



THE CATHOLIC HIGH  
SCHOOL, CHESTER

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CHRISTO FIDELIS

# **The Catholic High School Disadvantaged Strategy**

## **2023/24**

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	The Catholic High School, Chester
Number of pupils in school	647 (Year 7-11) 812 (Year 7-13)
Proportion (%) of pupil premium eligible pupils	23.65% (Year 7-11) 21.31% (Year 7-13)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Mrs C. McKeagney
Pupil premium lead	Mr T. Wilson
Governor / Trustee lead	Mrs L. Liddiard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,250
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	£155,250

# Part A: Pupil premium strategy plan

## Statement of intent

### ***What are your ultimate objectives for your disadvantaged pupils?***

At The Catholic High School, Chester we are committed to ensuring that students who are in receipt of the Pupil Premium achieve at least as well as their peers. The funding we receive is used for initiatives which are designed to overcome barriers to learning and further close the attainment gap which currently exists. The initiatives implemented focus on support both in and outside of the classroom and look to support students both academically and pastorally.

Over a 3-year period, the gap between PP and non-PP students narrowed year-on-year. However, this gap increased during the COVID pandemic despite the support we have offered. Our Pupil Premium strategy focuses around reducing this gap again.

### ***How does your current pupil premium strategy plan work towards achieving those objectives?***

The evidence-informed approach we adopt across the school is rooted in tackling educational disadvantage in the classroom. This is a long-term approach in line with EEF guidance on '*Putting Evidence to Work – A School's Guide to Implementation*'. To ensure success, planned activities are implemented effectively over time and are then robustly evaluated and embedded to create sustainable positive outcomes for disadvantaged learners.

To ensure all students can access a range of opportunities beyond the classroom, we subsidise educational visits, workshops, and residential for every year group.

### ***What are the key principles of your strategy plan?***

Following on from the challenges of lockdown, we recognise that supporting the well-being and mental health of our students is equally as important as raising attainment. With this in mind, all our priorities are centred around meeting the needs of the whole child. Students need excellent attendance, high self-esteem and confidence before they are ready to learn.

At the heart of our strategy is sustainable, long-term success. This means that the plans we put in place have an impact on our students as well as being sustainable long-term. This is vital in ensuring that all students are provided with all of the tools necessary to achieve success.

## Challenges

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

Challenge number	Detail of challenge			
1	Attendance of pupil premium students is below that of non-pupil premium students.			
	Year	Non-PP Students Attendance	PP Students Attendance	Gap between Non-PP and PP Students
	2018/19	94.60%	87.80%	6.80%
	2019/20	92.80%	87.70%	5.10%
	2020/21	92.20%	82.90%	9.30%
	2021/22	89.51%	77.75%	11.76%
	2022/23	86.49%	76.74%	9.75%
2	The barrier to improving attainment in some pupil premium students is their current learning attitudes and low aspiration. Some pupil premium students lack resilience and require emotional support/intervention. There is a lack of engagement with education as well as an inability to participate in wider learning opportunities.			
3	The barrier to improving attainment in Maths for pupil premium students is the gap between the current levels of numeracy and the requirements of the GCSE specifications.			
	Year	9-5 Maths % of Non-PP Students	9-5 Maths % of PP Students	Gap between Non-PP and PP Students
	2018/19	45.70%	16.70%	29.00%
	2019/20	54.90%	26.70%	28.20%
	2020/21	64.30%	28.10%	36.20%
	2021/22	61.60%	30.00%	31.60%
	2022/23	54.90%	21.60%	33.30%
4	The barrier to improving attainment for pupil premium students is the gap between their current levels of literacy and the requirements of the GCSE specifications. There is also a lack of consistency in quality first teaching across the school.			
	Year	Attainment 8 of Non-PP Students	Attainment 8 of PP Students	Gap between Non-PP and PP Students
	2018/19	48.40	36.77	11.63
	2019/20	51.88	42.36	9.52
	2020/21	51.92	35.62	16.30
	2021/22	51.30	40.27	11.03
	2022/23	47.22	31.37	15.85

