

Mercia School

Pupil Premium Spending and Success Statements 2020-21



Author:
Joshua G. Fisher
Deputy Headteacher

This policy has been approved by the Local Governing Body and has been signed by the Chair of Governors	
Approval date	September 2020
Date of Review	September 2021



Mercia School

Pupil Premium Spending and Success Statements

Contents:

Page number	Content
p.3	<ul style="list-style-type: none">• Introduction• Allocation
p.4	<ul style="list-style-type: none">• Barriers to future attainment• How are we spending the Pupil Premium?<ol style="list-style-type: none">1. Quality first teaching2. Tailored intervention3. Minimizing barriers
p.5-7	Statement of success 2020-21
p.8	Spending Plan 2020-21
p.9-10	Impact
p.11	Strategic vision 2019-22

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



Mercia School

Pupil Premium Spending and Success

2020-21

Introduction

The Pupil Premium gives schools extra funding to raise the attainment of disadvantaged pupils from reception to Year 11. The funding stream was introduced in April 2011 and the amount allocated to schools has continued to grow over the last few years. In 2020, schools will receive:

- £1,300 per pupil of primary-school age
- £935 per pupil of secondary-school age
- £1,900 per pupil for looked-after children who:
 - have been looked after for 1 day or more
 - are adopted
 - leave care under a Special Guardianship Order or a Residence Order

Allocation 2020-21

The UK government has allocated £79,822 to Mercia School for the academic year 2020-21. This equates to 84 pupils out of a school total of 434. This means 19.3% of Mercia pupils are eligible for the Pupil Premium.

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021>



Mercia School

Pupil Premium Barriers

Barriers to future attainment for pupils eligible for the Pupil Premium

Internal barriers

- Disadvantaged pupils may start at Mercia School with relatively lower aspirations than other pupils in the school.
- Disadvantaged pupils may present lower attendance and have underdeveloped learning habits when compared to other pupils.
- Disadvantaged pupils will have been hit harder by the Covid-19 pandemic.

External barriers

- Families of disadvantaged pupils can be harder to reach and may perceive that they have been let down by the education system.

How are we spending the Pupil Premium?

We spend the pupil premium as a part of our whole-school teaching and learning strategy. The school draws on research 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.

We consider effective use of Pupil Premium, as published by the EEF (found here:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

Our Pupil Premium spend is divided into the following three priority areas, which is in line with advice and guidance from the DfE (found here:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

After March 2020, we have also considered the Covid-19 catch up plan from the EEF:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

1. Excellent teaching

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques every week to ensure consistency in quality of teaching. The best way to ensure pupils make progress is to harness the power of feedback. Each day has feedback time built into it where the class teacher works with pupils either one-to-one or as a whole group with the aim that no pupil goes home with a misconception. There are assessment points every eleven weeks, followed by two weeks of re-teaching and curriculum innovation. After school intervention and self-study provides further opportunity for pupils to make excellent progress. Vocabulary and language-modelling is central to every single lesson. In short, improving the quality of teaching will raise outcomes for all, but it will be disproportionately beneficial to disadvantaged pupils.

2. Highly tailored interventions and more lesson time

We will find out where the basic knowledge and skills gaps exist among eligible pupils as soon as they arrive in Year 7 and deploy our best teachers to help close these gaps. CATs and internal assessment help us to identify the pupils most in need of support. To help pupil progress, pupils receive five 30 minutes reading sessions mid-morning, two one-hour self-study periods and five half hour Mastery Time sessions focused on reading, Religious Education, British Values and meaningful reflection. A small number of pupils will also be expected to attend further intervention as suggested by the SENCO and intervention lead. This is known as Accelerated Learning.

3. Minimizing barriers to achievement through enrichment/activities

We have thought carefully about what barriers to learning our pupils are likely to be experiencing, and how to remove or, at least, minimise them. For example, we have employed an English specialist intervention lead and an pupil support administration team to provide well-targeted support to improve attendance, behaviour, academics, and links with families where these are barriers to a pupil's learning. We ensure all pupils take part in a wide-range of opportunities, regardless of socio-economic background.



