | Jennifer Doherty | | |
| Governor Pupil Premium lead | Liz Adamson | | |

3.0 Strategic Vision: Long Term Desired Priority and Outcomes

| Three-year Priorities: | End of three Year outcomes: | Link(s) to SDP: |
|---|--|------------------------------------|
| Attainment and progress Phonics Persistent absence Engagement and social and emotional needs | To close the attainment between disadvantaged and the non-disadvantaged at both expected and greater depth through accelerated progress. To increase rates of phonics progress to ensure that all children leave year 1 as accurate and fluent readers. To reduce the levels of persistent absence for disadvantaged children and to maintain these improvements to over-time. | Links to SDP 2021-2 Areas 1, 3 & 4 |

| | | |
|--|---|--|
| | To support disadvantaged pupils with their social and emotional needs to ensure that the response is swift, appropriate and effective, therefore leading to a reduction in incidents. | |
|--|---|--|

Planned Impact/ Targets Towards Long Term Outcomes 2021-2022

To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress.
To ensure that all children leave key stage 1 as fluent and confident readers.
To reduce rates of persistent absence for disadvantaged children (currently 6%) so they are in line with national figures and maintain this improvement.
To increase the engagement of disadvantaged children in learning, evidenced through a reduction in incident recording.

Planned Impact/ Targets Towards Long Term Outcomes 2022-2023

To increase the attainment of disadvantaged children by 5% (from the end of 2022 results) in KS2 and KS1 in reading, writing and maths through accelerating progress.
To ensure that all children year 1 children leave year 1, and year 2 re-takes, leave KS1 as fluent and confident readers.
To reduce rates of persistent absence for disadvantaged children so they are in line with national figures and maintain this improvement.
To increase the engagement of disadvantaged children in learning, evidenced through a reduction in incident recording.

Planned Impact/ Targets Towards Long Term Outcomes 2023-2024

To increase the attainment of disadvantaged children by 5% (from the end of 2023 results) in KS2 and KS1 in reading, writing and maths through accelerating progress.
To ensure that all children leave year 1 as fluent and confident readers.
To reduce rates of persistent absence for disadvantaged children so they are in line with national figures and maintain this improvement.
To increase the engagement of disadvantaged children in learning, evidenced through a reduction in incident recording.

4.0 Pupil Outcomes

| Disadvantaged Pupil Performance Overview | | | | | | | | | | | |
|--|----------|---------------|-----------------------------------|--------|-------|------|--------|------|------|--------|------|
| | | | 2019 (last year of reported data) | | | 2022 | | | 2023 | | |
| | | | DA | Non-DA | Diff | DA | Non-DA | Diff | DA | Non-DA | Diff |
| End of KS2 | Combined | Expected | 17.9% | 43.5% | 25.6% | | | | | | |
| | | Greater Depth | 0% | 0% | 0% | | | | | | |
| | Reading | Expected | 32.1% | 43.5% | 11.4% | | | | | | |
| | | Greater Depth | 3.6% | 15.2% | 11.6% | | | | | | |
| | Writing | Expected | 25% | 61.7% | 36.7% | | | | | | |
| | | Greater Depth | 0% | 0% | 0% | | | | | | |
| | Maths | Expected | 32.1% | 63% | 30.9% | | | | | | |
| | | Greater Depth | 0% | 13% | 13% | | | | | | |

| Disadvantaged Pupil Performance Overview | | | | | | | | | | | |
|--|----------------|----------------|-----------------------------------|--------|-------|---------|--------|------|------|--------|------|
| | | | 2019 (last year of reported data) | | | 2023 | | | 2024 | | |
| | | | DA | Non-DA | Diff | DA | Non-DA | Diff | DA | Non-DA | Diff |
| End of KS1 | Reading | Expected | 31.3% | 49.1% | 17.8% | | | | | | |
| | | Greater Depth | 6.3% | 3.5% | 2.8% | | | | | | |
| | Writing | Expected | 12.5% | 31.6% | 19.1% | | | | | | |
| | | Greater Depth | 0% | 0% | 0% | | | | | | |
| | Maths | Expected | 25% | 49.1% | 24.1% | | | | | | |
| | | Greater Depth | 6.3% | 5.2% | 1.1% | | | | | | |
| | | Phonics Year 2 | | 100% | 66.6% | + 33.4% | | | | | |
| End of Year 1 | Phonics Year 1 | | 50% | 83.6% | 33.6% | | | | | | |
| End of EYFS | GLD | | 79% | 45% | +34% | | | | | | |

2021 to 2022:

5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2021 to 2022

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

Approach B: Academic support (targeted academic support – whole school, group and personalised

