

# St Luke's School **Pupil Premium, Pupil Premium Plus**, Funding Strategy Statement 2023-2026



Academic Year September 2023 – August 2024  
Financial Year April 2023-March 2024

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## Aims

This policy aims to:

- Share the ultimate objectives for our disadvantaged pupils
- Share how the Pupil Premium grant is used to support our objectives
- Explain the key principles of our strategy

## Funding rates for financial year 2023-2024

			LA Projected Funded Numbers	Actual June 2023
Free School Meals	Primary	£1,455	9	10
Free School Meals	Secondary	£1,035	63	60
Post-LAC	Primary	£2,530	0	0
Post-LAC	Secondary	£2,530	2	1
CLA	Primary	£1686.65 (66% of £2,530 The Virtual School retains 33%)	1	0
CLA	Secondary	£1686.65 (66% of £2,530) The Virtual School retains 33%)	1	0
Service Children	Primary & Secondary	£335	1	1

Funds are paid to the school in quarterly amounts by HCC.

The Virtual School keeps the summer payment for any Year 11 CLA pupils

## St Luke's School Metrics Overview 2023-2024

School name	St Luke's School, DfE registered for children with SEND aged 7-16
Pupils in school: Academic Year 2022/2023	163 children aged 7 to 16
Pupils in school: Academic Year 2023/2024	175 children aged 8 to 16
Financial year covered by this statement	April 2023 to March 2024
Academic year covered by statement	September 2023- August 2024
Publish date	May 2023
Review date	November 2023, February 2024
Statement authorised by	Stephen Hoult-Allen
Pupil premium lead	Jamie Caple
Governor lead	Andrew Summerskill
Proportion of disadvantaged pupils: <b>77/160 children: 48.1%</b> Post CLA: <b>2 chn/ 1.25%</b> Services Children (SC): <b>1chn/ 0.6%</b>	
<b>Pupil premium</b> allocation (financial yr 2023/24)	£77,235 (LA/DfE estimate May 2023)
<b>Pupil Premium Carry Forward</b> (April 2023)	£0.00
<b>Pupil Premium Grant to spend 2023/24:</b>	<b>£77,235</b>
<b>Pupil premium Plus</b> allocation (fin. yr 2023/24)	£3,460
<b>Pupil Premium Plus Carry Forward</b> (April 2023)	£0.00
<b>Pupil Premium Plus Grant to spend 2023/24:</b>	<b>£5,060 (Before Virtual School) £3,460</b>

# Overview St Luke's School Strategy for Disadvantaged Pupils

September 2023 – August 2024

Our values are:

- We look after ourselves
- We look after each other
- We look after our learning
- We look after our Environment

We promote an ethos of achievement to enable each child to succeed and thrive through childhood into adulthood. As a school, we are a learning organisation and continuously strive to do better. In doing so, we try new things, seek to learn from those experiences, and work to adopt and embed the practices that work best. The use of the Pupil Premium money is seen as integral to school improvement and development and you will find this golden thread connecting School Action Planning with our most disadvantaged pupils. All our children are disadvantaged when compared to their neuro-typical peers in mainstream settings, though around half of our pupils are further disadvantaged through the lens of the Pupil Premium funding.

The cost of living crisis has nationally led to an increase in pupils qualifying for pupil premium and this has also been the case in our setting. Now, 77/160 children are classified as disadvantaged; a number that has increased annually since 2017. From September 2023, 15 additional pupils will join us and we expect around half of these will also access FSM.

We have an individualised approach to addressing barriers to learning and emotional support from early years to school leaving age. The importance of *quality first teaching* is particularly important for disadvantaged pupils. We bring to bear the team's knowledge for the development and input of strategies that work to meet the individual child's SEND needs. Where teachers perceive a high degree of obstacles to pupils' learning, then their attainment is lower (Burrichter, 2006, Banerjee, 2016). Knowledge of SEND specific strategies is essential, whilst a genuine belief in the individual's capacity to overcome these additional barriers is also essential in supporting the disadvantaged child with SEND to progress in their learning. Like many other schools, we are experiencing difficulties in recruitment and particularly of those with SEND teaching/teaching support skills. As such, our trained professionals in interventions, pastoral and academic support staff remains essential. To maintain Interventions staffing, we proportionately pay Intervention staff salaries through the Pupil Premium Grant (48%) funding.

