



Pupil premium strategy statement

1. Summary information					
School	Hotspur Primary School				
Academic Year	2017/18	Total PP budget	£160,473	Date of most recent PP Review	January 2018
Total number of pupils	425	Number of pupils eligible for PP	132	Date for next internal review of this strategy	September 2018

2. Current attainment					
Percentage of PP children attaining EXS+ 15-16					
	Mathematics	Reading	Writing	GPS	
Year 2	53%	76%	41%	-	
Year 6	59%	59%	68%	50%	
Percentage of PP children attaining EXS+ 16-17					
	Mathematics	Reading	Writing	GPS	
Year 2	57%	64%	50%	-	
Year 6	53%	47%	65%	40%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low entry levels to EYFS and for some a lack of readiness to learn.
B.	Gap in achievement between disadvantaged and other pupils; tracking of pupils has previously not aided us to diminish these differences.
C.	Low literacy skills; including a lack of active support from home with reading and other learning tasks.
D.	Emotional and behavioural difficulties; increase in issues around mental health, low self-esteem & motivation.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	An inequality of opportunity; disadvantaged pupils lack access to social & cultural experiences that enrich the learning journey.
F.	Persistent absence and low levels of attendance for disadvantaged pupils.
G.	Complex family challenges and difficulties; parent/carer engagement can be poor for disadvantaged children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children arrive at school prepared & ready to learn.	Increased percentage of children, particularly those from low attaining

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		starting points, meet age related expectations by the end of KS1.
B.	Gap between disadvantaged and other pupils is diminished.	Gap between disadvantaged and other pupils reduces.
C.	Literacy skills are not impacted by socio economic background. Parent/carers feel able to support their children at home.	Increased percentage of disadvantaged children meet age related expectations.
D.	Children are supported to manage emotional & behavioural difficulties.	Increased percentage of disadvantaged children meet age related expectations. Individual improvements reflected in class Thrive screening. Individual improvement in SDQ (Strengths & Difficulties Questionnaire) & COR (Child Outcomes Research) data monitored through Kalmer Counselling reports.
E.	All children have the opportunity access to access cultural and social experiences, enriching all areas of learning.	Increased percentage of disadvantaged children meet age related expectations. Increased participation in school events from disadvantaged children and their families.
F.	Pupils are supported and motivated to attend school regularly. Parent/carers support their children to attend school regularly.	Improvement in attendance percentage for disadvantaged children.
G.	Families are supported to deal with challenges and difficulties. Parent/carers feel able to approach the school for support.	Increased engagement from parent/carers of disadvantaged children. Families are supported where needed through Children's Social Care involvement, Early Help Plans and single agency support.



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5. Planned expenditure					
Academic year	2017/18				
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/s	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?
A,B&C	Mastery	<p>+ 5 Months <i>(suggested yearly impact based on evidence from the Education Endowment Foundation's Teaching & Learning Toolkit).</i></p> <p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.</p> <p>Evidence suggests that Mastery is a strategy with good potential, particularly for low attaining pupils. Learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress.</p>	<p>Through our monitoring & evaluation process:</p> <ul style="list-style-type: none"> • Pupil Progress meetings • Professional Development meetings • Data Analysis • Staff CPD • Staff Curriculum Sessions • Shared year group PPA sessions ensures high quality planning 	<p>Kevin McVittie (Deputy Head)</p> <p>Strategic Development Team (SDT)</p>	Ongoing throughout academic year
A,B&C	Collaborative Learning	<p>+ 5 Months</p> <p>A collaborative (or cooperative) learning approach involve 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.</p> <p>The impact of collaborative approaches on learning is consistently positive. Structured approaches with well-designed tasks which promote talk and interaction between learners lead to the greatest learning gains.</p>	<p>Through our monitoring & evaluation process:</p> <ul style="list-style-type: none"> • Pupil Progress meetings • Professional Development meetings • Data Analysis • Staff CPD • Staff Curriculum Sessions • Shared year group PPA sessions ensures high quality planning 	<p>Kevin McVittie</p> <p>SDT</p>	Ongoing throughout academic year