Mercia School

Statement of success 2020-21

Year 7

Statements of Success		Disadvantaged and 'others'	2020-21 Cycle RAG		
			1	2	3
A	The average percentage score on assessed work for disadvantaged pupils in English is in line with that for other pupils in Mercia School	MS Disad	62.2%		59.3%
		MS others	69.7%		66.7%
B	The average percentage score on assessed work for disadvantaged pupils in Mathematics is in line with that for other pupils in Mercia School	MS Disad	61.5%		64.5%
		MS others	71.5%		73.5%
E	The % of Pupil Premium pupils engaged with extra-curricular activities is 100%	MS Disad	Yes		Yes
		MS others	Yes		Yes
F	Attendance of disadvantaged pupils is at least in line with that of other pupils nationally. (95.3% national in 2018/19, 92.5% national dis in 2018/19)	MS Disad	97.7%		94.19%
		MS others	98.6%		98.11%
G	Attendance of disadvantaged pupils is at least above that of 'other' pupils nationally (95.8% in 2018/19)	MS Disad	97.7%		94.19%
		MS others	98.64%		98.11%
H	% of disadvantaged pupils with one or more FTEs is at least in line with that 'other' pupils nationally.	MS Disad	Yes (0)		Yes (0)
		MS others	Yes (1)		Yes (0)
I	% of disadvantaged pupils with one of more FTEs is at least in line with or less than all pupils at Mercia School	MS Disad	Yes (0)		Yes (0)
		MS others	Yes (1)		Yes (0)
J	Average number of demerits received by disadvantaged pupils is in line or less than other pupils at Mercia School	MS Disad			
		MS others			

Assessment Cycle 2 did not take place due to the school closure caused by the pandemic. Please read the school's report on its action to combat the challenges of the school closure.

Furthermore, the school is aware of the pitfalls and shortcomings of internal datasets. As a result, we have invested heavily in external progress assessments from GL Assessment. Data can be viewed in the 'Progress and Achievement Report 2020-21', which is available on the school website.

Attendance national statistics taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/875275/Absence_3term.pdf



Mercia School

Statement of success 2020-21

Year 8

Statements of Success		Disadvantaged and 'others'	2020-21 Cycle RAG		
			1	2	3
A	The average percentage score on assessed work for disadvantaged pupils in English is in line with that for other pupils in Mercia School	MS Disad	69.9%		75.1%
		MS others	71.9%		76.6%
B	The average percentage score on assessed work for disadvantaged pupils in Mathematics is in line with that for other pupils in Mercia School	MS Disad	55.4%		58.1%
		MS others	66.4%		69.7%
E	The % of Pupil Premium pupils engaged with extra-curricular activities is 100%	MS Disad	Yes		Yes
		MS others	Yes		Yes
F	Attendance of disadvantaged pupils is at least in line with that of other pupils nationally. (95.3% national in 2018/19, 92.5% national dis in 2018/19)	MS Disad	96.7%		97.26%
		MS others	99.05%		97.7%
G	Attendance of disadvantaged pupils is at least above that of 'other' pupils nationally (95.3% in 2018/19)	MS Disad	96.7%		97.26%
		MS others	99.05%		97.7%
H	% of disadvantaged pupils with one or more FTEs is at least in line with that 'other' pupils nationally.	MS Disad	Yes (0)	Yes (0)	
		MS others	Yes (0)	Yes (0)	
I	% of disadvantaged pupils with one of more FTEs is at least in line with or less than all pupils at Mercia School	MS Disad	Yes (0)	Yes (0)	
		MS others	Yes (0)	Yes (0)	
J	Average number of demerits received by disadvantaged pupils is in line or less than other pupils at Mercia School	MS Disad			
		MS others			

Assessment Cycle 2 did not take place due to the school closure caused by the pandemic. Please read the school's report on its action to combat the challenges of the school closure.

