

Redmoor Academy Pupil Premium Strategy Statement 2023+

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	922
Proportion (%) of pupil premium eligible pupils	22.2% (205 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-26
Date this statement was published	20th December 2023
Date on which it will be reviewed	20th December 2024
Statement authorised by	Matt Nicolle
Pupil premium lead	Jessica Pickering
Governor / Trustee lead	Vicky Davison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,705.00
Recovery premium funding allocation this academic year	£56,580 (276 x 205 students)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£225,285.00

Part A: Pupil premium strategy plan

Statement of intent

At Redmoor Academy, we continue to strive and provide targeted support for our disadvantaged students to achieve the same outcomes and experience the same opportunities as their non-disadvantaged peers. We aim to sustain or improve the positive gains made during the previous strategy to narrow the gap between disadvantaged and non disadvantaged students further.

We have high expectations and aspirations for all of our students, irrespective of their background and the challenges they face. Our school demonstrates a culture of collective responsibility to ensure that all members of staff are aware of their accountability in ensuring the best possible outcomes for these students. We want all students to move successfully and confidently onto the next stage of education.

We will address the challenges that prevent each disadvantaged pupil from attaining in line with their non-disadvantaged peers by identifying their individual needs and barriers to learning and putting in bespoke measures to reduce them. These barriers are addressed through a range of academic, pastoral and enrichment opportunities. Our overarching objectives are:

- to continue to narrow the progress and attainment gaps between disadvantaged and non-disadvantaged pupils so that outcomes for disadvantaged students are in line with, or better than, their non-disadvantaged peers.
- to improve attendance of disadvantaged students and reduce persistent absence.
- to develop the literacy provision for all students with the aim to improve skills in oracy, writing accuracy and access to academic reading.
- to support our students' physical and emotional health and wellbeing to enable them to access learning.
- to address the barriers to learning for our disadvantaged students to provide them with equity of experience and opportunities to help them have high aspirations for their future education and careers.
- to participate in the wider curriculum and develop their cultural capital.
- to improve parental and carer engagement of our disadvantaged students.

Our approach will be responsive to common challenges and individual needs. It is rooted in robust diagnostic assessment, not assumptions on the impact of disadvantage and based upon the key principles identified by the [EEF Guide to Pupil Premium](#). This encompasses strategies which evidence shows have the greatest impact on student progress as evidenced by the [EEF Teacher's Toolkit](#). All stakeholders will focus on these key priorities to ensure that they are implemented effectively. These strands can be seen throughout the Pupil Premium strategy plan and also feed into our whole school and departmental improvement plans. The key principles of our strategy plan are focused on:

1. Teaching & learning
2. Targeted academic support
3. Wider strategies

Challenges

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

Challenge Number	Detail
1. Progress and Attainment	Although the gap between our disadvantaged and non disadvantaged students has narrowed consistently and significantly in recent years, progress and attainment of disadvantaged students remains lower than that of their peers. The gap in progress is currently +0.16 between disadvantaged students and non disadvantaged students and attainment is +10.09. For disadvantaged students the national gap is currently the widest it has been since 2011. We have observed a decline in disadvantaged students achieving 9-5EM, this has fallen by 2.5% since 2019. It remains a focus to sustain and improve progress and attainment for all students.
2. Attendance	Our attendance data last year indicates that attendance among disadvantaged pupils averaged at 3.14% lower for disadvantaged students compared with non-disadvantaged students. In key stage 4 this was as high as 8.7%. 8.6% of disadvantaged students have been 'persistently absent' with higher numbers of these students being in key stage 4. 1.46% of disadvantaged students have been late compared to 0.74% with their peers. Our analysis and observations indicate that absenteeism and punctuality is negatively impacting disadvantaged pupils' progress.
3. Literacy Skills	Assessments, observations and discussion with pupils indicates that disadvantaged pupils generally have lower reading ages than peers. On entry to year 7 last year, 56% of our disadvantaged pupils arrived below age-related expectations compared to 35% of their peers. Underdeveloped literacy skills in oracy, vocabulary, reading and writing impacts their progress in all subjects and on overall outcomes.
4. Emotional and Mental Wellbeing	As reflected nationally there continues to be a rise in the number of students suffering with poor mental and emotional wellbeing post pandemic. Our analysis shows that for the most recent academic year 38.03% of disadvantaged students had an "emotional" related incident recorded. 32.86% of disadvantaged students had a "Mental Health/Wellbeing" related incident recorded. This has a negative impact on attendance and engagement and ultimately on outcomes for these students.
5. Cultural Capital	Many are still disadvantaged by the pandemic by the lack of cultural capital that many have experienced. Data shows their participation in extracurricular activities and enrichment opportunities remains below that of their non- disadvantaged peers. In addition to this some disadvantaged students do not benefit from rich or diverse