5	The number of fixed term exclusions (now suspensions) is disproportionately higher amongst pupil premium students.				
		<b>Year</b>	<b>Total Number of FTE</b>	<b>% of Non-PP</b>	<b>% of PP</b>
		2018/19	142	58.00	42.00
		2019/20	76	55.30	44.70
		2020/21	78	55.10	44.90
		2021/22	39	79.00	21.00
		2022/23	39	54.00	46.00

## 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
The attendance of PP students continues to improve and there are less incidences of missed learning.	<ul style="list-style-type: none"> <li>There will be a reduction in the difference between the attendance of pupil premium students and their peers.</li> <li>Attendance data shows gap reduced to 0% (both above 95%) by July 2024.</li> </ul>
Pupil premium students are highly engaged in the curriculum (including extra-curricular activities) leading to consistent, positive, learning behaviours.	<ul style="list-style-type: none"> <li>There will be a reduction in demerits and an increase in merits.</li> <li>No pupil premium student is exempt from any opportunity at The Catholic High School.</li> <li>There will be a reduction in the number of exclusions with the data showing no difference between pupil premium and non-pupil premium students.</li> <li>High attendance at additional revision sessions by PP students.</li> <li>Improvement in parents evening attendance.</li> </ul>
There are not disproportionate amounts of suspensions (previously referred to as fixed term exclusions) for pupil premium students.	<ul style="list-style-type: none"> <li>A reduction in the difference between the suspension data of pupil premium students and non-pupil premium students.</li> </ul>
To narrow the attainment gap between PP and non-PP students.	<ul style="list-style-type: none"> <li>Achieve national average for attainment 8 for all pupils. The target for this to be achieved is Summer 2024. This will be reviewed annually.</li> <li>Narrow the gap in attainment between PP and non-PP students achieving a Grade 5 or above in Maths. The target for this to be achieved is Summer 2024. This will be reviewed annually.</li> <li>Greater evidence of quality first teaching through learning walks and book reviews.</li> </ul>
PP students can apply their literacy skills across their curriculum so there is no difference in the literacy levels of pupil premium and non-pupil	<ul style="list-style-type: none"> <li>Learning walks and work sampling will evidence literacy skills.</li> </ul>

premium students in all subjects but especially those with an increased literacy content.	<ul style="list-style-type: none"> <li>• Call the COPS embedded across all subjects.</li> <li>• Improved student performance in internal and external assessments in all subjects but, in particular, those with an increased literacy content e.g., English, RE, History.</li> <li>• Additional literacy interventions will demonstrate impact and improvements in the literacy of our students.</li> </ul>
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## 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: £32,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke CPD programme for all teachers in school in order to raise standards and achieve consistent quality first teaching across the school.</p> <p>Resources are provided for each key area of teaching to enable colleagues to work through and develop their practice.</p> <p>Purchase of additional CPD through BlueSky Education providing colleagues with additional resources and the ability to keep a log of their CPD journey.</p>	<p>Enser. Z and Enser. M, (2021) outline the importance of bespoke CPD to improve the quality of teaching. They highlight the fact that generic CPD for all colleagues has limited impact in improving overall teacher quality.</p> <p>Wiliam. D (2010) highlights that the only thing that really matters in improving outcomes is the quality of the teacher.</p> <p>Didau. D (2019) also supports the notion that the way to close the attainment gap is through quality first teaching. In order to achieve this, teachers need the required CPD and support.</p> <p>The EEF (2017) and (2019) highlight that quality first teaching is fundamental to closing the attainment gap between PP and non-PP students.</p>	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>
<p>Embedding metacognition across all subjects and all year groups.</p> <p>As a school, we have worked on implementing metacognition into the classroom. Staff inset time has been allocated to provide training. Additional resources have been provided and are available for colleagues to use in order to improve their practice.</p>	<p>The EEF Guidance Report on Metacognition and Self-Regulated Learning (2018) shows the importance of metacognition and self-regulation on improving the outcomes for all students but particularly disadvantaged students.</p> <p>The Sutton Trust EEF Teaching and Learning Toolkit, which summarises international evidence, rates 'metacognition and self-regulation' as a high impact, low cost approach to improving the attainment of disadvantaged learners.</p> <p>Rowland. M (2021) identifies metacognition as one of the four core elements to focus on in</p>	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>

