

Pupil Premium Strategy Statement (Secondary) – September 2019-2020

1. Summary information					
School	Wayland Academy				
Academic Year	2019-20	Total PP budget	140,000 approx	Date of most recent PP Review	March 2019
Total number of pupils	534	Number of pupils eligible for PP	158	Date for next internal review of this strategy	December 2019

2. Current attainment			
	Target based on FFT 50	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving 9-4 incl. E+M	41	36	
% achieving 9-4 English	50	36	
% achieving 9-4 Maths	50	55	
Progress 8 score average	-0.18	-1.11	
Attainment 8 score average	36.58	36.31	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Poor time management and organisation impacts on courses with controlled assessment
B.	Reading ages of students eligible for PP funding entering Year 7 are on average significantly lower than their chronological age, this prevents sustained progress.
C.	Poor behaviour impacts negatively on learning. These poor behaviours are more evident in students eligible for PP funding
D.	Quality first teaching is not having an deep enough impact of students eligible for PP funding

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance rates for students eligible for PP funding is on average lower than students national average
F.	The risk of social exclusion for students eligible for PP is higher than non-PP students' due to financial hardship
H.	The majority of students accessing social and emotional wellbeing support is higher than non-PP students', which impacts student progress of students eligible for PP funding

4. Desired outcomes (desired outcomes and how they will be measured)

		Success criteria
A.	Progress 8 in the "other bucket" will be 0	<ul style="list-style-type: none"> Students eligible for PP funding will achieve their target grade for subjects that qualify for open bucket There will be a further improvement in progress from 2018/19 to 2019/20 in subjects that qualify for the open bucket.

B.	Accelerated progress in reading ages for students in Year 7 to 9 who are eligible for PP funding to be in-line with their chronological age	<ul style="list-style-type: none"> All students eligible for PP should improve to their chronological age or above by the end of the 2019/20 academic year.
C.	Teaching environment has a reduced level of disruption that impacts on learning and slows progress.	<ul style="list-style-type: none"> An increase in the number of positive rewards attained by student eligible PP students A reduction in removal from lessons of student eligible for PP funding compared to 2018/19. Reduction will be by 10% per term
D.	Teaching is consistently good or better with strategies implemented for to improve progress for students eligible for PP funding	<ul style="list-style-type: none"> Students eligible for PP funding will have closed the gap to national All students eligible for PP funding will make accelerated progress. Midyear reviews/appraisals Ethos walks FFT50 2019/20 is 49% 9-4 E+M with 17% 9-5
E.	Absence rates for PP funded students in all year groups will reduce.	<ul style="list-style-type: none"> Continue to reduce the number of persistent absentees among students eligible for PP funding. Overall absence among students eligible for the PP funding should be better than all students nationally
F.	All students can access the enriched curriculum, access educational visits/trips and uniform to reduce social exclusion.	<ul style="list-style-type: none"> Number of students receiving green cards for a lack of uniform will reduce. An increased number of PP students participating in educational visits/trips with a minimum of 35% of student attending trips being those eligible for PP funding.
G.	Students receive advice and support regarding their social and emotional wellbeing to ensure they make progress.	<ul style="list-style-type: none"> Progress is made for students who are identified as requiring social and emotional intervention. This will be demonstrated on a case by case basis with improvement in attendance, attitude to learning and/or a behaviour target.

