

Research Links

Below is a list of all the research which has informed past, current and future actions. The Pupil premium strategy will highlight the current research being used.

Challenge 1 : We recognise that the emotional regulation, confidence and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations. This is demonstrated by pupils through their behaviour and attitude to learning

Impact of Quality First Teaching

<https://www.newcastle.edu.au/research/stories/research-impact/transforming-quality-teaching-to-improve-student-outcomes>

Maths Teaching Findings

https://www.marcrhayes.com/post/what-primary-teachers-and-leaders-need-to-know-from-ofsted-s-maths-research-report?fbclid=IwAR0gH3ebhMhx78bv0F35n6Vm5HTpipwtiZo_ZbdAsOvbXUroUuYO7_RShXo

Maths tipping point

<https://www.tes.com/news/why-years-3-and-4-are-most-important-time-maths>

Improving maths in EYFS

[EEF Maths EY KS1 Guidance Report.pdf](#)

Improving maths in KS1

[EEF Maths EY KS1 Guidance Report.pdf](#)

[EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf](#) Improving maths in KS2

Waiting for answers to questions

[A Questioning Strategy: The Power of Wait-Time / Think-Time | School Visit Experts](#)

Attainment grouping

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/>

High quality feedback/marking

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

Review of Feedback strategies

Mastery learning

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>

Peer tutoring

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/>

Collaborative learning

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/>

Metacognition and self regulation

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

Metacognition in the Early Years

[EYFS: Why metacognition is so important in the early years | Tes](#)

Remaining with the same teacher for two years.

<http://hechingerreport.org/two-studies-point-to-the-power-of-teacher-student-relationships-to-boost-learning/>

[Second Time's the Charm? How Sustained Relationships from Repeat Student-Teacher Matches Build Academic and Behavioral Skills | EdWorkingPapers](#)

Staff CPD

<https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/>

Effective professional development

[EEF-Effective-Professional-Development-Guidance-Report.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

Effective use of support staff

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

Classroom seating and student achievement

[Classroom Seating and Student Achievement - The Effortful Educator](#)

Effective teaching of maths

[RS Network | "99 Problems But Maths Ain't One!"](#)

Changing Educational Paradigms

<https://www.youtube.com/watch?v=zDZFcDGpL4U>

How to change education

<https://www.youtube.com/watch?v=BEsZOnyQzxQ>

Attention and focus

[The Mechanics Of Focus](#)

The attention lens

[The Attention Lens](#)

Inclusive teaching

[Inclusive-Teaching-Discussion-Paper.pdf](#)

Challenge 2 – We recognise that linked to challenge one, our pupils have a language deficit, meaning a gap in vocabulary and the ability to manipulate language, alongside an inability to express feelings and emotions. Not all our disadvantaged pupils have a solid understand of language and meaning. This is demonstrated by pupils through their behaviour and the school's data.

30 million word gap by the age of three

<https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>

Reading for pleasure improves children's vocabulary

<http://www.cls.ioe.ac.uk/library-media%5Cdocuments%5CReadingforpleasurestoppress.pdf>

One in eight disadvantaged pupils in the UK don't own a single book (National Literacy Trust, 2017):

<https://literacytrust.org.uk/news/1-8-disadvantaged-children-uk-dont-own-single-book/>

The correlation between socio economic background, vocabulary and conduct (Sutton Trust, 2010):
https://www.suttontrust.com/wp-content/uploads/2010/02/Sutton_Trust_Cognitive_Report-2.pdf

Good literacy skills crucial to closing the attainment gap (EEF, 2017):
[https://educationendowmentfoundation.org.uk/public/files/Review of SES and Science Learning in Formal Educational Settings.pdf](https://educationendowmentfoundation.org.uk/public/files/Review_of_SES_and_Science_Learning_in_Formal_Educational_Settings.pdf)

Conversation more important than word exposure for literacy and language development (University of Pennsylvania, 2018):

<http://www.beib.org.uk/2018/03/conversation-important-word-exposure-literacy-language-development/>

Reading comprehension

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Early Years intervention

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/>

Oral language interventions

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/>

Phonics

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/>

How children learn to read

[The Essential Linnea Ehri \(parkerphonics.com\)](https://parkerphonics.com/)

Speech and Language in early years

[Speech and Language right now: reflections... | Unity Research School](#)

Reasons why reading aloud matters

[10 reasons why reading aloud matters | Unity Research School](#)

Language skills and Covid



Language skills and
Covid.pdf

Oracy 21 Project Report

[Voice 21 10 Year Impact Report](#)

Oracy 21 project website

[What is oracy? - Voice 21](#)

What is oracy?