Where positive expectations of a child are demonstrated and structure imposed by the teacher communicates a trustful space, Banerjee (2016) triangulates sources that determine a 'pupils relationship with teachers, perception of teacher sensitivity and the reasons for attendance are the strongest predictors of scholastic achievement'. An absence of positive role models from school and the child's family and peer group may not conclusively be a factor of underperformance (Gorard, See and Davies, 2012) though with our SEND pupils we believe that this is an integral part of raising standards. Promoting the school values, our ethos is one of caring and 'looking after'; modelling this throughout the day. In addition, providing consistency, continuity and imbuing a sense of belonging is embedded in our loco-parentis role. The antithesis of this – a feeling of non-inclusion - where a child perceives unfairness and discrimination compounded through both school and neighbourhood factors will impact significantly on a child's engagement with school and learning as they lose trust. We integrate our work with the DfE Behaviour Hubs to support pupils' trust and high expectations, with particular attention to our most vulnerable pupils. With small cohorts of children with very different needs, this is consistently reviewed and adapted where required.

Bolstering a positive sense of self-identity confirms to the child their worth, presence and trust from which they are in a better place for learning. Positivity, exemplified through representation of difference (e.g. race, religion, gender, SEND, physical needs, sexual identity), essentially reinforces the individual's sense of

self, trust and aspiration. Pupil and staff diversity include 14 of the 17 ethnic groups, LGBT adults and children. To ensure our most vulnerable children's inclusion in activities and experiences who would otherwise not attend due to finances, means their cultural capital experiences are developed through a programme of activities that are inclusive in their design and in their exposure to British values and divergent family needs. [Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

The importance given to healthy eating and engagement in cooking is particularly important at this time of financial hardship. Our curriculum continues to support children to expand their tastes, broaden their diet and develop improved independence skills for cooking. For some disadvantaged children, food choices are limited by social deprivation, family choices and their own limited understanding. Where fruit and vegetables are a regular part of a child's diet, Tobin (2013) confirms, there is a proven positive correlation with higher academic performance. Many of our pupils have food challenges, though in our most disadvantaged children, this is a commonality of the group. We host a food club on the St Luke's School site that supports disadvantaged families of both our schools with membership paid by the Pupil Premium to access a wide range of food staples and free fruit and vegetables. This forms part of our cohesive approach that supports children to prepare for their transition into adulthood.

We continue to build on prior work as part of our ongoing strategy to support our most vulnerable children and families. Spending through the PPG in the past has paid for computer programmes and hardware. Communication between home and school takes different forms to support regular, non-adversarial contact including email, SMS, website, newsletters, telephone, video calls and Class Dojo. The regular communication supports the parent/carers' understanding about their child's progress, with examples of their work to help them see what their child can do, referenced by the NSPCC as a substantial aspect of sustaining pupil progress.

We understand that positive parental engagement in their child's learning can overcome many of the socio-economic barriers disadvantaged children face (Westerlund et al., 2013). Educating parents and providing them with strategies and tools that promote academic achievement increases academic achievement (Little-Harrison, 2012). We believe the school and parents' good relationships as integral to improving the child's journey throughout childhood. Throughout the pandemic when working in school and online in a blended provision, parents and carers were supported to take an active part in learning to support their child's academic and pastoral progress. We have used the Premium funding to support disadvantaged children with IT equipment and better online reading and maths programmes. With careful selection, our choice has strategically sought to improve parents' understanding of their child's abilities, assessments and how these are benchmarked in order to better appreciate progress and next steps. Lost learning has not been as critical as expected in March 2020 and our concerted efforts to support the children's families to work with teachers and TAs in school has been an identifiable aspect of this.

We seek to identify specific areas for improvement using robust diagnostic processes from which to make evidence-informed decision on what to implement, there are challenges with small cohorts and rapidly changing cohorts. With the bulges in our current Year 11, 10 and 9, we will have 101 children leave in three years – 60% change of pupils. The pupils set to attend our school are increasingly complex and without an LA strategy for our SEND school sector, we remain attentive to the need to 'future-proof' our systems and curricula for uncertainty.