Furthermore, the school is aware of the pitfalls and shortcomings of internal datasets. As a result, we have invested heavily in external progress assessments from GL Assessment. Data can be viewed in the 'Progress and Achievement Report 2020-21', which is available on the school website.

Attendance national statistics taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/875275/Absence_3term.pdf



Mercia School

Statement of success 2020-21

Year 9

Statements of Success		Disadvantaged and 'others'	2020-21 Cycle RAG		
			1	2	3
A	The average percentage score on assessed work for disadvantaged pupils in English is in line with that for other pupils in Mercia School	MS Disad	72.9%		70.5%
		MS others	77.1%		55.6%
B	The average percentage score on assessed work for disadvantaged pupils in Mathematics is in line with that for other pupils in Mercia School	MS Disad	64.9%		63.1%
		MS others	72.5%		72%
E	The % of Pupil Premium pupils engaged with extra-curricular activities is 100%	MS Disad	Yes		Yes
		MS others	Yes		Yes
F	Attendance of disadvantaged pupils is at least in line with that of 'other' pupils nationally. (95.3% national in 2018/19, 92.5% national dis in 2018/19)	MS Disad	97.3%		97.4%
		MS others	98.5%		98.1%
G	Attendance of disadvantaged pupils is at least above that of 'other' pupils nationally (95.8% in 2018/19)	MS Disad	97.3%		97.4%
		MS others	98.5%		98.1%
H	% of disadvantaged pupils with one or more FTEs is at least in line with that 'other' pupils nationally.	MS Disad	Yes (0)		Yes (0)
		MS others	Yes (0)		Yes (1)
I	% of disadvantaged pupils with one of more FTEs is at least in line with or less than all pupils at Mercia School	MS Disad	Yes (0)	Yes (0)	
		MS others	Yes (0)	Yes (1)	
J	Average number of demerits received by disadvantaged pupils is in line or less than other pupils at Mercia School	MS Disad			
		MS others			

Assessment Cycle 2 did not take place due to the school closure caused by the pandemic. Please read the school's report on its action to combat the challenges of the school closure.

Furthermore, the school is aware of the pitfalls and shortcomings of internal datasets. As a result, we have invested heavily in external progress assessments from GL Assessment. Data can be viewed in the 'Progress and Achievement Report 2020-21', which is available on the school website.

Attendance national statistics taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/875275/Absence_3term.pdf



Mercia School

Spending Plan 2020-21

Plan	Implementation Timeline						Cost (£)	Lead & Review	2020-21 Cycle RAG		
	Sep 20	Nov 20	Jan 21	Mar 21	May 21	Jul 21			1	2	3
1 Embed reading enrichment time through purchasing further mastery texts to help ensure that pupils are reading widely across Y7-9.	Im	Im			Im	Rv	£1000	JF	Green	Black	Green
2 Increase the library stock to over 3000 items by the end of the academic year 2020-21 and ensure 100% of disadvantaged pupils have booked texts out.	Pl	Im			Im	Im	£1000	JF	Yellow	Black	Green
3 Provide breakfast every morning so all pupils are ready to learn.	Im						£6,000	JF	Green	Black	Green
4 Provide families with uniform support to embed our learning habits.	Im						£4,000	JF	Green	Black	Green
5 Over-staff to assist Accelerated Learning Lead with reading/literacy/numeracy intervention	Pl	Im			Rv	Ev	£30,000	JF	Green	Black	Green
6 Over staff across departments to ensure targeted intervention for pupils most suffering from the Covid school closure	Pl	Im			Rv	Ev	£30,000	JF	Green	Black	Green
7 Fund pupils who require support to participate in enrichment/electives/sports/trips/visits	Pl	Im			Im	Rv	£7,000	JF	Yellow	Black	Green

