

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and NTP funding for the 2022 to 2023 academic year), 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	Yavneh College
Number of pupils in school	1073
Proportion (%) of pupil premium eligible pupils	4.9
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 – Update 2023-24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr S Lewis
Pupil premium lead	Rabbi A Davis
Governor / Trustee lead	Mrs S Stone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,205
NTP Recovery premium funding allocation this academic year	£7614
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,819

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

For all PP pupils to play a full and successful part in the academic and wider school community. To achieve this we aim:

1. To ensure that all PP pupils **participate** in the academic and wider curriculum to the same extent as their peers
2. To ensure that PP pupils on average make **increasingly good progress** year on year (i.e. Achieve on average a value added Progress 8 Score within 5 years (2026) to the same extent as their peers)
3. To increasingly address and **remove the barriers** faced by our PP pupils e.g. poor attendance, lack of social capital, etc.

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives 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. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/retention of high-quality teaching staff, especially in the core subjects.

There is also internal data and academic literature that highlights the need for high quality pastoral support and attendance interventions to meet the needs of our PP pupils. As such, funding is directed to ensuring that high quality pastoral care is available to all pupils and within this team we ensure that disadvantaged pupils are provided with appropriate support.

What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's motto of "**Olam Chessed Yibaneh – A World Built on Kindness**" for all, regardless of disadvantage or need.
- 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 providing **high quality pastoral and CIAG support** is essential to meet the wider needs of all pupils.
- 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 specific interventions should be based on **identified need**.
- That PP funding is leveraged to benefit **as many pupils as possible**, including non-PP pupils.

Challenges

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

Challenge number	Detail of challenge
1	The small number of PP pupils on roll have lower levels of achievement than their peers on entry to the school and this gap continues to grow in certain areas of the curriculum during KS3 & 4.
2	PP pupils' attendance is lower than their peers.
3	PP pupils' Home Learning Environment and social capital is on average lower than their peers. Home life financial situations results in many PP pupils being unable to access social capital to the same extent as their peers.
4	Many PP pupils' require additional pastoral support as a result of ACEs (adverse childhood experiences) that they may have suffered.

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
Improve pupil outcomes at GCSE	To have closed the gap in KS4 P8 and A8 scores for our school so that they are inline or better than the non PP scores at our school by 2024.
Improve quality of teaching and learning with "quality first teaching" in all classrooms	QA observations, learning walks, work scrutiny, drop-ins and CPD to ensure that all pupils experience lessons that enable at least good progress to be made. To have closed the gap in KS4 P8 and A8 scores for our school so that they are inline or better than the non PP scores at our school by 2024.
Improve attendance of PP pupils	Attendance for PP in line with peers by 2024.
Ensure that all pupils experience a positive learning environment where all pupils feel challenged and confident to contribute and to ask questions.	Learning walks and PARS data show effective use of behaviour for learning strategies and routines in line with whole school policy.
PP pupils to engage in a wide range of enrichment activities to the same level as their Non-PP Peers	An effective system of tracking of participation is put in place Levels of engagement for PP pupils is in line with Non-PP pupils by 2024.
Provide high quality CIAG provision to all PP pupils i.e.: <ul style="list-style-type: none"> Improve access to further/higher education pathways information to post 16 & 18 education. 	Apprenticeship information event offered to all Year 11 pupils, with attendance of PP pupils in line with Non-PP pupils. Careers advisor sessions to have taken place for PP pupils in KS4 & 5.

<ul style="list-style-type: none"> • Ensure all PP pupils offered at least two meaningful encounters with a careers adviser. • Ensure additional guidance given to pupils when choosing KS4 & 5 pathways/subjects. 	HoYs / Head of Sixth Form to have provided appropriate guidance on subject pathways for KS4/5.
Increase PP parents' engagement with school	Attendance at parents evening for PP 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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key specialist teachers - Making sure pupils have teachers who are specialists	Research reported by the DFE (2016) suggests that pupil attainment in core subjects such as maths is greater when delivered by a specialist teacher	1
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving pupil outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1
CPD implemented to develop consistent high quality teaching and behaviour for learning techniques in all lesson centred around Growth Mindset.	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015), Dweck (2006). This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies have a benefit of significant improvement in learning i.e. +4 Months to learning	1
Regular assessments to identify underperforming	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving pupil outcomes. This is further supported by the	1

pupils and to signpost interventions.	EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact	
QA led by WSLT to provide developmental feedback, identify training needs and to share best practice.	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on pupil achievement (+1.57) and therefore supports strategy of sharing good practice.	1

