

## Pupil premium strategy statement 2021-2024- Updated October 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Christ the King College
Number of pupils in school	1100
Proportion (%) of pupil premium eligible pupils	246 (22.36%)
Academic year/years that our current pupil premium strategy plan covers (	<u>2021-22 -224 (19.33%)</u> <u>2022-23 -246 (22.36%)</u> 2023-24
Date this statement was published	November 2021 Updated October 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr Kevin McDermott
Pupil premium lead	Mrs Louise Clark
Governor / Trustee lead	Mrs Elizabeth Burden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,040 (estimate)
Recovery premium funding allocation this academic year	£15,407 (April 21- Mar 22)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£237,477

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum and opportunities outside the classroom.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and other students who we feel are at significant risk of not achieving their potential. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

To achieve this the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school..

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Internal data suggests that weak literacy is a substantial barrier for many of our students, especially our disadvantaged students and therefore developing literacy in both KS 3 and 4 is core to this plan, alongside other specific interventions based on identified need.

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's vision, an inclusive, aspirational Christian College where everyone has the opportunity to the potential..... and beyond.
- That we are an **evidence based school** and that decisions and interventions should be based on research and data
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF
- That **developing literacy** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- That providing **high quality pastoral and CEIAG support** is essential to meet the wider needs of all students
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our disadvantaged students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3.
2	Our attendance data indicates that attendance among disadvantaged pupils is 7% lower than for non-disadvantaged pupils.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Assessments, observations and our NGRT data indicates that our disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
4	For some of our disadvantaged students' their attitude to learning is on average lower than their peers, which is reflected in behaviour data and attainment data. Through observations and discussions with students and staff these students lack metacognition and self regulation strategies when faced with challenging tasks or situations.
5	For some of our disadvantaged students' their Home Learning Environment, attendance to events and cultural capital is lower than their peers.
6	The impacts of Covid19 and Lockdown have had a disproportionate effect on some of our disadvantaged students compared to their peers, These findings are backed up by national studies. This has resulted in knowledge gaps in their learning as well as social and emotional problems such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum throughout KS3,4 and 5	2023/24 KS4 outcomes demonstrate that the gap between disadvantaged and non disadvantaged pupils is minimal as an average but also in individual subjects.
Further develop and improve quality of teaching and learning with "quality first teaching" in all classrooms .	Learning walks, book checks and department reviews identifies that all students experience lessons that enable at least good progress to be made.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2023/24 demonstrated by all learners and for the gap between disadvantaged and non disadvantaged to be below 3%