[Oracy - An Essential in the Teacher's Toolkit](#)

Improving literacy in KS1

[Literacy KS1 Guidance Report 2020.pdf](#)

Improving literacy in KS2

[EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf](#)

Challenge 3 - We recognise that school closures and new 'normals' have impacted on the widening of the disadvantage gap, resulting in learning and progress being slowed for our most disadvantaged. Not all our disadvantaged students are making progress and achieving in line with non-disadvantaged pupils. This is demonstrated in data and intrinsically linked to challenges 1 and 2 (see research links in these areas also)

Physical activity may help close the wealth gap in school attainment

[Physical activity may help to close the wealth gap in school attainment by improving self-control \(cam.ac.uk\)](#)

Strategies to support disadvantaged pupils

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf](#)

Monitoring disadvantaged Pupils

[https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/](#)

Challenges in education for disadvantaged pupils

[https://www.johncattbookshop.com/learning-without-labels-improving-outcomes-for-vulnerable-learners](#)

Growth Mindset

[https://www.youtube.com/watch?v=yyVZ0KKJuTg&list=PLMo9vqiZPs0SuX-Xsj56_Drfw8V8O43MZ&index=1](#)

[How To Help Every Child Fulfil Their Potential \(Animate\) - RSA \(thersa.org\)](#)

Does Growth Mindset really impact?

[Can growth mindset interventions improve academic achievement? A structured review of the existing evidence - Gazmuri - 2025 - Review of Education - Wiley Online Library](#)

Metacognition, rewarding environments and early intervention supports disadvantaged pupils to succeed

[Research: How to ensure more disadvantaged students succeed \(schoolsweek.co.uk\)](#)

Open Plan Classrooms

[NSW ends 'fad' of open plan classrooms after complaints over learning \(smh.com.au\)](#)

Impact of Covid

[recovery curriculum - Evidence for Learning](#)

Power of routines and attention



Peps Mccrea
Research Ed 2024.pc

Understanding teacher judgements of student motivation

[Understanding teacher judgments of student motivation: The role of \(un-\)available cues - ScienceDirect](#)

Teacher Practices

[Warm and demanding teacher practices reviewed from an interpersonal perspective: A qualitative synthesis of urban classroom management - ScienceDirect](#)

Does monitoring improve student outcomes

[Does Monitoring Change Teacher Pedagogy and Student Outcomes? | EdWorkingPapers](#)

Attention

[A generation at risk](#)

Challenged 4 - We recognise that in order to address the emotional needs of our pupils, address a language deficit and ensure our pupils achieve at the highest level, then a highly ambitious and bespoke curriculum is needed,

alongside increased attendance. This curriculum needs to ensure quality first teaching and that the whole child is developed. This will then reflect in pupil behaviour, attitudes to learning and data.

Students More Likely to Succeed If Teachers Have Positive Perceptions of Parents

<https://munews.missouri.edu/news-releases/2017/0220-students-more-likely-to-succeed-if-teachers-have-positive-perceptions-of-parents/>

Social and Cultural Capital in Educational Research

https://link.springer.com/chapter/10.1007/978-1-4020-9450-7_10

Cultural Capital and Educational Achievement

<https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/>

Raising Aspirations

<https://www.ambition.org.uk/blog/evidence-raising-aspirations/>

Parental Engagement

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/>

Attendance

[Poor attendance: What research tells us about the solution | Tes](#)

https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attend

[Parents in England no longer see daily school attendance as vital, report finds | School attendance and absence | The Guardian](#)



increasing-student-attendance (1).pdf

Why do working class kids lack aspiration?

[Why do White Working Class Kids Lack Aspiration? – ReviseSociology](#)

Disadvantaged progress in social and emotional health

https://www.teachermagazine.com/au_en/articles/disadvantage-hindering-social-and-emotional-development

After School Clubs

<https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility>

Social and emotional learning

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>

Behaviour strategies

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/>

<https://www.pauldix.org/writer>

<https://teachlikeachampion.org/?books=teach-like-a-champion-3-0>

How education shapes mental health

http://cypmhc.org.uk/sites/default/files/CentreforMH_CYPMHC_MakingTheGrade_PDF.pdf

Parental engagement and mental health

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/parentcarer-engagement/>

Stirling Wellbeing scale impact

<http://www.friendsforlifescotland.org/site/SCWBS%20Report.pdf>

The Learning Powered School

[How To Help Every Child Fulfil Their Potential \(Animate\) - RSA \(thersa.org\)](#)

School based mental health support: challenges and considerations

[School-Based Mental Health Initiatives: Challenges and Considerations for Policymakers | Manhattan Institute](#)

Answering questions about inclusion

[Answering the 10 Toughest Questions About Inclusion](#)