Anytown Museum

Schools engagement report

August 2024

Contents

About this report

The report describes the different types of schools and pupils you engaged with, based on information you collected about sessions delivered between November 2022 and November 2023. Your results are compared with all schools and pupils in your target area, London.

The analysis has been carried out by the Research Team at The Audience Agency. For more information on this report please contact research@theaudienceagency.org or call 0207 367 4625.

Data sources

Four sources of data have been used in this report – session data provided by you, the School Census, Pupil Premium allocations, and Audience Spectrum. A short description of each follows; more detail is available in the appendices.

Your data

You supplied data for **281 sessions** with **97 schools**, through which you reached **8,549 pupils**. Of all these sessions, 281 were with schools in the School Census, 259 with schools for whom Pupil Premium data is available, and 281 schools for which a valid location was provided. Only pupils who attended these sessions are included in analyses derived from these data sources.

The School Census

School Census results are used to identify the types of schools you engaged with and how this compares to all schools in your target area.

As the School Census only covers **state-funded schools in England**, only these institutions are included in these measures. Any further and higher education institutions, entirely privately funded institutions, or independent group visits not attached to a state-funded school are **not included** in these measures. In appendix i you can see which of the schools you submitted data about are in the census and therefore included in the analysis.

Results at school-level are also used to estimate the likely characteristics of pupils you reached, on the assumption that these **pupils are representative of the schools they attend**, in terms of ethnicity, speaking a language other than English as a first language, and eligibility for and use of free school meals[1]. As such, these measures should only be used as a guide to the **likely profile** of the pupils you engaged with.

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[1] Free school meals data for your schools is provided in the spreadsheet which accompanies this report

Pupil Premium

The Pupil Premium is additional funding given to state funded schools in England to raise the attainment of disadvantaged pupils. Payments are based on the number of eligible pupils on the school roll, and therefore can be used as a proxy for disadvantage amongst a school population.

Pupil Premium payments are not made to nurseries or independent/non-maintained schools. Therefore any sessions undertaken with these institutions will not be included in the Pupil Premium analysis in the report. As with the School Census data, school-level results are used to estimate the likely characteristics of pupils you reached, on the assumption that these **pupils are representative of the schools they attend**. As such, this measure should only be used as a guide to the **likely profile** of the pupils you engaged with.

Audience Spectrum

Audience Spectrum is a powerful arts, culture and heritage-specific geodemographic profiling tool developed by The Audience Agency. Audience Spectrum describes the British population in terms of their attendance, participation and engagement in the arts, culture and heritage, as well as their behaviours, attitudes and preferences relating to arts, museums and heritage organisations.

In this report, we use the **profile of residents of a local authority as a proxy for pupils** from schools within that local authority. This means the Audience Spectrum analysis in this report describes the characteristics of households pupils are likely to be resident in, assuming that the schools you reached have populations representative of their local areas. As such, the Audience Spectrum analysis in this report **should only be used as a guide to the possible profile** of pupils with whom you engaged.

Artsmark

The Artsmark programme aims to empowers teachers with the skills they need to embed arts, culture and creativity across the whole curriculum, and recognises schools' exceptional commitment to creativity with the Artsmark Award - the only award for arts and cultural provision in England. The Artsmark Award is accredited by Arts Council England.

This report uses data about current Artsmark schools and education settings (updated July 2024).

Summary

Headline figures

In total you engaged with **8,549 pupils** from **97 schools** across **281 sessions**.

Types of schools engaged

Over-represented compared to London

+ Primary schools
+ Community Schools and Voluntary Aided Schools
+ Church of England schools
+ Schools engaged with Artsmark

Under-represented compared to London

− Secondary schools, special schools and independent schools
− Academies

- 99% of the schools you engaged were mixed sex
- 95% of schools you engaged were state-funded primary schools; the remaining 5% were independent schools
- 64% of schools were Community schools, 15% Voluntary Aided, 12% Academies
- The majority of schools you engaged had no religious charter (76%); 15% were Church of England, 8% Roman Catholic
- All of the schools you engaged were based in an urban major conurbation
- 22% of schools were engaged with Artsmark. Of these schools, 14% were registered with Artsmark, 44% were working towards accreditation and 42% have been received an Artsmark Award

Types of pupils engaged

Over-represented compared to London

+ Pupils in Years 5 & 6 / Key Stage 2 pupils
+ Pupils at mixed sex schools
+ Pupils attending Community Schools
+ Pupils attending Church of England schools
+ Pupils attending schools engaged with Artsmark

Under-represented compared to London

− Pupils in Reception-Year 4 and Year 7-11 / ENR, Key Stage 1, 3, 4 & 5 pupils
− Pupils at all boys or all girls schools
− Pupils attending academies or independent schools
− Pupils from Black/Black British: African ethnic backgrounds

- + Pupils from other Black ethnic backgrounds
- + Metroculturals

Based on the characteristics of the schools the pupils you engaged attended:

- 26% of pupils were likely to be eligible for Pupil Premium payments
- 59% were likely to be from Global Ethnic Majority backgrounds, 23% from White British backgrounds and 17% from other White backgrounds
- 46% were likely to have a first language other than English
- Less than 1% were likely to be young carers
- 12% were likely to receive SEN support, and 4% were likely to have an EHC (education, health & care) plan

Based on the populations of the local authorities in which the schools you engaged with are situated, 47% are modelled to have been in a lower engagement household. The dominant Audience Spectrum segments were:

- Kaleidoscope Creativity (43% of pupils)
- Metroculturals (25% of pupils)
- Experience Seekers (14% of pupils)

Mapping

The following maps show the number of schools you reached in each English local authority, and the number of pupils you reached at each of these schools. All schools which could be matched to a Local Authority are included on these maps.

Number of schools by Local Authority

Zoomed to your target area
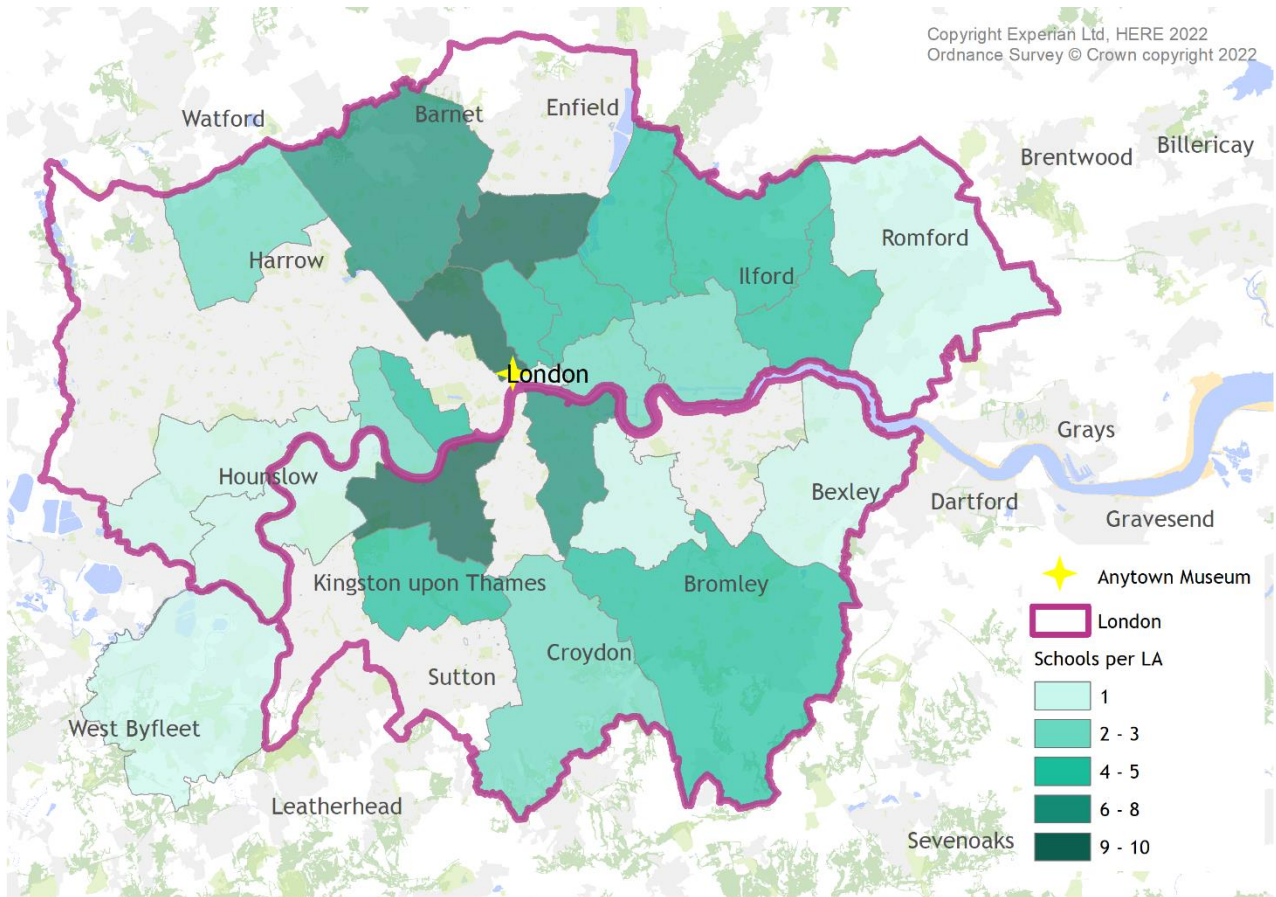
Number of pupils by Local Authority

Zoomed to your target area

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Ordnance Survey © Crown copyright 2022

Legend:
- ★ Anytown Museum
- London
- Pupils per LA
  - 25 - 58
  - 59 - 109
  - 110 - 237
  - 238 - 562
  - 563 - 1,346
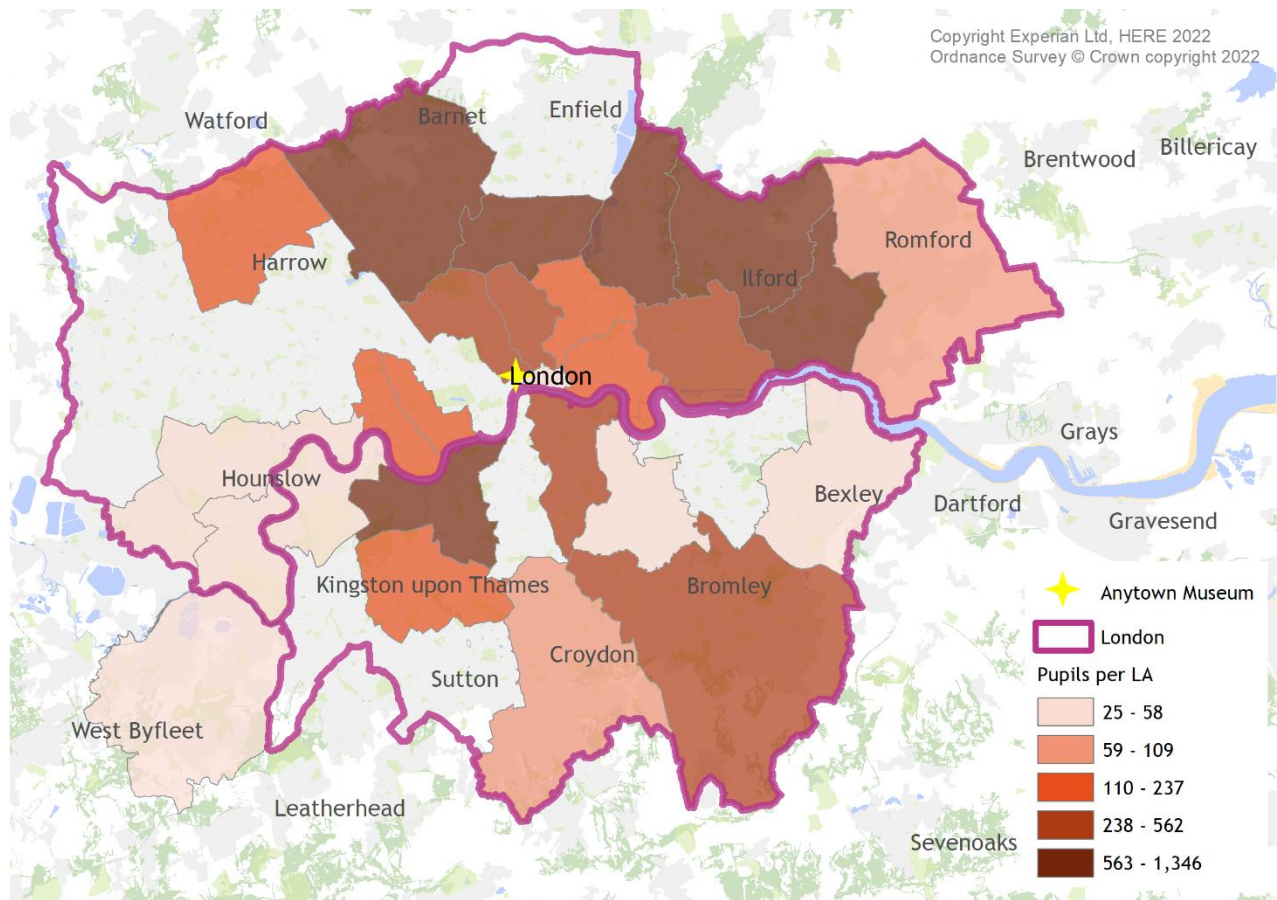
Consider if there are any cold spots on this map that you could investigate further. Do you want to expand your reach into new areas, or deepen your engagement in areas you're already working in?