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching is consistently good or better with strategies implemented for to improve progress for students eligible for PP funding	<p>Feedback +8</p> <p>Feedback and Marking TL6</p> <p>2.5% of PP funding</p>	<p>Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> <p>There is a substantial number of reviews and meta-analyses of the effects of feedback. Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information</p>	<p>Regular monitoring through</p> <ul style="list-style-type: none"> • Ethos Walks • Work Scrutiny (SLT,WLT,Peer) • Discussions with students • Training/CPD for teachers • Lesson observations • Line Management Meetings 	<p>Dean Rosembert (Deputy Principal)</p> <p>Feedback Champion</p>	Termly
Teaching is consistently good or better with strategies implemented for to improve progress for students eligible for PP funding	<p>Metacognition +7</p> <p>Engagement TL6</p> <p>2.5% of PP funding</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>A number of systematic reviews and meta-analyses have consistently found strategies related to metacognition and self-regulation to have large positive impacts. Most studies have looked at the impact on English or mathematics, though there is some evidence from other subject areas like science, suggesting that the approach is likely to be widely applicable.</p> <p>The approaches that have been tested tend to involve applying self-regulation strategies to specific tasks involving subject knowledge, rather than learning generic ‘thinking skills’.The EEF has evaluated a number of programmes that seek to improve ‘learning to learn’ skills.</p>	<p>Regular monitoring through</p> <ul style="list-style-type: none"> • Ethos Walks • Work Scrutiny (SLT,WLT,Peer) • Discussions with students • Training/CPD for teachers • Lesson observations • Line Management Meetings 	<p>Dean Rosembert (Deputy Principal)</p> <p>Engagement Champion</p>	Termly

		The majority have found positive impacts, although smaller in size (around 2 months' progress on average) than the average seen in the wider evidence base. For three of these programmes there were indications that they were particularly beneficial for pupils from low income families.				
Teaching is consistently good or better with strategies implemented for to improve progress for students eligible for PP funding	<p>Mastery Learning +5</p> <p>Questioning TL6</p> <p>2.5% of PP funding</p>	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> <p>The effects of mastery learning tend to cluster at two points; two of the meta-analyses show little or no impact, while the rest show an impact of up to six months' additional progress. This variation implies that making mastery learning work effectively is challenging.</p> <p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring). It also seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace</p>	<p>Regular monitoring through</p> <ul style="list-style-type: none"> • Ethos Walks • Work Scrutiny (SLT,WLT,Peer) • Discussions with students • Training/CPD for teachers • Lesson observations • Line Management Meetings 	Dean Rosembert (Deputy Principal)	Questioning Champion	Termly
Teaching is consistently good or better with strategies implemented for to improve progress for students eligible for PP funding	<p>Peer Tutoring +5</p> <p>Progress for all TL6</p> <p>2.5% of PP funding</p>	<p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as:</p> <p>cross-age tutoring, in which an older learner takes the tutoring role and is paired with a younger tutee or tutees;</p> <p>peer assisted learning, which is a structured approach for mathematics and reading with sessions of 25 –35 minutes two or three times a week; and</p> <p>reciprocal peer tutoring, in which learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p>Peer assessment involves the peer tutor providing feedback to the tutee relating to their performance and can take different forms, such as reinforcing learning or correcting misunderstandings.</p> <p>Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p>	<p>Regular monitoring through</p> <ul style="list-style-type: none"> • Ethos Walks • Work Scrutiny (SLT,WLT,Peer) • Discussions with students • Training/CPD for teachers • Lesson observations • Line Management Meetings 	Dean Rosembert (Deputy Principal)		Termly

		<p>Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high: for example, questioning frames to use in tutoring sessions, and training and feedback for tutors. In cross-age peer tutoring some studies have found that a two-year age gap is beneficial and that intensive blocks of tutoring are more effective than longer programmes.</p> <p>Peer tutoring appears to be more effective when the approach supplements or enhances normal teaching, rather than replaces it. This suggests that peer tutoring is most effectively used to consolidate learning, rather than to introduce new material.</p>			
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Total budgeted cost					10%
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching is consistently good or better with strategies implemented for to improve progress for students eligible for PP funding	<p>Reducing Class Sizes +3</p> <p>Small group Maths, English and Science for PP students</p> <p>12% of PP funding</p>	<p>Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. It appears to be very hard to achieve improvements from modest reductions in class size to numbers above 20, for example from 30 to 25.</p> <p>The key issue appears to be whether the reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours. If no change occurs then, perhaps unsurprisingly, learning is unlikely to improve. When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. In some studies, these benefits persist for a number of years (from early primary school through to at least the end of primary school).</p> <p>There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status.</p>	<p>Regular monitoring through</p> <ul style="list-style-type: none"> • Ethos Walks • Work Scrutiny (SLT,WLT,Peer) • Discussions with students 	Dean Rosembert (Deputy Principal)	Termly and/or following conclusion of intervention

		Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.			
Students receive advice and support regarding their social and emotional wellbeing to ensure they make progress.	Collaborative Learning +5 Camouflage Learning 3% of PP funding	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task</p> <p>The impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk and interaction between learners tend to result in the best gains.</p>	<ul style="list-style-type: none"> • Feedback forms • Session observations • Student voice 	Dean Rosembert (Deputy Principal)	Termly
Accelerated progress in reading ages for students in Year 7 to 9 who are eligible for PP funding to be in-line with their chronological age	Early Years Intervention +5 Foundation Learning Phonics Support 4% of PP funding	<p>Early years or early childhood interventions aim to ensure that young children have educational pre-school or nursery experiences which prepare them for school and academic success. The research summarised here concentrates on the impact of ‘packages’ of early years provision (known as multi-component programmes) rather than on individual early years interventions. Many of the researched programmes and approaches focus on disadvantaged children. Some also offer parental support.</p> <p>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</p>	<ul style="list-style-type: none"> • Termly data collections • Work scrutiny • Ethos Walks • Discussion with students 	Jeremy Ricketts (SENDco)	Termly
Accelerated progress in reading ages for students in Year 7 to 9 who are eligible for PP funding to be in-	One to One Tuition +5 YipiYap	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to	<ul style="list-style-type: none"> • Termly/Half termly data collections • Ethos Walks 	Jeremy Ricketts (SENDco)	Termly

line with their chronological age	<p>Alternative Provision learning</p> <p>10% of PP funding</p>	<p>greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group</p>	<ul style="list-style-type: none"> • Discussion with students 		
<p>Accelerated progress in reading ages for students in Year 7 to 9 who are eligible for PP funding to be in-line with their chronological age</p>	<p>Small Group Tuition +4</p> <p>Alternative Provision Learning</p> <p>Tutor Time Support</p> <p>Lesson extraction Support</p> <p>Accelerated Reader</p> <p>10% of PP funding</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<ul style="list-style-type: none"> • Termly/Half termly data collections • Ethos Walks • Discussion with students 	<p>Dean Rosembert (Deputy Principal)</p> <p>Hannah Crane (Maths Head of Faculty)</p> <p>Gaynor Clipsham (Science Head of Faculty)</p> <p>Dave Sutton (English Head of Faculty)</p> <p>Jenny Cardus (Humanities Head of Faculty)</p>	Termly
<p>Teaching is consistently good or better with strategies implemented for to improve progress for students eligible for PP funding</p>	<p>Oral Language Intervention +5</p> <p>Pixl Unlock Intervention</p> <p>0.5% of PP funding</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> * Targeted reading aloud and book discussion with young children; * Explicitly extending pupils' spoken vocabulary; * The use of structured questioning to develop reading comprehension; and * The use of purposeful, curriculum-focused, dialogue and interaction. <p>Oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms (such as</p>	<ul style="list-style-type: none"> • English Lead Professional to lead the programme • Termly report from tutors • Discussions with teachers • Discussions with students 	<p>Kelly Stroud (Lead Professional)</p>	Termly

		Philosophy for Children), and to Collaborative learning approaches which promote pupils' talk and interaction in groups (such as Thinking Together).			
Accelerated progress in reading ages for students in Year 7 to 9 who are eligible for PP funding to be in-line with their chronological age	Peer Tutoring +5 Wayland Academy Reading Programme 3% of PP funding	Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as: * Cross-age tutoring, in which an older learner takes the tutoring role and is paired with a younger tutee or tutees; * Peer assisted learning, which is a structured approach for mathematics and reading with sessions of 25 –35 minutes two or three times a week; and * Reciprocal peer tutoring, in which learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. Peer assessment involves the peer tutor providing feedback to the tutee relating to their performance and can take different forms, such as reinforcing learning or correcting misunderstandings.	<ul style="list-style-type: none"> • Tests before and after programme to measure impact • Fluid timetable 	Alison Barnett (Librarian)	Termly