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<p>A,B&C</p>	<p>Metacognition</p>	<p>+ 7 Months Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>The potential impact of these approaches is high. 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. Evidence indicates that teaching these strategies can be particularly effective for low achieving pupils.</p>	<p>Through our monitoring & evaluation process:</p> <ul style="list-style-type: none"> • Pupil Progress meetings • Professional Development meetings • Data Analysis • Staff CPD • Staff Curriculum Sessions • Shared year group PPA sessions ensures high quality planning 	<p>Kevin McVittie</p> <p>SDT</p>	<p>Ongoing throughout academic year</p>
<p>A,B&C</p>	<p>Growth Mindset</p>	<p>+2 Months Helping pupils to improve academic attainment by supporting them to develop a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort.</p>	<ul style="list-style-type: none"> • Staff Curriculum Sessions • Assemblies • Displays in classrooms • Feedback through discussions with children 	<p>Kevin McVittie</p> <p>SDT</p>	<p>Ongoing throughout academic year</p>
<p>A,B&C</p>	<p>Feedback</p>	<p>+ 8 Months Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning.</p> <p>Feedback studies tend to show very high effects on learning. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.</p>	<ul style="list-style-type: none"> • Book scrutinies • Agreement trialling • Phase team meetings 	<p>SDT</p>	<p>Ongoing throughout academic year</p>
<p>A,B&C</p>	<p>Differentiated Teaching Guided Reading</p>	<p>+ 3 Months Differentiated Teaching involves different tasks for each learner and support at the individual level.</p>	<p>Through our monitoring & evaluation process:</p> <ul style="list-style-type: none"> • Pupil Progress meetings • Professional Development 	<p>SDT</p> <p>Nic Sheader (English Lead)</p>	<p>Ongoing throughout academic year</p>

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		On average, differentiated teaching has a positive effect on learners.	<p>meetings</p> <ul style="list-style-type: none"> • Data Analysis • Staff CPD • Staff Curriculum Sessions • Shared year group PPA sessions ensures high quality planning 		
A,B&C	Classroom monitor	Classroom Monitor is a website and app that lets teachers capture learning as it happens. Linking directly to our school curriculum, teachers' assess against age related expectations and use this to benefit learning. Classroom monitor is used at Hotspur Primary School as it allows teachers to assess against a markbook. This means that in addition to using CM to record summative test scores it can be used formatively, on a day-to-day basis, to inform and support planning. CM provides a comprehensive representation of what a child understands as well as supporting teachers to pinpoint next steps and appropriate targets that match children's emerging needs. Finally, CM supports the SLT (and governors) to make sense of whole school data.	<ul style="list-style-type: none"> • Teachers are encouraged to update CM at least fortnightly, (though many teachers choose to do this far more regularly) • Several sessions of CPD have taken place informing staff about the capabilities of CM and familiarising themselves with navigating the website • Staff have been encouraged to take ownership of their year group data which most have found empowering • CM markbooks are reviewed along with staff during Pupil Progress meetings to ensure staff are implementing its use effectively • Additional support is provided for anyone who is identified from this or would like further guidance 	Kevin McVittie SDT	Ongoing throughout academic year



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<p>A,B&C</p>	<p>Phonics</p>	<p>+ 4 Months Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<ul style="list-style-type: none"> Phonics groups reviewed by middle and senior leaders on an ongoing basis as required Phonics screener at the end of Year 1 & 2 	<p>Jenn Findlay (Assistant Head)</p> <p>Leanne Pearson (Key Stage 1 manager)</p>	<p>Ongoing throughout academic year</p>
<p>A,B&C</p>	<p>Collaborative Learning:</p> <ul style="list-style-type: none"> Peer reading 	<p>+ 5 Months A collaborative (or cooperative) learning approach involve 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. Some collaborative learning approaches put mixed ability teams or groups to work in competition with each other in order to drive more effective collaboration</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.</p>	<p>Through our monitoring & evaluation process:</p> <ul style="list-style-type: none"> Pupil Progress meetings Professional Development meetings Data Analysis Staff CPD Staff Curriculum Sessions Shared year group PPA sessions ensures high quality planning 	<p>Kevin McVittie</p> <p>SDT</p>	<p>Ongoing throughout academic year</p>