School characteristics

This section describes the schools you reached, and describes the pupils you reached in terms of the types of schools they attend.

'Your schools' refers to the characteristics of the schools you reached – for example, where in the country they are and whether they are primary or secondary schools. 'Your pupils' refers to the percentage of pupils you reached who attended a school of this type. It does not describe the profile of the pupils themselves (in terms of e.g. place of residence, gender, or religion.)

Region of school

Schools
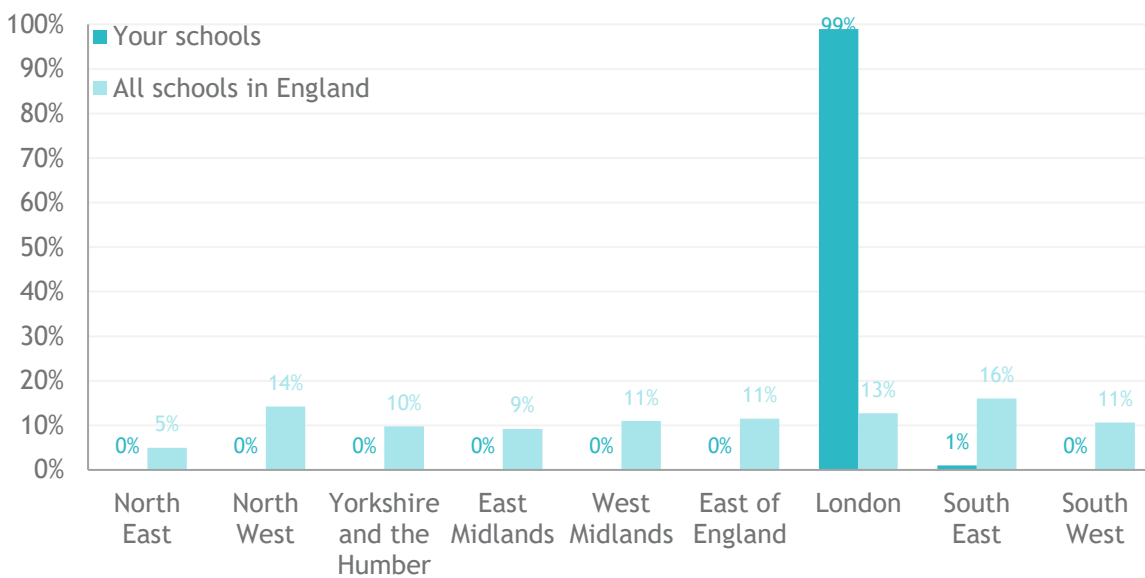
Your data: 97 schools / All schools in England: 24,453 schools

Pupils
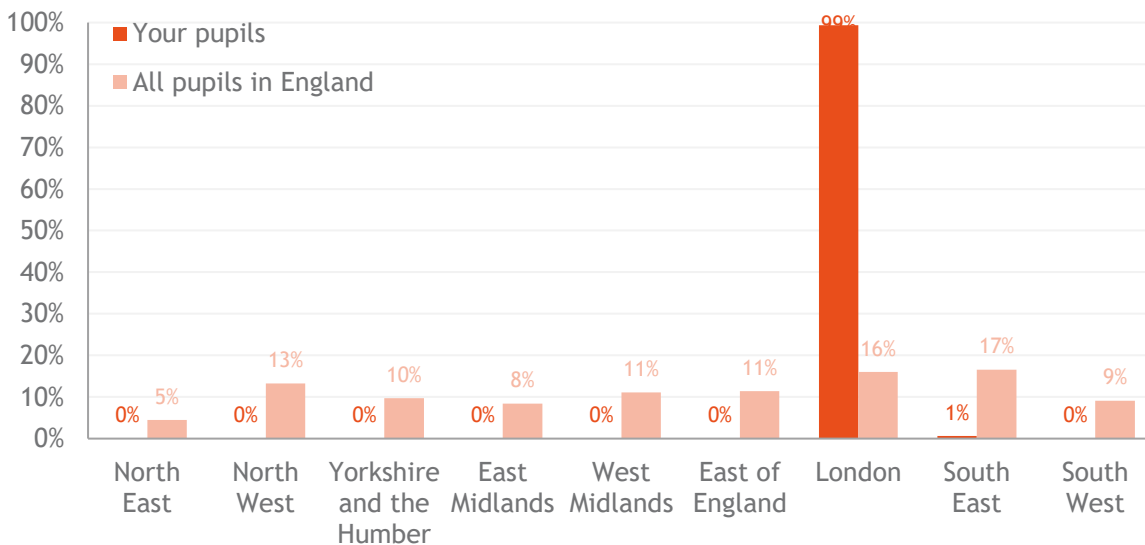
Your data: 8,549 pupils / All pupils in England: 9,092,073 pupils

Sex of school intake
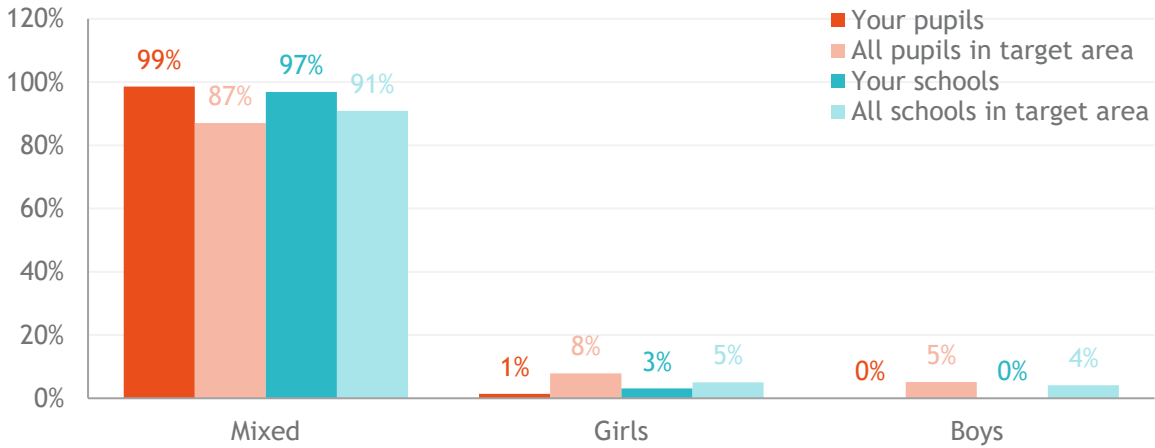
Your data: 8,549 pupils / 97 schools

Target area: 1,453,321 pupils / 3,112 schools

> This describes the intake of your schools, and how many of your pupils go to schools of these types, not the gender of your pupils.

Phase-type grouping[2]
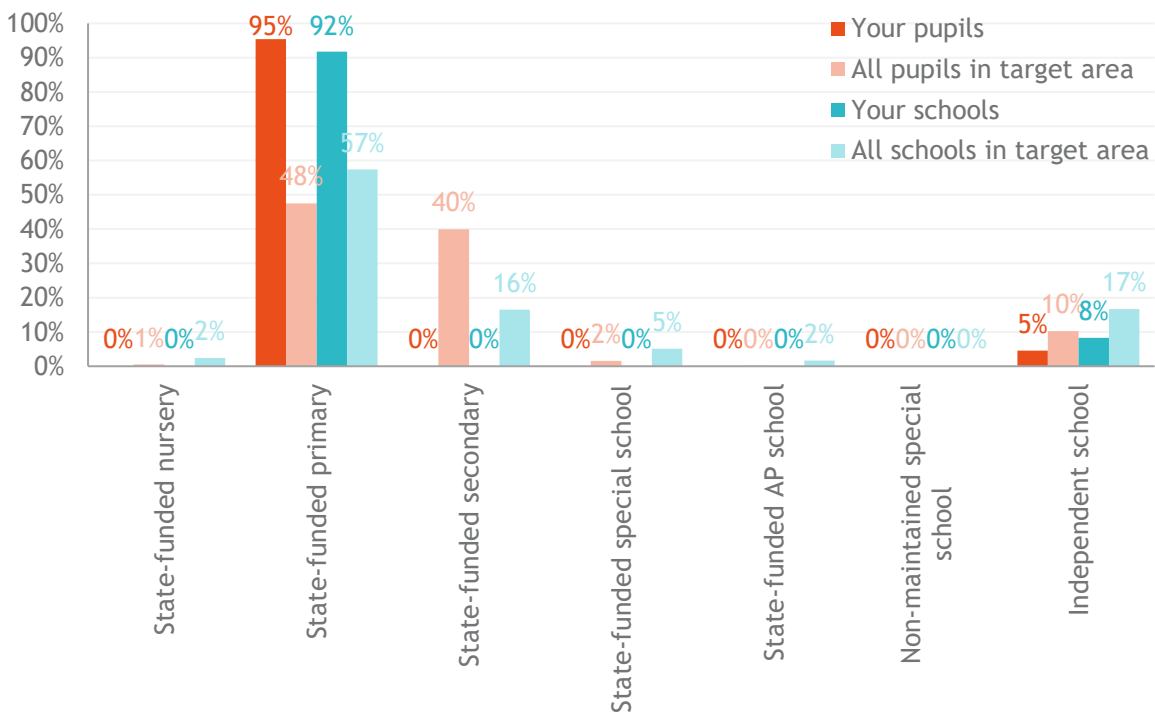
Your data: 8,549 pupils / 97 schools

Target area: 1,454,596 pupils / 3,113 schools

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[2] Phase type describes the 'phase' of education that the school provides – either Nursery, Primary, Secondary, or All-through. 'Special' and 'Pupil referral unit/alternative provision' are also considered phases.

Type of establishment[3]

Chart legend:
- Your pupils
- All pupils in target area
- Your schools
- All schools in target area

Establishment Type	Your pupils	All pupils in target area	Your schools	All schools in target area
Academy	12%	39%	14%	27%
Community School	64%	30%	54%	30%
Foundation School	0%	2%	1%	2%
Free School	2%	5%	2%	6%
Voluntary Aided School	15%	12%	20%	15%
Voluntary Controlled School	1%	0%	1%	0%
Pupil referral unit	0%	0%	0%	1%
Other independent school	5%	10%	8%	17%
Other type	0%	1%	0%	3%

Your data: 8,549 pupils / 97 schools

Target area: 1,454,596 pupils / 3,113 schools

> *The phase-type grouping and type of establishment charts show if you are over- or under-serving a particular school type. If this is the case, is it in line with your priorities? If not, how could you go about reducing some of the barriers for those whom you are underserving?*

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[3] Refers to the governance of the school, as either community, voluntary aided, voluntary controlled, foundation, independent, or academy, with further 'types' defined by whether or not they are a free school or pupil referral unit or alternative provision school. More detail is available in the appendices.

