

# Honywood School pupil premium 24/25

The pupil premium statement below provides an overview and outline of the strategic approach that Honywood School is using to improve outcomes and support for pupil premium learners.

As stated in the [DfE guidance](#), school leaders are best placed to assess their learners' needs and use the funding to improve attainment, drawing on evidence of effective practice. It is up to school leaders to decide how to spend the pupil premium.

This document outlines the key areas that the pupil premium has been designated to support at Honywood School. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching. At Honywood our approach targets the three core areas outlined within the DfE guidance:

## **1. Teaching**

Investing in high-quality teaching

## **2. Targeted academic support**

Additional tuition and support for some learners focussed on their specific catch up needs

## **3. Wider approaches**

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges.

### **For example:**

- Supporting parents and carers
- Access to technology
- Summer support
- Supporting learners' social, emotional, and behavioural needs - Plan for learners with SEND

# Honywood School pupil premium strategy statement 24/25

This statement details our school's use of pupil premium (for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged learners.

It outlines the third year of our three year pupil premium strategy and how we intend to spend the funding in this academic year.

## School overview

Detail	Data
School name	Honywood School
Number of learners in school	825
Proportion (%) of pupil premium eligible learners	23% (178)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024 2023/2024
Date this statement was published	January 2025
Date on which it will be reviewed	July 2025
Statement authorised by	James Saunders, Headteacher
Pupil Premium lead	Jonny Williams, Assistant Headteacher
Governor / Trustee lead	Mike Goodman

## Funding overview

Detail	Amount
pupil premium funding allocation this academic year	£189,550
Recovery premium funding allocation this academic year	
pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	£189,550

# Part A: pupil premium strategy plan

## Statement of intent

Our intention is to ensure all learners, irrespective of their socio-economic backgrounds or the challenges they may face, continue to achieve high attainment across the curriculum at Honeywood. This includes building on the positive progress made in English and Maths last academic year and supporting them to close the gaps that emerged over the pandemic as well as tackling barriers to learning such as the emergence of social, emotional and wellbeing issues.

The Honeywood School pupil premium strategy looks to support vulnerable learners to achieve their goals in line with all learners at Honeywood, including the progress for those who are already high attainers. We understand the challenges to learning faced by our disadvantaged learners, such as learners adopted from care, looked after, young carers and those who have a social worker. We also acknowledge the barriers to learning for some of our learners from low-income families. The activities outlined in this strategy intend to support their needs regardless of whether a learner is at disadvantage or not.

Over the past five years Honeywood has been embedding a vision rooted in equality and tackling disadvantage in the form of its capital enhancing approach to the curriculum. This approach extends beyond the classroom with an ambition to provide opportunity for all to acquire the attributes of our capitals so they may enter society on a level playing field with more advantaged peers. Despite the challenges of the pandemic the school has continued to focus on these core aspects. As we continue to build back from the pandemic we continue to keep relationships at the heart of what we do. Our vision of being the beating heart of the community is central to this - working beyond the school to bring our community together. We recognise the importance of [parental engagement](#) and see our work around supporting personal development as instrumental in supporting learners to close the social and emotional gaps that have been caused by the pandemic.

Additionally, over the past five years, Honeywood has had a focus on developing [metacognition](#), [individualised instruction](#) and [feedback](#). Research has shown that these areas have a very positive impact on closing the gap and making the most rapid progress. In the first instance, these areas are addressed through quality first teaching. Our professional development programme is designed to support teachers to deliver their best and constantly develop their practice in these areas. Core texts that we have used to support teachers with their development include [Rosenshine's Principles](#) and the [Learning Rainforest](#) - all staff have been expected to engage with research in response to these texts. This year our Quality first teaching CPD is focusing on [adaptive teaching](#) and scaffolding.

Attainment at Honeywood has improved over the last five years. Data indicates that the gap between disadvantaged and non-disadvantaged has been closing over this period.

Finally, to support teachers to deliver quality first teaching Honeywood continues to develop the achievement and behaviour tracking system that has supported the creation of an inclusive culture and climate for learning that is free from disruption due to poor behaviour.