Total budgeted cost					42.5%
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All students can access the enriched curriculum, access educational visits/trips and uniform to reduce social exclusion.	Outdoor Adventure Learning +4 France/Italy Trip Duke of Edinburgh Award Ten Out of Ten Learning	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students and older learners (teenagers), longer courses (more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts. Understanding why adventure learning interventions appear to improve academic outcomes is not straightforward. One assumption might be that non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes. If adventure learning interventions are effective because of their impact on non-cognitive skills, then explicitly encouraging students to actively apply these skills in the classroom is likely to increase effectiveness.	<ul style="list-style-type: none"> • Feedback forms from students • Feedback forms from teachers • Termly data collections 	Dean Rosembert (Deputy Principal)	Annually

	10% of PP funding				
Teaching is consistently good or better with strategies implemented for to improve progress for students eligible for PP funding	<p>Digital Technology +4</p> <p>GCSE POD</p> <p>SENECA</p> <p>PIXL APPS</p> <p>Class Charts</p> <p>8% of PP funding</p>	<p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact.</p> <p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.</p> <p>Studies suggest that approaches which individualise learning with technology (such as one to one laptop provision where pupils work through learning activities at their own pace, or individual use of drill and practice software) may not be as helpful as small group learning with technology or the collaborative use of technology.</p> <p>There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.</p>	<ul style="list-style-type: none"> • Termly data collections • Usage numbers • Regular rewards for those that continue to use them • Students will be shown how to use them effectively within each subject 	<p>Hannah Crane (Maths Head of Faculty)</p> <p>Gaynor Clipsham (Science Head of Faculty)</p> <p>Dave Sutton (English Head of Faculty)</p> <p>Jenny Cardus (Humanities Head of Faculty)</p>	Termly
Students receive advice and support regarding their social and emotional wellbeing to ensure they make progress	<p>Social & Emotional Learning +4</p> <p>Benjamin Foundation</p> <p>Inclusion Support</p> <p>EPSS</p> <p>7% of PP funding</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>SEL approaches have been found to be effective in primary and secondary schools, and early years settings.</p>	<ul style="list-style-type: none"> • Feedback forms from students • Evaluation reports from providers • Termly data collections • Behaviour data collection 	Jo Thuell (Assistant Principal)	Termly
Teaching environment has a reduced level of disruption that impacts on learning	<p>Behaviour Interventions +3</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies. School-level behaviour approaches are often related to improvements in</p>	<ul style="list-style-type: none"> • Feedback forms from students • Evaluation reports from providers 	Gill Ewens (Associate Assistant Principal)	Termly

<p>and slows progress.</p> <p>Absence rates for PP funded students in all year groups will reduce.</p>	<p>Inclusion Support Manager</p> <p>Pivotal Learning</p> <p>EPSS</p> <p>Attendance Officer</p> <p>Cover Supervisor</p> <p>Class Charts</p> <p>20% of PP funding</p>	<p>attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening the same time. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective.</p>	<ul style="list-style-type: none"> • Termly data collections • Behaviour data collection • Attendance data 	<p>Jo Thuell (Assistant Principal)</p>	
<p>All students can access the enriched curriculum, access educational visits/trips and uniform to reduce social exclusion.</p>	<p>Sport Participation +2</p> <p>PE Kit and resources</p> <p>1.5% of PP funding</p>	<p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). In this circumstance the 'participation' acted as an incentive to undertake additional instruction.</p> <p>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</p>	<ul style="list-style-type: none"> • Discussions with students • Discussions with teachers 	<p>Rachael Kittell (Lead Professional or Physical Education and Sport)</p>	<p>Annually</p>
<p>All students can access the enriched curriculum, access educational visits/trips and uniform to reduce social exclusion.</p>	<p>Art Participation +2</p> <p>Equipment and additional resources</p> <p>1% of PP funding</p>	<p>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p>	<ul style="list-style-type: none"> • Discussions with students • Discussions with teachers 	<p>Katie Allott (Teacher of Art)</p>	<p>Annually</p>

		Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.			
				Total budgeted cost	47.5%