	experiences or opportunities to help them have high aspirations for their future careers. Most students have not accessed higher education settings to broaden their horizons for the next steps in their education.
6. Parental Engagement	Data and observations indicate that parental/carer engagement with school events is lower for disadvantaged students than non-disadvantaged. Figures show parental attendance of disadvantaged students at parents evenings for key stage 3 was as low as 57.5% and key stage 4 worryingly lower at 39.47%. Some families require extra information, support and guidance to help their child learn and make progress.
7. Climate & Culture for Learning	Our observations suggest many disadvantaged pupils display poor intrinsic motivation and passivity when faced with challenging classroom practice, homework and revision. Students need to see the value in full participation and engagement as well as take accountability in their work.

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
Improved outcomes for all PP students with a focus on English & maths.	<p>The gap between Attainment 8 and Progress 8 scores of disadvantaged students and non disadvantaged students continues to narrow each year.</p> <p>Attainment and progress outcomes for disadvantaged students is in line with non disadvantaged students and nationally by 2026.</p> <p>Disadvantaged students gain 9-4 & 9-5 EM in line with national figures.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and persistent absentees.	<p>To sustain attendance above the national average.</p> <p>The overall unauthorised absence rate for all pupils being no more than 1.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</p> <p>The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 6%.</p>
Improved literacy and oracy skills among disadvantaged pupils enabling them to fully access the curriculum.	<p>Reading ages of disadvantaged students to be in line with their non disadvantaged peers and at age related expectations.</p> <p>Students can fully access curriculum literacy activities including 'proof reading,' and 'Academic Reads.'</p> <p>Improvement is observed through engagement in lessons and work scrutiny.</p>

To achieve and sustain improved emotional and mental wellbeing for all pupils, including those who are disadvantaged.	<p>All Key Stage 3 & 4 students receive 1hr emotion coaching each year within PSHCE lessons.</p> <p>Sustained high levels of wellbeing by 2026 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • attendance figures & disadvantaged students making progress in line with their peers.
Build aspirations and positive engagement by providing a variety of opportunities for all students to access learning opportunities both in and outside of the classroom, build capital culture and provide students with post 16 and further education experiences.	<p>Tracking of participation in extracurricular and enrichment opportunities show a high level of disadvantaged student engagement and is in line with engagement of their peers. Effective careers provision and experiences ensures students are well prepared for post-16 pathways.</p> <p>https://docs.google.com/document/d/1_PE40Dm2dzPLec-5oavDKuB7RuL6th52U6FyaMOOxao/edit</p>
Staff are proactive in building and sustaining relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning and progress.	<p>Parent/carer's voice is positive regarding their child's education and they will feel that they are more able to help and support their child to achieve.</p> <p>Attendance and the engagement of the parents/carers of disadvantaged students at school events both online and face to face is in line with that of non disadvantaged students.</p>
All students demonstrate intrinsic motivation in lessons.	<p>Observations demonstrate classroom practice ensures full student participation, engagement and accountability. Teacher reports show a higher percentage of students are demonstrating a positive attitude to learning in classwork and homework suggesting that students are producing high quality work. Reward points achieved by disadvantaged students for 'excellent piece of work' and 'homework is completed well and on time' is in line with their peers.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £74,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Funding for Senior leader as Strategic lead for PP and LAC students (3 hours per week).</p> <p>Funding for PP coordinator and PLAC lead as a strategic and operational whole school lead (5 hours per week). This will ensure PP strategy is implemented and PP funding is used effectively with the greatest impact.</p>	<p>Successful schools 'have clear, responsive leadership' DfE: Supporting the attainment of disadvantaged pupils: articulating success and good practice</p> <p>EEF: Foundations for Implementation - Implementation Climate states that 'school leaders play a central role in improving education practices through high quality implementation' by 'defining both a vision for, and standards of desirable implementation'.</p>	1-7
<p>Recruitment and retention of an experienced UPS Maths teacher for progress.</p>	<p>The 'Quality First Teaching' approach is supported by a body of research. EEF: High Quality Teaching 'Delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>Research suggests that teacher quality is a key influence on pupil attainment (Coe et al., 2020) second only to pupil background (OECD, 2015) EEF: Teacher Quality, Recruitment & Retention 'Ensuring access to quality teaching for disadvantaged pupils is expected to be a key mechanism for narrowing the disadvantage gap in attainment.'</p>	1
<p>Funding of the whole school Literacy coordinator to lead our Literacy strategy. This will improve literacy in all subject areas in line with recommendations in the EEF.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: Word-gap (Oxford University Press)</p>	3
<p>Funding of 12 hours of explicit Literacy and Oracy teaching in Years 7 and 8 (1 hour per week per tutor group)</p>	<p>EEF: Reading Comprehension (+6 months impact) 'Reading comprehension strategies are high impact...Alongside phonics it is a crucial component of early reading instruction'.</p> <p>EEF: Oral Language Intervention (+6 months impact) 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>'Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'</p>	3
<p>CPD on self regulation and the motivated student (countering passivity)</p>	<p>EEF: Self Regulation (+7 months impact)</p> <p>'The potential impact of metacognition and self-regulation approaches is high. There is some evidence to suggest that disadvantaged pupils are less likely to use</p>	7