	<p>improving outcomes for disadvantaged students.</p> <p>Webb. J (2021) highlights that metacognition is a set of behaviours which maximise the potential for and efficacy of learning. A metacognitive learner is able to independently apply their understanding to help them learn in the most effective way and therefore sustain learning into the future.</p>	
<p>Embedding retrieval practice across all subjects and all year groups.</p> <p>There will be evidence of regular retrieval work across the school.</p> <p>Staff inset time has been allocated to provide training. Additional resources have been provided and are available for colleagues to use in order to improve their practice.</p>	<p>K. Jones (2019), (2021) and (2021) highlights the pedagogical benefits of retrieval practice and how it benefits students long term. Jones explains how retrieval practice aids later retention, prepares students for the next learning episode and helps boost confidence amongst all students, with positive outcomes for disadvantaged learners.</p> <p>J. Karpicke (2012) wrote that practicing retrieval does not merely produce rote, transient learning; it produces meaningful, long-term learning. This is the most effective strategy for equipping our students with the skills for success long term.</p> <p>T. Sherrington (2019) highlights the benefits of regular retrieval. Sherrington states that the main benefit is that it allows students to re-activate recently acquired knowledge. This aids students long-term as it enhances their understanding of key concepts.</p>	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>
<p>All CLLs to have strategic overview of performance of students and implement effective interventions for PP students at classroom level.</p> <p>This is alongside strategic seating plans and targeted questioning. The seating plans will be reviewed after a round of tracking with changes made if appropriate.</p>	<p>Daniel Sobel (2018) demonstrates the importance of a 'co-ordinated and robust intervention programme'. Sobel emphasises the importance of 'focussed, sustained and consistent intervention'.</p> <p>M. Rowland (2021) highlights the importance of adopting a culture of early intervention. This allows for issues to be rectified early and ensure that the student can develop fully.</p>	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>
<p>Literacy CPD sessions delivered to all staff.</p> <p>Staff inset time has been allocated to provide training. Additional resources have been provided and are available for colleagues to use in order to improve their practice.</p>	<p>M. Rowland (2021) states that for effective improvements in language and literacy, intervention needs to take place in class teaching across the curriculum.</p> <p>Alex Quigley (2018) states that closing the vocabulary gap is a crucial factor to later school success. Quigley also highlights that the evidence of the vocabulary gap proving a crucial factor for school success is comprehensive.</p>	<p>Challenge 4</p>

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

Budgeted cost: £65,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding provided for School Led Tutoring Programme.</p> <p>The target for this intervention is disadvantaged students in year 7 and 11. There will also be tailored intervention for year 10 students.</p>	<p>M Rowland (2021) states that schools should adopt evidence based small group/one-to-one tuition to address gaps in learning.</p> <p>The EEF Teacher Toolkit, quoted in the DfE tuition guidance document states that tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>The EEF guidance (2015) quoted in the DfE tuition guidance document states that tutoring can help build resilience.</p> <p>The EEF guidance (2018) also quoted in the DfE tuition states that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.</p>	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>
<p>There is the opportunity for students to have 1- to-1 Maths intervention. There is a Teaching Assistant available to provide this.</p> <p>The sessions take place before school and at lunchtime with students referred by their class teacher. There are also some sessions available for students to book themselves.</p>	<p>M. Rowland (2021) highlights that the key to effective intervention in schools is ensuring support staff are used effectively to maximise their impact.</p> <p>The EEF Maths Report 2017 suggested structured interventions to provide additional support for disadvantaged students was an effective strategy to close the gap in Maths. This could include one-to-one sessions with students.</p> <p>The EEF Teacher Toolkit states that tutoring can have a positive impact on pupils' academic progress. Students who receive one-to-one tuition may make, on average, 5 months additional progress.</p>	<p>Challenge 2</p> <p>Challenge 3</p>
<p>All students in year 7 and year 9 complete a reading assessment to assess their levels. Those students who</p>	<p>M. Rowland (2021) states that in order to improve the performance of disadvantaged students, schools should focus on small-group</p>	<p>Challenge 2</p> <p>Challenge 4</p>