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<p>A,B,D&E</p>	<p>Outdoor Learning:</p> <ul style="list-style-type: none"> • Woods (Nursery – Year 1) • Arctic Week (Year 2) • Outdoor Week (Year 5) • Lockerbie Residential (Year 6) 	<p>+ 4 Months</p> <p>Outdoor education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved.</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. Evidence suggests that the impact is greater vulnerable learners. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Through our monitoring & evaluation process:</p> <ul style="list-style-type: none"> • Pupil Progress meetings • Shared year group PPA sessions ensures high quality planning 	<p>Class Teachers</p>	<p>Ongoing throughout academic year</p>
<p>Total budgeted cost</p>					<p>£18,000</p>

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ii. Targeted support					
Desired outcome/s	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?
D	Social & Emotional Learning: <ul style="list-style-type: none"> • Thrive • Kalmer Counselling • Drawing & Talking Therapy • Lego Therapy 	<p>+ 4 Months</p> <p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<ul style="list-style-type: none"> • Reviewing information from staff & CPOMs are Pastoral support group meetings. • Feedback from Kalmer counselling & parent/carers. • Regularly reviewing and progressing Thrive screeners • Thrive Drop-in sessions • Thrive training programme • Professional development meetings • Early Help Plans 	<p>Steve Crosthwaite (Learning and Equalities Champion and Leader of Extended Services)</p> <p>Leanne Pearson</p>	<p>Ongoing throughout academic year</p> <p>Regular Thrive assessment updates</p> <p>At regular Pastoral Support Group meetings</p> <p>Termly Kalmer Counselling reports</p>
B&C	Reading Interventions: <ul style="list-style-type: none"> • Readingwise • 1:1 Reading 	<p>+ 5 Months</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</p> <p>Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics (there are fewer studies at secondary level or for other subjects). Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	<ul style="list-style-type: none"> • Pupil progress meetings • Pupil's progress measured and evaluated by Reading Champion and class teachers • Training of reading volunteers 	<p>Tina Ritson (Reading Champion)</p>	<p>Ongoing throughout academic year</p>



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<p>A,B&C</p>	<p>Targeted TA support</p>	<p>+ 1 Month Teaching assistants (also known as TAs or classroom support assistants) are adults who support teachers in the classroom. At Hotspur teaching assistants are used to deliver targeted support to small groups of children.</p> <p>Evidence suggests that there is a positive impact where TAs are used to support individual pupils or small groups.</p>	<ul style="list-style-type: none"> Reviewed regularly by Deputy Head, Assistant Heads and SEN team Interventions changed/modified accordingly 	<p>Jenn Findlay</p> <p>Carol Jackson (Assistant Head)</p>	<p>Ongoing throughout academic year</p>
<p>A&B</p>	<p>Teacher interventions</p> <ul style="list-style-type: none"> Small group Targeted interventions Y6 SATs Easter camp 	<p>+ 4 Months Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but 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>	<p>Through our monitoring & evaluation process:</p> <ul style="list-style-type: none"> Pupil Progress meetings Professional Development meetings Data Analysis Staff CPD Staff Curriculum Sessions Shared year group PPA sessions ensures high quality planning 	<p>Kevin McVittie</p> <p>SDT</p>	<p>Ongoing throughout academic year</p>

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<p>D&G</p>	<p>Behaviour Support:</p> <ul style="list-style-type: none"> • Restorative Practice • Room 6 • Lunchtime Activity Leaders • Positive Reward System 	<p>+ 3 Months</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression, violence, bullying, and substance abuse.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<ul style="list-style-type: none"> • Reviewed regularly by Learning & Equalities Champion • Data of incidents reviewed on CPOMs • Feedback from children, parents & carers • Discussed at SDT and Pastoral Support Group meetings • Through review of behaviour policy 	<p>Steve Crosthwaite</p>	<p>Ongoing throughout academic year</p> <p>At regular Pastoral Support Group meetings</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£89,000</p>