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing subject specific and targeted revision and intervention sessions. E.g. in school sessions during Form Times, lunchtimes and after school.</p> <p>Providing subject specific interventions and revision sessions.</p> <p>Provide high quality subject specific revision material e.g. revision guides</p>	<p>Data tracking scores for PP pupils during lockdown showed progress as lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>Assessment data suggests that targeted academic intervention of pupils with negative progress scores 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>	1, 2, & 3
Increased 1:1 career adviser interviews	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 pupil achievement.	1, 3 & 4

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality pastoral care including mentoring and support of vulnerable pupils by Pastoral Team	EEF Toolkit (2021) reports that mentoring has a +2 months benefit to pupils 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.	2 & 4
Targeted attendance activities, including: <ul style="list-style-type: none"> • Review and update attendance policy • Regular Attendance Reviews of year groups by Pastoral Team & with AIO • Attendance Clinics with Attendance Officer, Pastoral Team & AIO • Work with PP parents and pupils to identify specific barriers to attendance • Target support based on specific barriers 	Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP pupil	1, 2 & 4
Work with partners (DFE, etc) to provide laptops and ICT access for all pupils	Wider literature e.g. Colman (2021) shows that PP pupils significantly affected by digital divide, especially during pandemic.	1 & 3
To continue to promote positive behaviour and use the Ladder of Rewards to celebrate the success of all pupils	Effect sizes reported by Hattie (2016) show that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive outcome on pupil outcomes.	1, 2 & 4
Develop Peer Mentoring Programme for Sixth Form students to provide mentoring to targeted pupils in KS3/4	Research by the Armies families Federation (Noret, Mayor, Al-Afaleq, lingard, & Mair, 2014) highlights the need to “Increase the number of activities to support children and young people’s integration into schools”. Buddying is suggested by the SCip alliance as an effective way of achichiving this.	1 & 4

Ensure that pupils can access full taught and extra curriculum	EEF's tool kit reports +2 months benefit from both arts and sports participation	1 & 3
Provide leadership capacity within WSLT to lead of developing support for PP pupils.	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	1, 2, 3 & 4

Total budgeted cost: £ 50,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupil Premium Strategy Statement and projected expenditure for Yavneh College for 2021 - 2022

Key Stage	Number of pupils	Amount per pupil	Total
KS3 (year 7-8)	18	£955	£17,190
KS4 (years 9-11)	30	£955	£28,650
LAC pupils	None	£1900	0
TOTAL	43		£45,840

Commitment	Process for monitoring	Expected Impact	REVIEW (to be completed in Autumn Term 2022)
Continue to run lunchtime revision/catch up sessions for year 11 students. Approximate cost: £1300	Pupils under target to be encouraged to attend , parents to be emailed, registers taken to monitor attendance of students. Monitored by HoYs, HoDs, subject teachers	Underachieving pupils have extra support for each subject in Year 11 across the year.	A number of departments held tiered/targeted revision sessions . PP pupils were encouraged to attend. Approximate cost: £1000
To organize and run targeted and intensive 'Rapid Reader' support for KS3 pupils, whose Reading Ages are identified as being significantly below chronological age.	Pupils Reading Ages tracked from Term 1 to Term 2, using STAR Reading Test Data. Pupils identified in Term 2 for intensive support in Term 3 to ensure more rapid improvement towards	Pupils Reading Ages will increase – this will be identified using a 3 rd STAR Reading assessment at the end of the program. Pupils will feel more confident.	This intervention dovetailed with the Lexia intervention plan (see below) and together, were extremely successful interventions. Post Mortem assessment revealed most pupils identified and