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

6.0 Strategy Approaches for disadvantaged pupils 2021 to 2022

6.1 Research – led evidence and rationale for approaches

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

The Education Endowment Foundation research states that, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils,” therefore this is the primary focus of our pupil premium strategy (Education Endowment Foundation, 2019). The focus of the strategy will be on continuing to develop teacher knowledge and expertise to provide the very best quality teaching, due to DATA drawing on evidence and research referenced below:

A1) Staff training on Cognitive Load Theory and working memory. There is a link between disadvantage and poor cognitive skills, meaning we must train teachers in how to support pupils’ learning needs in this area. “Using a structural equation modelling (SEM) approach, we show that children living in poverty have significantly lower cognitive test scores, even after controlling for a wide range of background characteristics and parental investment, and that the legacy of persistent poverty in their early years is a cumulative negative effect on their cognitive development.” (Popli, 2015)

A2) Use of lesson studies¹ to develop teacher practice – The Education Endowment Foundation (EEF) has identified that teachers within any school are best placed to share expertise and knowledge to enhance the quality of teaching: “We believe no-one is better-placed to support schools in doing this than teachers themselves.” (Education Endowment Foundation, 2017).

¹ Lesson studies involve the peer coaching and mentoring through an agreed action plan to improve the quality of teaching.

A3) Mastering Number Programme: Reception and Key Stage 1- This programme will develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. The programme will also involve high quality professional development for teachers. Mastery learning is shown to have a positive impact upon pupil progress of up to 5 months. (Education Endowment Foundation , 2021)

A4) Read Write Inc. Phonics training for identified staff (Fresh Start and 1:1 Tutoring) – the EEF states that phonics is evidenced to be an effective strategy when delivered by trained staff who have a secure understanding of the correct teaching approaches: “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.” Fresh Start is also identified as having an “average impact” of 3 months. In addition, they state that “pedagogical expertise” is indicated as a “key component of successful teaching of early reading.” (Education Endowment Foundation, 2018). RWI is a validated phonics teaching programme by the Department for Education (DfE) (Department for Education (DfE), 2021).

A5) Effective use of Teaching Assistants (TAs) - The EEF states that TAs can have a positive impact when used effectively and strategies are used to maximise their impact (Education Endowment Foundation, 2018) therefore this strategy will focus on their effective use and providing them with the skills and knowledge to carry out their role to the highest quality.

Approach B: Academic support (targeted academic support – whole school, group and personalised)

B1) Targeted phonics teaching using RWI (both one-to-one and small group tuition) - the EEF states that phonics is evidenced to be an effective strategy when delivered by trained staff who have a secure understanding of the correct teaching approaches: “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.” Fresh Start is also identified as having an “average impact” of 3 months. In addition, they state that “pedagogical expertise” is indicated as a “key component of successful teaching of early reading.” (Education Endowment Foundation, 2018). RWI is a validated phonics teaching programme by the Department for Education (DfE) (Department for Education (DfE), 2021). RWI is a validated phonics teaching programme by the Department for Education (DfE) (Department for Education (DfE), 2021). In addition, One-to-One tuition is identified by the EEF as an effective strategy when delivered by well trained staff (see A4 above) delivering on average 5 months progress (Education Endowment Foundation , 2018), but for high cost. However, small group tuition (maximum of 6) has a positive impact of 4 months progress but for moderate cost (Education Endowment Foundation , 2018).

B2) High quality texts for the most able readers to be purchased to promote a love of reading – (Department for Education (DfE), 2012) states that: “Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).

B3) Use of data to target children’s gaps in learning – (Education Endowment Foundation , 2020) describes high quality teaching as, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” Using data and gaps in learning is a marker of high quality teaching.

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

C1) Improvement of social and emotional wellbeing of pupils – Data shows (i.e. EYFS data, Boxall data and behaviour logs) that a number of our children have social and emotional difficulties, and this need disproportionately impacts our disadvantaged children. For some children, this is an enduring need. For others, it may be a response to a period of time in their lives. The DfE in *Mental Health and Behaviour in Schools* states that an “an effective pastoral system” (Department for Education (DfE) , 2018) is essential for identifying pupils at risk of mental health difficulties. Furthermore, the EEF recommend that schools “use targeted approaches to meet the needs of individuals,” (Education Endowment Foundation , n.d.). School recognise the role that effective early help can provide in supporting the social and emotional wellbeing of children, which is evidence by the Early Intervention Foundation (EIF), who state: “Early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of children’s home lives and family relationships, increase educational attainment and support good mental health,” (Early Intervention Foundation , n.d.).

C2) Embedding attachment informed practice – School data, as detailed in C1, shows the need to support social and emotional wellbeing as a part of this strategy. Attachment theory is built upon the work of John Bowlby and Mary Ainsworth who identified that negative childhood experiences/trauma can hinder the development of a child’s inner working model (their sense of self) leaving them with life-long difficulties in their attachments and relationships with others. Louise Bomber states, “recovery happens within a community of people,” (Bomber, 2020) evidencing the need for high quality relationships in school. Therefore, it is important that staff understand attachment theory and how they can positively impact on a child’s attachment, improving their life chances. The *Great Teaching Toolkit* identifies good relationships as fundamental part of “great” teaching, (Great Teaching Toolkit, 2020).