As such, our focus on our most vulnerable pupils and their families expects to continually support improved educational standards for all our cohorts. The focus of our PP spending seeks to avoid bolt-on strategies, but secure individual's progress and outcomes through quality teaching, adapting knowledge, skills and training proactively. In identifying the priorities for our school, we look to the teachers, pupils and their families as well as documentation on successful use of additional funding through organisations such as the Education Endowment Foundation. The most effective use of the money has been found by the EEF as follows:

- Pupil Premium Strategy is recommended as a 3 year period with annual reviews and necessary adjustments, planning for sustaining and scaling an innovation from the outset.
- School leaders will focus on a small number of priorities each year that are likely to make the biggest difference, with a focus on effective implementation.
- The PPG is embedded within a broader, strategic implementation cycle
- The approaches are selected on the basis of strong educational evidence, considering cost effectiveness and benchmarking
- PPG will also be spent on non-academic interventions including behaviour support to boost attainment.

## Challenges

The PPG funding is determined to follow the EEF’s 3-tiered approach to help school allocate spending across 3 areas:

- supporting the high-quality teaching, such as staff professional development
- providing targeted academic support
- tackling non-academic barriers to academic success, such as difficulties in attendance, behaviour and social and emotional wellbeing

## Our School’s Identified Challenges

Challenge number	Detail of challenge
1	Our individuals’ cognitive disabilities and complex SEND needs are broad within a relatively small cohort of children. As such, they often require bespoke teaching methods /resources/ support impact
2	Low and non-engagement of some parents as a result of their own lack of capacity (including their own special needs, their low aspiration of learning/ work; their own mental health and wellbeing). Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
3	FSM pupils’ self-regulation of their own behaviours; 90% of 2022-23 suspensions at St Luke’s are FSM pupils (94% in 2021-22).
4	The need to improve a positive sense of worth, value, aspiration and belonging particularly for those impacted by high anxiety and poor mental health.
5	Diet and implications on sensory needs, wellbeing, fitness, alertness. FSM children’s choices of food, access to fresh fruit and vegetables are further compounded by the current financial climate.

## Our Strategic Aims

Aim	Impact Evidence Sought	Target date
<p><b>Identification and Testing</b></p> <p>Most of our pupils have significant difficulties in retaining information and knowledge as a result of their cognitive impairments. Diagnostic testing and review of individuals' progress and attainment through our StAPPS and planning processes <b>to be used to determine the appropriateness</b> of additional support in curriculum learning areas.</p>	<p>Testing and overlearning strategies the assessment of learning over time and retention of knowledge. In addition to knowledge and skills assessments through StAPPS and other commercial tools, we diagnostically test with quizzing and hinge questions. Teachers review pupils' understanding for immediate re-teaching and identification of individuals' needs for additional, intervention support.</p>	<p>July 2024</p>
<p><b>High quality teaching</b></p> <p><b>Sustain the improvement of teaching</b> through bespoke training and self-identification of skills, crucially to maintain communication through reading; cognition and understanding, self-esteem and self-worth, whilst supporting the engagement of parents reading with their children.</p>	<p>Staff ownership of CPD and prioritising own progress and preventing unnecessary duplication; teacher leaders. Reading rates improve, testing establishes progress, online access promotes reading, sustained and consistent phonics teaching. Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.</p>	<p>Autumn 2023 – Autumn 2024</p>
<p><b>Improve knowledge and progress</b> of pupils identified with challenging behaviours. Systems for improving behaviours for learning are adapted with external expertise to apply across the school and analysis improved for swift and timely interventions.</p>	<p>Staff feel confident in systematically managing challenging behaviours across the school and understand the mechanisms for recording and managing outcomes for pupils in a more unified way. Staff work with pupils on individual targets within a clear framework that promotes pro-social behaviours.</p>	<p>July 2024</p>
<p><b>Wider Strategies</b></p> <p><b>Increase opportunities for</b> self-confidence, skills building and sense of purpose with life skills and work-related learning aspiration. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Qualifications stretch, real life work experience, communication skills and presentation skills in serving customers in the Horsebox Café. Ensuring all pupils experience careers teaching and opportunities and, that our Gatsby profile evidences the breadth of work-related learning activities.</p>	<p>Autumn 2025</p>