	<p>metacognitive and self-regulatory strategies without being explicitly taught these strategies.'</p> <p>Understanding the Importance of Motivation in Education 'Many students experience a decline in intrinsic motivation during adolescence...It's not only the learning environments and universal provision available within schools that help to inspire intrinsic motivation – parenting, biology, age, gender, wellbeing, and peer relationships can also affect to what extent students feel engaged in their learning.'</p> <p>Tom Sherrington: The 5 Ways to tackle student passivity in lessons.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tutoring in English and Maths via NTP to support disadvantaged students in Year 11 who are at risk of not achieving grade 4 or above in English or Maths.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF: One to one tuition (+5 months)</p> <p>And in small groups: EEF: Small group tuition (+4 months impact)</p>	1
Appointment of Maths intervention assistants to support disadvantaged students in Years 7-11 who are at risk of not achieving their target in Maths.	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: EEF: Teaching Assistant Interventions</p> <p>And in small groups: EEF: Small group tuition (+4 months impact)</p>	1
<p>Subscription cost and staff training costs for the introduction of Lexoniks and Literacy intervention assistants for targeted support for students below their chronological reading age;</p> <p>- Book Club</p>	<p>EEF: Reading Comprehension (+6 months impact) 'Reading comprehension strategies are high impact...Alongside phonics it is a crucial component of early reading instruction'.</p> <p>EEF: Oral Language Intervention (+6 months impact) 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved</p>	1 and 3

<ul style="list-style-type: none"> - IDL (+ IDL subscription costs) - Literacy support - Lexonik 	<p>classroom climate and fewer behavioural issues following work on oral language.</p> <p>‘Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.’</p> <p>And in small groups: EEF; Small group tuition (+4 months impact)</p>	
Study Space staff supervisors to support disadvantaged and non disadvantaged students who struggle to complete homework due to adverse home learning environments.	<p>EEF; Homework (+5 months impact)</p> <p>‘Homework has a positive impact, particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).’</p>	7
Subscription costs for Class charts to allow staff, students and parents to monitor behaviour, rewards and homework	<p>EEF; Homework (+5 months impact)</p> <p>‘Homework has a positive impact, particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).’</p> <p>EEF; Parental Engagement (+4 months impact)</p> <p>‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.’</p>	6 and 7

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

Budgeted cost: £69,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE’s guidance on working together to improve school attendance.</p> <p>Funding of attendance officer (0.2 of role) to monitor attendance, build relationships with disadvantaged families and implement strategies to support.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>DfE: Supporting the attainment of disadvantaged pupils: articulating success and good practice ‘...A robust attendance data tracking and monitoring systems in schools is important to address attendance issues...This is far more effective than general approaches to improving attendance and requires strong and determined leadership.’</p>	2

<p>Appointment of a full time school counsellor to support students with emotional and mental wellbeing.</p> <p>Implementation of the 'SEAL' programme to support social and emotional wellbeing of students in Years 7 and 8.</p>	<p>EEF; Social and Emotional Learning (+4 months impact) 'SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school...Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes.'</p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	4
<p>Funding of a full time Pupil Premium mentor to support disadvantaged students and families with barriers to learning.</p> <p>Funding of Assistant Heads of Year (0.2 role) to provide additional pastoral support to disadvantaged students.</p>	<p>EEF; Mentoring (+2 months impact) The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p> <p>EEF; Behaviour Interventions (+4 months impact) Evidence suggests that, on average, 'behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.'</p>	1,2,4,6 & 7
<p>Full or partial funding of enrichment opportunities</p> <ul style="list-style-type: none"> - music lessons - D of E - educational trips and visits - Careers opportunities including work experience and visits - Enrichment opportunities including REC week trips/visits - extra curricular activities 	<p>EEF; Arts Participation (+3 months impact) EEF; Physical Activity (+1 month impact)</p> <p>As well as being valuable in itself, arts and sports participation can have a positive impact on education outcomes when the interventions are linked to academic targets.</p> <p>Research by A New Direction shows the importance of cultural and arts opportunities to support wider learning of disadvantaged students and show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.</p>	5
<p>Capitation fund to provide disadvantaged students with key resources and equipment required for learning plus any other individual requirements to address barriers to learning.</p>	<p>School case studies and our previous experience show our need to set a small amount of funding aside to respond quickly to unidentified needs which are addressed on an individual basis.</p>	1-7