C3) Attendance support and monitoring – In school data shows a long-term gap between disadvantaged and non-disadvantaged children in terms of attendance. Attendance therefore must be a priority within this strategy as, “students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance,” (National Center for Educational Statistics, n.d.)

C4) Breakfast and After School Club provision – This will be funded for pupils on the basis of need to support children. Breakfast Clubs in particular are viewed to be an effective low-cost strategy by the EEF as a result of their ‘Magic Breakfast’ trial. Children were identified as making 2 months progress as a result of attending the breakfast club, regardless of whether they ate breakfast or not (Education Endowment Foundation, 2019).

6.2 Approaches to Achieve Outcomes

Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

| Teaching and Professional Development | Pupil Premium barrier addressing | Activities/ Actions | Success Criteria/ Measure | Challenge to implementation and Mitigation action |
|---|--|---|--|---|
| RWI Phonics training targeted for staff members who are delivering phonics intervention to identified pupils. | Phonics data (2019) shows a 33.3% gap between DA and non-DA pupils who passed the phonics screening at the end of Year 1. | Fresh Start Training for staff delivering this programme within KS2. £330 Fast Track Tutoring Programme for RWI phonics. £450 Lesson study approach. Monitoring by subject leads. | All children leave KS1 accurate and fluent readers, able to read at speed. | Ensure that training is put into place by trained staff through monitoring by English team. Lesson studies implemented as required. Support sought from trainer as an external source of advice to overcome barriers to pupil progress as they arise. |
| TAs are deployed effectively by the class teacher to support pupil's learning both in class and within interventions. | Core subject and phonics data shows there is a gap between the attainment between DA and non-DA pupils at Exeter, as well as the national figures. | TA training programme devised by PP lead, including internal and external providers. All TAs be trained via the training programme. Training incorporated into TA induction programme. Teacher training on the best deployment of TAs as advised by EEF. | To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress. | Ensure that training is put into place by trained staff through monitoring by senior and middle leaders. Lesson support implemented as required. |
| Staff training on cognitive load / working memory | Children who experience disadvantage are more likely to experience cognitive difficulties (Popli, 2015); therefore, staff need to have the appropriate | Staff training on cognitive load/working memory. Follow up monitoring, including lesson monitoring, | To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher | Ensure that training is put into place by trained staff through monitoring by senior and middle leaders. Lesson support |

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| | knowledge of working memory and cognitive load to integrate this into their practice. | looking at books and planning. | assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress. | implemented as required. |
| Mastering Number Programme – Reception and Key Stage 1 Targeted CPD for maths using a mastery approach. | Research from the EEF identifies that mastery teaching has a positive impact on pupil progress (5 months) for low cost. (Education Endowment Foundation , 2021) | Staff CPD for three identified teachers. Training sessions led by Mastering Number Programme. | To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress. | Monitoring by Maths lead (SLT) to ensure consistency of implementation. |
| Targeted staff CPD and support to ensure high quality teaching for all pupils, in both core and non-core subjects. | Research from the EEF (Education Endowment Foundation , 2020) identifies high quality teaching as the most effective strategy disadvantaged pupils. Any practice identified that is less than good will be addressed immediately. | Lesson study support plan implemented senior and middle leaders. Staff CPD schedule, including weekly staff briefings and staff meetings. Teacher evaluation tool Monitoring by SLT | To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress. Progress evident on Otrack for non-core. | Staff support packages are regularly monitored and reviewed to ensure pace of improvement within the programme is rapid enough. |
| Projected spending | £85, 055 | | | |

Approach B – Academic support (targeted academic support – whole school, group and personalised)

| Academic support | Pupil Premium barrier addressing | Activities/ Actions | Success Criteria/ Measure | Challenge to implementation and Mitigation action |
|------------------|----------------------------------|---------------------|---------------------------|---|
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|---|--|---|--|---|
| Targeted phonics teaching for those identified at risk of falling behind, or who have already fallen behind, to ensure all pupils pass the Y2 screening check by the end of Y2. | Phonics data (2019) shows a 33.3% gap between DA and non-DA pupils who passed the phonics screening at the end of Year 1. | Pupils at risk of falling behind in phonics swiftly identified by teachers for targeted intervention. 1:1 tutoring Small group Fresh Start/RWI Phonics teaching for pupils who have not acquired basic phonics skills. | All children leave KS1 accurate and fluent readers, able to read at speed. | Staff confidence to deliver the programme may impact the quality of the delivery – teacher to be trained to offer support and guidance. |
| To provide the most able readers with high quality texts which promote a love of literature. | At the end of 2019, there is a gap of 11.6% between DA and non-DA achieving GD in reading at the end of KS2. This is a common trend across the school. | High quality texts purchased. £330 | To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress. | None identified. |
| To use data to target children's gaps in learning. | Core subject and phonics data shows there is a gap between the attainment between DA and non-DA pupils at Exeter, as well as the national figures. | Pupil Progress Meetings Otrack to record data | To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress. | Staff supported through pupil progress meetings to identify pupils and strategies. |
| Projected spending | £60,000 | | | |