<p>are below the level expected for their age attend literacy intervention sessions.</p> <p>Literacy support is available for students with a dedicated HLTA overseeing literacy within the school.</p> <p>Small group sessions are held as well as the development of wider whole-school strategies.</p>	<p>reading interventions to address specific issues.</p> <p>Hirsch Jr (2013) states that vocabulary size correlates with that of educational attainment and ability.</p> <p>Alex Quigley (2018) states that closing the vocabulary gap is a crucial factor to later school success. Quigley also highlights that the evidence of the vocabulary gap proving a crucial factor for school success is comprehensive.</p>	
<p>PP students who are underperforming across a number of subjects will be monitored by their YLL. This will be more focussed and reviewed regularly between the tracking periods.</p>	<p>D. Sobel (2018) demonstrates the importance of a 'co-ordinated and robust intervention programme'. Sobel emphasises the importance of 'focussed, sustained and consistent intervention'. He also highlights how it is 'essential to intervene aggressively and specifically in order to prevent disadvantaged students from falling further behind'.</p> <p>M. Rowland (2021) highlights the importance of adopting a culture of early intervention. This allows for issues to be rectified early and ensure that the student can develop fully.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>

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

Budgeted cost: £57,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The continuation of a 'Ready to Learn' Room in which students will work in order for them to be 'Ready to Learn'.</p> <p>Students will be working in the room due to behavioural issues. The teacher in the room will work with the student to get them 'Ready to Learn' so that they can return to their lessons. Whilst in the room, the teacher will also deliver curriculum content.</p>	<p>M. Rowland (2021) highlights the importance of schools building positive relationships with students and their families in order for them to engage and have success.</p> <p>D. Sobel (2019) provides details of how to support students with behavioural issues in order to reduce Fixed Term Exclusions and return them to the classroom. Providing 'support in order to return to the classroom' is one of these effective strategies.</p> <p>M. Pinkett and M. Roberts (2019) consider the need for 'effective strategies to deal with behavioural issues before they enter the classroom.'</p> <p>T. Bennett (2020) states the importance of ensuring students understand how they are expected to behave. In some cases, students may need teaching about what is acceptable within a classroom environment. Until this is achieved, the student is not ready to learn.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 5</p>
<p>Provide emotional and social support to students through the use of Trinity.</p> <p>Students can be referred by YLLs for support and intervention.</p>	<p>M. Rowland (2021) states that it is vital that schools ensure that the social, emotional and mental health of pupils is prioritised.</p> <p>D. Sobel (2019) states that pastoral best practice is preventative, not reactive.</p> <p>M. Pinkett and M. Roberts (2019) highlight the need for dedicated, trained members of staff whose job it is to care for children experiencing emotional and mental health difficulties.</p> <p>There is an increasing number of students in school who require assistance for a variety of pastoral related issues. These include mental health support as well as assistance for emotional, self-esteem and motivational issues. A large proportion (53% in 2018/19) of these students are PP students. It is vitally important that the support network is there for students early in order to prevent long term and continuing problems.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 5</p>

<p>Employment of an Attendance Officer to oversee the attendance of students and close the attendance gap between PP and non-PP students.</p> <p>Alongside the employment of an attendance officer, individual interventions will be put into place to target specific groups who are at risk of being persistently absent from school.</p>	<p>M. Rowland (2021) need to build positive relationships with families to tackle the issue of poor attendance.</p> <p>Professor Sonia Blandford (2017) emphasises the importance in breaking down barriers and improving parent engagement. This develops a positive culture and success for disadvantaged students.'</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 5</p>
<p>Purchase of Power BI to allow for more effective analysis of attendance data.</p>	<p>M. Rowland (2021) need to build positive relationships with families to tackle the issue of poor attendance.</p> <p>Professor Sonia Blandford (2017) emphasises the importance in breaking down barriers and improving parent engagement. This develops a positive culture and success for disadvantaged students.'</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 5</p>
<p>Students to be offered financial support for curricular educational visits. Colleagues can apply for funding by completing a form which is then considered by AHT.</p>	<p>Sam Baars, Bart Shaw, Ellie Mulcahy and Loic Menzies (2018) in 'School Cultures and Practices: Supporting The Attainment of Disadvantaged Pupils' discuss the importance of cultural capital in raising the attainment and broadening the experiences of disadvantaged students.</p> <p>When completing a PP review of the school it was found that there was a disparity between the number of educational visits attended by PP and non-PP students. Providing financial support removed a potential barrier for many students.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p> <p>Challenge 5</p>
<p>Students in year 7 attend a residential visit. This works on resilience, teamwork and understanding the ethos of our school. PP students will have the cost of the visit subsidised.</p>	<p>We have seen from previous years that students who attend this residential feel part of our school community quicker. This has the impact of them settling within our school and feeling part of our school family. This has the knock-on effect of students becoming more resilient and engaged in their studies.</p>	<p>Challenge 2</p>
<p>Alternative provision is provided for students who are finding school challenging and need support through an alternative programme of study. This is reviewed regularly with a view to the student returning to school full-time.</p> <p>If deemed appropriate, transport to the alternative</p>	<p>The DfE document 'Alternative Provision: Effective Practice and Post-16 Transition' (2017) highlights the positive impact that alternative provision can have on students in terms of increasing engagement and building positive relationships.</p>	<p>Challenge 2</p> <p>Challenge 5</p>