Admissions policy[4]

Legend:
- Your pupils
- All pupils in target area
- Your schools
- All schools in target area

Category	Your pupils	All pupils in target area	Your schools	All schools in target area
Selective	3%	5%	2%	4%
Non-selective	1%	41%	4%	23%
Not applicable	96%	55%	94%	73%
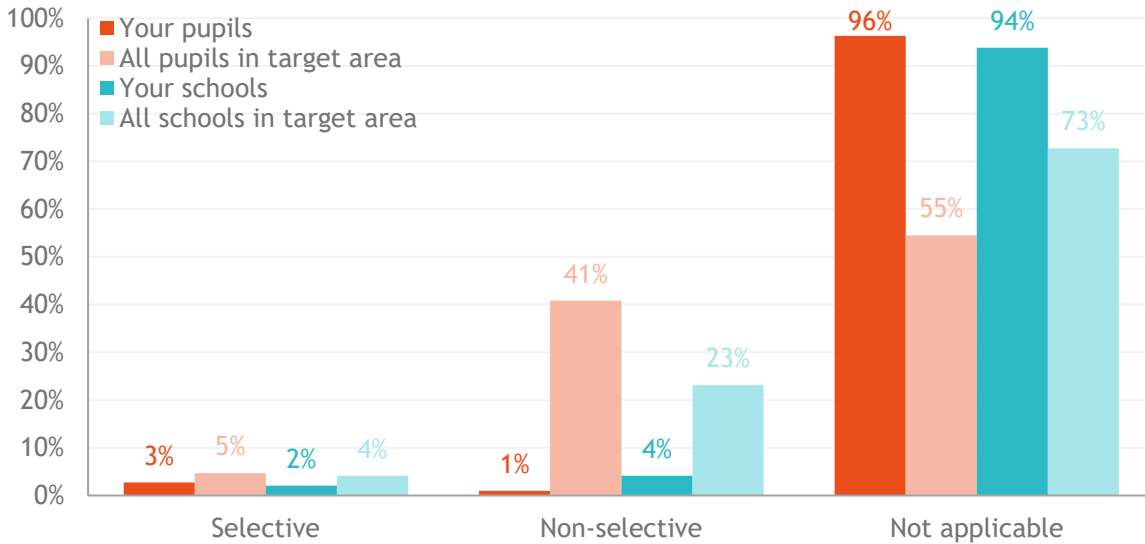
Your data: 8,549 pupils / 97 schools

Target area: 1,397,090 pupils / 2,952 schools

Denomination

Category	Your pupils	All pupils in target area	Your schools	All schools in target area
No religious character	76%	80%	70%	77%
Christian	24%	18%	30%	20%
Hindu	0%	0%	0%	0%
Muslim	0%	0%	0%	1%
Jewish	0%	1%	0%	1%
Sikh	0%	0%	0%	0%
Multi-faith or Other	0%	0%	0%	0%
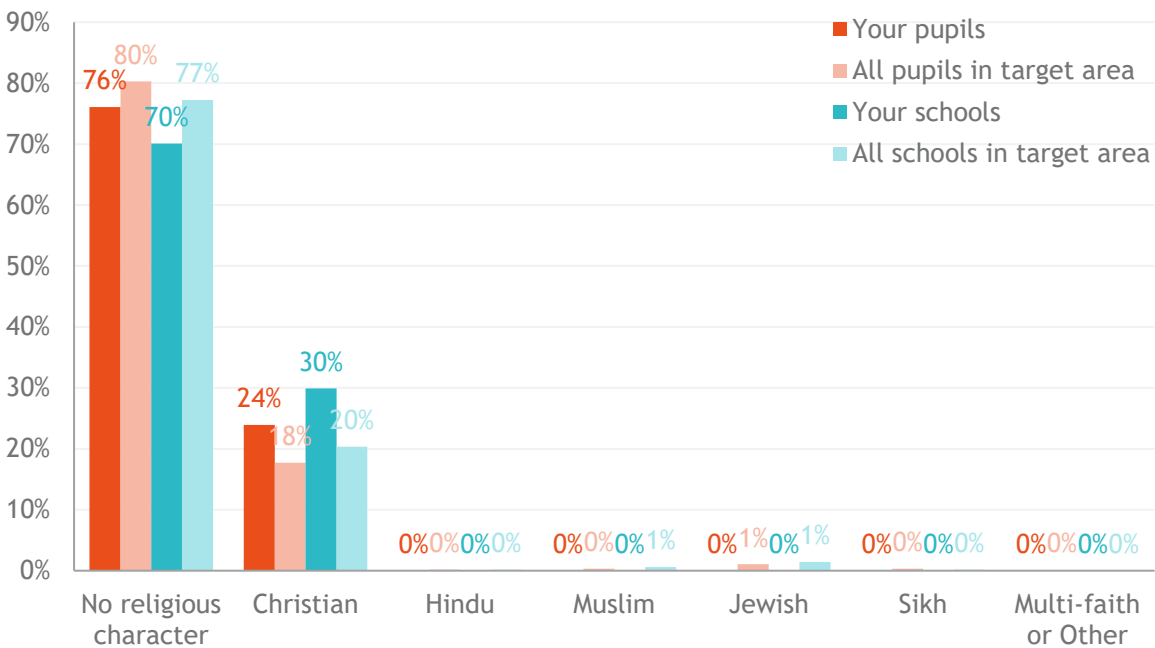
Your data: 8,549 pupils / 97 schools

Target area: 1,433,955 pupils / 3,113 schools

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[4] Primary schools fall into the 'Not applicable' category

Rural Urban Classification[5]

Legend:
- Your pupils
- All pupils in target area
- Your schools
- All schools in target area

Chart categories (x-axis): Urban conurbation, Urban city and town, Rural town and fringe, Rural village, Rural hamlet and isolated dwellings

Urban conurbation: 100% 100% 100% 99%
Urban city and town: 0% 0% 0% 0%
Rural town and fringe: 0% 0% 0% 0%
Rural village: 0% 0% 0% 0%
Rural hamlet and isolated dwellings: 0% 0% 0% 0%

Your data: 8,549 pupils / 97 schools

Target area: 1,453,112 pupils / 3,111 schools

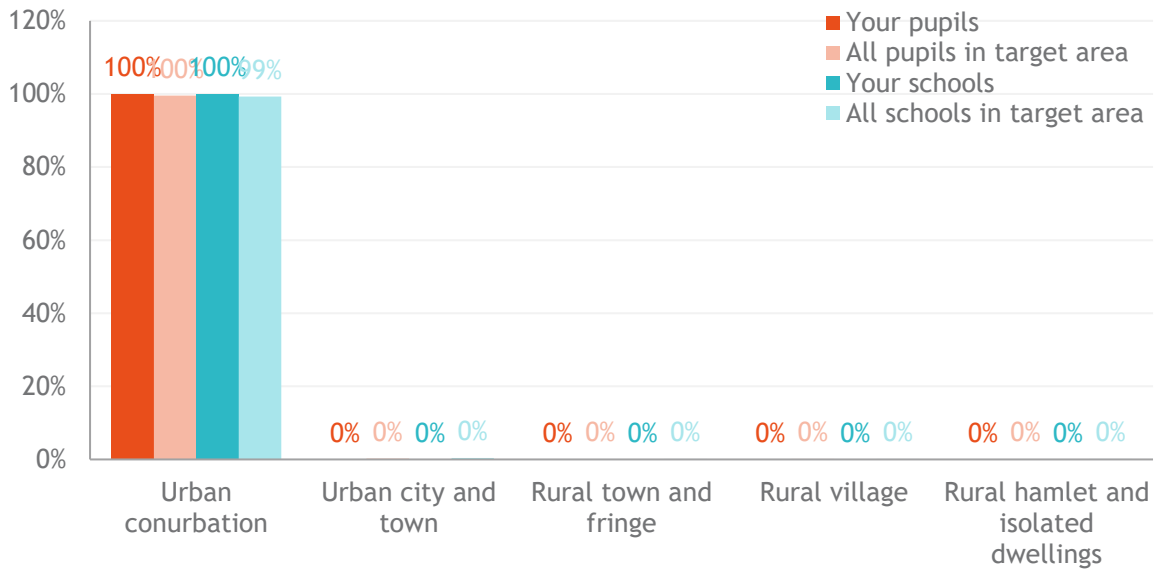*This describes the location of your schools, and how many of your pupils go to schools in these locations, not where pupils themselves live.*

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[5] Rural Urban Classification is an Official Statistic used to determine whether an area is rural or urban. Schools have been classified based on the settlement within which they are located. More information on RUC categories and definitions is available in the appendices.

Artsmark status

Legend:
- Your pupils
- All pupils in target area
- Your schools

Not engaged with Artsmark
- 78% (Your pupils)
- 85% (All pupils in target area)
- 82% (Your schools)
- 88%

Engaged with Artsmark
- 22% (Your pupils)
- 15% (All pupils in target area)
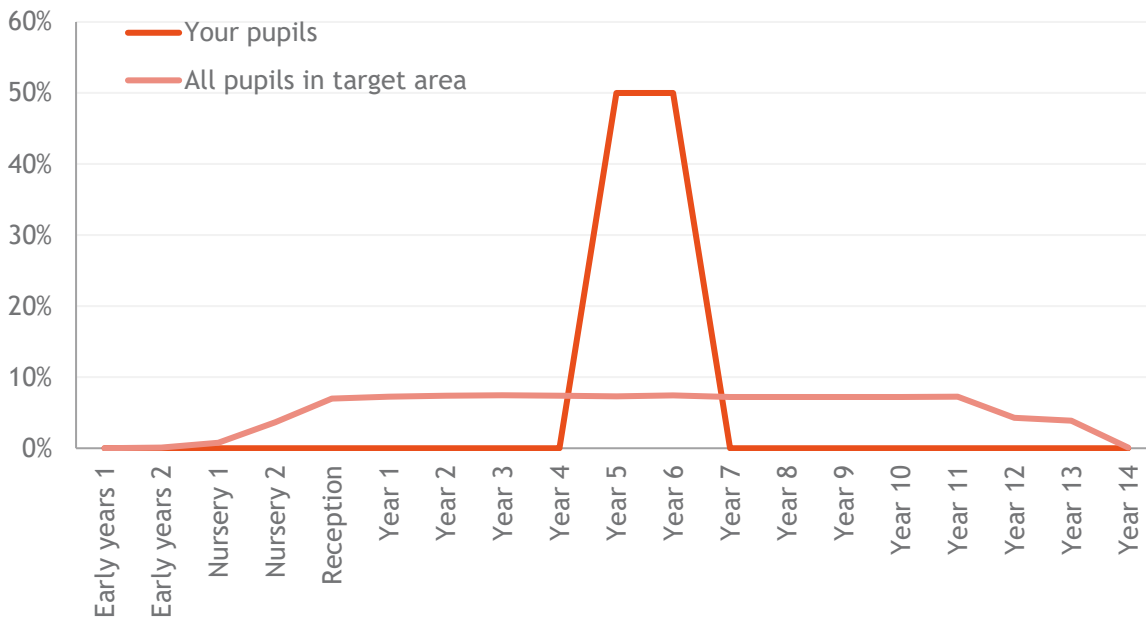- 18% (Your schools)
- 12%
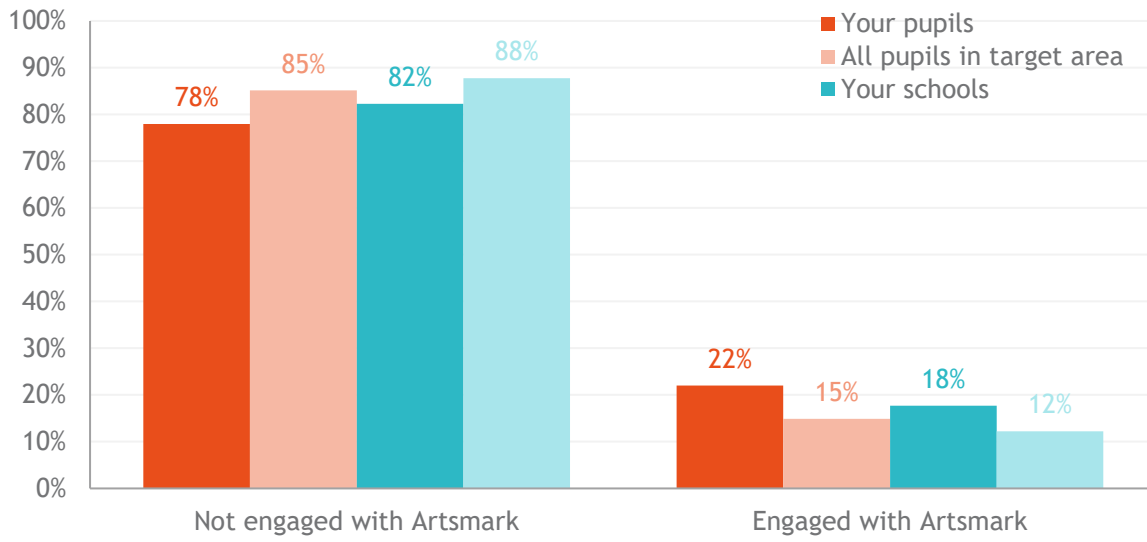
Your data: 8,505 pupils / 96 schools

