Pebble

Project Narrative Library

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Contents

Pebble

Outdoor Exploration Deck

Name:

Outdoor Exploration Deck

Description:

Our project is the creation of an outdoor Exploration Deck for the children that surround our school. The Exploration Deck will be used by teachers, care providers and parents to facilitate investigation and reflective time for children who suffer from autism and behavioural issues. It will provide stimulation to all types of learners allowing for differentiation and encouragement of personalised learning, treating each child as an individual.

We are planning to redevelop an unusable area of schools grounds into the Exploration Deck. A consultation was held with local stakeholders including council and community members, staff, and parents about the needs and priorities of those children managing behavioural issues and autism. The outcome of this consultation found that there were a lack of facilities and resources for play-based approaches to developing more positive child/parent relationships.

We aim to achieve this goal by engineering our surroundings to incorporate colours, sounds, scents and textures to stimulate the five senses. This will provide a safe, calm, outdoor environment and appeal to all age groups. The Exploration Deck will be able to be accessed in all weather conditions as we plan to cover the area with a shelter. We've already done some preparatory work to the grounds and started fundraising to cover the costs of benches, a water fountain and outdoor musical instruments. Planters will be installed around the perimeter of the area to grow specific sensory plants including lavender, bamboo and mint which will create a fragrance very specific to the area. The floor surface will provide different textures and colours like green artificial grass, blue soft pour and brown wood chip making it appealing to the eye.

Project Need:

Our pupils that suffer from behavioural issues and autism are currently integrated into mainstream classes at our school. This is because there is no alternative education provision from the local council. The level of attention and care these children need and the lack of suitable learning spaces we have available is an issue that our project will address. Children with emotional, behavioural issues and autism require a safe space away from the main body of pupils, otherwise they can suffer from sensory processing disorders that leave them fearful, aggravated and overwhelmed by the activities of other pupils.

According to the Royal College of Psychiatrists 2% of children under 12 years of age are depressed with an average of 16% displaying behavioural issues. The school on average sees excessive emotional and behavioural issues per day in comparison to other nearby schools. Without intervention we believe this will increase in the next 12 months. We have been working hard to manage this on-going problem but we now need help to stop the rise of this issue.

Project Impact:

The Exploration Deck will positively impact on the life chances of children with autism and behavioural issues that surround our school because:

It will teach cognitive and positive behavioural techniques to the children that find it fearful, aggravating and overwhelming to be surrounded by groups of other individuals. It will also forge closer parent child relationships by training and empowering the parents to manage their children effectively when they display sensory processing disorders.

It will provide a support network to parents who are managing children with autism and behavioural issues, providing them access to a great facility where they can meet others in a similar situation. It will also give peace of mind that when they are unable to manage their children during school hours this facility will be available to use with their child if needed.

It will improve engagement and attendance levels of the children within school environment which will lead to better attainment, social networks, improved life satisfaction and high self-esteem. This will make for a smoother transition into secondary education where the school population and class sizes are significantly great than those in primary school.

It will educate individuals and create an understanding about behavioural issues and autism. Those involved with the project are required to embed key 'contribution' principles such as due care, responsibility of maintenance, fair chance of use. This will have a positive impact on the general well-being of the pupil.

Evidence:

The Department for Education published a paper on mental health and behaviour in schools[1] which recommends a space for small group sessions with a focus on developing cognitive skills and positive social behaviour. The research states that individual child oriented interventions are less effective than ones which involve parents. We have developed programmes to work with parents out of school hours. There is evidence within the DfE report to suggest that play-based approaches to developing more positive child/parent relationships are more effective than discussions. Holding programmes on the proposed Exploration Deck will reinforce the parents' acceptance of these programmes and give reassurance to the child when they enter this space away from other pupils. The impact of this will mean reduction in the number of episodes when parents are unavailable.

We tested the DfE research by introducing the children to a series of outdoor activities. We could only use a concrete area in front of the school because of lack of suitable outdoor learning spaces. We received very positive comments from the children.

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[1] https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

How Does Your Project Link to Your School's Vision and Goals?:

Our vision is to improve the lives of children within our local community and give them better long term life chances. We pride ourselves on being a family focused community and aim to create a happy, stimulating and secure environment in which children can enjoy learning and progress. One of our main goals is to reduce the disruptive impact on the communities and individuals that surround our children that have autism and behavioural issues. When these children move into destructive emotive states it generates negative emotions from both sides and breaks down community bonds. The Exploration Deck will be used both inside and outside of school hours for family learning events and will be showcased at our regional family support network meetings as an example facility that encourages positive engagement with education, strong relationships and outdoor learning.

How Will You Deliver, Monitor and Evaluate Your Project?

Our predicted time-scale for this project is for completion to be within the next four months. We intend to invite parents and members of the local community into the school to see The Exploration Deck plans in more detail. Once the funding is confirmed we would give the project build the go ahead and request installation during the half term leave when the school is open but free from children. The Facilities Manager will project manage the build of the Exploration Deck and ensure the project build items delivered meet the agreed plan. Staff will use the Exploration Deck to manage the behaviour of pupils and are expected to log events. These events will be reviewed every month to identify best practice and measure the total number of incidents per month. The Headteacher and Governors will be monitoring this closely to ensure there is a reduction in the total number of incidents.

How Will You Measure and Report Success?

Once the project is completed, an official opening ceremony will be organised to which local press will be invited. We intend to invite the local Mayor to unveil the completed project to parents, community members, Governors and children at our official opening. Staff and Governors will continue to publicise the project after its opening to demonstrate the impact the Exploration Deck has had and show how the school are making positive changes to raise attainment.

We will measure the success of the project through our annual pupil and parent questionnaires, by seeing if there is a marked change in pupil's behaviour. We will also extend this questionnaire to the nearby community members to see if they can identify an improvement in the behaviour of children outside of school hours. We will then publish these findings on our website and make other schools aware through the schools forum.

Pebble

New Wheels For Our School

Name:

New Wheels For Our School.

Description:

Our project will increase pupil access to extra curricular opportunities and trips outside of school. This will improve their learning outcomes, develop their independence, knowledge of the local community as well as their academic achievement. To achieve this we are looking at providing them with transport so they can visit many different areas and experience all walks of life.

Project Need:

Our school has a roll of 700 pupils and is situated in a low socio-economic area with 75 % of our pupils entitled to free school meals. As the majority of our pupils come from low income families, parents are unable to pay for transport for educational trips. As a result of this, pupil access to transport and to learning opportunities outside of school is limited.

Learning outside of the school environment and experiencing hands-on learning is proven to help pupils engage with their curriculum and raise their attainment levels.

We would like to offer day trips to educational institutions in order to enrich the learning experience of our pupils to further raise their engagement and attainment levels. An onsite minibus would facilitate that.

Project Impact:

This project will allow our students to expand their learning experiences by accessing resources outside of the school such as libraries, art galleries and museums. The purchase of a minibus would allow students to access outside learning opportunities once a week which would in turn raise engagement and attainment levels. The project will also develop our students' independence and confidence in engaging with members of the community.