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iii. Other approaches					
Desired outcome/s	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?
D,E,F&G	Monitoring safeguarding & pupil wellbeing: <ul style="list-style-type: none"> Learning & Equalities Champion Thrive CPOMS Staff Training 	<p>Studies have convincingly shown that parental engagement in a child's learning, rather than simple involvement in school activities, is the most effective way for parents to improve their child's attainment, behaviour and attendance.</p> <p>Effectively monitoring of safeguarding information and having an understanding of the individual dynamics of our families enables us to offer targeted support that best meets their needs.</p>	<ul style="list-style-type: none"> CPOMs data monitored regularly by Learning & Equalities Champion Knowledge gained through involvement with other agencies in the local area (e.g. SC being Chair of Newcastle East Early Help Board) Early Help Plans Children's Social Care Child Protection or Child in Need plans Data reviewed at Pastoral Support Group meetings Regularly reviewing and progressing Thrive screeners Link Governor visits 	Steve Crosthwaite	<p>CPOMs reviewed on a daily basis</p> <p>At regular Pastoral Support Group meetings</p> <p>Performance Review Meetings</p>
A,C,D,E&G	Parental Engagement: <ul style="list-style-type: none"> Parent Support Advisor Family Week Open Door Policy Parent/Carer Consultations EYFS Stay & Play Community Room Family Thrive 	<p>+ 3 Months</p> <p>Parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. <p>Parental engagement is consistently associated with pupils' success at school, though it is difficult to evidence impact on attainment.</p>	<ul style="list-style-type: none"> CPOMs data monitored regularly by Learning & Equalities Champion Knowledge gained through involvement with other agencies in the local area (e.g. SC being Chair of Newcastle East Early Help Board) Early Help Plans Children's Social Care Child Protection or Child in Need plans Data reviewed at Pastoral Support Group meetings Regularly reviewing and progressing Thrive screeners Reviewed at Governor committee meetings 	Steve Crosthwaite SDT	<p>Ongoing throughout academic year</p> <p>At regular Pastoral Support Group meetings</p>



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<p>F</p>	<p>Attendance Monitoring</p>	<p>In 'Supporting the attainment of disadvantaged pupils' (2015) the DFE suggest that <i>"Pupils have to be in school and able to pay attention before they can access learning...More successful schools have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Similarly, more successful schools set up rapid response systems to address poor attendance."</i> Hotspur attendance monitoring procedure allows us to regularly monitor issues around attendance, enabling us to respond to respond in a manner that is tailored to individual families.</p>	<ul style="list-style-type: none"> Attendance monitoring plan Attendance data regularly reviewed 	<p>Steve Crosthwaite</p>	<p>At regular Pastoral Support Group meetings</p> <p>SDT Meetings</p> <p>Three attendance monitoring points across the year (weeks 10, 20 & 30).</p>
<p>C</p>	<p>Spotlight on Reading:</p> <ul style="list-style-type: none"> Storytelling Pod 	<p>Spotlight on Reading is a yearly event devised to raise the profile of the fundamental importance of reading. It aims to ensure a reading culture and environment throughout school and enthuse children about reading for pleasure. During Spotlight for Reading children who are still not reading at an age appropriate level receive intensive, targeted support to accelerate their progress. Parents and carers are encouraged to get involved allowing them to feel more informed about supporting children with reading.</p>	<ul style="list-style-type: none"> Project reviewed at SDT meetings Parent/Carers feedback/participation Feedback from children Progress of children monitored by individual teachers 	<p>Tina Ritson</p>	<p>At SDT meetings</p>
<p>A,C&E</p>	<p>Homework:</p> <ul style="list-style-type: none"> Support in school Range of activities to encourage all parent/carers to engage 	<p>+ 2 Months Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests.</p> <p>It is certainly the case that schools whose pupils do homework tend to be more successful. The quality of the task set appears to be more important than the quantity of work required from the pupil.</p>	<ul style="list-style-type: none"> Reviewed regularly by class teachers through planning and at a strategic level by SDT 	<p>SDT</p>	<p>At SDT meetings</p>