Target area: 1,454,596 pupils / 3,113 schools

Year group and key stage

This analysis is based on data you provided about the age groups of pupils at each session. Any sessions where this data was not available are not included in the following charts.

Pupils by year group

Your data: 8,549 pupils / Target area: 1,304,994 pupils

Pupils by key stage
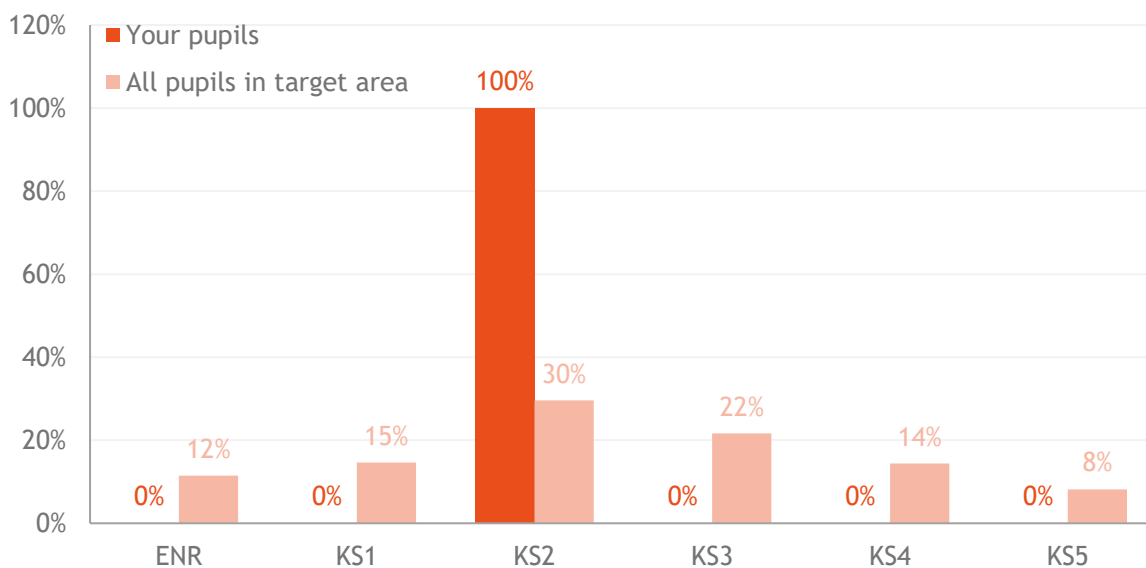
Your data: 8,549 pupils / Target area: 1,304,994 pupils

ENR refers to Early Years, Nursey, and Reception. KS1 is years one and two, KS2 years three to six, KS3 years seven to nine, KS4 years 10 and 11 (when GCSE subjects are usually taught), and KS5 years 12 to 13 (when pupils will usually be studying for A/AS Levels or International Baccalaureate).

Modelled pupil characteristics

The following pupil profiles are modelled, based on the percentage of pupils of each type per school, according to the School Census. As such, this analysis assumes the pupils you engaged are representative of their school's population.
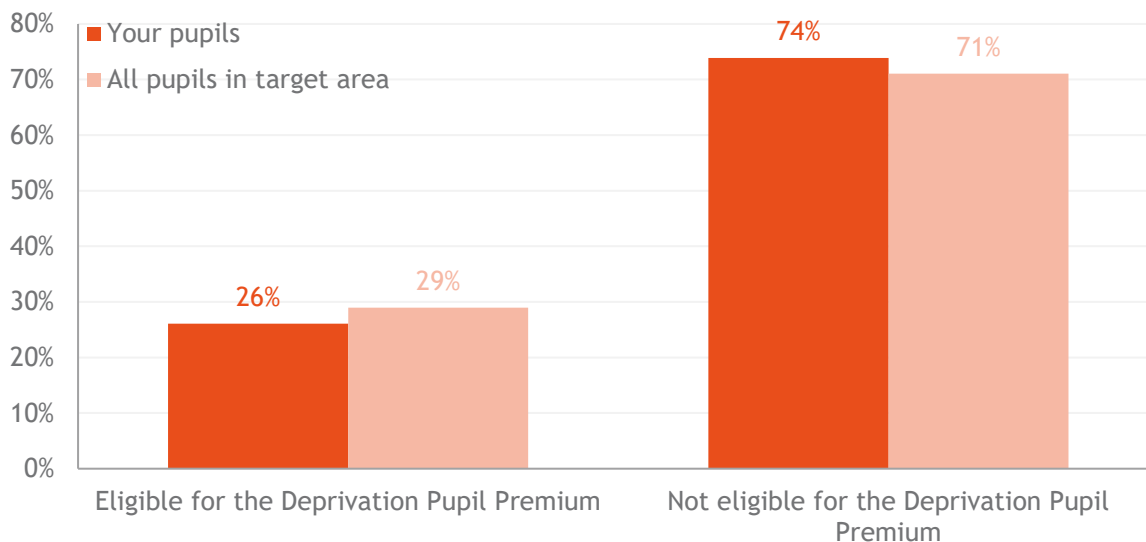
Pupil Premium

Your data: 8,116 pupils / Target area: 1,143,114 pupils

Free School Meals
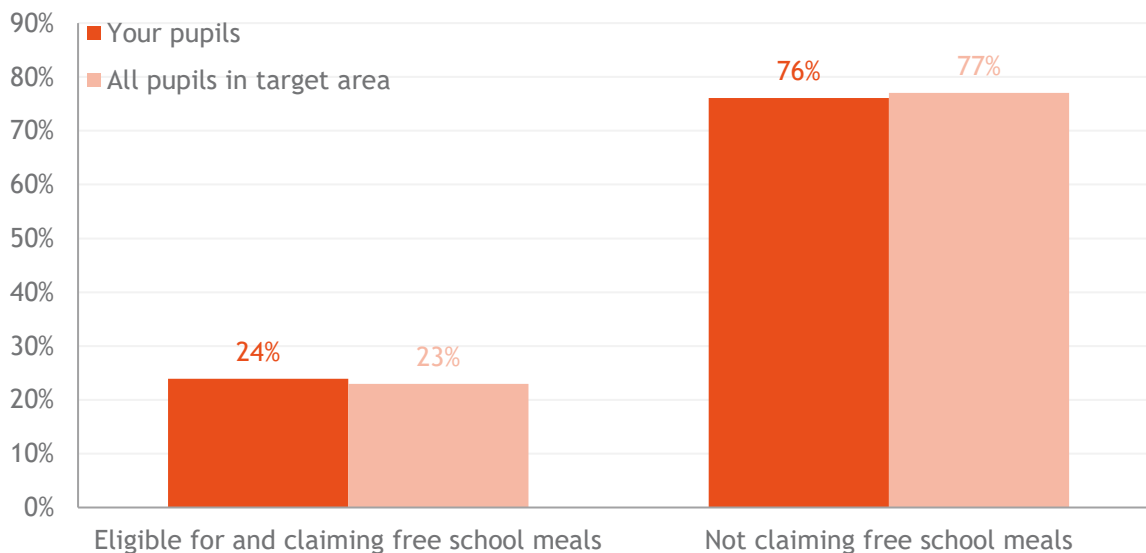
Your data: 8,116 pupils / Target area: 1,510,424 pupils

Are you engaging fewer pupils that are eligible for Pupil Premium payments than are in your target area? You could do research into Pupil Premium in your target area and develop relationships with those schools with larger numbers of Pupil Premium payments.

Ethnic origin

Your pupils
All pupils in target area

White British: 23% / 23%
White Other: 17% / 15%
Global ethnic majority: 59% / 62%

Your data: 7,880 pupils / Target area: 1,274,411 pupils

This is a useful indication of how ethnically diverse your schools are, compared to all the schools in your target area. Are you aware of areas in your target areas, different ethnic communities, relationships you might need to build?

English as an additional language

Your pupils
All pupils in target area

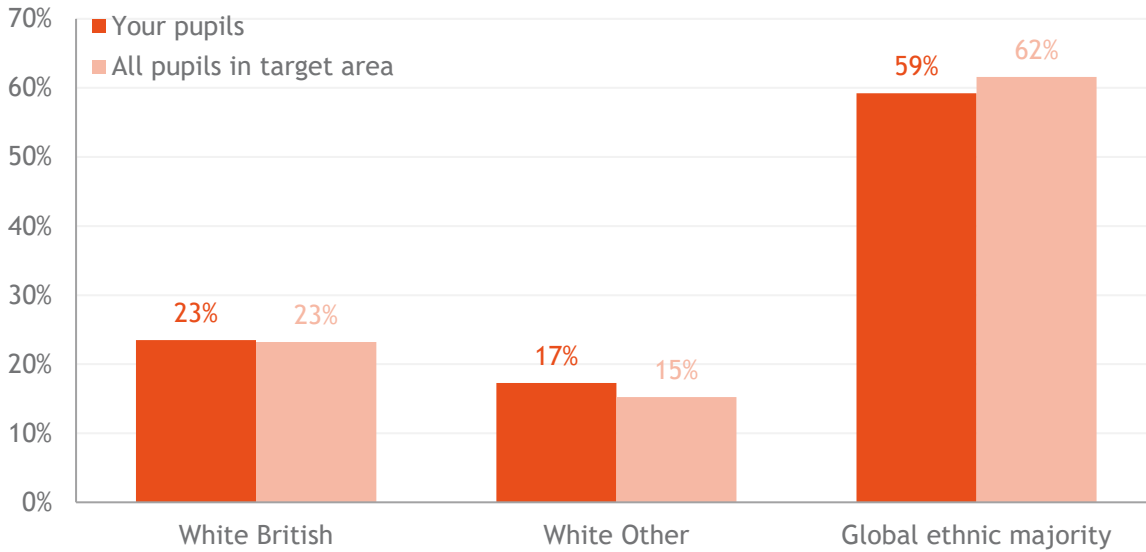First language known or believed to be English: 54% / 55%
First language known or believed to be other than English: 46% / 44%
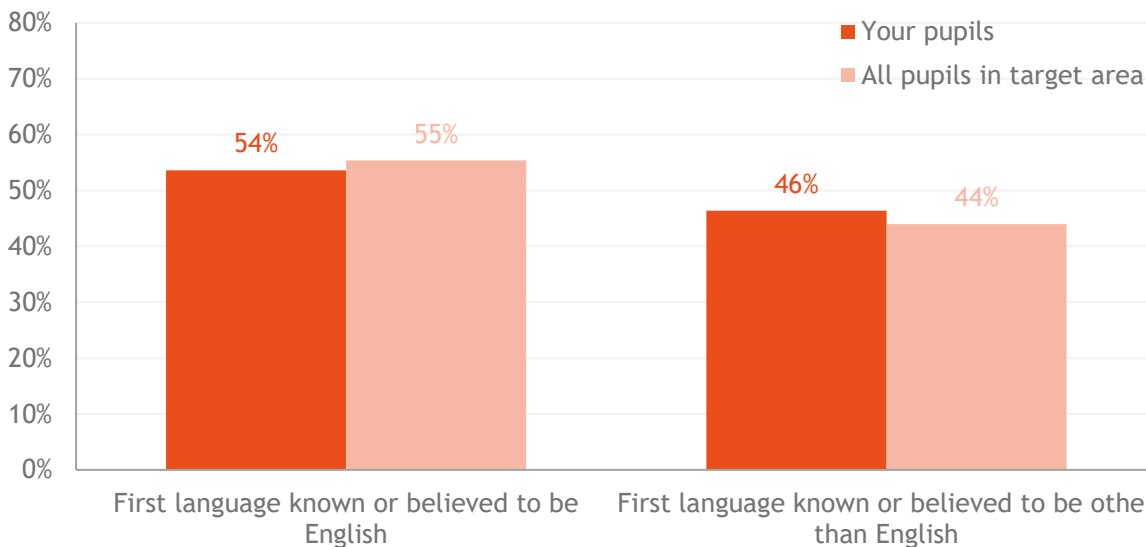
Your data: 8,101 pupils / Target area: 1,304,994 pupils