The pandemic has created a multitude of issues for many young people and has significantly impacted disadvantaged learners the most, not just academically but also with aspects of their personal and social development. The school is still seeing the impact of the pandemic on personal development, mental health and attendance. The school will continue to use the pupil premium for academic recovery as well as learners' social and emotional recovery. Our strategy for this academic year is to be responsive to the diagnostic assessment of GCSE results over time, attendance patterns, learner progress, achievement and behaviour data. We will continue to review and refine our strategy using data throughout the academic year to

ensure we address these common challenges and individual needs of our learners. The planned approaches will work in tandem with each other to support learners in adopting a love for learning and achieving high attainment in order to fulfil our aims of striving for both happiness and success. To ensure they are effective we will:

- Act early to intervene at the point when an academic or personal need is identified.
- Continue to build on our whole school approach through building positive relationships and re-establishing enrichment opportunities such as extra-curricular clubs, trips and visits, to close the disadvantaged experience gap that the pandemic has magnified.
- To have high expectations of all learners and to celebrate their achievements.
- Deliver a thorough and robust PSHE and RSE programme.
- Ensure learners have access to a range of pastoral and SEMH support mechanisms.

## Challenges

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

Challenge number	Detail of challenge
<p><b>1:</b> Improving attainment and progress for disadvantaged learners across English/Maths.</p>	<p>The maths progress and attainment of disadvantaged learners is generally lower than that of their peers and teacher diagnostic assessments suggest that many learners particularly struggle with problem solving tasks.</p> <p>We have seen an improvement in these figures compared with the preceding few years (Progress 8 was -1.8 for Disadvantaged learners in Maths and -1.6 in English in 2018 and -1.31 in Maths and -1.01 in English in 2019). In 2022 we received our first examination results since the pandemic. English Progress 8 for disadvantaged in 2022 was -0.81 and in Maths it was -0.98</p> <p>2023 results were as follows:</p> <ul style="list-style-type: none"> <li>● English P8 for disadvantaged = -0.5</li> <li>● Maths P8 for disadvantaged = -0.57</li> </ul> <p>2024 results were as follows:</p> <ul style="list-style-type: none"> <li>● English P8 for disadvantaged = -0.67</li> <li>● Maths P8 for disadvantaged = -0.67</li> </ul> <p>We are determined to achieve positive progress for all learners in both English and Maths and significantly reduce the Basics gap.</p> <p>In 2020 and 2021 the progress figure is more difficult to ascertain due to the pandemic performance measure restrictions. However, analysis of attainment 8 figures mirrors the progress gap that existed prior to the pandemic.</p>
<p><b>2:</b> Improving oracy and literacy skills across the school for disadvantaged learners.</p>	<p>Assessments, observations and discussion with KS3 learners indicate that disadvantaged learners generally have lower levels of reading comprehension speed than peers. This impacts their progress in all subjects.</p> <p>Diagnostic assessments using Lucid screening with learners in year 7 show that there is an issue with reading comprehension speed which is later translated to exam technique issues. We have noticed that learners coming from smaller primary schools score lower than their peers at larger primary schools.</p> <p>After reviewing provision across the school we have found that learners are not always given enough time to read and speak in lessons or take part in active listening exercises. One challenge is that learners tend to be more passive in their note taking - such as copying definitions.</p>
<p><b>3:</b> Supporting learners to overcome the mental</p>	<p>Our assessments, observations and discussions with learners and families suggest that the education and wellbeing of many of</p>

<p>health challenges that have arisen through the pandemic .</p>	<p>our disadvantaged learners has been impacted by partial school closures to a greater extent than for other learners. These findings are backed up by several national studies.</p> <p>Our assessments (including wellbeing survey and our ImpactEd study), observations and discussions with learners and families have identified social and emotional issues for many learners, such as anxiety, self harm, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged learners, including their attainment.</p> <p>During the pandemic, teacher referrals for support have increased. Many learners currently require additional support with social and emotional needs through one to one and small group interventions.</p> <p>This has resulted in significant knowledge gaps resulting in learners falling further behind age-related expectations..</p>
<p><b>4:</b> Improving the quality of and engagement with, feedback and reflection activities so that learners develop their metacognitive and self regulation skills.</p>	<p>Our observations suggest many lower attaining disadvantaged learners still lack the metacognitive and self-regulation strategies required to take full ownership of their learning. As a result, when faced with challenging tasks, they do not possess the reflective or evaluative skills required to monitor their progress using self awareness of their progress. This is indicated across the curriculum, particularly maths. Where this is tackled well, it is as a result of clear and targeted feedback that guides the learner through a process that develops ownership of their learner and the acquisition of further metacognition and self regulation skills. The challenge is to make this more consistent across the school.</p>
<p><b>5:</b> Improving behaviour for learning among our disadvantaged cohort.</p>	<p>Last academic year, there was some challenging behaviour from some pupil premium learners. These learners are more likely to gain Suspensions compared to non-disadvantaged peers.</p>
<p><b>6:</b> Improving the attendance among our disadvantaged learners.</p>	<p>Our attendance data over the last few years indicates that attendance among disadvantaged learners across each cohort has been between 3.2% - 6.6% lower than for non-disadvantaged learners.</p>
<p><b>7:</b> The Crossover between pupil premium and SEND.</p>	<p>28% of pupil premium Learners are on the SEND register and 8% of them have an Education Health Care Plan (EHCP). Special educational needs (SEND) cohort is above the national average.</p> <p>The current PPG &amp; PPG + SEND breakdown is:</p> <p>C7: PPG = 41    PPG + SEND = 21</p> <p>C8: PPG = 31    PPG + SEND = 7</p> <p>C9: PPG = 37    PPG + SEND = 14</p>