provision is offered on a case-by-case basis.  Equipment/uniform required for alternative provision will also be provided.		
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**Total budgeted cost: £155,250**

## 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 2022 to 2023 academic year.

The academic year 2022/23 was the second year of our PP strategy. Following the success in the previous year with PP students achieving at GCSE we looked to build on this and ensure continued success. Unfortunately, the GCSE results in the summer of 2023 saw a decline in the performance of PP students. This was obviously disappointing for the school, but when looking at the data further, this decline in the results was caused by a number of PP students not attending and sitting their exams. This had a significant impact on the outcomes and led to the lower Progress 8 score. When looking at individual students, there are clear successes in relation to PP students and their performance with many responding well to the interventions in place and achieving significantly above their target grade.

The academic year 2022/23 began with us having an attendance officer in place. For a variety of reasons, the colleague who was appointed decided to leave the role in April. We readvertised the role externally and were able to appoint a new attendance officer who commenced the role in May 2023. These changes impacted on our attendance strategy and not as much progress was made throughout the year as was hoped. However, from May until the end of the academic year, there was clear evidence of improvement with all students and particularly PP students with their attendance. This has continued this academic year with the attendance for PP students significantly improved in the first term. Our persistent under 50% attendees is currently 15 compared to 35 this time last year. When analysing the data and our female pupil premium students make up 49% in total with 16% of those girls making up our most persistent non attendees compared to 9% of our Pupil premium boys who are persistent attendees. Our pupil premium girls also make up 10% of our persistent lates so the aim is to target this going forward. As such, we are looking at introducing workshops which will target these students to help improve self-confidence and self-esteem.

Our previous assessments have shown that students mental health is still being impacted by the pandemic. We have seen an increase in the use of our Trinity provision and Ready to Learn. The work that has been carried out in these areas has seen students able to attend more lessons regularly which is having a positive impact on their progress. 40% of students who are receiving ELSA support in school are PP students. When looking at the data of students who accessed our Ready to Learn provision, 53% of those who used it were PP students. This has impacted significantly on the number of suspensions (previously known as Fixed Term Exclusions). After the first year of this strategy the number of suspensions was 78. At the end of 2022/23, this number has reduced to 39.

A large intervention used in the last academic year was to support the School Led Tutoring Programme. For this, we used Tutor2U, an external provider, who provided tutoring support for students in English and Maths. We targeted all PP students and they were all offered sessions to attend. To facilitate this, we ensured that all PP students had access to electronic devices and the internet at home. Those who did not have these resources, were provided with them from the school. Unfortunately, the take-up for these sessions was mixed. Despite many efforts, many students did not attend the sessions. Those who did attend, did find the sessions beneficial, but found that having to have 15 sessions was overwhelming. This impacted on the attendance towards the end of the programme. Moving forwards with this, we have decided against using an external company for the tuition and will instead seek to offer payment to our own staff to deliver the sessions. The rationale behind this is that students feel more comfortable with someone that they already know and also, they will have a greater understanding of their current progress.

We continued to support students with attending educational visits. This has had a positive impact on building confidence and enhancing students' cultural capital.

We have had an increase in parents asking for support with the purchasing of school uniform. This has been facilitated through the use of PP money where appropriate. We have also created a second-hand uniform shop which has been extremely popular in which parents make a donation for any uniform taken.

## **Literature used to produce strategy statement**

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