Evidence:

According to research carried out by Ofsted, well-planned, out-of-classroom activities, which include trips, not only enhance pupils' learning but have the potential to lay strong foundations for encouraging successful learning and building positive attitudes for all learners. This will subsequently lead to improvements in achievement and motivation in all areas – including academic. Access to residential trips can help pupils become more resilient and optimistic, therefore helping to improve their emotional health and self esteem. According to research by Outwardbound.org.uk , 93% of teachers observe better relationships between pupils on return

to school from a trip, and 60% of teachers observe an improvement in their pupils' performance in the classroom on return to school.

How Does Your Project Link to Your School's Vision and Goals?:
Our project links directly with the school's goal to 'provide quality teaching and learning that actively engages, stimulates and motivates pupils, encouraging success for all.' It will also link to our goal to 'offer a broad, balanced curriculum that caters to each child's need' by exposing pupils to real life experiences and extra curricular learning experiences. It will further link to our goal of 'providing a range of teaching and learning experiences to enrich the lives of our pupils' as the minibus would remove barriers of transport that have previously made trips unviable.

How Will You Deliver, Monitor and Evaluate Your Project?

We will monitor the usage of our school bus in terms of activities, mileage of travel matched against pupils' performance. Teachers will evaluate the outcome of each trip on learning and performance in class. The monitoring and evaluation process would also allow us to make any changes necessary along the way to ensure full usage of the bus. We will have a bus calendar which would allow us to allocate slots of each class team on a regular basis. We will regularly review that the bus was being used as effectively as possible. We will then engage the teachers to assess the impact of the trips on learning.

How Will You Measure and Report Success?

[Redraft] We will report on pupils' progress by looking at attainment details in our pupil tracking system "SIMS." We will be able to look at the number of trips a pupil has accessed then review what impact this will have had on their progress. We will also look at the number of times the bus is used during a whole calendar year to measure if the bus has indeed been used to capacity and if pupil access to trips has doubled compared to the previous year.

Lastly, we will share our findings with the school, governors and parents through our termly newsletter, by providing an update that details the impact of the project. As part of this feedback we would also clearly make known the names of the organisation who have helped to provide the funds for the project.

Raring to Read

Name:

Raring to Read!

Description:

'Even the most misfitting child
Who's chanced upon the library's worth,
Sits with the genius of the Earth
And turns the key to the whole world.'

Using the thoughts of acclaimed poet, Ted Hughes, we want to create a stimulating and creative environment to encourage a love of reading and learning among our students. Our school library refurbishment will cater for our growing number of students with a selection of learning needs. Expanding our resources will expand students' knowledge and enrich their learning experiences, offering them learning opportunities only books and media can provide. We plan to expand subject specific book provisions by 25% for each subject and install 15 computers to allow students to access digital learning materials. Our project will engage more of our students in reading and raise literacy levels.

Project Need:

30 % of our students are underachieving in literacy. Our current library is too small to cater for all of our 500 students and resources have not been updated for over 20 years. Although our students regularly access the library on a weekly basis, subject specific materials are lacking and the library provides a limited space for independent learning and extra curricular homework clubs as it only caters for 20 students at a time. By adding 15 more computers we will have a full class size available to use. The addition of up to 25 % more subject specific books, will greatly enhance the learning potential of our school library and raise attainment levels. We will be able to use the library for much needed intervention classes to boost the literacy levels of our underachieving students.

Project Impact:

Our improved school library will offer our students extra learning opportunities, during lunchtimes and after school. It will also enrich the learning of our students by providing a range of high quality books. Engaging in these books will raise their literacy attainment levels and encourage them to engage more with reading. The library space will be used for independent learning, group sessions, intervention sessions and extra curricular classes.

Evidence:
The All-Party Parliamentary Group for Education (2011) , in their 'Inquiry into Overcoming the Barriers to Literacy', stated that 'libraries both in schools and in the community have a positive effect on reading.'[2]

Ofsted, in their 2011 paper, Removing Barriers to Literacy, supported this assertion by emphasising the ways in which the school library contributes markedly to improving literacy skills.[3]

The National Literacy Trust's document, 'School Libraries: A Plan for Improvement' states that 'the child's experience of the school and of learning will impact decisively on his future, and for many children the library is a vital part of this experience.'[4]

The National Literacy Trust's 'Linking School Libraries and Literacy' outlines a clear link between literacy attainment and school library usage.[5]

Our library will become a centre for learning and a valuable resource is supporting and improving our students' literacy attainment levels.

How Does Your Project Link to Your School's Vision and Goals?:

Our school vision is to provide the highest quality of education for our students to allow them to excel in all areas of their academic and practical achievement. Our new library will provide a high standard of teaching and learning resources for our students to use within school time as well as during after school hours. Our library will encourage our students to improve and excel in their literacy, increasing literacy attainment across the school and across subjects.

How Will You Deliver, Monitor and Evaluate Your Project?

We will deliver our project by allowing each subject and class pre-arranged access to the library in order to access the new subject specific books. We will also run lunchtime and after-school homework clubs as well as delivering intervention sessions to those underachieving in literacy within the library. We will monitor the usage of the library through timetabled events, registers and documentation of loans. Our project will be evaluated monthly against our library evaluation plan. This plan will look at the effectiveness of the library and whether it is being used to its full potential. We will adapt library organisation and usage according to our evaluation findings.

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[2] http://www.educationengland.org.uk/documents/pdfs/2011-appge-literacy-report.pdf
[3] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413747/Summary_-_Removing_barriers_to_literacy.pdf
[4] http://www.literacytrust.org.uk/assets/0000/5718/School_Libraries_A_Plan_for_Improvement.pdf
[5] http://www.literacytrust.org.uk/assets/0000/5760/Linking_school_libraries_and_literacy_2010.pdf

How Will You Measure and Report Success?

We will have an opening ceremony for our newly refurbished library and begin our monthly book club at the opening event. We will measure the success of our library by monitoring the pupil usage against their attainment levels. Improvement in individual pupil attainment will be reported in students' individual termly reports. Wider school literacy levels will be documented in a termly report that will be distributed to governors, parents and published on our school website.

<u>Sporting Chances!</u>

Name:

Sporting Chances!

Description:

We want to give our pupils an excellent standard of physical education. In order to do that, we need an excellent standard of equipment. We would like to purchase a selection of sports equipment to use with our P.E. lessons and extra curricular sports classes to increase engagement and participation in P.E. lessons and wider spot involvement across the school.

Project Need:

There is a lack of engagement in P.E. at our school and the obesity levels within our community are higher than average. As a way to tackle this, more stimulating and engaging physical education needs to take place. After consultations with students, governors and parents, we have decided that gymnastics and athletics equipment would encourage more participation in sports within and outside of school hours.

Project Impact:

Our project will allow our students to develop their fundamental movement skills and introduce them to new sports and exercise. This will encourage them to lead healthy lifestyles outside of and beyond school. Our gymnastics classes and athletics training will improve stamina, suppleness and strength, as well as increase students' capacity for decision making. This is supported by research carried out by Sports England that found that physical activities that require children to lift their body weight or to work against a resistance, as well as jumping and climbing activities, combined with the use of large apparatus, helps to promote strength, muscle strengthening and bone health. By making P.E. lessons more enjoyable, it will encourage participation and inclusion which will lead to higher levels of engagement and lower levels of obesity.

