SUTTONS TRUST

Suttons Trust advises heads on the best ways to deliver improved outcomes.

Splashing pupil premium cash on reducing class sizes, introducing school uniforms or after-school clubs are among the least effective ways to improve results, published research suggests.

According to the Suttons Trust Charity, which works to improve educational opportunities for disadvantage children, Headteacher's should not spend additional money they are given to boost the performance of their poorest pupils on high-cost materials, such as smaller class sizes.

Instead, school should try to get best value for their money by investing in low-cost approaches, such as ensuring their teachers provide quicker and more effective feedback to their pupils.

Suttons Trust suggests:

Approach	Potential Gain	Cost	Applicability	Evidence	Summary
Feedback	9 months	££	Pri, Sec, Eng, Maths, Science	***	Very high impact for low cost
Meta-cognition	8 months	££	Pri, Sec, Eng, Maths, Science	****	High impact for low cost
Peer tutoring	6 months	££	Pri, Sec, Eng, Maths	****	High impact for low cost
Early years intervention	6 months	£££££	Pri, Eng, Maths	****	High impact for very high cost
One-to-one tutoring	5 months	£££££	Pri, Sec, Eng, Maths	*****	Moderate impact for very high cost
Homework	5 months	£	Pri, Sec, Eng, Maths, Science	***	Moderate impact for very low or no cost
ICT	4 months	££££	Pri, Sec, All subjects	****	Moderate impact for high cost
Phonics	4 months	£	Pri, Eng	****	Moderate impact for very low cost
Parental involvement	3 months	£££	Pri, Sec, Eng, Maths, Science	***	Moderate impact moderate cost
Sports participation	3 months	£££	Pri, Sec, Eng, Maths, Science	**	Moderate impact for moderate cost
Summer schools	3 months	£££	Pri, Sec, Eng, Maths	**	Moderate impact for moderate cost
Reducing class sizes 3 months	3 months	£££££	Pri, Sec, Eng, Maths	***	Moderate impact for very high cost
After school programmes	2 months	££££	Pri, Sec, Eng, Maths, Science	**	Low impact for high cost
Individualised instruction	2 months	££	Pri, Sec, Eng, Maths, Science	***	Low impact for low cost
Learning styles	2 months	£	Pri, Sec, all subjects	***	Low impact for very low cost
Arts participation	1 month	££	Pri, Sec, Eng, Maths, Science	***	Very low impact for low cost
Performance pay	0 months	£££	Pri, Sec, Eng, Maths, Science	*	Very low/no impact for moderate cost

Teaching assistants	**0 months**	£££££	Pri, Sec, Eng,Maths, Science	**	Very low/no impact for high cost
Ability grouping	**+/- 1 month**	£	Pri, Sec, Eng,Maths, Science	***	Very low or negative impact for very low or no cost
Block scheduling	**+/- 1 month**	£	Pri, Sec, Eng,Maths, Science	**	Very low or negative impact for very low or no cost
School uniforms	**+/- 1 month**	£	Pri, Sec, Eng,Maths, Science	*	Very low or negative impact for very low or no cost

£	Very low: up to about £2000 per year per class of 30 pupils, or less than £70 per pupil per year.
££	Low: £2000-£5000 per year per class of 30 pupils, or up to about £170 per pupil per year.
£££	Moderate: £5000-£18000 per year per class of 30 pupils, or up to about £600 per pupil per year. This represents the 2012/13 pupil premium allocation.
££££	High: £18000-£30000 per year per class of 30 pupils, or up to £1000 per pupil per year.
£££££	Very high: Over £30000 per year per class of 30 pupils, or over £1000 per pupil. By 2014/15, the pupik premium is projected to rise to approximately £1200 per pupil.

☆	Quantitative evidence of impact from single studies, but with effect size data reported or calculated. No systematic reviews with quantitative data or meta-analysis located.
☆☆	At least one meta-analysis or systematic review with quantitative evidence of impact on attainment or cognitive or curriculum outcome measures.
☆☆☆	Two or more rigorous meta-analysis of experimental studies of school age students with cognitive or curriculum outcome measures.
☆☆☆☆	Three or more meta-analysis from well controlled experiments mainly undertaken in schools using pupil attainment data with some exploration of causes of any identified heterogeneity.
☆☆☆☆☆	Consistent high quality evidence from at least five robust and recent meta-analyses where the majority of the included studies have good ecological validity and where the outcome measures include curriculum measures or standardised tests in school subject areas.