## 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
Quality First Teaching; establishing robust and targeted CPD through staff self-awareness auditing and monitoring activities.	Training impacting on quality of provision translating to pupil progress and safeguarding, measurable through PMD. 2023/24/25
Improve attainment for disadvantaged pupils in all subjects, notably communication skills, relative to their starting points as identified through baseline assessments. Use SCERTS for improved communication skills.	Through improved progress performance, as demonstrated by our end of year assessments in 2024/25 and 25/26  An increase in the percentage of disadvantaged pupils making excellent progress in their learning, leading to improved external accreditation. For those that are entered, results show further reductions in the attainment gap between disadvantaged pupils and their peers.
Improve behaviours for learning consistency across the school.	Systematic use of strategies, tracked for impact and improved attainment and progress in learning and a reduction in the more serious behaviours recorded.  Reduction in Level 2 behaviours, reduction in Level 3 and 4 behaviours in line with non PPG pupils 2025

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff on developing SEND teaching skills – audited self identification of needs and skills confidence; bespoke training programmes.	Effective professional development addresses the building of knowledge, setting and agreeing goals, monitoring impact and the embedding of this. A bespoke research based approaches for teachers at different stages of their careers. See <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-Professional-Development-Guidance-Report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf</a>	1
Recruitment and retention points for established teachers – subject areas and diversity champions	Quality first teaching in the interest of all pupils. Sustaining and improving curriculum development for children with SEND. <a href="https://ican.org.uk/what-works-database/">What works database (ican.org.uk)</a>	1
Resources to support teachers with high quality	White Rose maths and research identifying the skills transferable to SEND teaching. Trialled in the school	1



planning and subject knowledge in key areas. E.g. White Rose maths	and to be further embedded. Additional online training purchased that has proven CPD support in the school to be extended.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours for counselling and music therapy for identified PPG pupils, needing additional, professional support to access school and learning.	Understanding through building relationships to tackle the causes of social, emotional and mental health needs as well as the outward behaviours. <a href="https://www.eef.org.uk/media/1024/EEF-Plotting-overlapping-needs-for-pupils-with-SEND.pdf">EEF-Plotting-overlapping-needs-for-pupils-with-SEND.pdf</a> ( <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a> )	1, 3, 4
Additional Pastoral support – 50% x 2 staff related to the number of PPG pupils.	Our PPG pupils’ behaviour analysis show a greater proportion of the numbers of behaviours in the school and as such, the additional pastoral support is targeted to these children.	3, 4

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

Budgeted cost: £20,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips – ‘Awe and Wonder’ (SMSC, British Values) to enable PPG cohort of pupils to access visits and activities for engagement and participation. £12,000	Inclusivity of SEND pupils and PPG children to feel part of the community.	1, 2, 3, 4
Resources to support individual children with showering, hygiene, period pants, clothes, underwear. £5,695	Staff working with highly vulnerable children with 1:1 needs including hygiene and clothing with specific support in enabling their independence.	4
Food for cooking and snacks for PPG pupils to £1,000	Tobin (2013). Banerjee, P.A (2016) ‘A systematic review of factors linked to poor academic performance of disadvantaged students in science and maths in schools’. Cogent Education, Durham.	5

Rewards for children accessing FSM £2,000	Motivation and rewards e.g. trips that ensure rewards for pupils with FSM as part of the strategies to improve behaviours and attendance.	2,3,4
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**Total budgeted cost: £86,085**

### **Pupil Premium Plus (CLA, Post-LAC)**

Budgeted cost: £3,460

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
MHST support for CLA and Post-LAC pupils. Additional mental health support through Music Therapy. Specific individual support for academic studies including the purchase of materials and texts used in school for home use. Cultural identity experiences over weekend and holidays that are specific to the individual e.g. theatre, galleries.	Understanding the needs of the individual and supporting them to access different experiences to their earlier years, which seek to embolden their sense of identity, current life, future aspiration and engage with new(er) parents – ie beyond their birth parents.	1,

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using phonics screening results and our own internal assessments.

Data from tests and assessments suggest that some strong individual performances in our small cohort improved the school outcomes regarding the progress and attainment of disadvantaged pupils in 2021/22. Our analysis of individuals' performances identified that some of the approaches we used to boost outcomes for disadvantaged pupils had high expectations and were impactful. The ICT programmes to support those in the Upper School were well used and the additional exams and opportunities through the horsebox café supported pupils' sense of achievement and preparation for adulthood.