English as an additional language can be used as an indicator of relative levels of recent overseas immigration into an area.

Are you aware of the breadth of neighbourhoods and different ethnic communities in your target area? Are there relationships you might need to build or strengthen if you want to reach them?

Young carers
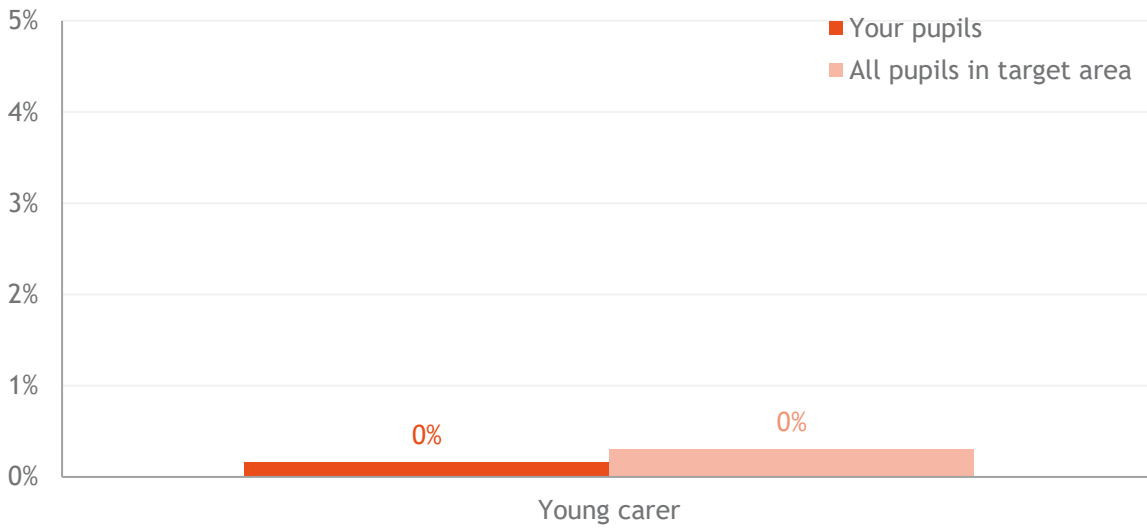
Your data: 8,116 pupils / Target area: 1,297,408 pupils

SEN
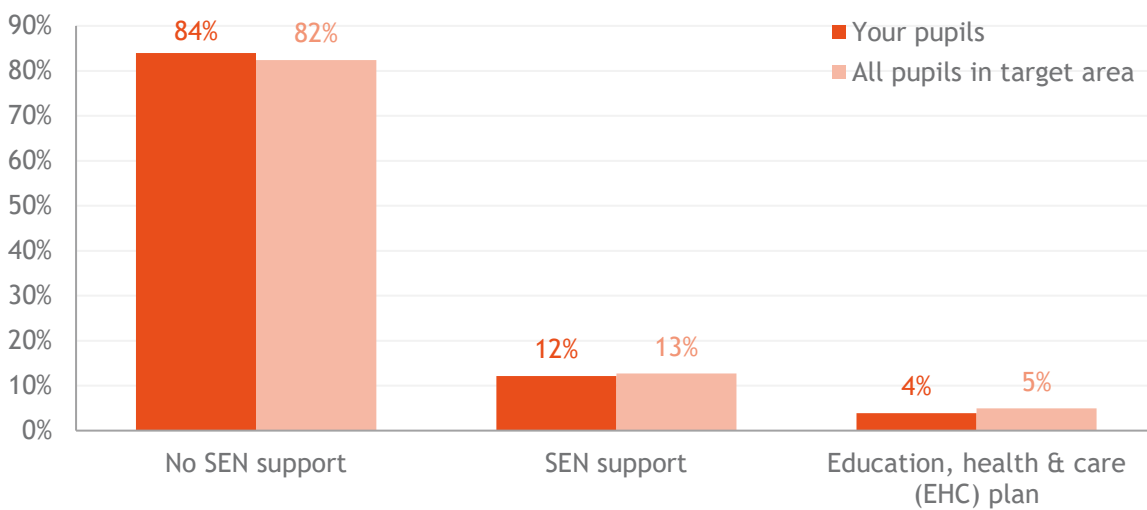
Your data: 8,505 pupils / Target area: 1,454,596 pupils

Modelled arts and culture engagement

The following Audience Spectrum profile is modelled, based on the populations of the local authorities of the schools your pupils attend. As well as assuming that the pupils you engaged are representative of all pupils at their schools, this analysis also assumes the pupil intake of your schools represents the wider population of the local authority in which it sits. As such this profile should not be taken as directly expressing the profile of the pupils you engaged, and should only be used to indicate possible over- or under-representations.

Audience Spectrum profile
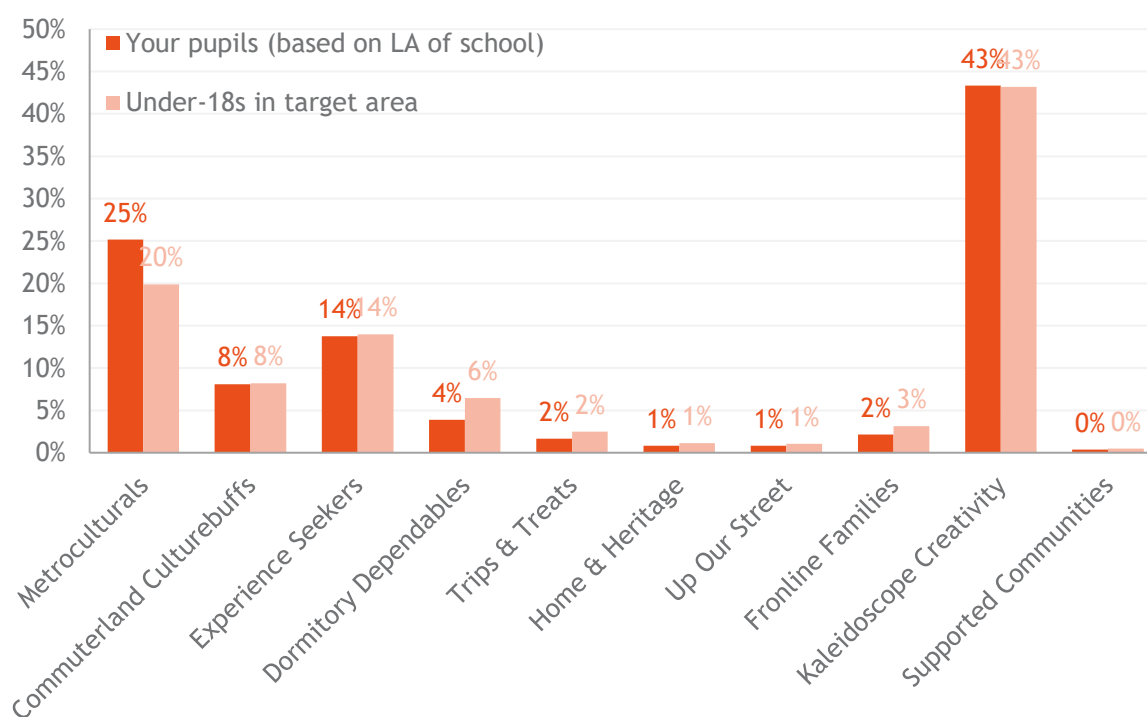
Your data: 8,549 pupils / Target area: 1,905,561 under-18s

You can find descriptions of each segment in appendix vii, with more information available online at www.theaudienceagency.org/audience-spectrum. If you are signed up to Audience Finder (which is free, whether or not you organisation contributes data) you can also access interactive maps which show the distribution of the different segments in your target area.

Have a look at the segment descriptions for top segments in your target area, read a bit about them and see how they compare to the top segments of those you engage. Which segments sound more like your target audience? To what extent are you reaching them?

A difference between who you're reaching and the population of your target area isn't necessarily a bad thing – it's down to your institutional priorities.

Appendices

i. Primary data summary

Schools which are included in the School Census and students of these schools are included in all analyses. Schools not included in the School Census are only included in analyses relating to total number of schools/pupils reached, year group/Key Stage of pupils, and region of school.