Improve the literacy of our disadvantaged students through the use of Bedrock, Lexia and classroom strategies.	NGRT tests demonstrate improved reading and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Improve disadvantaged students' attitude to learning and reduce the number of FTE and Cs given to PP students so that it is inline with their peers.	Behaviour data (i.e. Number of C's) for our disadvantaged students to be in line with peers by 2024 For the number of PP students who receive fixed term exclusions to fall year on year, with the aim of being equivalent to their peers by 2024
Further develop our metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.
Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.	Learning walks and rewards data show effective use of behaviour for learning strategies and routines in line with whole school policy.
Our disadvantaged students engage in a wide range of enrichment activities to the same level as their Non-PP Peers.	To use Edulink to monitor and track engagement from Sept 2021 and for levels of engagement for Our disadvantaged students to be in line with Our- Non disadvantaged students by 2024.
Further develop our CEIAG provision to all disadvantaged students i.e.: <ul style="list-style-type: none"> <li>• further develop access to further education paths into post 16 education.</li> <li>• Ensure PP students are prioritised for a meeting with the careers adviser.</li> <li>• Further develop attendance of PP students to careers related trips and experiences.</li> <li>• Further develop access to further education paths into post 16 education.</li> </ul>	Attendance of parents and students at Sixth Form open event in line with Non-PP by June 2024. Apprenticeship and college information event provided to all year 11 students, with attendance of PP students in line with Non-PP students.  All Year 9-11 students to have 1 career related trip / experience per school year
Further develop parental engagement with school in terms of attendance to parents evening and dialog about students learning.	Attendance at parents evening for our disadvantaged students is in line with their peers by 2024.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £115,000 (estimate 22-23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	<p><a href="#">Supporting the Attainment of Disadvantaged Pupils</a> (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF ToolKit (2021) which claims significant improvement in learning <a href="#">Feedback + 6 Months</a></p>	1,3,4,6
CPD to develop consistent high quality behaviour for learning techniques in all lesson.	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF ToolKit (2021) which claims that effective <a href="#">behavioural management strategies</a> , have a benefit of significant improvement in learning i.e. +4 Months to learning	1,4
Use of standardised tests (CATs and NGRT)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,3,4,5,6
Assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights the importance of effective assessment improving student outcomes.	1,3, 4,5,6
Further development of metacognitive and self-regulation skills in all our students.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. This is supported by the EEF ToolKit (2021) which claims that <a href="#">metacognitive and self-regulation</a> have a benefit of 7+ months of learning.	1,2,3,4,5,6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 55,000 (estimate 22-23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Providing subject specific revision and intervention sessions. Providing specific revision material e.g. revision guides</p>	<p>Engagement for our disadvantaged students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months.</p>	<p>1,3,4,5,6</p>
<p>Increased 1:1 career adviser interviews</p>	<p><a href="#">CEC report (2020)</a>: highlights importance of careers guidance. Effect sizes reported by <a href="#">Hattie (2016)</a> show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>	<p>1.4,5,6</p>
<p>Bedrock Online vocabulary in KS3 and lexia to further support literacy development</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that <a href="#">reading comprehension strategies</a> can have +6 months benefit</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3,4,5,6</p>
<p>Small group tuition using in school tutoring</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that <a href="#">small group</a> tuition has +4 months benefit and <a href="#">1:1 tuition</a> can have a benefit of +5 months</p>	<p>1,2,3,4,5,6</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 62,000 (estimate 22-23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality pastoral care including mentoring and support of vulnerable students.</p>	<p>EEF Toolkit (2021) reports that <a href="#">mentoring</a> has a +2 months benefit to students</p> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>	<p>1,4,5,6</p>
<p>Expand and develop our alternative provision (AP) both on and off site to support our learners, particularly those at risk of FTE and PEX:</p>	<p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>	<p>1,4,5 ,6</p>
<p>Targeted attendance activities, embedding the good practice set out in <a href="#">DFE's Improving school Attendance</a></p> <ul style="list-style-type: none"> <li>● Continue to work with PP parents and students to identify specific barriers to attendance</li> <li>● Bespoke timetable t support learner to access school</li> <li>● Target support based on specific barriers</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2 (in turn will support 1,3,4,5,6)</p>
<p>Where required provide laptops and ICT access for all students in order to support their learning both in and outside the classroom.</p>	<p>Wider literature e.g. <a href="#">Colman (2021)</a> shows that PP students significantly affected by digital divide, especially during pandemic.</p>	<p>5,6</p>
<p>Increase the attendance at parents evening by:</p> <ul style="list-style-type: none"> <li>● Developing early online booking for our disadvantaged families.</li> <li>● Where disadvantaged families have not attended, encourage alternative contact via Pastoral staff</li> </ul>	<p>EEF Toolkit (2021) reports that that <a href="#">effective parental engagement</a> can have +2 months benefit to student progress</p>	<p>5,1</p>

Further develop a mentoring system for students where required to provide aspirational role models and support students through secondary school.	EEF's toolkit report <a href="#">Mentoring</a> provides a benefit of 2+ months.	1,2,3,4,5,6
Provide a rich extracurricular offer that allows our learners to develop outside the classroom	EEF's toolkit reports +2 months benefit from both <a href="#">arts</a> and <a href="#">sports participation</a>	5
Increase number of careers events attend by Yr9-11 students to 1 per year	CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	1 ,4.
Develop a robust data tracking system that allows relevant staff to implement strategies to support those who are identified as under performing.	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement	1,2,3,4,5,6,

**Total budgeted cost: £232,000**

## Part B: Review of outcomes in the previous academic year

Challenge number	Detail of challenge	2021-2022 review
1	<p>Our disadvantaged students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3.</p>	<p>Our year 7 cohort that started in September 2022 had not had a full academic year in school since Year 4. 164/180 attend our Summer school where we were able to observe their interaction and begin to get to know the students as their in school transition days did not take place due to a local outbreak of COVID. The students generally settled well, although they needed a lot of social and emotional support. 76 students have CATS scores below 100 and 89 with reading ages below their chronological age. Subjects have adapted their curriculum in order to reduce learning gaps and support the learners, they have done this by reviewing prior learning and data available and teaching alternative scheme to meet the needs of the class,</p>
2	<p>Our attendance data indicates that attendance among disadvantaged pupils is 7% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>Attendance this academic year has been challenging and the data confirms this- and the difference between PP and non PP remains 7%. We are working closely with our Local Authority and many in house invitations are in place to drive attendance, this continues to be a priority for next year.</p> <p>Overall PP - 79.87%</p> <p>Non-PP 87.14%</p> <p>Yr 7 - 11 attendance = 85.5%</p>
3	<p>Assessments, observations and our NGRT data indicates that our disadvantaged pupils generally</p>	<p>NGRT data has shown improvement for students who have been part of our school led tuition programme.</p>