The additional SALT and sensory support supported young people across the school and specific support for those accessing external accreditations was embedded throughout the year. Our analysis suggests that despite the ongoing impact of COVID-19, some of the approaches we used to boost outcomes for disadvantaged pupils had a stronger impact than anticipated.

Wider outcomes, for primary and secondary pupils identified through our assessments and observations during 2021/22 suggested that our disadvantaged pupils varied significantly. Our analysis of the reasons for this pointed primarily to the ongoing impact from COVID-19 but also our targeted interventions had better success than predicted.

Most pupils demonstrated an improvement in academic and personal development skills as we were able to provide more opportunities to support them with activities in 2022/23 including the support of financial assistance with food in cookery and trips as part of our Personal Development curriculum. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

Our support for our children looked after and post-LAC children provided additional counselling and specific support with music therapy, art therapy and talking therapies to provide the much needed additional support required by them and their families. Attendance for these groups was higher than other vulnerable groups and bucks the national trend.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

## Service pupil premium funding

How our service pupil premium allocation was spent last academic year
The social and emotional needs of our service child's families were such that we ensured the child had access to trips and events, whereas otherwise he would not be able to attend.
The impact of that spending on service pupil premium eligible pupils
This provided support for managing the emotional needs of the child and, over time during the year, he felt included in the curriculum opportunities and continue to make strong progress in his learning across the subject areas.

## Pupil Premium Plus funding

How our pupil premium plus allocation was spent last academic year
Trips engagement, individual packages of support for cultural capital development, personalised tuition, 1:1 support, trusted adult time, MHST allocation, music therapy.
The impact of that spending on service pupil premium eligible pupils
The social and emotional needs of our looked after and Post-LAC children were such that we ensured the child had access to trips and events, whereas otherwise would not be able to attend. Specific support to the individual enabled them to develop personally and in connection with their new(er) families; working collaboratively to enrich their experiences and establish a better understanding of their circumstances and needs.

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Staff CPD to address the challenges faced with behaviour and vulnerable children.
- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

### Planning, implementation and evaluation

In planning our updated pupil premium strategy, we evaluated what activities had made progress and how we would build on these.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours.

We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.

# Appendices

## Roles and responsibilities

The Executive Headteacher, the Head of School and school leaders are responsible for:

- The Head of School is the Pupil Premium Lead. The Executive Headteacher is both operational and strategic in the work with the Pupil Premium Lead
- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### Governors

The governing board is responsible for:

- Holding the Executive Head and Head of School to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Head of School and Executive Headteacher to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Executive Headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

## Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

## Monitoring arrangements

This policy will be reviewed annually by the Head of School, Head of Operations and Executive Headteacher. At every review, the policy will be shared with the governing board.

## References and citations.

Macleod, S. and Sharp, C. and Bernardinelli, D. and Skipp, A. and Higgins, S. (2015) 'Supporting the attainment of disadvantaged pupils: articulating success and good practice : Research report November 2015.', Project Report. Department for Education. , London.

Martin, K., Sharp, C. and Mehta, P. (2013). 'The Impact of the Summer Schools Programme on Pupils: Research Report'. Slough: NFER [online]. Available: [https:// www.nfer.ac.uk/impact-of-the-summer-schoolsprogramme-on-pupils/](https://www.nfer.ac.uk/impact-of-the-summer-schoolsprogramme-on-pupils/) [28 February, 2018].

Sharp, C. (2018) 'Can Summer Schools Improve Outcomes for Disadvantaged Pupils? NFER Social Mobility Briefing'. National Foundation for Educational Research. Slough.

Banerjee, P.A (2016) 'A systematic review of factors linked to poor academic performance of disadvantaged students in science and maths in schools'. Cogent Education, Durham.

Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

No Isolation: AV1 Robot: The child's eyes, ears and voice in the classroom.

[https://www.noisolation.com/av1?gclid=CjwKCAjwzaSLBhBJEiwAJSRoko59eAlyUwvNyTGkeWsGb-88L4R2Mk8zd6ld2KISZ4xbudqf0Lub5hoCCewQAvD\\_BwE](https://www.noisolation.com/av1?gclid=CjwKCAjwzaSLBhBJEiwAJSRoko59eAlyUwvNyTGkeWsGb-88L4R2Mk8zd6ld2KISZ4xbudqf0Lub5hoCCewQAvD_BwE)

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