Key

Co	Communicate	Pl	Plan	Pt	Pilot
Rv	Review	Im	Implement	Ev	Evaluate ⁸



Mercia School

Impact Report 2020-21

Plan		Commentary
1	Embed reading enrichment time through purchasing further mastery texts to help ensure that pupils are reading widely across Y7-9.	<p>A very strong offer of high-quality reading every day has increased the cultural capital of all pupils but disproportionately advanced those from disadvantaged backgrounds. This has been successfully extended across all year groups.</p> <p>All mastery groups read at least 30 minutes a day and are reading challenging texts which is improving literacy levels of all pupils, notably the disadvantaged</p> <p>Pupils comment positively on their reading experiences and are growing in confidence. SEND pupils are positive about the support they receive.</p>
T	Increase the library stock to over 3000 items by the end of the academic year 2020-21 and ensure 100% of disadvantaged pupils have booked texts out.	<p>The library has been successfully stocked and renovated with well over 3000 books.</p> <p>The library has been renovated with new shelving and displays. It is now fully functioning with all pupils having a reading book at all times</p> <p>The library is being used daily by the school's weakest readers.</p> <p>Improvement in basic literacy for most pupils is evident in pupil books and internal data, as well as external progress data</p>
3	Provide breakfast every morning so all pupils are ready to learn.	<p>Every pupil is starting the day with a full stomach and is able to fully focus in lessons.</p> <p>Pupils are working hard and the school is providing the fuel required for all.</p>
4	Provide families with uniform support to embed our learning habits.	<p>All pupils have a school uniform.</p> <p>The school supported 30 families from disadvantaged backgrounds to buy school uniform.</p>
5	Over-staff in English to assist Accelerated Learning Lead with reading/literacy/numeracy intervention	<p>Academic performance of disadvantaged pupils is improving, but an internal gap remains which must close.</p> <p>Interventions around literacy have led to improved reading ages and clear progress in books.</p>
6	Over staff in Geography to ensure targeted intervention for pupils most suffering from the Covid school closure	<p>Contact with parents/carers is constant. Parents of disadvantaged pupils are happy with the school's efforts.</p> <p>Disadvantaged pupils are supported by compassionate individuals who look to solve and preempt any concerns/issues that may arise</p> <p>Successful initiatives in pupil leadership and Duke of Edinburgh has supported pupil involvement in enriching experiences.</p>
7	Fund pupils who require support to participate in enrichment/electives/sports/trips/visits	<p>A very strong offer of high-quality reading every day has increased the cultural capital of all pupils but disproportionately advanced those from disadvantaged backgrounds..</p> <p>All mastery groups read at least 30 minutes a day and are reading challenging texts which is improving literacy levels of all pupils, notably the disadvantaged</p> <p>Pupils comment positively on their reading experiences and are growing in confidence. SEN pupils are positive about the support they receive.</p> <p>Written work is improving as a consequence of wider reading.</p>

Mercia School currently does not have external data to assess the progress of Pupil Premium pupils against others on a national scale. However, to further understand the impact of our strategy, we have subscribed to national external progress tests and surveys provided by GL. The data generated from these tests has been exceptionally positive across all year groups

Please view the Mercia School 'Progress and Attainment Report 2020-21' for more evidence of this strategy's impact.



Mercia School

Impact Report 2020-21

Impact

The assessment cycle has been tightened and the process has ran effectively in cycle 1 of 2020-21, despite the ongoing impact of the Covid-19 pandemic. We have added external assessments to help support our understanding of disadvantaged pupils progress. The data generated shows high impact across all year groups. Furthermore, pupil work, pupil voice, parent voice, attendance and behaviour data shows that disadvantaged pupils continue to disproportionately benefit from our longer school day, additional opportunities for the development of literacy and numeracy, as well as opportunities to undertake homework within the school day. Pupil Premium pupils also benefit from excellent attendance due to the school's approach to monitoring, and intervening with attendance, through our superb support team. The school worked tirelessly to during the school closures. 91% of all pupils attended the summer school in July 2020. 85% of pupils attended the summer school offered in July 2021.