	have lower levels of reading comprehension than peers. This impacts their progress in all subjects.	Year 7-9 will take the NGRT in September 2022, this data will support planning for further interventions.
4	For some of our disadvantaged students' their attitude to learning is on average lower than their peers, which is reflected in behaviour data and attainment data. Through observations and discussions with students and staff these students lack metacognition and self regulation strategies when faced with challenging tasks or situations.	Year 10 and 11 received external workshops from MADE training and Positively you to support their understanding of independent learning. Students, parents and teachers reported a better understanding <a href="#">see attached for feedback from parents, students and staff regarding the training</a> . Interventions based around zones of regulation and study skills are also provided. An area for development for 2022-2023 is students' resilience in their learning and tackling challenging tasks/situations.
5	For some of our disadvantaged students' their Home Learning Environment, attendance to events and cultural capital is lower than their peers.	This currently remains the same.
6	The impacts of Covid19 and Lockdown have had a disproportionate effect on some of our disadvantaged students compared to their peers, These findings are backed up by national studies. This has resulted in knowledge gaps in their learning as well as social and emotional problems such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.	We now have a MHST once a week and referrals are being made to support our students. Further support in this area is being investigated.

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	2021-2022 review
Improved attainment among disadvantaged pupils across the curriculum throughout KS3,4 and 5	2023/24 KS4 outcomes demonstrate that the gap between disadvantaged and non disadvantaged pupils is minimal as an average but also in individual subjects.	
Further develop and improve quality of teaching and learning with “quality first teaching” in all classrooms .	Learning walks, book checks and department reviews identifies that all students experience lessons that enable at least good progress to be made.	Through monitoring visits and Subject review the quality of teaching is developing and improving, subjects are support by HIAS and whole school CPD in developing and sharing good practice.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2023/24 demonstrated by all learners and for the gap between disadvantaged and non disadvantaged to be below 3 %	Current gap is 7%, further targeted support for persistently absent students will begin in September.

<p>Improve the literacy of our disadvantaged students through the use of Bedrock, Lexia and classroom strategies.</p>	<p>NGRT tests demonstrate improved reading and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>	<p>Bedrock data shows that disadvantaged students make an average of 24% progress compared to 20% progress for non PP students.</p> <p>Further development of the use of NGRT data is planned for the academic year 2022-2023 in order to identify students who require intervention and be part of the school-led support programme.</p>
<p>Improve disadvantaged students' attitude to learning and reduce the number of FTE and Cs given to PP students so that it is inline with their peers.</p>	<p>Behaviour data (i.e. Number of C's) for our disadvantaged students to be in line with peers by 2024</p> <p>For the number of PP students who receive fixed term exclusions to fall year on year, with the aim of being equivalent to their peers by 2024</p>	<p>Our behaviour policy has been updated for 2022-2023, data will be scrutinised in order to plan effectively for students to be in the best possible learning environment. Data is looked at fortnightly and intervention planned based on this.</p>
<p>Further develop our metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are becoming more able to monitor and regulate their own learning, seen in a reduction of C's and increase in R's.</p>	<p>on going</p>
<p>Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.</p>	<p>Learning walks and rewards data show effective use of behaviour for learning strategies and routines in line with whole school policy. "There is much to celebrate around how the behaviour systems are now becoming embedded. Staff are using the procedures effectively and it was interesting to note that there was no low level disruption seen during this visit." LA monitoring visit Oct 2022</p>	<p>"The younger year groups were enthusiastic and settled in the school. They reported enjoying lessons and felt their learning was not disrupted as teachers deal with any pupils who may be challenging." LA monitoring visit Oct 2022</p>
<p>Our disadvantaged students engage in a wide range of enrichment</p>	<p>To use Edulink to monitor and track engagement from Sept 2021 and for levels of engagement for</p>	<p>This academic year 22% of PP students have attended an extracurricular activity. We have found that personal invites to activities encourage</p>