Approach C - Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)

| Wider strategies | Pupil Premium barrier addressing | Activities/ Actions | Success Criteria/ Measure | Challenge to implementation and Mitigation action |
|--|---|---|--|--|
| <p>Improvement of social and emotional wellbeing of pupils i.e. Learning Mentor support, horse riding, Wellbeing Team led support, School Dog, Mental Health First Aiders and Senior Mental Health Leads. (SSP Area 4)</p> | <p>Boxall data showing low wellbeing – approximately 40-50% of children in each class are showing amber or red scores on the Boxall.</p> <p>Poor emotional well-being presents as a barrier to learning for some disadvantaged pupils – evidenced through: Trackit Light data –pupils showing highest need are typically DA pupils. My Concern data shows that emotional wellbeing is a concern for a high proportion of DA pupils.</p> | <p>Targeted pastoral support from the Learning Mentor for identified pupils.</p> <p>Family support and intervention through EHAs led by the Wellbeing Team.</p> <p>Identified staff trained as mental health first aiders. £195.</p> <p>Senior Mental Health Lead Course undertaken by Assistant Principal.</p> <p>Nurture Group horse riding intervention.</p> | <p>Improved pupil scores on the emotional literacy checklist. Boxall data shows improved pupil well-being. Swift, effective and appropriate intervention takes place for pupil’s where emotional wellbeing is a concern, as evidence by a reduction in Trackit or My Concern logs.</p> | <p>Consistent use of language, terminology and approach needed through staff training.</p> |
| <p>Embedding attachment informed practice. (SSP Area 4)</p> | <p>Boxall data showing low wellbeing – approximately 40-50% of children in each class are showing amber or red scores on the Boxall.</p> | <p>Relationships focused staff training – Inset 01.09.2021 Attachment aware training for all new staff. All staff to have received Theraplay training.</p> | <p>Improved pupil scores on the emotional literacy checklist. Boxall data shows improved pupil well-being.</p> | <p>Consistent use of language, terminology and approach needed through staff training.</p> |

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| | <p>Poor emotional well-being presents as a barrier to learning for some disadvantaged pupils – evidenced through:</p> <p>Trackit Light data –pupils showing highest need are typically DA pupils.</p> <p>My Concern data shows that emotional well-being is a concern for a high proportion of DA pupils.</p> | <p>Staff and pupil (MIM) support from Jo Williams (Northamptonshire Children’s Trust Theraplay Lead).</p> <p>Touchbase training – Know Me to Teach Me (£125 x 2)</p> <p>Creation of a relationships policy in-line with attachment informed principles.</p> | <p>Swift, effective and appropriate intervention takes place for pupil’s where emotional wellbeing is a concern, as evidence by a reduction in Trackit or My Concern logs.</p> | |
| Attendance support and monitoring. | <p>Attendance data for 2020-21 shows that attendance overall was 95.6% compared to 93.3% for DA pupils.</p> <p>Persistent absence for disadvantaged pupils is typically high at Exeter. Ongoing support and intervention is required to maintain and improve the 2021 PA levels for DA of 6.5%.</p> | <p>Weekly attendance analysis and monitoring by Attendance Officer and Assistant Principal.</p> <p>Provision of a minibus to support with transport for identified pupils.</p> | <p>Attendance for disadvantaged pupils improves by at least 1% compared to the end of 2021 (93.3%).</p> <p>Levels of persistent absence remain below national levels of disadvantaged pupils.</p> | <p>Covid 19 absences may impact on attendance figures – the mitigation will be closely analysing the figures for patterns and trends and supporting children into school where possible.</p> |
| Breakfast Club | <p>Some pupils face individual barriers that require the provision of breakfast club to support well-being and attendance.</p> | <p>Provision of breakfast club</p> | <p>Individual case studies evidence impact.</p> | <p>None identified.</p> |
| Projected spending | <p>£10, 000</p> | | | |

2021 to 2022 Total Projected spend:

£155, 055 (£5000 to support other trips and uniform as applicable).

7.0 Review of 2021 to 2022 aims and outcomes

| Priority | Impact/ Outcome Achieved | How is this informing 2022 to 2024? |
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