Our sporting equipment will not only impact our pupils but will be offered for community use after school hours. This will allow us to engage with children before they start our school and encourage active lifestyles in children from an early age. We hope that this will increase engagement levels and decrease obesity levels within our community.

Evidence:

Guidelines set out by the Department of Health says that children should be given ample opportunities for unrestricted movement to increase their physiological development and encourage bonding with others. Drawing on robust research, the report argued that levels of

physical activity required in childhood to help achieve healthy weight, bone and cardio-metabolic health and psychological well-being are higher than previously estimated.

There is also evidence that physical activity is linked to better cognitive functioning in a study from Sibley and Etnier[6]. Therefore, not only will our project directly impact the physical attainment of our students but will also improve their concentration in their academic subjects.

How Does Your Project Link to Your School's Vision and Goals?:

Our school vision is to provide outstanding teaching and learning to enable all of our students to excel both academically and practically, fulfilling their potential. This project will allow us to provide a high standard of teaching and learning using quality sporting equipment which will engage our students and encourage them to excel in their physical and academic education.

How Will You Deliver, Monitor and Evaluate Your Project?

We will install the sporting equipment over the Spring half term ready for use when the students return. The School Business Manager will oversee the installation. The project will be monitored through registers which would inform us of levels of engagement. We will have registers of participation in P.E. classes, extra curricular classes and community usage. After one month of usage we will then evaluate our project to see if there has been an increase in engagement amongst our students and members of the community. Depending on the results of our evaluation, we may adapt our project for future usage.

How Will You Measure and Report Success?

We will measure engagement through looking at registers over a prolonged period of time to see if there will have been an uptake in engagement levels. Our annual pupil and parent questionnaire will also help us measure the success of our project as it will tell us if there is a marked change in engagement and participation levels.
We will report the success of our project through our termly newsletter which will be distributed to parents, governors and members of the community. We will also report our findings on the website.

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[6] Sibley, B.A. and Etnier, J. (2003) The relationship between physical activity and cognition in children: a meta analysis Pediatric Exercise Science 15,243-256.

Going Digital

Name:

Going Digital

Description:

We want to provide up to date ICT facilities for our students in order to increase their digital literacy, computer coding skills and technical knowledge. The purchase of thirty new computers will provide a class set that can be used by multiple classes during lesson time as well as extra curricularly. We will use the new computers to offer after school sessions to pupils and the community to enhance their digital literacy.

Project Need:

Our pupils are currently underachieving in ICT due to the lack of and access to facilities. By installing new and updated computers, a higher standard and volume of facilities will be available which will lead to higher achievement of our pupils. We currently do not have enough up to date computers to cater for a full class and pupils have to work in pairs on each computer. If we were able to offer a computer to each child in a class, we could deliver more detailed lessons and each child's learning would be accelerated. This would increase attainment in this subject as well as increase digital literacy within other subjects. The computers would not only be used for ICT lessons but would be utilised within other subjects for research and presentation purposes.
We would also offer the computers outside of school hours for community use which will lead to higher levels of digital literacy within our wider community.

Project Impact:

The implementation of these computers will accelerate the learning of our pupils and raise their attainment levels as they will allow us to teach more detailed lessons focusing on individual pupils rather than paired pupils on each computer. They will enhance the learning experience of all subjects as computers will be available to use for research and presentation purposes. Within ICT lessons, the introduction of these new computers will allow us to teach computer coding skills to our students, something which has previously not been possible due to the age of our computers.

Evidence:

Our pupils are currently underachieving in ICT due to the lack of and access to facilities. By installing new and updated computers, a higher standard and volume of facilities will be available which will lead to higher achievement of our pupils.

ICT has the potential to support transformation in teaching, learning and assessment practices in schools as well as supporting social development.[7] Our project will transform teaching and learning in our school and will also support social development through our community groups.

Furthermore, there is a common understanding that education now entails more than knowledge acquisition and there should be an equal emphasis on key skills, which can be built through the use of ICT.[8] The effective implementation of our project will allow pupils, teachers and members of the community to build these key skills that complement the knowledge acquisition skills demonstrated across subjects.

The use of computers in raising pupil attainment has been seen at X school, where pupil attainment rose by 15 % due to the effective use of ICT within teaching and learning activities.

How Does Your Project Link to Your School's Vision and Goals?:

Our school vision is to provide quality teaching and learning to encourage all students to excel in their academic, physical and pastoral endeavours. Our project will allow us to deliver quality ICT teaching as well as enhance the teaching of other subjects by using the computers as a resource. The project will allow us to deliver a high standard of teaching which will challenge pupils and encourage them to excel in their academic achievements.

How Will You Deliver, Monitor and Evaluate Your Project?

If awarded funding, our computers would be installed over half term when the pupils were not onsite. The installation of these computers will be overseen by our school business manager and we anticipate it will take no longer than one working day. The room in which the computers will be installed will be timetabled, used firstly for ICT lessons. The remaining spaces on the timetable will be available to be booked by other subjects wishing to use the computers. Furthermore, there will be an after-school timetable that can be used for extra curricular classes, homework club and community groups. The project will be evaluated termly when SLT will look at the timetabling of the ICT room to ensure it is being used to its full potential.

How Will You Measure and Report Success?

We will measure the success of the project through monitoring of pupil attainment each half term to see if the new computers will have made an impact. We will also measure the ratio of pupil to community use to see the impact the project is making on the community. We will report our findings in our termly newsletter which will be distributed to parents, governors and members of the community. We will also publish our findings on our website.

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[7] Digital Strategy for Schools Consultative Paper (2013) (http://www.education.ie/en/Schools-Colleges/Information/Information-Communications-Technology-ICT-in-Schools/Digital-Strategy-for-Schools/Building-Towards-a-Learning-Society-A-National-Digital-Strategy-for-Schools-Consultative-Paper.pdf)

[8] 2 Current policy trends and issues in teacher education and curricular reform (2013) (http://www.education.ie/en/Press-Events/Speeches/2013-Speeches/SP13-02-22.html)

Allotments for All

Name:

Allotments for All

Description:

We would like to create an onsite allotment to grow our own fruit and vegetables to use within our school dinners. Pupils will be able to cultivate the produce in our garden and see the fruits of their labour in the dinners served within school. We have X number of pupils and X number of pupils are receiving hot school meals. We believe that this project will encourage more pupils to take up school dinners and will encourage a healthier lifestyle for our pupils. It will also decrease our expenditure long term on food providers as our allotment can be an ongoing, sustainable source of produce for use within school meals.

Project Need:

As a school we are overspending on food provisions within our kitchens. Furthermore, due to the number of students taking up hot school meals, fresh produce is often not being used efficiently and is being wasted. A high proportion of our pupils have little knowledge of healthy eating habits and a healthy lifestyle. Our project will change that as our pupils will directly contribute to the produce being grown and used within the meals they will be eating at lunchtimes.

