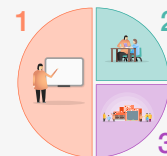


The evidence brief below is intended to support schools considering potential approaches for pupil premium spending. To support planning, the evidence brief explores the evidence related to the Department for Education's 'menu of approaches' and signposts high-quality evidence and practical resources.

When developing a pupil premium strategy, schools should first diagnose the specific barriers that their disadvantaged pupils are facing.



The EEF's [Guide to the Pupil Premium](#) is a helpful starting point for schools.

It is available online, and free to download at [www.eef.li/pupil-premium](http://www.eef.li/pupil-premium)



# 1

## High quality teaching

**Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils**

Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:

- The EEF's [guidance reports](#) offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The [EEF Toolkit](#) includes summaries of the best available evidence on approaches.
- Evidence Based Education's [Great Teaching Toolkit](#) provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.
- Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF '[Cognitive Science Approaches in the Classroom: A Review of the Evidence](#)' summarises the evidence for teachers.

**Professional development on evidence-based approaches**

*for example feedback, metacognition, reading comprehension, phonics or mastery learning*

Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:

- The [EEF Toolkit](#) and [guidance reports](#).
- The EEF's '[Effective Professional Development](#)' guidance report offers support in designing and delivering PD and selecting external PD.
- The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as '[Considering a balanced design](#)', and more [here](#).

**Mentoring and coaching**

A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:

- The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the '[Effective Mechanisms of PD](#)' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.

**Recruitment and retention of teaching staff**

Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders. Supporting resources:

- The EEF's '[Effective Professional Development](#)' guidance report.
- Schools may choose to refer to other tools to manage workload, including the DfE's '[Reducing School Workload Collection](#)', which offers support and practical resources.

**Technology and other resources focussed on supporting high quality teaching and learning**

Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources:

- The EEF's '[Using Digital Technology to Improve Learning](#)' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.
- The EEF's [short summary](#) of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning.



## 2

### Targeted academic support



**Interventions to support language development, literacy, and numeracy**

Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:

- The EEF's '[Selecting Interventions](#)' tool offers evidence-informed guidance to select an apt programme.
- The EEF has dedicated web pages on effective approaches to support [literacy](#) and [numeracy](#).

**Activity and resources to meet the specific needs of disadvantaged pupils with SEND**

Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:

- The EEF guidance report on [Special Educational Needs in Mainstream Schools](#) includes 5 evidence-based recommendations to support pupils with SEND.

**Teaching assistant (TA) deployment and interventions**

Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:

- The EEF guidance report on [Making the Best Use of Teaching Assistants](#) includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.
- The EEF Toolkit has a strand on [teaching assistant interventions](#).

**One to one and small group tuition**

Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:

- The EEF Toolkit has a strand on [one to one tuition](#) and [small group tuition](#).

**Peer tutoring**

Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership. Supporting resources:

- The EEF Toolkit has a strand on [peer tutoring](#).

## 3

### Wider strategies



**Supporting pupils' social, emotional and behavioural needs**

Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:

- The EEF guidance report on [Improving Social and Emotional Learning in Primary Schools](#) includes 5 core competencies to be taught explicitly.
- The EEF guidance report on [Improving Behaviour in Schools](#) includes 6 recommendations to support evidence-informed decisions about behaviour strategies.
- The EEF Toolkit has a strand on [social and emotional learning](#) and [behaviour interventions](#).

**Supporting attendance**

There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:

- The EEF guidance report on '[Working with Parents to Support Children's Learning](#)' includes a focus on offering more intensive support, which can include approaches to support attendance.

**Extracurricular activities**

*including sports, outdoor activities, arts, culture and trips*

Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:

- The EEF Toolkit has a strand on [arts participation](#).

**Extended school time, including summer schools**

Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources:

- The EEF Toolkit has a strand on [extending school time, summer schools](#), and [homework](#).

**Breakfast clubs and meal provision**

There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources:

- The EEF has independently evaluated the [Magic Breakfast programme](#).

**Communicating with and supporting parents**

Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:

- The EEF Toolkit has a strand on [parental engagement](#).
- The EEF guidance report on '[Working with Parents to Support Children's Learning](#)' offers practical approaches and insights for communicating and supporting parents.