	C10: PPG = 38    PPG + SEND = 14 C11: PPG = 30    PPG + SEND = 13
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## Intended outcomes

This section 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
<b>1:</b> To sustain improvement in attainment and progress for disadvantaged learners in English and Maths	A positive Progress 8 score for Disadvantaged learners in Maths. A higher Attainment 8 score for Disadvantaged learners in Maths. A higher proportion of Disadvantaged learners achieve a grade 5 in English and Maths.
<b>2:</b> To improve the literacy and Oracy skills of PP learners - specifically regarding reading comprehension speed and writing notes as well as talking in class	<b>Structure for writing:</b> We do/ I do. Be explicit that the class will work together to model an exemplary piece of work. Learners can then use this to write their own. <b>Structure for talk:</b> Give very clear instructions in order to engage all learners. 'I am going to ask you to think about the answer to the questions silently for 30 seconds. The question is: ... Now I am going to ask you to turn to your partner and share your answers for 30 seconds.' <b>Structure for talk and writing:</b> Similarly, roles should be given during group work to ensure participation from all learners and equal time for talk and writing.
<b>3:</b> To sustain and further develop our capacity to provide support for the mental wellbeing of learners.	Learner survey data shows that learners feel safe and supported. Mental Health referrals are tracked and positive progress recorded. Learners that have experienced interventions make better progress after interventions have taken place
<b>4:</b> To Improve the quality of class feedback and and further develop opportunities for learners to reflect on their work	Evaluations of learning review will demonstrate that pupil premium learners are able to articulate their learning journey on a par with no-disadvantaged peers. Evaluations of books will show no disparity between quality of feedback and amount of feedback given. A positive Progress 8 score for Disadvantaged learners in Maths. A higher Attainment 8 score for Disadvantaged learners in Maths. A higher proportion of Disadvantaged learners achieve a grade 5 in English and Maths.

<p><b>5:</b> To improve the behaviour for learning among disadvantaged learners</p>	<p>Improved behaviour from PP learners leading to fewer Suspensions, fewer periods in Isolation and fewer detentions. Suspension and Isolation data to be analysed to track gaps. Wellbeing vision for learners ensures that learner access to appropriate support, referrals to external agencies, alternative curriculum provision and home liaison/intervention is timely and conducive to improving the educational experience of those in need. Pupil premium learners are supported to manage behaviour more positively through accessing a range of pastoral support options.</p>
<p><b>6:</b> To improve attendance among disadvantaged learners</p>	<p>Pupil premium learners achieve improved levels of attendance and there are fewer Pupil premium learners who are PA. Close intervention and monitoring from Inclusion Officer with lower thresholds for intervention for Pupil premium learners. Fundamentally, Pupil premium learners are in school more regularly and therefore engaging more effectively with lessons and activities. Pupil premium learners are actively encouraged to take part in a wide range of trips, clubs and school responsibilities. Pupil premium learners contribute to the school community and engage more with the prevailing ethos.</p>
<p><b>7:</b> To improve outcomes from PP/SEND learners and reduce the gap with non-disadvantaged peers</p>	<p>LSAs make effective use of curriculum planners to aid their communication with teachers regarding targeting support. Regular SENCO observations highlight that practice is effective and LSAs are focused in all sessions. Specific training has taken place for English and Maths so that LSAs are more skilled at offering support.</p> <p>Pupil premium and SEND learners receive the support they need to engage and progress positively. Ongoing liaison between Cohort Leaders and SENCO ensure correct support is in place. LSa working in subject areas can support individuals with subject specific knowledge and skills. Pupil premium /SEND learners engage and make positive progress.</p>

## Activities for Academic Year 2024/2025

The following details outline how we intend to spend our pupil premium (and recovery premium funding) **this academic year (24/25)** to address the challenges listed above.