Project Impact:

This project will impact the health and wellbeing of our pupils, by teaching them key collaboration skills through cultivating produce in the allotments with their peers and by educating them on healthy eating. It will also give them a shared sense of satisfaction at having contributed to the meals that they will be eating. We hope that pupil involvement in this allotment will increase the amount of pupils receiving school meals. Our project will engage more pupils in what they are eating and encourage more of an uptake in hot school meals. Our project will also decrease our school expenditure on food provisions as our allotment will create an ongoing, sustainable source of produce that we can use a specific amount of, therefore reducing wastage.

Evidence:

The Children's Food Trust (2010)[9] laid out the benefits of healthy school meals. Their research shows that if children eat better they learn better. If they have eaten a well balanced, nutritious meal, they are more likely to focus within lessons. This project will encourage a healthy attitude to food, increase pupil knowledge about healthy eating and provide long term benefits to their wellbeing and academic performance.

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[9] www.childrensfoodtrust.org.uk

The impact of Jamie Oliver's School dinners programme, which started ten years ago, has left a lasting legacy. A report published in 2009 by the Institute for Social and Economic Research located at Essex University found that in schools that followed Jamie Oliver's school dinners programme, test scores in English and Science improved.[10]

A poor diet can have significant effects on a child's performance at school. By providing fresh, nutritious meals for each child, concentration and performance in classes will improve. For many of our pupils, this will be the only hot meal they get per day and so it is important that it is a healthy, nutritious one.

How Does Your Project Link to Your School's Vision and Goals?:

One of our school goals is to provide a safe, stimulating environment for pupils to thrive academically and physically. This project will not only allow our pupils to thrive physically by providing physical activity within the allotment, it will allow them to thrive academically as their knowledge of healthy produce will increase. Furthermore, the consumption of this produce within school meals will aid their concentration within lessons.

How Will You Deliver, Monitor and Evaluate Your Project?

We will create the allotment in a current green area within our school grounds, over the summer break, when pupils are not onsite. It will be implemented by local landscaping company X and we anticipate that it will be completed within four weeks. Our school business manager will oversee the project to ensure it remains on task and within cost. We have already conducted fundraising activities within school such as a seasonal concert, non uniform day and several cake sales. Through these activities we have managed to raise £1000 but we need to raise an additional £X for our project to be possible. We will evaluate the project by monitoring take up of school meals following usage of the allotments. We will also monitor the impact of the project on pupil progress.

How Will You Measure and Report Success?

Success will be measured by monitoring the progress of those pupils who have school dinners compared to those who do not. We will also measure success by monitoring the take up of school dinners, aiming to meet the national average, as well as attendance at gardening club and extra curricular use of the allotments. We will measure the quantity of produce grown by pupils onsite and used in the kitchen, aiming to increase the volume year on year. We will report the success of our project in a newsletter that is distributed termly to parents, governors and members of the community as well as published on our website.

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[10] https://www.iser.essex.ac.uk/files/iser_working_papers/2009-01.pdf

Cycling Success

Name:

Cycling Success!

Description:

We would like X amount of funding to create a cycling and scooter storage facility on the school grounds. Many of our pupils travel to and from school by bike or scooter and this storage facility will give pupils a safe, secure space to store their vehicles. We hope that the implementation of this storage facility will encourage more pupils to travel to school this way.

Project Need:

The current facility does not accommodate the number of bikes and scooters coming into school so the overspill has to be stored in the P.E storage units reserved for equipment. We want to encourage pupils to continue to travel to and from school by bike or scooter as well as encourage more pupils to do so. By providing a safe, secure space to store their bikes and scooters, more pupils are likely to travel to and from school this way.

Project Impact:

The project will impact our pupils travelling to and from school on their bikes and scooters as they will be reassured that their vehicle will be stored safely and securely on the school grounds. It will also impact those pupils who don't currently travel to school this way as we will run a campaign alongside the delivery of the storage facility to encourage more pupils to cycle or scoot to school. It will impact the health and wellbeing of our pupils as they will be getting daily exercise and it will encourage more exercise outside of school as well as during P.E. lessons.

Evidence:

We have X amounts of pupils who travel to school by bike or scooter. Our current cycle and scooter racks hold X amount of bikes and scooters which is insufficient. Our project will allow the pupils who travel to school this way to store their vehicles in a safe space and encourage more pupils to travel to school this way.

Bike Hub says that 'just 15 minutes cycling to and from school could make a real difference to [a] child's fitness, establishing habits of healthy activity that could be life-long.'[11] Despite the fact that 8.3 million children travel to school every day, less than 2 % of those children cycle to school. By installing these storage units, there will be storage available for every single child to potentially cycle to school. Cycling to school will increase children's confidence, spatial awareness and independence. They will also arrive more focused and ready to work than those who have arrived to school in a car.

The charity Sustrans extols the environmental benefits of encouraging children to cycle and scoot to school. They say, 'it will reduce congestion and pollution around the school gates [as well as] help your child's mental and physical health.'[12]

Winton Primary School in Bournemouth have had success in their cycle to school scheme as reported in The Guardian. Headteacher, Neil Tarchetti, told the newspaper that the scheme is ' helping to ease traffic in the area, keeps children fit and helps them learn more about why we need to protect the health of our planet.'[13]

We hope our project will have the same effect.

How Does Your Project Link to Your School's Vision and Goals?:

To inspire, motivate and challenge all children - The installation of the cycle and scooter storage will motivate pupils to travel to school on bike or scooter, will challenge those pupils who currently do not travel to school this way to do so and will inspire a mentality of exercise outside of school.

To provide an environment which is safe, stimulating and purposeful - The storage facility will serve the purpose of storing pupils' bikes and scooters in a safe environment. It will also stimulate pupils' minds, as we will display local community sporting and exercise events, encouraging exercise outside of school, not only on their bikes and scooters, but in other ways too.

How Will You Deliver, Monitor and Evaluate Your Project?

Our project will be delivered and built over a Saturday during term time so that pupils will not be onsite. It will be overseen by our school business manager and be put together by a local building firm. We will deliver several assemblies on the importance of healthy lifestyles and

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[11] http://www.bikehub.co.uk/featured-articles/cycling-to-school/
[12] http://www.sustrans.org.uk/change-your-travel/children-and-families/school-run
[13] http://www.theguardian.com/teacher-network/teacher-blog/2014/aug/28/rise-of-cycle-school-generation

alternative ways to travel to school. We hope that this will increase the number of pupils travelling to school this way. We will monitor the use of the storage facility by registering how many pupils travel to school on bikes and scooters. We will then evaluate after one term to see whether there has been an increase in pupils travelling to school on bikes or scooters.

How Will You Measure and Report Success?

We will measure the success of the project by registering the amount of pupils using the facility over time to see if there is an increase of pupil use. The success of the project will also be evident from first use as it will allow the P.E. storage unit, where bikes and scooters are currently stored, to be used once again for its purpose, to store P.E. equipment. Each month we will monitor the number of pupils using the facility. After a term's usage of the storage facility, we will look at the number of pupils using it and compare to the number of pupils using it before it existed to generate a report. This report will be published on our website and distributed to parents and governors.

Pebble

Pounds for our Pool

Name:

Pounds for our Pool!