Total budgeted cost: £168,705.00

Part B: Review of outcomes in the previous academic year

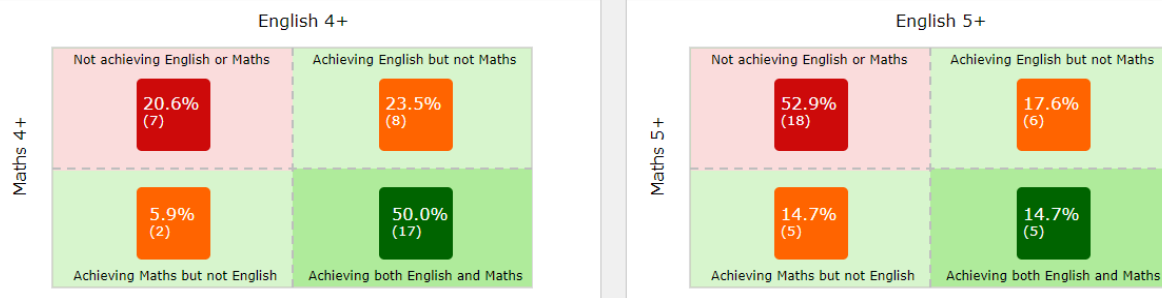
Pupil Premium strategy outcomes for disadvantaged students 2022-23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year, the final year of our previous 3 year strategy.

Outcomes for PP students

	Attainment 8					Progress 8				
	2017	2018	2019	2022	2023	2017	2018	2019	2022	2023
PP	24.92	31.91	36.69	37.97	38.04 (34.91 Nat.)	-1.51	-0.59	-0.43	-0.24	+0.06 (-0.57 Nat.)
Non PP	42.38	48.59	48.14	51.91	48.13	-0.49	0.15	0.10	0.31	+0.22
Gap	17.46	16.68	11.45	13.94	10.09	1.02	0.74	0.53	0.55	0.16

- Outcomes for Pupil Premium students are the strongest yet for an exam year with a positive progress 8 score of +0.06 for 2023 (20% of the year 11 cohort being pupil premium)
- Both Attainment 8 and Progress 8 have continued to improve year upon year.
- The gap is currently 10.07 showing a significant improvement from 12.91 in the 2019 exam series.
- This shows positive progress of +0.63 above the National Progress 8 score of -0.57 and attainment of +3.13 above the National Attainment 8 score of 34.91.
- Locally the Progress 8 average was -0.75 and Attainment 8 score was 31.92. This also demonstrates the significant gains our pupil premium students have made in the county, making stronger progress than their peers.
- At the key measure of 9-5EM, PP students fell by 2.5% from previous progress scores from 17.2% in the 2019 exams to 14.7% in 2023. At the 9-4EM measure, this improved by +8.6%). PP students have made stronger improvements at 9-4 than non PP students.



- Disadvantaged students performed particularly well against SPI in Business Enterprise, Health & Social Care, Combined Science, 3D Design, Art & Craft, Art & Photography, Computer Science, Maths, Media and Chemistry (all at 0 or above) and against residuals in Creative Media, Travel and Tourism, Combined Science, Computer Science, Further Maths, Maths, Chemistry and Physics.
- Sustaining strong outcomes for our disadvantaged students remains a key priority for the school's development.



English

- Progress in English has improved significantly since 2019 and was previously -0.25 in 2022. This demonstrates an obvious closing of the gap as the progress score is the strongest yet at -0.06.

Maths

- Maths progress for disadvantaged students is positive +0.17. The best previous progress for PP students was -0.31 in 2022 again showing strong PP outcomes with significant improvement.
- There were 34 disadvantaged students. 19 attained a grade 4 or above. 2 students achieving grade 7 and above (these were 2 of the HPA PP students).