The coronavirus pandemic and Jan – March lockdown undermined our efforts to close the gaps. All pupils received vast amounts of contact whilst the school was closed. Our communication log shows that disadvantaged pupils received even more calls/emails than their 'other' counterparts. A summer-school was held to help pupils close the gap in July 2020, with another held in July 2021. **Further information on both can be found in our Covid recovery report (available on the school website) which outlines the school's strategy in depth and chronologically, as well as the Progress and Achievement Report for 2020-21.**

Quality First Teaching:

We understand the importance of ensuring quality first teaching. We aim to address most pupil's needs through excellent teaching. This enables the effective inclusion of all pupils in high-quality everyday personalised teaching. Teach Like A Champion (TLAC) provides the back bone of our approaches to teaching. Teach Like a Champion' offers effective teaching techniques to help teachers become effective practitioners in the classroom. These powerful techniques are concrete, specific, and are easy to put into action in every lesson.

In addition to TLAC, Mercia's common language for classroom management ensures tight and consistent structures and high expectations of how pupils should behave. We use in-house authored work booklets that provide a great basis for quality first teaching. They contain the subject text, which pupils can interact with for example by highlighting keywords etc. visual clues and images, the lesson content, scaffolding, chunking and dual coding.

Pupils received several work booklets, remote learning opportunities and we held a work 'drop off/feedback' event that was attended by all pupils. A summer school July 01-31st was very well attended and helped close curricula gaps. **Please see the Covid recovery report on the school's website.**

Professional learning and staff development:

All pupils have benefited from a renewed focus and significant investment in staff professional learning. We have utilised in-house expertise to support all staff. This has been successful. This is evident through improved teacher practice and updated schemes of work to reflect best practice and research into cognitive science, especially as we move to KS4 study.

Staff spent huge amounts of time adapting their subject curriculum offer to adjust for post-Covid reopening of schools. This was managed and led by CLs/SLT.



Mercia School

Impact Report 2020-21

Impact

Behaviour:

The school has a consistently calm and focused environment. School leaders walk the school on a lesson-by-lesson to support colleagues and provide immediate feedback. Low level disruption is not tolerated and there are clear and effective behaviour systems in place. As a result all pupils benefit from exceptional behaviour, meaning teachers utilise every second in the classroom for teaching. There was only 1 FTE in 2019-20.

Impact documentation:

1. Pupil voice surveys (PASS)
2. External assessment data (GL)
3. Quality Assurance documentation
4. Parent voice surveys
5. Staff voice surveys
6. Attendance data
7. Behaviour data
8. Internal assessment data
9. Intervention impact data

Please view the Mercia School 'Progress and Attainment Report 2020-21' for more evidence of this strategy's impact.

Actions to consider for developing our PP strategy in 2021-22

- More settled assessment systems must be used to track academic performance to ensure gaps are closed quickly, led by the new AHT. Interventions and identification of need can and will happen before October half term
- Carefully monitor gaps between PP and Non-PP for Year 7/8/9/10 at the end of each data cycle
- Identify pupils who may need additional support early so early intervention work can take place within each department. Use NGRT, GL assessments and CATs to further identify strengths in Y7 with the absence of SATs in mind
- Build on Summer School catch-up success and effectively review the curriculum to close gaps in knowledge
- Review intervention and support required for PP pupils in maths and English
- Increase access and awareness of the hardship fund 2021-22
- More strategic monitoring of PP pupils for wider enrichment engagement, notably Duke of Edinburgh in Year 9 and any trips/visits
- Continued PP literacy intervention required in Y7/8/9/10 for pupils who have not made sufficient advancement in reading ages.