Description:

We want to raise £X for an Aquatic Physiotherapy Project at our school. Aquatic physiotherapy can help decrease pain, promote muscular relaxation and enhance balance. This facility could also be used outside of school hours (and during holidays) by the local community through partnership with key local NHS practices and relationships with local physiotherapy groups.

Project Need:

Our Aquatic Physiotherapy Project will improve the physical performance of our pupils and provide a therapeutic space where physios can work with our pupils. The use of a hydrotherapy pool can help decrease pain, promote muscular relaxation and enhance balance whilst offering a sense of freedom for our more disabled pupils. The variation of depth will improve the physicality of our pupils; a shallow end would help some of our pupils to stand up and weight bear in the water, a deeper pool would help gain the full effect of the buoyancy and hydrostatic pressure. The pool would also have sensory lighting, air jets and bubbles, which would engage the pupils' senses and be beneficial for those with poor sensation or nerve damage. It will also be available for community use during out of school hours and during the holidays.

Project Impact:

The project will impact our pupils and their families, our members of staff and the wider community outside school hours. The facility would initially be accessible to all disabled people in the community and in the long term to any group who would benefit from hydrotherapy (i.e. mental health, aged community).

It will improve the skills of our pupils and staff via provision of high quality learning opportunities for pupils and ongoing training for employees and parents. As a special school we are continually working towards raising aspirations of the young people who attend. The hydrotherapy pool would help build pupils' confidence, self-esteem and improve their communication through the sensory experiences. Furthermore, the use of the pool within school as well as within the community will develop our leaders within school.

Evidence:

The therapeutic effect of warm water and the positive impact of water based exercises for mental illnesses have been recognised for decades (Wilson and Kasch 1963; Kraus, 1973).

Experts have found that hydrotherapy pools improve or maintain mobility, strength and flexibility and are a good form of aerobic exercise for cardiopulmonary fitness. (Ciafaloni, E and Moxley, R, 2008)

However, a survey conducted by Muscular Dystrophy UK found that more than two thirds of people struggle to find a suitable hydrotherapy pool to use. (December 2015)

The use of other hydrotherapy pools in our area has proven to be a success in alleviating some of the joint and muscle pain of disabled pupils. Our Aquatic Physiotherapy Project will increase the provision of hydrotherapy pools in our area, increase access for our pupils and the community, and offer an outstanding provision to both.

How Does Your Project Link to Your School's Vision and Goals?:

Our project links to several of our school's visions and goals, including:

To provide the highest quality learning opportunities - The hydrotherapy pool will provide high quality learning opportunities for our pupils through sensory and aquatic experience. It will also provide professional development for our staff.

To inspire, motivate and challenge all children - The learning opportunities within the hydrotherapy pool will inspire, motivate and challenge our pupils.

To develop partnerships working locally, nationally and internationally for the benefit of our pupils - Community use of our pool will develop local and national partnerships.

To provide an environment which is safe, stimulating and purposeful, as well as being fully inclusive and well resourced with up to date, high quality equipment ensuring all our pupils' needs are met. - The hydrotherapy pool will ensure our school is well resourced with up to date facilities that provide a safe, stimulating and purposeful environment for our pupils.

How Will You Deliver, Monitor and Evaluate Your Project?

If awarded the funding, the building of the hydrotherapy pool would take 6 weeks to complete and would take place over the summer break when the pupils would not be on site.

We will deliver a Grand Opening event that parents, children and members of community could attend. We will then deliver weekly sessions in the pool for each class, focused on the pupils' individual needs. We will also deliver weekly sessions for specific community groups such as local physiotherapy groups.

We will monitor the use of the pool through registers of both pupil use and community use which will indicate the levels of engagement for both groups.

To evaluate the impact of the pool we will conduct an assessment of the pupils' physical responses before the use of the pool and after a prolonged use of the pool

How Will You Measure and Report Success?

A range of evidence will be gathered throughout the year to allow for a report to be generated after the first 12 months of the hydrotherapy pool being in use. A copy of this will be provided to parents and community groups involved to show the impact and success the pool has had. The report will include:

Feedback: Feedback from pupils, school council, parents and community members will be put together to build up a picture of their opinions and suggestions. This will show the strengths and potential areas of improvements for the future.

Pupil Progress: Each pupil's development will be measured to show the progress they have made during the 12 month use of the pool.

Community Engagement: The type of groups using the pool and the amount they are using it will be measured to indicate the success of community engagement.

Pebble

Musicality at our School

Name:

Musicality at Our School

Description:

'Music has a power of forming the character and should therefore be introduced into the education of the young.' Aristotle.

Our project will allow our pupils to access music education to a greater extent than they currently do. We will expand our music provision at school by purchasing an upright piano and a selection of instruments to use within lessons. By using a range of instruments within our teaching and learning strategies we will increase engagement with and attainment levels in the subject of Music. Furthermore, the upright piano will provide valuable accompaniment to performances.

Project Need:

Our pupils are currently underperforming in music and unengaged with the subject due to the lack of performance opportunities. The school does not have a piano and so we are unable to accompany pupil performances in assembly, seasonal concerts and services. Music lessons are also theory and listening based. This project will allow us to purchase an upright piano, a set of percussion instruments including bongo and djembe drums and a set of class keyboards to teach the basics of music theory and performance.This will allow pupils to exercise their musical performance skills to a greater extent, increase engagement with and attainment levels in music.

Project Impact:

The project will significantly enhance the quality of performances in assemblies, concerts and services as the piano will act as an accompaniment to most performances. The drums and keyboards will enhance the teaching and learning within music lessons and engage more pupils with music. The instruments will also allow the practical application of music theory which will increase pupil attainment in the subject as they will be learning all aspects of music including theory, listening skills and practical application of their skills. We also anticipate that our project will increase the number of concerts that we deliver, as we will have the instruments available to deliver concerts of a high standard.

Evidence:

The charity, Music Mark, extols the benefits of music education in their article, '20 Important Benefits of Music in Our Schools.'[14] It explains how the study of music not only increases attainment and engagement in that subject but in other subjects too. Music education can develop language and reasoning, motor skills, emotional skills, discipline and team working skills. All of these skills will impact pupil performance not just in Music but throughout the rest of the school, supporting the assertion made by the government in 'The Importance of Music: A National Plan for Music Education' that 'music helps bind pupils into the wider life of the school.'[15]

How Does Your Project Link to Your School's Vision and Goals?:

Our school vision is to deliver a high standard of teaching and learning so that our pupils will become inquisitive, curious and motivated thinkers, achieving their best in all of their endeavours. Our project will allow us to deliver a much higher standard of teaching and pupils will experience a higher standard of learning, using the instruments to enhance their skills. Our project will increase engagement with the subject and increase concentration and motivation in other subjects too.

How Will You Deliver, Monitor and Evaluate Your Project?