School	Local authority	Sessions	Pupils	Included in analysis	
				Schools	Pupils
Hawley Primary School	Camden	2	53	Yes	Yes
Park Walk Primary School	Kensington and Chelsea	3	67	Yes	Yes
Dolphin School (Incorporating Noahs Ark Nursery Schools)	Wandsworth	1	17	Yes	Yes
Earlsfield Primary School	Wandsworth	6	160	Yes	Yes
Hampstead Parochial Church of England Primary School	Camden	2	57	Yes	Yes
Dallington School	Islington	1	13	Yes	Yes
Shoreditch Park Primary School	Hackney	2	47	Yes	Yes
St Aidan's Voluntary Controlled Primary School	Haringey	3	84	Yes	Yes
Torriano Primary School	Camden	3	114	Yes	Yes
St Agnes' Catholic Primary School	Barnet	1	56	Yes	Yes
Shaftesbury Park Primary School	Wandsworth	6	101	Yes	Yes
Rose Lane Primary School	Barking and Dagenham	3	82	Yes	Yes
St Paul's Church of England Primary School	Camden	1	28	Yes	Yes
Clockhouse Primary School	Havering	6	109	Yes	Yes
heber primary school	Southwark	2	51	Yes	Yes
Trinity Primary Academy	Haringey	2	80	Yes	Yes
St Mary's RC Voluntary Aided Primary School	Wandsworth	2	32	Yes	Yes
Burnt Ash Primary School	Bromley	4	94	Yes	Yes
Wendell Park Primary School	Hammersmith and Fulham	6	144	Yes	Yes
St John Vianney RC Primary School	Haringey	4	108	Yes	Yes

Rhodes Avenue Primary School	Haringey	2	170	Yes	Yes
Lansbury Lawrence Primary School	Tower Hamlets	2	80	Yes	Yes
Moss Hall Junior School	Barnet	14	495	Yes	Yes
Dollis Primary School	Barnet	8	350	Yes	Yes
Fairlop Primary School	Redbridge	1	120	Yes	Yes
St Michael's Church of England Primary School	Camden	2	44	Yes	Yes
Arnhem Wharf Primary School	Tower Hamlets	3	80	Yes	Yes
Tooting primary School	Wandsworth	2	108	Yes	Yes
Hollydale Primary School	Southwark	4	106	Yes	Yes
St Joseph's Catholic Primary School	Barking and Dagenham	4	174	Yes	Yes
Gospel Oak Primary School	Camden	2	118	Yes	Yes
Ronald Ross Primary School	Wandsworth	2	54	Yes	Yes
St Stephen's Catholic Primary School	Bexley	2	56	Yes	Yes
Alleyn's School	Southwark	8	178	Yes	Yes
Churchfields Junior School	Redbridge	16	449	Yes	Yes
Moreland Primary School	Islington	6	198	Yes	Yes
Barley Lane Primary School	Redbridge	3	81	Yes	Yes
Oakdale Junior School	Redbridge	3	74	Yes	Yes
Henry Maynard Primary School	Waltham Forest	16	432	Yes	Yes
Courtland School	Barnet	2	54	Yes	Yes
Ferry Lane Primary School	Haringey	2	56	Yes	Yes
St Paul's CofE Primary School N11	Barnet	2	58	Yes	Yes
St Alban's Church of England Primary School	Camden	4	72	Yes	Yes
St Mark's Church of England Primary School	Bromley	4	106	Yes	Yes
Kensington Wade	Kensington and Chelsea	2	38	Yes	Yes
St Joseph's Catholic Primary School	Kensington and Chelsea	2	46	Yes	Yes
Belmont Primary School	Hounslow	2	58	Yes	Yes
George Carey Church of England Primary School	Barking and Dagenham	8	454	Yes	Yes
Nightingale Primary School	Hackney	2	66	Yes	Yes
Fircroft Primary School	Wandsworth	4	84	Yes	Yes

Danegrove Primary School	Barnet	2	162	Yes	Yes
Harris Primary Academy Kent House	Bromley	2	76	Yes	Yes
St George's, Bickley, Church of England Primary School	Bromley	2	100	Yes	Yes
Edgware Primary School	Barnet	2	120	Yes	Yes
Central Park Primary School	Newham	4	114	Yes	Yes
St Catherine's School	Richmond upon Thames	2	26	Yes	Yes
North London Collegiate School	Harrow	2	53	Yes	Yes
Holy Trinity CofE Primary School	Merton	3	85	Yes	Yes
St Bernadette's Catholic Primary School	Harrow	1	117	Yes	Yes
Links Primary School	Merton	1	48	Yes	Yes
Pelham Primary School	Merton	1	62	Yes	Yes
The Aldgate School	City of London	1	25	Yes	Yes
The Study Preparatory School	Merton	1	42	Yes	Yes
Eveline Day School	Wandsworth	1	13	Yes	Yes
Argyle Primary School	Camden	2	48	Yes	Yes
Boutcher Church of England Primary School	Southwark	1	30	Yes	Yes
St Joseph's Catholic Primary School	Southwark	1	26	Yes	Yes
Highgate Primary School	Haringey	1	53	Yes	Yes
Stroud Green Primary School	Haringey	1	40	Yes	Yes
Holy Trinity CofE Primary School	Haringey	1	19	Yes	Yes
Dawlish Primary School	Waltham Forest	1	24	Yes	Yes
St Mary's CofE Primary School	Islington	1	30	Yes	Yes
Newport School	Waltham Forest	1	120	Yes	Yes
Atwood Primary Academy	Croydon	1	60	Yes	Yes
Chesterton Primary School	Wandsworth	2	54	Yes	Yes
Thorpe Hall Primary School	Waltham Forest	1	60	Yes	Yes
South Harringay Junior School	Haringey	1	54	Yes	Yes
St Catherine's RC School	Barnet	1	51	Yes	Yes
Smallwood Primary School and Language Unit	Wandsworth	1	30	Yes	Yes
Carpenters Primary School	Newham	4	168	Yes	Yes

Beaumont Primary School	Croydon	1	32	Yes	Yes
St Vincent's Catholic Primary School	Barking and Dagenham	1	29	Yes	Yes
Thomas Fairchild Community School	Hackney	1	22	Yes	Yes
Hanover Primary School	Islington	2	44	Yes	Yes
West London Free School Primary	Hammersmith and Fulham	2	55	Yes	Yes
Holmleigh Primary School	Hackney	1	24	Yes	Yes
Roger Ascham Primary School	Waltham Forest	1	60	Yes	Yes
Chestnuts Primary School	Haringey	1	25	Yes	Yes
Millfields Community School	Hackney	2	29	Yes	Yes
Godwin Junior School	Newham	8	88	Yes	Yes
Christ Church Primary School, Hampstead	Camden	2	28	Yes	Yes
Long Ditton St Mary's CofE (Aided) Junior School	Elmbridge	4	54	Yes	Yes
Hague Primary School	Tower Hamlets	2	24	Yes	Yes
Falkner House	Kensington and Chelsea	4	47	Yes	Yes
All Saints' Church of England Primary School Blackheath	Lewisham	2	31	Yes	Yes
Laycock Primary School	Islington	4	50	Yes	Yes
Keyworth Primary School	Southwark	3	41	Yes	Yes

ii. Secondary datasets: the School Census

The School Census collects data about pupils at all state funded schools on the day of the census (typically in January), as well as information about the characteristics of each school.

Included in School Census

All of the following types of establishment are required to take part in the School Census:

- **Maintained nursery schools** - nurseries with a maintained or direct grant status
- **Primary schools**
- **Middle schools**
- **Secondary schools**
- **Special schools** - maintained and non-maintained special schools, including hospital special schools and academy special schools
- **All-through schools** – does not include pupil referral units/alternative provision or special schools. All-through schools must accommodate both pupils under the age of 7 and over the age of 14
- **Pupil referral units/alternative provision** – includes pupil referral units, alternative provision academies and alternative provision free schools.
- **Academies** - including free schools, university technical colleges and studio schools
- **City technical colleges**

Definitions of the above are given in appendix vii.

MoD schools, both primary and secondary, are encouraged to participate on a voluntary basis, so may or may not be included in the census.

Not included in School Census

Registered independent schools do not participate in the School Census.

Alternative provision provided in a setting other than a pupil referral unit, AP academy or AP Free School, and **early years settings** (private, voluntary and independent) are not included within the School Census.

MoD schools, both primary and secondary, are encouraged to participate on a voluntary basis, so may or may not be included in the census.

As these schools are not included in the Census, they are not included in this report apart from in total counts of numbers of sessions and pupils, and counts/percentages by year group where this data has been provided.

How the School Census is used in this report

The School Census asks for a host of data; the fields used in this report are:

- **Number of pupils** (overall and by year group). This is used to calculate the percentage of pupils in your target area with which you engaged through your activity, and the number of pupils of each key stage at schools in your target area.

- **Status of school** - these fields are all used to calculate the types of schools your engaged with, compared to all schools in your target area, covering:
  - Sex of school intake
  - Phase-type grouping
  - Type of establishment
  - Denomination
  - Admissions policy
  - Rural urban classification

- **Ethnic origin** of pupils. This is used to estimate the number and percentage of pupils you engaged with who identify with each listed ethnic group. The School Census gives the number of pupils of each ethnic group within the school as a whole, therefore the figures in this report assume that the pupils you engaged with are representative of the schools they attend.

- Number of pupils who speak **English as their first language**. This is used to estimate the number and percentage of pupils you engaged with who do not speak English as a first language. The School Census gives the number of pupils who speak or assumed to speak English as a first language within the school as a whole, therefore the figures in this report assume that the pupils you engaged with are representative of the schools they attend.

- Number of pupils who are **young carers** (i.e. pupils under the age of 18 who looks after a relative with a disability, illness, mental health condition or drug or alcohol problem). The School Census gives the number of pupils who are young carers (which is then used to estimate the number of pupils who are not young carers) within the school as a whole, therefore the figures in this report assume that the pupils you engaged with are representative of the schools they attend.

- Number of pupils who **receive SEN (special educational needs) support or have an EHC (education, health & care) plan**. The School Census gives the number of pupils who receive SEN support or have an EHCP (which is then used to estimate the number of pupils who do not receive any SEN support) within the school as a whole, therefore the

figures in this report assume that the pupils you engaged with are representative of the schools they attend.

The School Census also records the number of pupils eligible for and taking **Free School Meals** within each school, which can be used as an indicator of disadvantage amongst pupils. However, Pupil Premium payments are generally considered a better indicator, due to the fact they consider pupil's circumstances over a six year period, rather than just on the day the Census takes place, and they take in a broader range of measures of potential disadvantage.

iii. Secondary datasets: Pupil Premium

The Pupil Premium was introduced in April 2011 and is additional funding given to state funded schools in England to raise the attainment of disadvantaged pupils. In this context, 'disadvantage' relates to family income, being in care or adopted from care, or being the child of a serving or pensioned member of the armed forces.

Schools receive an amount of funding each year for every pupil in their school (as of the previous year January) who meets the eligibility criteria. Pupils who are eligible for Pupil Premium funding include:

- Those who have been eligible for Free School Meals at any point in the past 6 years – typically pupils who receive or whose parents/guardians receive one or more of:
  - o Income Support
  - o Income-based Jobseeker's Allowance
  - o Income-related Employment and Support Allowance
  - o Support under Part VI of the Immigration and Asylum Act 1999
  - o The guaranteed element of Pension Credit
  - o Child Tax Credit
  - o Working Tax Credit run-on
  - o Universal Credit

- Looked-after or previously looked-after children
- Children who have had or currently have a social worker
- Those who act as carers

The DfE publishes the number of Pupil Premium pupils per school each quarter. **Nurseries and independent/non-maintained schools are not eligible for Pupil Premium payments,** so any sessions undertaken with such institutions are not included in the Pupil Premium analysis in the report.

In addition to pupils at these institutions, there are some eligible pupils who aren't included in DfE reporting, and are therefore not included in this report. This is usually due to small sample sizes meaning data would not be anonymous at school-level. Such pupils may include looked-after children, pupils recorded on the Alternative Provision census as being in receipt of Free School Meals, service children, and general hospital school pupils.

Pupil Premium vs. Free School Meals

Pupil Premium eligibility is a better measure of disadvantage than Free School Meals eligibility for two main reasons

- The Pupil Premium takes in a wider set of eligibility criteria than Free School Meals funding.[6]
- Pupils can drop in and out of Free School Meal eligibility as it is dependent on their parents' employment status which may change from term to term. Research shows that having been in receipt of free school meals at any point in the previous six years is a better indicator of disadvantage than *current* eligibility – and this is one of the criteria for the Pupil Premium.[7]

iv. Secondary datasets: Audience Spectrum

Audience Spectrum is a powerful arts, culture and heritage-specific geodemographic profiling tool developed by The Audience Agency. Audience Spectrum describes the British population in terms of their attendance, participation and engagement in the arts, culture and heritage, as well as behaviours, attitudes and preferences at arts, museums and heritage organisations.

Audience Spectrum is used in this report to predict the most likely types of pupils engaged with through activity with schools, based on the levels of arts and cultural engagement in the local authority in which the school is based.

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[6]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf (last checked January 2020)- a paper from the DfE in 2013 which describes how the eligibility criteria for Pupil Premium aims to provide funding for a wider range of disadvantaged pupils
[7] https://mk0fftteducation79fru.kinstacdn.com/wp-content/uploads/2017/06/FFT-Research-Pupil-Premium-and-the-Invisible-Group.pdf (last checked January 2020)- a paper from FFT Education which looks at attainment amongst pupils who have been eligible for Free School Meals for different amounts of time

Segments are determined at the household level – that is to say, everyone within a given household will share the same segment – generally determined by the characteristics of the adults in that household.