Mercia School

Strategic Vision 2019-22

Sustaining an exceptional learning culture

1. Demonstrate outstanding progress and achievement for all
2. Ensure learning is rigorous, engaging and underpinned by meaningful feedback
3. Cultivate effective, autonomous staff members at every level of the organisation

Extending an ethos focused on employability

1. Create a disciplined and happy school culture
2. Develop pupils who demonstrate commitment, determination and excellence
3. Embed a rich and exciting curriculum that develops cultural capital for all

Maintaining a community which looks to support pupils, no matter what it takes

1. Establish a genuine three-way partnership between families, pupils and the school improvement
2. Develop strong external partnerships to enhance the life choices of Mercia School pupils

APPENDIX 1: Education Endowment Foundation (EEF) – Teaching & Learning Toolkit**

The Sutton Trust-EEF 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. Mercia School priorities are highlighted in red.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
1	Arts participation	£££££	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£££££	★★★★★	0 Months	Very low or no impact for moderate cost based on very limited evidence.
3	Behaviour interventions	£££££	★★★★★	+ 3 Months	Moderate impact for very moderate cost, based on extensive evidence.
4	Block scheduling	£££££	★★★★★	0 Months	Very low or negative impact for very low of no cost, based on limited evidence.
5	Built Environment	£££££	★★★★★	0 months	Very low or no impact for moderate cost based on very limited evidence.
6	Collaborative learning	£££££	★★★★★	+ 5 Months	Moderate impact for very low cost, based on extensive evidence.
7	Digital technology	£££££	★★★★★	+ 4 Months	Moderate impact for high cost, based on extensive evidence.



Mercia School

Strategic Vision 2019-22

8	Early years intervention	£££££	★★★★★	+ 5 Months	Very high impact for very high costs, based on extensive evidence.
9	Extended school time	£££££	★★★★★	+ 2 Months	Low impact for moderate cost, based on limited evidence.
10	Feedback	£££££	★★★★★	+ 8 Months	Very high impact for low cost, based on moderate evidence.
11	Homework (Primary)	£££££	★★★★★	+ 2 Month	Low impact for very low or no cost, based on moderate evidence.
12	Homework (Secondary)	£££££	★★★★★	+ 5 Months	Moderate impact for very low or no cost, based on moderate evidence.
13	Individualised instruction	£££££	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
14	Learning styles	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
16	Mastery learning	£££££	★★★★★	+ 5 Months	Moderate impact for low cost, based on moderate evidence.
17	Mentoring	£££££	★★★★★	+ 1 Month	Very low or no impact for moderate cost, based on extensive evidence.
17	Meta-cognition and self-regulation	£££££	★★★★★	+ 7 Months	High impact for low cost, based on extensive evidence.
18	One to one tuition	£££££	★★★★★	+ 5 Months	Moderate impact for high cost, based on extensive evidence.
19	Oral language interventions	£££££	★★★★★	+ 5 Months	Moderate impact for low cost, based on extensive evidence.



Mercia School

Strategic Vision 2019-22

21	Outdoor adventure learning	£££££	★★★★★	+ 4 Months	Moderate impact for moderate results, based on moderate evidence.
22	Parental engagement	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
23	Peer tutoring	£££££	★★★★★	+ 5 Months	High impact for low cost, based on extensive evidence.
24	Performance pay	£££££	★★★★★	+ 1 Months	Low or no impact for low cost, based on very limited evidence.
25	Phonics	£££££	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
26	Reading strategies	£££££	★★★★★	+ 6 Months	High impact for low cost, based on extensive evidence.
27	Reducing class size	£££££	★★★★★	+ 3 Months	Moderate impact for high cost, based on moderate evidence.
28	Repeating a year	£££££	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
29	School uniform	£££££	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
30	Setting or streaming	£££££	★★★★★	- 1 Months	Negative impact for very low or no cost, based on limited evidence.
31	Small group tuition	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
32	Social and emotional learning	£££££	★★★★★	+ 4 Months	Moderate impact for very low cost, based on extensive evidence.
33	Sports participation	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on limited evidence



Mercia School

Strategic Vision 2019-22

34	Summer schools	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
35	Teaching assistants	£££££	★★★★★	+1 Month	Low impact for high cost, based on limited evidence.
36	Within-class attainment grouping	£££££	★★★★★	+ 3 Months	Moderate impact for very low cost, based on limited evidence.