We will deliver our project primarily within lessons, using the instruments to teach practical music skills. We will also deliver musical accompaniment to assemblies, concerts and services within school. The project will be monitored by logging the use of the instruments during lesson time and outside of lesson time for extra curricular clubs such as the school choir, percussion group and keyboard club which will be set up. We will evaluate our project by comparing the attainment levels of our pupils before the use of instruments to after one term's use of instruments to see if there has been an increase in attainment. We will also use registers to look at the uptake of extra curricular engagement with music within school.
After a term's use of the instruments, we will deliver a concert in which pupils will perform.

How Will You Measure and Report Success?

We will measure the success of our project through monitoring the levels of attainment and engagement of our pupils in music lessons. We will also measure the attendance levels of our concerts to see the difference between levels before and after the project. We will report our

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[14] http://www.musicmark.org.uk/news/20-important-benefits-music-our-schools
[15] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf

success through the practical application of pupils' skills in our summer concert. We will also report the success of our project in our termly newsletter that is distributed to parents, governors and members of the community.

Science Equipment

Name:

Science Equipment

Description:

We want to purchase scientific equipment to update our Science lab so that we can offer a high standard of teaching and learning using up to date resources.

Project Need:

Student attainment in Science is currently lower than the national average. Scientific experiments can only be conducted in student groups of 4 due to the limited number of resources. By updating these, experiments will be able to be conducted in pairs, which will allow more focused learning. Biology lessons are currently heavily theory based with little practical application. We need funding to purchase model skeletons and animal based organs to dissect so that pupils can learn practical aspects of Science. Chemistry equipment such as bunsen burners, tripods, test tubes and microscopes are lacking and are not enough to cater for the number of students using them. We do not currently have a full class set of equipment. For our Physics provision, we would like to purchase a telescope for use within lessons and the extra curricular Astronomy Club.

Project Impact:

This project will impact our pupils as it will increase engagement, lower experiment group sizes and therefore offer a more focused learning experience. This will lead to higher attainment in the subject. The equipment will also be used extra-curricularly within our after school clubs; astronomy, body matters and chemistry clubs, fostering an interest in Science outside of school.

Evidence:

Research conducted by the Universities of Leeds, Sheffield and York extol the benefits of practical experiments within Science:'The aim of science is to find explanations that are supported by evidence for the events and phenomena of the natural world. As such, practical work is an essential part of effective science education'

The House of Commons Technology Committee asserted the long term benefits of practical experiments within Science lessons: 'If students are to follow a scientific career, either through

university and on to research or to work in the new technological businesses of the future, they will need to understand how the knowledge and facts that they acquire in classroom lessons have been gathered and agreed. They cannot and should not do this exclusively second hand, through books without direct practical experience both in and out of the classroom.'

How Does Your Project Link to Your School's Vision and Goals?:

Part of our school vision is to provide outstanding teaching and learning provisions to our students ensuring they are stimulated, motivated and challenged so that they can reach their full potential academically and pastorally. Our project will allow more focused teaching and learning to take place that motivates students to achieve their best in the subject. The updated resources will stimulate students' learning and challenge them within the subject.

How Will You Deliver, Monitor and Evaluate Your Project?

We will deliver our project within lessons across the year groups, utilising the equipment within all three Science topics. We will also use the equipment within our extra curricular clubs to increase engagement and involvement in the subject. We will monitor and evaluate our project against our development plans to ensure they are being utilised to their full effect within teaching and learning strategies. We will evaluate the use of our equipment termly to ensure the project is on track to increasing student attainment.

How Will You Measure and Report Success?

We will measure the success of the project through documenting student attainment levels and comparing them term on term. We will compare their attainment in Science after a term of using the new equipment with their attainment before the implementation of new equipment to hopefully see a marked improvement. We will report the success of the project with a Science Fair during our Summer Term, in which students can demonstrate their scientific skills to parents, governors and members of the community. The success of the project will also be evident in students' individual termly and annual reports when their attainment levels and improvement will be reported.

School Building

Title:

Building for our Future

Project Description:

We would like to create a new building on our current school site that will be used as an extra learning space. This will cater for our high number of students that our current facilities are currently unable to. The new building will also be available for community use.

Why Do You Need Your Project?

Currently our students are not accessing the curriculum to its fullest capacity due to a lack of space. We would like to offer a comfortable, safe working environment for our pupils, which is currently not possible due to our facilities. A new building would allow us to deliver lessons to smaller classes of pupils and would increase our extra curricular provision as there would be more facilities to deliver that. Our current school building is inadequate for the number of pupils we have on roll.

What Impact Will Your Project Have?

Our project will positively impact our students as it will give them a more focused and spacious learning environment, therefore raising attainment and engagement. It will impact the community as it will provide a space where community groups can congregate.

What Supporting Evidence Do You Have?

Too many British pupils are trying to learn in classrooms which are damaging their health and education, say the Royal Institute of British Architects.

According to RIBA's analysis of government figures published in 2015, only 5% of 60,000 buildings in 18,000 schools surveyed in England were in top condition, performing as intended and operating efficiently.

By creating a new learning space in a mobile building, we will be lowering the damage overcrowded classrooms are having on our students' health and will be offering them a safer, calmer learning environment.

How Does Your Project Link to Your School Vision and Goals?

We aim to provide the highest standard of teaching and learning to our students, ensuring that they reach their potential both personally and academically.

How Do You Plan to Deliver, Monitor and Evaluate Your Project?

We plan to deliver our project over the 6 week summer holidays. The new building will be built by x contractors and will be overseen by our school business manager. It should take four weeks to build and two weeks to decorate within. It should therefore be ready to use for the new

academic year. The project will be monitored against a detailed project plan to ensure that it is on track. It will finally be evaluated against the original proposed plan to see if it meets the initial requirements. We will also evaluate the project by monitoring the usage of the space by pupils and the community compared to the usage of our previous facilities before the project was implemented.

How Will You Measure and Report the Success of Your Project?

We will measure the success of our project by documenting the usage of the space by our students for specific lessons. We will have a timetable that will be filled in according to when and what the space is being used for. We will also have a timetable for community use. We will report the success of the project by holding an open evening six month after the first use of the space and report the usage statistics there. This open evening will also encourage more usage of the space amongst the community.

Cultural Exchange

Name: Cultural Exchange

Description:

We would like to send a cohort of our students abroad to take part in an exchange with X school in X country. This will increase our students' confidence in learning the language, increase their social skills and encourage independence.

Project Need:

Although our students enjoy learning the language, they have had little practical experience of speaking the language and so their speaking and listening skills are not as strong as their reading and writing skills in this language. By taking part in this exchange and living with a family in X country for one week, students will be encouraged to speak the language all week and listen to the language in its native tongue. They will participate in various cultural activities whilst on the trip and will engage with the community.

Project Impact:

This project will have a positive impact on our students' learning as it will give them real-life, practical experience of language learning. They will be able to practically implement their classroom learning of the language through day to day activities in that country and it will will significantly improve their speaking and listening skills in that language. Taking part in the exchange will also give our students a better understanding of the culture of the country's language they are learning. It will increase their independence and confidence as well as strengthening their social skills. The cultural exchange may also increase their engagement and interest in the subject and encourage our students to pursue it further.

Evidence:

A survey carried out by the British Council among university language students, almost two thirds (62%) said an international exchange influenced their decision to do a language degree.