### Teaching (including, CPD, recruitment and retention, behaviour, Oracy and Literacy)

Budgeted cost: **£104,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments such as YARC, Reading, Lucid and data analysis tool 4Matrix.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each learner to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	7, 1
<p>Ongoing development of teacher feedback and learner response to feedback.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will be rolled out across the school and will complement the focus on books, marking and assessment.</p> <p>It will also tie into the parents evening and independent study approach - designed to improve metacognition and self regulation</p>	<p>Teaching metacognitive strategies to learners can be an inexpensive method to help learners become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	4,
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the</p>	1

<p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:  <a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess learners' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help learners to develop more complex mental models:  <a href="http://educationendowmentfoundation.org.uk">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>Appoint a lead for Literacy across the school and review provision and create short term and long term actions to develop Literacy strategies within classroom - provide teacher release time to facilitate review and implement actions.</p> <p>Provide resources to build and open a new school library and implement DEAR and DEAL time and reading focus across the school. This includes sources key texts.</p>	<p>Acquiring disciplinary literacy is key for learners as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>IDL intervention: contains modules to improve reading accuracy, reading comprehension and spelling skills which can be used collectively or in isolation. Learners are assessed by appropriately experienced and trained LSA for the starting point on the IDL intervention. The learner's own individual program is then set up and learner supported and monitored as they work through this program.</p> <p><b>Outcome evidence from internal review</b></p> <p><b>Structure for writing:</b>  We do/ I do. Be explicit that the class will work together to model an exemplary piece of work. Learners can then use this to write their own.</p> <p><b>Structure for talk and writing:</b>  Similarly, roles should be given during group work to ensure participation from all learners and equal time for talk and writing.</p>	1, 2
<p>Improve the opportunities for learners to develop ORacy skills within the classroom.</p>	<p><b>Outcome evidence from internal review</b></p> <p><b>Structure for talk:</b></p>	1

<p>Develop lead for Oracy across the school and review provision and create short term and long term actions to develop Oracy strategies within classroom - provide teacher release time to facilitate review and implement actions.</p>	<p>Give very clear instructions in order to engage all learners. 'I am going to ask you to think about the answer to the questions silently for 30 seconds. The question is: ... Now I am going to ask you to turn to your partner and share your answers for 30 seconds.'</p> <p><b>Structure for talk and writing:</b> Similarly, roles should be given during group work to ensure participation from all learners and equal time for talk and writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Review and develop behaviour system with the aim of reducing incidents of suspensions.</p> <p>To support behaviour systems create interventions to tackle persistent issues. Teacher release time to mentor learners.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Evidence suggests both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	1, 5
<p>Review of SEND provision and create short term and long term actions to develop SEND and teacher working protocols within classroom - provide teacher release time to facilitate review and implement actions.</p>		1, 7

## Targeted academic support (including, tutoring, one-to-one support, structured interventions, diagnostic tool)

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged learners who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on learners' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Develop in school Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. A significant proportion of the learners who receive tutoring will be disadvantaged, including those who are high attainers. This will include out of school catch up tuition as well as after school</p> <p>Our in house tutoring programme focuses on three central principles of effective practice as outlined by the EEF:</p> <ol style="list-style-type: none"> <li>1. Selecting pupils and scheduling sessions effectively.</li> <li>2. Aligning tutoring with curriculum and assessment.</li> <li>3. Creating a sustainable tutoring model.</li> </ol>	<p><a href="#">EEF guide: Making a difference with effective tutoring</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining learners or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1.
<p>Offer opportunities for disadvantaged learners in cohort's 9 and 10 to attend the Brilliant Club programme in Spring term. Priority should be given to disadvantaged learners, those in low IDACI deciles and those whose parents did not attend HE as well as those who have not previously attended the programme.</p>	<p>The Scholars programme has been proven to raise aspiration and achievement within disadvantaged cohorts. Honywood continues to offer this opportunity to learners each year.</p> <p><a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">https://thebrilliantclub.org/evaluation/programmes-evaluation/</a></p>	1,

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of trauma perceptive practice as an intervention for specific learners who require support with regulating their behaviour and emotions.</p> <p>Collaboration with local behaviour hubs and external agencies as well as support transitions for mid year entries and learners returning from other setting.</p> <p>Provide an in house school counsellor. Pathway interventions run in house by school staff. Provision of teacher release time. Introduce other therapeutic interventions such as boxing to help with confidence and minecraft to support SEND learners.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF'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:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p><a href="https://www.impactd.org.uk/impactinpractice">https://www.impactd.org.uk/impactinpractice</a></p>	3
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. ~Develop the role of attendance and welfare officer to improve attendance and work with families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	6
<p>Purchase of standardised wellbeing diagnostic evaluation tools such as ImpactEd and Boxall.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each learner to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	3
<p>Develop the in house enrichment programme to include an arts focus. Develop Primary Transition programmes with an arts focus</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3

**Total budgeted cost: £189,550**