<p>activities to the same level as their Non-PP Peers.</p>	<p>Our disadvantaged students to be in line with Our-Non disadvantaged students by 2024.</p>	<p>our learners to attend. We will use face to face assemblies to promote activities for 2022-2023 and where possible have these led by students who attend them rather than the adult that leads.</p>
<p>Further develop our CEIAG provision to all disadvantaged students i.e.:</p> <ul style="list-style-type: none"> <li>● Further develop access to further education paths into post 16 education.</li> <li>● Ensure PP students are prioritised for a meeting with the careers adviser.</li> <li>● Further develop attendance of PP students to careers related trips and experiences.</li> <li>● Further develop access to further education paths into post 16 education.</li> </ul>	<p>Attendance of parents and students at Sixth Form open event in line with Non-PP by June 2024.</p> <p>Apprenticeship and college information event provided to all year 11 students, with attendance of PP students in line with Non-PP students.</p> <p>All Year 9-11 students to have 1 career related trip / experience per school year</p>	<p>This is a focus for the academic year, students who are prioritised are those at risk of NEAT, vulnerable students and those who are struggling to engage in learning in order to provide support in a direction..</p>
<p>Further develop parental engagement with school in terms of attendance to parents evening and dialog about students learning.</p>	<p>Attendance at parents evening for our disadvantaged students is in line with their peers by 2024.</p>	<p>This is a focus for the academic year via invites to parent forums, questionnaire, parent voice.</p>

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

## REVIEW OF PP FUNDING ACADEMIC YEAR: 2020/2021

### Quality of teaching for all

Action	Intended outcome	Staff lead	Evaluation
The most important impact on progress and attainment is good quality teaching. To develop our teaching and learning strategies to ensure all our students achieve.		LBR, LCL, SLT, HOD's	Learning walks by College staff and external agencies have highlighted a number of positives without teaching and learning. There are some areas of development which will continue into the next action plan. This is an ever evolving area.
Develop reading across the curriculum	Reading ages to be at least in line with chronological age	LCL, SLE, MLI	Through the use of Bedrock in KS 3 our data has shown on average increase for all students at 21% and PP 31% progress. Some NGRT results are also showing a positive improvement, however more work is required here post lockdowns. Development of reading in tutor time has supported staff and students in the progress of this whole college initiative.
Homework club- to provide a supportive environment where homework can be completed- this will be LRC where there is computer access.	Provision to support learners in completing their homework	LCL, VGA	provision was offered, however take up was minimal, , offer was hard to provide due to bubbles and use of areas. This is to be further developed 2021/2022

<p>Our disadvantaged students are offered support to access trips/visits and extra curricular in order to break down any financial barriers they may have.</p>	<p>Curriculum linked school trips are funded for disadvantaged students to ensure they have the same access to opportunities as their peers.</p>	<p>LCL</p>	<p>Due to Covid and many restrictions in place there was a large proportion of the academic year where trips were not able to take place. however activities that did take place and support was required this was granted.</p>
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## Targeted support

Action	Intended outcome	Staff lead	Evaluation
To develop our students' mindset so they understand that they can achieve.	Students develop a growth mindset for their achievements and their future.	LBR, LCL	Through our Staff CPD growth mindset was launched within college, this was then shared with students via assemblies, competitions and tutor time. It is part of our shared language across the college and in many cases students are able to relate to this and have strategies in order to
To develop students' aspirations POST 16.	Students are aspirational in their post 16 destinations and have a clear path for their future.	Sixth form team	
To support and challenge behaviour choices.	A reduction in the choices and consequences system for our disadvantaged students	RCL	Behaviour data has been analysed on a half termly basis, with students being identified and supported where a pattern has emerged. More work now needs to be carried out to identify the triggers and support the students before a behaviour incident occurs.

<https://docs.google.com/document/d/15iIEIZG-2Evi83ibfeLbRJKzNBAYPq-SX4OIk5idVyA/edit#>

Other approaches			
Action	Intended outcome	Staff lead	Evaluation
Our disadvantaged students are offered support to access trips/visits and extra curricular in order to break down any financial barriers they may have.	Curriculum linked school trips are funded for disadvantaged students to ensure they have the same access to opportunities as their peers.	LCL	Due to Covid and many restrictions in place there was a large proportion of the academic year where trips were not able to take place. however activities that did take place and support was required this was granted.
Development of our student council and ways that students can express their concerns and support for the College.	Disadvantaged Students are participating in College and Sixth form council and leadership team		This is an area under constant review and due to Covid has not fully developed yet. This is an action to continue in the 2021-2022 academic year.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

## Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	PP services funding was amalgamated with wider PP funding

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