Baroness Jean Coussins, Chair of the All-Party Parliamentary Group on Modern Languages, said: "Travelling, seeing the world and working abroad – these are all such important ways of developing ourselves, increasing our self-confidence and ability to engage with the wider world."

Our cultural exchange will also have a positive impact on the future career prospects of our students. Baroness Jean Coussins went on to say that, " "APPG research indicates that lower participation rates in school exchanges are contributing to the continued low number of GCSE and A Level entries in languages, with an inevitable effect on student numbers at university and a skewed reliance on English-speaking markets for our imports and exports. We need our schools to overcome any issues they have and give their pupils the chance to go abroad and change their perspectives on the world."

We want to prepare our students to be well equipped for the world of work and open them up to a range of career opportunities. Taking part in this cultural exchange is one of the first steps towards doing this.

How Does Your Project Link to Your School's Vision and Goals?:

Our school vision is to provide excellent learning opportunities to our students in order to challenge their academic and personal development, shaping them into successful learners. We aim to create independent thinkers who are able to challenge themselves and achieve their full potential academically and personally. By taking part in this cultural exchange, our students will challenge their learning experiences, increase their independent learning skills and hopefully reach their full potential.

How Will You Deliver, Monitor and Evaluate Your Project?

We will deliver our project in the spring term. Students will receive their host student's contact details one month before the exchange and will start contacting them to arrange activities and to get to know them. The project will be monitored by a team of staff also taking part in the cultural exchange and overseeing the project. There will be a list of requisites for each host family that will be sent to them prior to the exchange and that will also be sent to our English host families for the second part of the exchange. Our project will be evaluated with a questionnaire for both members of the exchange that will tell us how successful the trip has been.

How Will You Measure and Report Success?

We will measure the success of the project through pre and post exchange interviews in the host country's language, with our students. From this, we will be able to measure the difference the exchange has had on our students' speaking and listening skills. We will report the success of the project through a presentation evening that will be delivered to parents after the exchange has been completed. The students will prepare a presentation that explains the benefits and the impact of the project.

Mental Health Matters

Name:

Mental Health Matters

Description:

We would like to create a wellbeing unit on our school site that will offer a safe space for pupils to come when they feel stressed, anxious or are suffering from any other mental health issues. We will work in collaboration with local mental health services to deliver this project.

Project Need:

A significant number of our pupils suffer from a range of mental health issues and we feel it is important to address this within the school environment. With many of our pupils suffering from stress, anxiety and depression, amongst other mental health conditions, it is affecting their concentration in lessons and their behaviour. By providing a wellbeing unit, our pupils will be have access to valuable support and guidance in order to address their mental health issues during school time. In the wellbeing unit our pupils will have access to a school nurse and a counsellor throughout the school day. There will also be a 'chill out' area where pupils can relax. We would also like to stock the wellbeing area with a range of books and advisory leaflets on managing mental health in this area. We feel that this will contribute towards decreasing the mental health conditions within school and support those suffering from a mental health condition.

Project Impact:

Our wellbeing unit will positively impact the lives of all of our students as it will offer a safe space for them to spend time in and will provide valuable support and guidance for them to manage their mental health. By offering our students a specific space to relax, meditate and discuss their mental health issues, this will increase their wellbeing and increase their focus within lessons.

Evidence:

As is shown in the 'Healthy Child Programme from 5-19 years old adolescence is a crucial life stage for intervention and prevention activities. 'No Health without Mental Health'
shows that half of those with lifetime mental health problems first experience symptoms by the age of 14, and three quarters before their mid-20s.
'Emotional harm and wellbeing of children' shows that in a secondary school with
1000 pupils:
•   At any one time around 50 pupils will be seriously depressed
•   A further 100 will be suffering significant distress
•   Between 5 and 10 girls at the school will be affected by eating disorders
•   10 to 20 pupils will have an obsessive compulsive disorder

It has been proven that poor mental health undermines educational attainment. Surveys suggest that disproportionately large numbers of pupils with conduct and emotional disorders fall behind in their overall educational attainment, missing school and/or being excluded.

We want to address that with our wellbeing unit. Units like this have proven to be successful in other schools. In the government paper published in March 2016, 'Mental Health and Behaviour In Schools' a case study of Widden Primary School outlined the success of a 'rainbow room.' The case study says, 'all the children are supportive and keen to use it. The school has seen benefits in terms of attendance, wellbeing and achievement.'

We would like to see similar benefits on our pupils.

How Does Your Project Link to Your School's Vision and Goals?:

Our school vision is to create a safe, creative and challenging learning experience that allows our students to become the best they can be both academically and personally. Our wellbeing room will provide our students with guidance and allow them to express themselves in a safe, supportive space so that they can reach their potential both emotionally and academically.

How Will You Deliver, Monitor and Evaluate Your Project?

We will convert our spare drama room into our wellbeing room over the summer holidays so that it is ready to be used for our new academic year. The project will be delivered daily. One part of the wellbeing room will be a drop in. Students can use it without having to book if they are in need of a safe space to relax. Time with the school nurse and the school counsellor will be booked in advance. Our school nurse will be in school Mondays - Wednesdays and our counsellor will be in from Wednesdays to Fridays initially. If we find that their services are being booked more than they can cater for then their positions may become full time.

How Will You Measure and Report Success?

We will measure the success of the project through pre and post wellbeing room pupil questionnaires that will be filled in during PSHE lessons. From these, we can assess the impact the wellbeing room has had on our pupils' wellbeing. The success of the project will be reported in our half termly school newsletter and on our school website.

The Great Outdoors

Title: The Great Outdoors

Project Description:

We want to create an outdoor classroom to stimulate our student's senses, expand their creativity and enhance their learning environment. This outdoor classroom will be available for parents, carers and the wider community to use and will provide an alternative learning space for all. The space will provide a wealth of learning opportunities that will enable our students to become independent, confident learners.

Why Do You Need Your Project?

A significant number of our students are working below age related expectations. An engaging outdoor space where children will be inspired to think creatively and extend their learning will address many of these gaps in learning and raise their attainment. Not only will the outdoor classroom benefit the students' academic progress, it will nurture their personal, social and emotional progress.

Outdoor, large scale play equipment encourages collaborative learning, turn taking and speaking and listening skills that are vital if children are to achieve to their full potential.

What Impact Will Your Project Have?

Providing challenging and creative outdoor learning opportunities will be an excellent way to inspire our children and have a real impact on their learning and development. We believe that the equipment and resources we have identified as part of this project, will support the children in all areas of their learning. It will support their coordination, mobility, team working skills as well as their health and wellbeing by learning outdoors in the fresh air.

Providing an innovative, creative outdoor classroom will also engage more members of the community and encourage usage for community pursuits.

What Supporting Evidence Do You Have?

An article, "Indoor and Outdoor Environment" taken from the "Early Years Matters" website states that "children gain enormous benefits from learning outdoors and ideally should have access to outdoor space on a daily basis." By investing in good quality and hard-wearing play equipment, we will be able to offer our pupils quality outdoor learning experiences on a daily basis. This article goes on to say that, "being outdoors supports confidence and allows opportunity for big-scale play, problem-solving and creativity in the company of other children."