There are ten segments, grouped into 3 categories as follows:

- Higher engagement
  - Metroculturals
  - Commuterland Culturebuffs
  - Experience Seekers
- Medium engagement
  - Dormitory Dependables
  - Trips and Treats
  - Home and Heritage
- Lower engagement
  - Up Our Street
  - Frontline Families
  - Kaleidoscope Creativity
  - Supported Communities

Pen portraits of each segment are given in appendix vii, and more details are available at www.theaudienceagency.org/audience-spectrum.

v. Artsmark settings

The Artsmark programme aims to empowers teachers with the skills they need to embed arts, culture and creativity across the whole curriculum, and recognises schools' exceptional commitment to creativity with the Artsmark Award - the only award for arts and cultural provision in England. The Artsmark Award is accredited by Arts Council England.

This report uses data about current Artsmark schools and education settings (updated July 2024): https://www.artsmark.org.uk/current-settings.

vi. School types and School Census terminology

The School Census uses a number of terms which, in other contexts, may have different meanings. Some of the categories used can also be a little impenetrable. This section provides a glossary of School Census terms used elsewhere in this report.

Academy

Academies are publicly funded independent schools that are given money directly from the government rather than via a local authority. Academies follow the National Curriculum in core subjects but are allowed to create their own curriculums for non-core subjects.

Admissions policy

Describes whether the school is selective (i.e. admits students on the basis of some sort of selection criteria) or not (i.e. accepts all students). Selective schools include grammar schools, selective technical colleges, and religious schools. Schools for which this coding isn't applicable include primary schools, special schools and hospital schools.

City academy

Academies set up to improve performance of schools in deprived areas.

City technology college

City technology colleges are independent schools in urban areas, with an emphasis on science and technology. They're funded directly by the government, and businesses may also contribute.

Community school

AKA local authority maintained schools. They are not aligned with business or religious groups and follow the national curriculum.

Denomination

Describes whether a school is a faith school or not, and if so what religion they are associated with.

EHC plan / EHCP / Education, health and care plan

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

English as/not as a first language

The categories used to record ethnic origin are in line with those used in the most recent UK census. Whether or not a pupil speaks English as their first language is self-defined by each

pupil's parent/guardian, or pupils themselves (where the pupil is deemed mature enough to have capacity to understand and agree to share their personal data with others)

As parents/guardians/pupils may decline to give their ethnicity, the base number of pupils on this measure may differ from the total number of pupils in your schools/in the target area.

Ethnicity

The categories used to record ethnic origin are in line with those used in the most recent UK census. Ethnic origin is self-defined by each pupil's parent/guardian, or pupils themselves (where the pupil is deemed mature enough to have capacity to understand and agree to share their personal data with others).

As parents/guardians/pupils may decline to give their ethnicity, the base number of pupils on this measure may differ from the total number of pupils in your schools/in the target area.

Faith school/academy

Faith schools have to follow the National Curriculum but can choose what they teach in Religious Education lessons. Faith schools may have different admissions criteria and staffing policies to state schools, although anyone can apply for a place.

Faith academies do not have to teach the national curriculum and have their own admissions processes.

Foundation school

Foundation schools and voluntary schools are funded by the local authority but are run by a school governing body and have more freedom to change the way they do things. Faith schools often take this form.

Free school

Free schools are a type of academy. They are independent from the local authority and receive direct funding from the government. They can be set up by organisations such as charities, universities, independent schools, faith groups, parents or businesses. Free schools cannot use academic selection processes like a grammar school. University technical colleges, studio schools, and new academies set up via a local authority competition are all types of free school.

Free School Meals

Eligibility for free school meals varies from local authority to local authority, but are generally available to pupils who receive/whose parents/guardians receive:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit
- Working Tax Credit run-on
- Universal Credit

Grammar school

Grammar schools can be run by a local authority, foundation body or an academy trust. They are selective (i.e. can choose students based on an entry test.)

Phase-type grouping

Phase type describes the 'phase' of education that the school provides – either Nursery, Primary, Middle (deemed primary), Middle (deemed secondary), Secondary, or All-through (schools that make provision for pupils aged under 7 and over 14, not including pupil referral units/alternative provision or special schools). 'Special' and 'Pupil referral unit / alternative provision' are also considered phases.

Each school in the census selects one phase only.

Private/independent school

These schools are not funded by the government (charging fees instead) and do not need to follow the National curriculum. They do not take part in the School Census.

Rural Urban Classification

Rural Urban Classification (RUC) is an Official Statistic used to determine whether an area is rural or urban. This categorisation is applied to every output area in the UK (output areas are small subdivisions of the UK, with each covering around 300 households). There are ten categories:

- Urban major conurbation
- Urban minor conurbation
- Urban city and town
- Urban city and town in a sparse setting
- Rural town and fringe
- Rural village

- Rural hamlet and isolated dwellings
- Rural town and fringe in a sparse setting
- Rural village in a sparse setting
- Rural hamlet and isolated dwellings in a sparse setting

OAs belonging to settlements with populations of 10,000 or more are classed as urban, and other OAs are classed as rural. The urban and rural categories are then refined by settlement type: for urban areas the settlement types are major conurbation, minor conurbation, and city and town, and for rural areas town and fringe, village, or hamlet and isolated dwelling. These settlement types are defined according to their population density.

Categories are then further refined depending on whether or not an OA is located in a sparse setting or not, based on density profiles in the surrounding area.

You may notice that seemingly 'urban' areas have some schools classified as being in rural areas, and vice versa. This is because an OA classed as rural does not necessarily exclusively contain open countryside, and an urban OA may contain open countryside; RUC is based on population and dwelling density, not one based on landscape or the nature of a place, or how residents might think of their local area.

SEN support / Special educational needs support

SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN support will not have an education, health and care plan (EHCP).

Sex of school intake

Schools are classified as either Girls, Boys, or Mixed, depending on whether or not the school accepts only Girls, Boys, or pupils regardless of sex. Note, where sex is mentioned in this report it refers to the intake of the school, not the gender of pupils themselves.

Special school

Covers maintained and non-maintained special schools, including hospital special schools and academy special schools. Special Schools are schools created for children with Special Educational Needs and follow a different National Curriculum that correlates with pupil's ability levels.

State/Maintained school

Primary or secondary schools offered to all children without charge, funded by taxation (either via an LEA or directly from the government.) Most schools in the UK fall into this category.

Studio school

Studio Schools have relatively small numbers of pupils (less than 300) and are sponsored by existing schools, colleges, and community groups. They work with businesses and enterprises who support the schools through activities such as mentoring, work placements, and curriculum design and delivery, and generally take 14-19 year olds.

Trust school

The same as foundation schools in terms of governance and curriculum, but with a different ownership structure.

Type of establishment

Refers to the governance of the school, as either community, voluntary aided, voluntary controlled, foundation, independent, or academy, with further 'types' defined by whether or not they are a free school or PRU/AP school. 26 types as reported by schools are grouped into nine types in this report:

- Academy
  - Academy 16-19 Converter
  - Academy 16-19 Sponsor Led
  - Academy Alternative Provision Converter
  - Academy Alternative Provision Sponsor Led
  - Academy Converter
  - Academy Special Converter
  - Academy Special Sponsor Led
  - Academy Sponsor Led
- Community School
  - Community School
  - Community Special School
- Foundation School
  - Foundation School
  - Foundation Special School
- Free School
  - Free Schools
  - Free Schools - 16-19

- o Free Schools - Alternative Provision
- o Free Schools Special
- Voluntary Aided School
- Voluntary Controlled School
- Pupil referral unit
- Other independent school
  - o Non-Maintained Special School
  - o Other Independent School
  - o Other Independent Special School
- Other type
  - o City Technology College
  - o Studio Schools
  - o University Technical College
  - o LA Nursery School

University technical college

A type of free school for 14-19 year olds, UTCs pupils study academic subjects as well as practical subjects leading to technical qualifications. The curriculum is designed by the school's sponsors (universities and employers), who also provide work experience for students.

Voluntary aided school

Usually religious schools, although anyone can apply for a place, voluntary aided schools are funded by both the local authority and a supporting body (e.g. a religious group)

Voluntary controlled school

Similar to voluntary aided schools, they are funded entirely by a local authority, but the supporting body are consulted about the admission policy.

vii. Audience Spectrum segment descriptions

Audience Spectrum is used in this report to predict the most likely types of pupils engaged with through activity with schools, based on the levels of arts and cultural engagement in the local authority in which the school is based. This is modelled on the assumption that all pupils attend school in the local authority where they live (94% of pupils at English schools, 2021-22).

Segments are determined at the household level – that is to say, everyone within a given household will share the same segment – generally determined by the characteristics of the adults in that household. As such, the following pen portraits describe the characteristics of households and the adults within them (i.e. pupils' families and parents).

Metroculturals

Prosperous, liberal urbanites, interested in a very wide cultural spectrum.

Metroculturals choose a city lifestyle for the broad cultural opportunity it affords. They are therefore interested in a very wide spectrum of activity, but many tend towards their own preferred artform or style. Although active museum attenders, more engage with the arts and many on a weekly basis. Working in demanding but rewarding professions, they are highly educated and have a wide variety of other interests from food and travel to current affairs and architecture.

Key Statistics

Activity Level:	High Cultural Engagement
Spectrum Ranking:	1/10
Audience Finder Benchmark:	10% of Active Audiences
Population Prevalence:	5% of UK Population

Core Characteristics

Profiles | An active, educated, prosperous, ethnically diverse and liberal-minded group who choose the urban lifestyle specifically for the broad range of cultural opportunities it offers.

Attitudes | Time is more important than money for this busy, cultured and creative group, who are happy to pay for premium experiences and support the arts as a worthy cause.

Sectors | Though primarily Performing Arts leaning, this group is also drawn to Museums, Heritage sites and Festivals and is the most open to new and innovative creative work.

Places | This group is overwhelmingly located in prosperous city centres, especially London, and engages with the concept of 'community' on a societal, rather than local, level.

Digital | As early adopters, this group is confident with both in-situ digital art and engaging with arts online, and are likely to have done so even more during the pandemic years.

Communications | This trend-setting group likes to feel on the cutting edge of culture and responds best to well-targeted e-comms that acknowledge their broad and refined tastes.

Profiles and Places | Older Metrocultural professionals whose success allows a comfortable lifestyle. Living in desirable

Commuterland Culturebuffs

Affluent, professional and suburbanite keen consumers of traditional culture.

Affluent and settled with many working in higher managerial and professional occupations. Commuterland Culturebuffs are keen consumers of culture, with broad tastes but a leaning towards heritage and more classical offerings. Mature families or retirees, living largely in leafy provincial suburban or greenbelt comfort, they are willing to travel and pay for premium experiences, their habits perhaps influenced by commuting. Motivations are multiple, ranging from social and self-improvement, to the pursuit of learning opportunities for older children. They tend to be frequent attenders and potential donors.

Key Statistics

Activity Level: High Cultural Engagement

Spectrum Ranking: 2/10

Audience Finder Benchmark: 17% of Active Audiences

Population Prevalence: 12% of UK Population

Core Characteristics

Profiles | A largely middle-aged group of older families and empty nesters, with considerable disposable income and time to indulge in a wide range of interests and leisure activities.

Attitudes | This group attends regularly, just as much to socialise as for the art, and is happy to pay for ancillary amenities and donate generously to preserve convenient culture.

Sectors | Traditional leaning but open-minded, members of this group tend to be interested in and frequenters of a variety of artforms, as well as being keen am-dram enthusiasts.

Places | These leafy greenbelt suburbanites are found primarily in the south, in easy commuting distance of urban centres, and in areas with a strong sense of community involvement.

Digital | This group's comfort with using culture organisations' websites for trip planning purposes has primed them for an easier pivot to engaging with artistic content online.