Teaching and Learning

- The quality of teaching and learning experienced by disadvantaged students is driven by the quality of our curriculum which is reviewed annually for both key stages and the Quality First teaching they receive in the classroom. Quality First teaching continues to be our main driver in raising attainment.
- Students continued to use the 'How We Learn at Redmoor' strategies with a focus on how excellent effort leads to good progress. This reinforced our high expectations of all students and enabled students to practise effective learning strategies. This continues to be embedded across the curriculum.
- Our school improvement plan objectives have ensured that high quality classroom practice is the norm and practice continues to develop across the whole school. This has been supported through subject action plans, teaching and learning briefings to support the implementation of effective practice and clarified expected standards for written accuracy. In addition QA cycles have monitored classroom practice informed by teaching and learning sessions. Checking for understanding has been a key feature of this for staff to ensure students are unable to opt out and have more opportunity to engage and avoid passivity.
- Literacy continues to be a focus in our teaching and learning strategy and the focus on accuracy in extended writing has been implemented and is now being embedded.
- Continuing to fund a whole school literacy coordinator has driven our Literacy strategy forward, with literacy, oracy and reading becoming increasingly embedded in our revised curriculum and in all subjects. This has had a positive impact on the literacy of our PP students and consequently on outcomes. Our literacy coordinator will continue to develop the strategy in 2023-24 with a focus on proof-reading.

Targeted academic support

- NTP tutoring - The tutoring programme ran for a second year with some students completing a second round of this.

28 disadvantaged students received tutoring in English and maths: 16 attended at least 50% of their lessons; 10 students began tutoring but frequently missed classes and were removed.

- **English;** 17 students in receipt of the Pupil Premium attended the NTP (5 of these students also fall into the SEND category). 13 of 17 of these students reached their teachers' CP2 projection, with 6 students improving on this score. 7

students failed to reach a standard pass, though general attendance was poor for these students.

There does, however, actually seem to be little correlation between the number of NTP hours attended and the progress made in English. 75% of students achieved teachers' CP2 projections or above.

- **Maths;** 12 students in receipt of the Pupil Premium attended the NTP (3 of these students also fall into the SEND category). 9 of these students reached their teachers' CP2 projection, with 1 student improving on this score by one grade and 3 falling below - however these students did not attend many sessions.

Only 4 of these 12 students reached a standard pass. There appeared to be no correlation between attendance and final outcomes in maths.

- Study Space staffing - The funding of Study Space staffing allowed us to extend the provision to enable more disadvantaged students to attend. This led to a reduction in the amount of disadvantaged students who received sanctions for the non completion of homework and supported them in completing homework. This continues to provide students with a suitable working environment, access to IT, resources and teaching staff support.
- At key stage 4 students are provided with essential revision guides and equipment to support subject knowledge both in the classroom and for independent practice.

Wider strategies

Attendance

	Whole school	PP	Non PP	Gap
2019-20	94.20	89.60	94.80	5.20
2020-21	93.30	88.70	94.20	5.50
2021-22	89.49	86.04	90.46	4.42
2022-23	91.17	88.70	91.84	3.14

Attendance of disadvantaged students last year rose by 2.66% compared to the attendance of non disadvantaged students which rose by 1.38% indicating that PP attendance has improved more than non PP attendance. The gap between PP and non PP attendance also reduced in 2022-23, from 4.42% to 3.14%. As our biggest barrier to learning, close monitoring of attendance and placing students on a 6 week attendance

challenge throughout the year when required has significantly supported this improvement.

Emotional Wellbeing

There continues to be a huge increase in the number of students who are struggling with their emotional wellbeing. This is particularly so for our disadvantaged students. To support these students, we have used our PP funding to provide additional support for students. This has included:

Counselling and PP Mentoring

Students have been well supported by our full time in-school counsellor, and pastoral staff referrals can be made through the school system.

Our full time Pupil Premium mentor has also played an active role in supporting disadvantaged students this year. This has included mentoring sessions, academic mentoring, leading targeted interventions, monitoring academic progress and supporting emotional wellbeing. Feedback from a student voice panel shows the positive impact these sessions have had on students' emotional wellbeing and consequently their ability to engage in their learning and make progress.

Academic and Enrichment Opportunities

In order to develop students' cultural capital, we have continued to use PP funding to enable students to attend a range of trips, visits for academic and enrichment opportunities. All Year 7 students attended the annual Capital Culture London trip in which the whole year group visited a museum and art gallery in our capital city. We have continued to support arts participation and all disadvantaged students are now offered the opportunity to have music lessons in one instrument of their choice. 28 PP students are now having music lessons which has increased from the 17 PP students engaging last year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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N/A	