How Does Your Project Link To Your School's Vision and Goals?

We believe that by providing stimulating and engaging early learning experiences, children will start their school career inspired and motivated to learn. Our outdoor provision will offer creative and exciting opportunities to expand their learning experiences.

34

How Do You Plan to Deliver, Monitor and Evaluate Your Project?

We aim to complete this project over the six week summer holidays ready for the new academic year. This will mean we can complete our project without any interruption to the students' learning. Our headteacher and site manager will oversee the structural work that takes place and monitor it against our project plan.

The delivery of this project will be in the form of daily opportunities for all our students to access this outdoor area. We will be also purchase an outdoor storage container to store waterproof clothing and footwear which will allow students to learn outdoors whatever the weather!

We will also have an opening ceremony for our students and members of the community to attend.

How Will You Measure and Report Success?

We will measure the success of the project by conducting termly student assessments to monitor the increase in attainment against the usage of the outdoor provision. We will also measure the uptake in community use through timetables. We will report the success of the project by generating a report that will be published on our website and in our newsletter that will be distributed to parents, governors and members of the community.

Rumbling Tums Breakfast Club

Name:

Rumbling Tums Breakfast and After School Club

Description:

We would like to set up a daily breakfast club and after school cookery club. A significant number of our pupils receive free school meals are from deprived backgrounds. Many of our pupils attend school in the morning with their last meal being their lunch the day before. We want to change that. By implementing a daily breakfast club, we will ensure that our pupils are well fed and nourished, ready to concentrate in lessons and take part in a successful day.

Project Need:

A significant number of our pupils receive free school meals and arrive at school without having had any breakfast. This affects their concentration in class and their behaviour. By providing a daily breakfast club for these children, we will ensure that they will be well nourished for their school day.

Our school is situated in a deprived area and so we believe that an after school cookery club that will be open to pupils and parents will create a sense of community within our school and encourage an affordable healthy eating plan amongst our families. At the cookery club we will create weekly recipes for our community to follow and hopefully create a climate of healthy eating.

Project Impact:

Our breakfast club project will offer our students a healthy, nourishing breakfast and set them up for a school day where they can focus effectively and perform successfully in their lessons. It will alleviate the current problem of children arriving at school undernourished and unprepared to fully participate in the school day.

Our after school cookery club will encourage a sharing of healthy eating tips, will bring our community closer together and will allow parents to access affordable, healthy dinner time meals.

Overall our project will impact the health, wellbeing and welfare of our pupils and their families as it will offer them a daily breakfast and a fortnightly sharing of healthy eating strategies and techniques.

Evidence:

The impact of extra-curricular engagement has been reported in many studies. Everson & Millsap (2005) found that children from poor and minority backgrounds are likely to benefit the most from extra-curricular activities as it helps them develop a voluntarily and positive connection with the school and a sense of belonging.
Furthermore, The Children's Food Trust (2010) laid out the benefits of healthy meals. Their research shows that if children eat better they learn better. If they have eaten a well-balanced, nutritious meal, they are more likely to focus within lessons. This project will encourage a

healthy attitude to food, increase pupil knowledge about healthy eating and provide long term benefits to their wellbeing and academic performance.

How Does Your Project Link to Your School's Vision and Goals?:

Our school vision is to nurture inquisitive, healthy, successful students who strive to do their best in every aspect of their education. Our project will ensure that students are aware of the benefits of healthy eating, it will benefit their well-being and it will contribute to them striving to achieve their best as it will allow them to focus more clearly throughout the day.

How Will You Deliver, Monitor and Evaluate Your Project?

Our school catering team will deliver the breakfast club project daily, ensuring that breakfast is provided for all of our pupils who are entitled to free school meals. For those not entitled to free school meals, a small fee of £1 per week will be expected. At least two members of staff will monitor the breakfast club provision each day and it will be evaluated weekly by class teachers documenting how participation in the breakfast club has affected the work ethic and concentration of the pupils.

Our Food Technology teacher will deliver the cookery club project on a fortnightly basis. Letters will be sent out one month before the project will start to encourage participation from parents. It is hoped that after several months of the cookery club, parents will want to lead a group one particular week. We have an ethnically diverse cohort of pupils and so this would be a great way to share recipes from a range of backgrounds and cultures.

How Will You Measure and Report Success?

We will measure the success of the project by looking at attainment figures before the implementation of project compared to one month of the project being in place. We anticipate that we will see an increase in attainment as well as an increase in concentration within lessons. We will report the success of the project through our termly newsletter and on our website.

The World of Work

Name:

The World of Work

Description:

We would like to send our students on a work experience placement so that they can experience practical, hands-on experience of professional industry.

Project Need:

Although our students flourish academically, they have little practical experience of a 9 - 5 job. We want our school leavers to be prepared for the independence that comes when leaving school. By taking part in a work experience placement, they will be taking responsibility for their work and will be learning practical life skills as well as implementing their academic skills learned within school. Our students are often under-confident when applying for further education or employment and this work experience placement scheme will increase their confidence and self-esteem, giving them a higher chance of securing a place at a further education institution or securing employment.

Project Impact:

A work experience placement will give our students the opportunity to implement their Maths and English skills as well as build their independent thinking skills, social skills and professionalism. It will expose them to the opportunities available to them when they leave school and will increase their confidence in practical real-life situations. It will also give our students the chance to understand how different industries work and give them a taste of potential future job opportunities.

Evidence:

The Institute of Engineering and Technology purports many benefits of work experience including 'giving you skills and experience that will allow you to stand out to potential employers as well as helping you choose the right sector to work in.'

The National Careers service also sheds light on the ways work experience can impact a person's confidence. They say that 'work experience builds self-esteem [and] makes you a valued person in the community.'

About 80 per cent of employers think work experience is essential, according to a survey by the City & Guilds vocational training organisation, and two-thirds of employers would be more likely to hire a young person with work experience over someone with none. "Finding work these days is so competitive, so it gives young people an obvious advantage," says Nick Green, head of community access programmes at Nuffield Health.

How Does Your Project Link to Your School's Vision and Goals?:

We aim to provide an excellent standard of teaching and learning, encouraging all of our students to be inquisitive, creative learners that challenge themselves to do their very best both

academically and personally. Our work experience placements will offer our students an alternative learning experience and will challenge them to achieve their very best. It will allow them to become inquisitive, independent learners and implement their school learned knowledge in a practical setting.

How Will You Deliver, Monitor and Evaluate Your Project?

The project will be delivered the first week of the summer term. During the second half of the spring term, our students will create CVs and cover letters to send to potential employers to arrange work experience. Our school careers advisor will follow this up with a phone call to arrange work experience and finalise details. The work experience placements will take place during the first week of the summer term. The project will be monitored through work experience diaries, completed by the student and a representative from the workplace. The project will be evaluated on return from placement, when students and workplaces will complete a placement evaluation form. This will tell us how successful the placement has been.

How Will You Measure and Report Success?

We will measure the success of the project through pre and post interviews with our students and examining their experience against their expectations. We will report on the success of our project through student led presentations within assemblies and through a report published in the school newsletter.