Communications | They expect clear, subject-matter specific information and exemplary customer service, value expert endorsements and can be strong advocates in their own networks

Experience Seekers

Active, urban, diverse, social and ambitious regular and eclectic arts engagers.

An important and significant part of urban arts audiences, these highly active, diverse, social and ambitious singles and couples are younger people engaging with the arts on a regular basis. Students, recent graduates and in the early to mid-stages of their careers, they live close to city centres, have easy access to and attend a wide variety of arts, museums galleries and heritage. Interests cover mainstream, contemporary and culturally diverse offers and attending is at the heart of their social lives. They are mostly in search of new things to do and have disposable income to spend on a variety of leisure activities like sports/arts memberships and frequent visits to cafes, bars and restaurants. Digitally savvy, they will share experiences through social media on their smart phones.

Key Statistics

Activity Level:　　　　　　High Cultural Engagement

Spectrum Ranking:　　　　　3/10

Audience Finder Benchmark:　10% of Active Audiences

Population Prevalence:　　　9% of UK Population

Core Characteristics

Profiles: A younger-leaning, lively and active cohort of busy, mixed prosperity professionals, from a wide range of backgrounds and at a variety of different life stages.

Attitudes: Considering culture to be at the heart of their social life motivates seeking out frequent new experiences with friends, and looking for discounts to support diverse interests.

Sectors: Open to pretty much anything, but with a clear leaning towards the contemporary and culturally specific, this group particularly enjoys immersive and participatory arts.

Places: This predominantly urban group lives within easy reach of a wide range of cultural provision, but is also prepared to travel to experience new activities and places.

Digital: This is the most digitally confident Audience Spectrum segment, using the internet to access almost all of their information about events and make decisions regarding what to attend.

Communications: The challenge is grabbing their attention amongst the plethora of offers that might appeal, so prominent listings and engaging online and social media content are crucial

Dormitory Dependables

Suburbanites and small towners interested in heritage activities and mainstream arts.

A significant proportion of audiences are made up of this dependably regular if not frequently engaging group. Most live in suburban or small towns and show a preference for heritage activities, alongside popular and more traditional, mainstream arts. Many are thriving well off mature couples or busy older families; lifestage coupled with more limited access to an extensive cultural offer mean that culture is more an occasional treat or family outing than an integral part of their lifestyle.

Key Statistics

Activity Level: Medium Cultural Engagement

Spectrum Ranking: 4/10

Audience Finder Benchmark: 20% of Active Audiences

Population Prevalence: 15% of UK Population

Core Characteristics

Profiles | This large group includes families of all ages, with typical educational backgrounds, solid careers and the means to enjoy their time as they please, both at home and abroad.

Attitudes | Trips to arts and culture tend to mark special occasions with friends and family, so the wrap-around offer is extremely important and group-based discounts appeal.

Sectors | Hardcore history and heritage buffs who otherwise lean towards museums, galleries and the mainstream performing arts, with a particular enthusiasm for live popular music.

Places | A suburban cohort concentrated heavily around the South East and North West, with average levels of arts and cultural provision locally, but a willingness to travel for treats.

Digital | Whilst not glued to their devices, they none-the-less expect to be able to find whatever information they need online, both for leisure planning and news consumption.

Communications | Detail and directness are the keys to communicating with this busy, no-nonsense group, both in the messaging they require and the ways in which they like to receive it.

Trips & Treats

Mainstream arts and popular culture fans influenced by children, family and friends.

While this group may not view arts and culture as a passion, they are reasonably active despite being particularly busy with a wide range of leisure interests. Comfortably off and living in the heart of suburbia their children range in ages, and include young people still living at home. With a strong preference for mainstream arts and popular culture like musicals and familiar drama, mixed in with days out to museums and heritage sites, this group are led by their children's interests and strongly influenced by friends and family.

Key Statistics

Activity Level:	Medium Cultural Engagement
Spectrum Ranking:	5/10
Audience Finder Benchmark:	14% of Active Audiences
Population Prevalence:	14% of UK Population

Core Characteristics

Profiles | A largely family dominated group with children ranging from school-age to young adult, living comfortable but modest lifestyles, close to relatives and where they grew up.

Attitudes | Arts and culture engagement is largely determined by children's interests and educational requirements, value for money, and the need to guarantee good family fun.

Sectors | Drawn to heritage, museums and mainstream arts, they are also among the most attracted to participatory activities, which parents see as important and educational.

Places | Found in semi-detacheds and suburban terraces across the UK, they are likely to be well embedded in the local fabric and willing to travel into town centres by car for events.

Digital | These tech savvy social media enthusiasts rely entirely on the internet to plan their leisure activities, but are unlikely to stream arts organisations' own digital content.

Communications | Creatures of cultural habit, this group relies on familiar targeted messaging, friend and family recommendations and community endorsements to make their decisions.

Home & Heritage

Rural and small-town pensioners attracted to daytime activities and historical content.

Conservative in their tastes, this more mature group appreciates all things traditional: a large proportion are National Trust members, while classical music and amateur dramatics are comparatively popular. While this is not a highly engaged group – partly because they are largely to be found in rural areas and small towns – they do engage with the cultural activity available to them in their locality. They look for activities to match their needs and interests, such as accessible day-time activities or content exploring historical events.

Key Statistics

Activity Level: Medium Cultural Engagement

Spectrum Ranking: 6/10

Audience Finder Benchmark: 8% of Active Audiences

Population Prevalence: 10% of UK Population

Core Characteristics

Profiles | An older group of retired or semi-retired home owners, living on modest pensions and spending their time enjoying reading, gardening, period dramas and Countryfile.

Attitudes | Recognising the value of arts and culture - and particularly heritage - in their lives, they are willing to spend leisurely days engaging, as long as comfort and access needs are met.

Sectors | Traditional in their tastes, they enjoy daytime exploration of historical sites, as well as theatre matinees and classical music recitals, and participate in local crafts and 'Am Dram'.

Places | Largely found in rural areas and small towns, far from urban bustle, this group is limited in its ability to travel independently, so local provision and organised daytrips are key.

Communications | Personalised communications through traditional media are the best way to talk to a group that values plain speaking, familiarity of content and local connection.

Up Our Street

Sociable retirees looking for inexpensive, mainstream, local leisure opportunities.

Living reasonably comfortable and stable lives, Up Our Street engage with popular arts and entertainment and museums, and are also visitors of heritage sites. Many are older and have some health issues, living on average or below average household incomes, so access in all its forms can be an issue. Modest in their habits and in their means, value for money and low-risk are important factors in leisure decision making.

Key Statistics

Activity Level: Lower Cultural Engagement

Spectrum Ranking: 7/10

Audience Finder Benchmark: 8% of Active Audiences

Population Prevalence: 10% of UK Population

Core Characteristics

Profiles | Soon-to-be, or already, retirees from skilled professional, White working-class backgrounds, who enjoy sofa time, social clubs and fishing trips on modest pensions.

Attitudes | Arts and culture, for their own sake, are not a priority for this lower income group, so the ancillary experience, like food, drink and retail, is key to unlocking the 'treat' factor.

Sectors | These infrequent attenders are drawn to mainstream and inexpensive offers like museums, heritage, music and carnivals, and enjoy home-based craft activities.

Places | Found primarily around the edges of industrial Northern and Midlands towns and small cities, this group is locally minded, and both unable and disinclined to travel far.

Digital | These late adopters of digital technology are highly unlikely to visit arts organisations' websites or follow them on social media, and even less inclined to buy tickets online.

Communications | Familiarity is the key to engaging this risk averse group, who rely very heavily on recommendations from peers and are looking for a tried and tested leisure experience.

Frontline Families

Frugal, semi-urban renting families, light on arts and culture but heavy on community.

Arts and culture play a very small role in the lives of this younger, cash-strapped group living in suburban and semi-urban areas of high unemployment. They are the least likely to think themselves as arty, while less than a third believe that the arts is important. Nevertheless, they do go out as families: cinema, live music, eating out and pantomime.

Key Statistics

Activity Level: Lower Cultural Engagement

Spectrum Ranking: 8/10

Audience Finder Benchmark: 6% of Active Audiences

Population Prevalence: 12% of UK Population

Core Characteristics

Profiles | Households with young children, living on low incomes or unemployment, in council rented housing and spending most of their free time enjoying at home entertainment.

Attitudes | While they don't consider culture very important or themselves 'arty', they are family motivated and the right offer can appeal on those grounds, especially if free.

Sectors | Trending towards mainstream family-friendly artforms, like cinema and pantomime, this group also engages in culturally specific projects that reflect their own communities.

Places | Located in and around urban areas, predominantly in the North and Midland regions, public transport can be a hinderance, despite being quite close to many arts offers.

Digital | This group uses social media and smartphones daily but might not have access to a home computer, so may rely on school and library machines for homework.

Communications | Either looking for prominent and visible advertising through mainstream channels, or endorsements from peer groups through word of mouth or social networks.

Kaleidoscope Creativity

Mixed age urban low-engagers preferring free, local, culturally specific arts and festivals.

Characterised by low levels of cultural engagement despite living in and around city areas where plenty of opportunities are within easy reach. A great mix of people comprise this segment with a wide range of ages, living circumstances, resources and cultural backgrounds all living cheek-by-jowl. Low incomes and unemployment can present barriers to accessing some cultural provision. Nevertheless, two thirds do engage with more popular and accessible culture annually, some of this in the local community and outside the mainstream. Free, local events like outdoor arts, festivals and carnivals may appeal, and so might popular offerings like musicals and music events.

Key Statistics

Activity Level:	Lower Cultural Engagement
Spectrum Ranking:	9/10
Audience Finder Benchmark:	5% of Active Audiences
Population Prevalence:	9% of UK Population

Core Characteristics

Profiles | The most ethnically diverse segment, this mixed aged group tends to be council housed, with low education, employment, and income restricting leisure opportunities.

Attitudes | Characterised by their lack of cultural engagement, despite some considering themselves 'arty', they are easily put off by price, so are more likely to attend free events.

Sectors | Though attendance is generally low, culturally specific festivals, street arts and live music, beyond the western mainstream and outside of traditional venues, are relatively popular.

Places | These inner city dwellers are close to a lot of cultural provision, but income and transport limitations inhibit access, so community-led, local co-creation is very important.

Digital | Smartphones, apps, social networks and subscriptions feature very heavily in this group's daily lives, but engagement with arts and culture content online is unlikely.

Communications | Access this group through a combination of respected community advocates and entertaining marketing content, pushed to their devices through apps and networks.

Supported Communities

Culturally low-engaged, health poor, craft circle and church group seniors and youths.

Supported Communities are the group least likely to attend arts or cultural events, believing that the arts are no longer as important or relevant to them as perhaps they once were. Many live in sheltered or specially adapted accommodation for older people, and are excluded from many activities due to a raft of health, access and resource barriers. If they do engage this is likely to be participatory such as craft and knitting, painting, reading and writing activities organised by their sheltered housing, church group or community library.

Key Statistics

Activity Level: Lower Cultural Engagement

Spectrum Ranking: 10/10

Audience Finder Benchmark: 2% of Active Audiences

Population Prevalence: 4% of UK Population

Core Characteristics

Profiles | A health-impaired and socially inactive group living on very modest incomes, often in state-provided accommodation, with indoor leisure habits like puzzles and crosswords.

Attitudes | Accessibility issues often deter this group from attending arts, but when opportunities are thoughtfully provisioned, the chance to engage and socialise is welcome.

Sectors | Tastes tend towards the mainstream and participation opportunities are largely initiative-led, with content relating to localness and nostalgia being best received.

Places | This group lives mainly in outer city and suburban areas with limited access to arts and culture, so taking opportunities to them is important for engagement.

Digital | This group is unlikely to spend much time surfing the web, looking for shows to book or stream digitally, or reading reviews online.

Communications | Largely unplugged, this group is best accessed by well placed newspaper and magazine advertisements, recommendations and reassurances from trusted peers.

Contact

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