	<p>meeting age related expectations for reading.</p> <p>HOD Eng/HOD SEND to liaise and assess need.</p> <p>Teachers to run extra sessions as overtime (paid) contact time, using findings from the University of Sussex to drive improvement.</p>	<p>Pupils will be better able to access the curriculum across all subjects.</p> <p>Greater progress across all subjects for pupils.</p>	<p>included in the groups made over 2 years progress in their reading ages, following the 8 week program. Some pupils exceeded this. One pupil made over 4 years of progress.</p> <p>HOD Eng tracked and monitored the impact and findings.</p> <p>Approximate Cost £1800</p>
<p>To organise targeted KS3 intervention using Lexia run by English teachers and HLTA's, for pupils whose Reading ages fall well below chronological age.</p> <p>Approximate Cost £3000</p>	<p>Pupils Reading Ages tracked from Term 1 to Term 2, using STAR Reading Test Data. Pupils identified in Term 2 for intensive support in Term 3 to ensure more rapid improvement towards meeting age related expectations for reading.</p> <p>HOD Eng./HOD SEND to liaise and assess need.</p> <p>Teachers/HLTAs to run extra sessions.</p>		<p>This intervention dovetailed with the Rapid Reader intervention plan (see above) and together, were extremely successful interventions. Post Mortem assessment revealed most pupils identified and included in the groups made over 2 years progress in their reading ages, following the 8-week program. Some pupils exceeded this. One pupil made over 4 years of progress.</p> <p>HOD Eng. tracked and monitored the impact and findings.</p>

(The above commitment and approximation was added mid-year given the Govt. commitment to funding tuition via the NTP)			Approximate Cost £3000
To organise and run 'Virtual Tuition Hubs' in English/Maths/Science, providing small group, weekly tutoring, via Teams, to PP/SEND/Underachieving pupils. Approximate Cost: £4000 (The above approximation was amended given the Govt. commitment to funding tuition via the NTP)	Internal Tracking Data monitored and PP/SEND pupils (whose progress in core subjects is below expectations), will be offered a place in the extra tuition hubs. SLT to monitor attendance/liase with parents and tutors	Pupils misconceptions can be identified in the small group settings and addressed. Pupils will be supported in a low-stakes environment and confidence in the security of knowledge and understanding will increase. Teachers will see impact in class settings, with pupils engaging more and producing work that is of a higher standard. Gaps between attainment of pupils in this group and peers will begin to close. Pupils results in Y10 end of year exams will be more in line with their targets.	There was a mixed degree of success with the intervention and provision of Teams' tutoring groups. Attendance of individual pupils was not consistent in any of the subject areas. When the tuition took place after school during term time, attendance rates overall were higher (at approximately 70%), when this moved to the summer holiday period, attendance fell to below 20% - despite follow up contact with parents/carers. Approximate Cost £4500
Continue to utilise mentors for KS4 pupils struggling to meet target grade in a range of subjects (set by HoY) Approximate cost: n/a	HoY to allocate pupils and mentors (staff or Sixth Form). Pupil Premium pupils to be given priority in terms of available/suitable staff Monitored by HOY 11	Ensuring struggling pupils are given more support in school and made more aware and more accountable for their progress	This ran successfully throughout the year.
Provision for Homework Club for KS3 and KS4 to be run after school from Monday to Thursday (16.00-18.00)	Attendance figures to be monitored by Deputy Headteacher & Head of Sixth Form	Reduce instances of "no homework" from Pupil Premium pupils. Ensuring all pupils have sufficient access	Overall attendance to Homework Club decreased on the whole, over the course of the year, across all groups.

<p>Approximate cost: £3800</p> <p>Continue to run the Y11 'Lightning Lectures' and additional Maths/Science 'Rapid Revision' sessions during form periods for all pupils.</p>	<p>Ensuring that Pupil Premium pupils who continue to struggle with homework are encouraged to attend Homework Club.</p> <p>Monitored by HoYs, HoDs</p>	<p>to resources/suitable working environment necessary to complete homework effectively.</p> <p>Sixth form helpers (subject prefects) are able to directly support pupils.</p>	<p>Approximate cost: £3800</p>
<p>Provide 1:1 catch-up support for pupils in KS4 via Gateway/JW3.</p> <p>Approximate cost: £5,400</p>	<p>Ensuring that Pupil Premium pupils who have struggled to catch-up academically as a result of Lockdown are supported with 1:1 tuition.</p> <p>SENDCO to liaise with Gateway about support.</p> <p>SENDCO & HoY to monitor.</p>	<p>Close the gap for disadvantaged pupils who have fallen behind academically as a result of Lockdown.</p>	<p>Gateway provided online 1:1 support and tuition for 3 pupils</p> <p>Approximate cost: £1,500</p>
<p>Continue to provide resources/equipment support to Pupil Premium pupils where appropriate. This might include textbooks, revision guides, specialist materials for Art and Design students, <i>MathsWatch</i> (DVD), PE kit and</p>	<p>Ensure HoDs and HoYs are aware of PP pupils who may need support and request this.</p> <p>Monitored by HoDs, PE department, Art department, HoYs, Business Manager</p>	<p>Reduce instances of "no equipment" from Pupil Premium pupils.</p> <p>Ensuring all pupils have access to full range of resources needed in every subject and are able to participate fully in class.</p>	<p>Equipment/Resources were given to PP students where necessary (largely on an ad-hoc basis)</p> <p>Approximate cost: £800</p>