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<p>E&G</p>	<p>Widening Opportunities Fund:</p> <ul style="list-style-type: none"> Funded residential places Funded Breakfast club and childcare places Workshops (Easter bonnets, green day, etc). to allow all children to participate. Holiday Programme: <ul style="list-style-type: none"> Family Fun Days Family Day Trips Mentoring 	<p>The Widening Opportunities Fund enables us to do the very best for everyone in the Hotspur School community. Pupils respond in different ways to the experience of schooling. Historically, at Hotspur there has been considerable variation occurring in both pupil responses to educational processes and their educational achievement. This fund seeks to address the issue by attempting to ensure that pupils from different backgrounds have similar life opportunities no matter what their racial, ethnic, faith, linguistic, gender, social class, family income, family structure, attainment or disability status might be. Hotspur already has a diverse pupil population which, in the future, not only might grow in diversity but also might change at fairly short notice. By attempting to minimize organisational and individual barriers to learning we are seeking to ensure that all pupils benefit from what Hotspur has to offer and that both their families and the wider community gain from this.</p>	<ul style="list-style-type: none"> Reviewed regularly by Learning and Equalities Champion Discussions at SDT and performance management meetings 	<p>Steve Crosthwaite</p>	<p>Ongoing throughout academic year</p>
<p>D,E&G</p>	<p>Mentoring</p>	<p>+ 0 Months</p> <p>Mentoring at Hotspur involves pairing pupils with a member of staff, who acts as a positive role model. In general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to deliver specific academic skills or knowledge. On average, mentoring appears to have little impact on academic outcomes; however evidence suggests positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	<ul style="list-style-type: none"> Reviewed regularly by Learning and Equalities Champion Pupil's Attitude to Self and School (PASS) data captured at beginning and end of intervention Thrive data reviewed Discussions at SDT and performance management meetings 	<p>SDT</p>	<p>Ongoing throughout academic year</p>
<p>B,D&E</p>	<p>Educational visits & cultural opportunities within school:</p>	<p>+ 2 Months</p> <p>Defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur</p>	<ul style="list-style-type: none"> Reviewed at SDT and Governor committee meetings Supported by Friends of Hotspur fundraising activity 	<p>Miles Wallis-Clarke</p>	<p>Ongoing throughout academic year/after project</p>



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	<ul style="list-style-type: none"> Hotspur Entitlement (supported by Friends of Hotspur), Year 2 & 5 theatre visits, metro passes. No cost attached to educational visits Great Exhibition of the North Whole school art project Art Afternoons Year 5 Opera School Performances City Hall performance Take One Object 	<p>either as part of the curriculum or as extra-curricular activity. Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses.</p> <p>Overall, the impact of arts participation on academic learning appears to be positive. 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>	<ul style="list-style-type: none"> By working in collaboration with other schools and cultural organisations in the local area Evaluation and recognition from other organisation (e.g. Artsmark Award) 	SDT	
B,D&E	<p>Sports Participation:</p> <ul style="list-style-type: none"> PE & Sports Mentor After school, lunchtime & holiday sports activities 	<p>+ 2 Months</p> <p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through after-school activities or a programme organised by a local sporting club or association.</p> <p>The overall impact of sports participation on academic achievement tends to be positive. 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 activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</p>	<ul style="list-style-type: none"> Reviewed at SDT meetings Performance management reviews 	<p>Kim Spraggon (PE Lead)</p> <p>Ryan Redford (Sports Coach)</p>	<p>Ongoing throughout academic year</p> <p>Performance Management Reviews</p>
Total budgeted cost					£54,000

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