<p>school uniform (taken from lost property)</p> <p>Approximate cost: £600</p>			
<p>HoY 11 to arrange 1:1 Parent Intervention Meetings.</p> <p>Approximate cost: £200</p>	<p>HoY 11 to invite parents of any pupils under target in five or more subjects in Year 11 for a 1:1 meeting.</p> <p>Monitored by HoY 11, Data Manager</p>	<p>To (further) engage and support parents of pupils in Year 11 who are struggling in a range of subjects. Meetings to focus on pupils with revision and providing information about resources.</p>	<p>A number of meetings were held with parents, the HoY 11, PM Yr 11 and, in some cases, Deputy Headteacher to support under performing pupils. As a result, further interventions put into place.</p> <p>Approximate Cost £500</p>
<p>Continue to utilise progress and behaviour reports for selected pupils.</p> <p>Approximate cost: n/a</p>	<p>HoYs to supervise implementation of pastoral academic reports where pupils are given three targets (relating to behaviour, effort, equipment, homework etc) where they need to demonstrate progress over a designated period in order to successfully complete the report process.</p> <p>Monitored by HoYs</p>	<p>To improve pupils' behavior and/or progress. This process will ensure greater individual scrutiny of the selected pupils and identify areas for future interventions where necessary.</p>	<p>All HoYs utilised these reports throughout the year and provided 1:1 mentoring of PP pupils to ensure their needs were being addressed.</p>
<p>Continue to provide additional pastoral support for vulnerable pupils including external agencies where necessary.</p>	<p>Range of support/tracking provided through the role of the Pastoral Managers at KS3 and KS4.</p>	<p>To improve overall wellbeing of all pupils.</p>	<p>A range of interventions and support put in place for vulnerable pupils throughout the year. Deputy Headteacher regularly liaised with PMs and HoYs about concerns and together with</p>

<p>Approximate cost: A proportional cost of the appointment of two additional wellbeing and mentoring practitioners.</p>	<p>Monitored by Deputy Headteacher, Pastoral Managers and HoYs.</p>		<p>Wellbeing Practitioner, put interventions in place to support, including parental engagement.</p> <p>Approximate annual Cost £ 25,000</p>
<p>Provide attendance admin and pastoral support as well as utilising Attendance Improvement Officer from Hertfordshire.</p> <p>Approximate cost: n/a</p>	<p>Daily attendance report sent to Attendance Officer and weekly automated attendance reports to be sent to HoYs, PMs and Deputy Headteacher.</p> <p>Monitored by Attendance Officer</p> <p>Half termly Assessment Data Collection including a section on attendance flagging up any pupil falling below 95% over the course of the half term be sent to HoYs, PMs & Deputy Headteacher</p> <p>Monitored by Data Manager</p>	<p>To ensure a gap does not open between Pupil Premium attendance and “All” pupils.</p>	<p>Regular data collections informed HoYs and Deputy Headteacher attendance interventions and concerns. Deputy Headteacher and CS regular meetings and telephone catch-ups with Attendance Improvement Officer and parents and pupils where attendance was a concern.</p>
<p>Provide one on one support and mentoring for any Pupil Premium pupil whose attendance falls below 90%.</p> <p>Approximate cost: n/a</p>	<p>HoY/PM to meet every fortnight with any Pupil Premium pupil whose attendance falls below 90%. Attendance to be monitored with each pupils and follow up</p>	<p>To increase Pupil Premium attendance and to lower the “percentage gap” with from “All” pupils.</p>	<p>Mentoring provided by HoYs or PMs and liaison with parents on at least termly basis.</p>

	<p>with any issues raised with Deputy Headteacher.</p> <p>MK to track attendance of all Pupil Premium students through half termly data collection.</p>		
<p>Provisions for additional rewards and incentives for improved and consistently high attendance. For example, this will involve a greater focus on attendance certificates/prizes during termly achievement assemblies as well as further embedding attendance into the Yavneh House system.</p> <p>Approximate cost: £100</p>	<p>As above.</p> <p>Monitored by HoYs, PMs, Data Manager</p>	As above	<p>More rewards (certificates and prizes) incorporated into Celebration Assemblies and House system.</p> <p>Approximate Cost £100</p>
<p>Continue to provide Literacy Support and Numeracy Support run by the SEND department for Years 7-11. This constitutes a 25 minute session (run one day per week per year group)</p> <p>Approximate cost: £7,000</p>	<p>SEND department select 12-14 pupils from each year group based on KS2 data (Year 7) and KS3/KS4 report windows as well as referral by HoY/subject teachers. Progress of pupils tracked through half termly assessment report window.</p> <p>Monitored by LT, HLTAs, LSAs</p>	<p>To increase achievement (and confidence) in English and Maths of selected pupils with a view to further “close the gap” between predicted target levels and minimum target grades.</p>	<p>HLTAs and SENDCO ran these interventions successfully over the year.</p> <p>Approximate Cost: £7000</p>

<p>Continue to provide Behaviour Support Programme run by the SEND department. This constitutes a six week programme focusing on a range of different aspects of behaviour e.g. volume control, anger management.</p> <p>Approximate cost: £3,000</p>	<p>Pupils given specific targets to manage/improve behaviour. Fortnightly meetings with LT/PMs/HoY to discuss progress of students.</p> <p>Monitored by LT, HLTAs, LSAs</p>	<p>To reduce recurring poor behaviour incidents of selected pupils and provide them with better understanding of behaviour issues and strategies to improve. Close monitoring of progress of pupils will allow for further sanctions/interventions to take place where necessary.</p>	<p>HLTAs and SENDCO ran these interventions successfully over the year.</p> <p>Approximate cost: £3,000</p>
---	---	--	---

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
Gateway Tuition	JW3 Gateway

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

References

- Baye, A., Slavin, E. R., & Haslam, J. (2019). *A Quantitative Synthesis of Research on reading programmes for Secondary Pupils*. London: Education Endowment Foundation.
- Coleman, V. (2021). *Digital Divide in UK education during COVID-10 pandemic: Literature review*. Cambridge: Cambridge Assessment.
- Department for Education. (2010). *Review of best practice in parental engagement*. London: Department for Education.
- Department for Education. (2016). *'Specialist and nonspecialist' teaching in England: Extent and impact on pupil outcomes*. London: Department for Education.
- Durrington Research School. (2018). *An evidence informed approach to improving attendance*. Retrieved from Research Schools Network:
<https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance>
- Education Endowment Foundation. (2021, November). *Teaching and Learning Toolkit*. Retrieved from Education Endowment Foundation:
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
- Hattie, J. (2016). *250+ influences on Pupil Achievement*. Retrieved from Visible Learning PLus:
<https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>

- Lemov, D. (2010). *Teach like a champion*. San Francisco: Jossey-Bass Inc Pub.
- Noret, N., Mayor, H., Al-Afaleq, H., Lingard, S., & Mair, E. (2014). *The Educational Attainment of Army Children*. Army families Federation.
- Ofsted. (2013). *The Pupil Premium. How schools are spending the funding successfully to maximise achievement*. London: Ofsted.
- Rodgers, B. (2015). *Classroom Behaviour*. London: Sage Publications Ltd.
- Sharples, J., Albers, B., & Fraser, S. (2018). *Putting evidence to work: a school's guide to implementation*. London: Education Endowment Foundation.
- Sherrington, T. (2019). *Rosenshine's Principles in Action*. Melton, Woodbridge: John Carr Educational Ltd.
- The Careers & Enterprise Company. (2020). *Annual Report 2019/20*. London: The Careers & Enterprise Company.
- Young Wales. (2011). *Strategies for schools to improve attendance and manage lateness*. Cardiff: Welsh Assembly Government.