

# ALNS Pupil premium strategy statement

This statement details ALNS use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students as we move into year two of our three year plan.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Admiral Lord Nelson School
Number of students in school	1177
Proportion (%) of pupil premium eligible students	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Chris Doherty – Head of School
Pupil premium lead	Martin Fuller – Senior Leader: Mathematics
Governor / Trustee lead	Lyuda Wade – Governor with responsibility for Pupil Premium

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 258,070
Recovery premium funding allocation this academic year	£ 73,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 331, 210

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In line with EEF recommendations are strategy focus on three strands. High-quality teaching, targeted academic support and wider strategies.

**High-quality teaching** is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

**Targeted academic support** has a positive impact on student outcomes. Considering how classroom teachers and teaching assistants provide targeted academic support, such as linking structured small group interventions to classroom teaching is a vital part of our strategy.

**Wider strategies** include plans for education recovery, notably in its targeted support through overstaffing in core subjects and providing targeted academic interventions for students whose education has been worst affected, including non-disadvantaged students. Other strategies include supporting students and parents with attendance, behaviour, and social and emotional support, which may negatively impact upon academic attainment. Given the impact of the pandemic, securing high levels of attendance is vital for our most vulnerable students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	The <b>maths attainment</b> of disadvantaged students is generally lower than that of their peers. On entry to school 31% of our disadvantaged students from the current Year 9 cohort arrived below age related expectations in maths compared to 21% of their peers. School closures have exasperated this issue more for disadvantaged students who are more affected in terms of their maths progress.
2	Assessments, observations, and discussion with KS3 students indicate that disadvantaged students generally have <b>lower levels of reading comprehension than peers</b> . This impacts their progress in all subjects. In Reading 37% of disadvantaged students arriving below age related expectations compared to 31% of their peers. School closures have exasperated this issue more for disadvantaged students who are more affected in terms of their reading progress.
3	Assessments, observations and discussions with students and their families during the pandemic suggest that the <b>education and well-being of many of our disadvantaged students has been negatively impacted</b> by partial school closures and the disruption to their education caused by COVID-19. Although all students have been affected. The effect on disadvantaged students has been to a greater extent and this is supported by several national studies.
4	Our safeguarding records and referrals for emotional support for students demonstrate <b>a marked increase (and increasing month on month) of social, emotional, and mental health issues</b> amongst students such as anxiety, self-harm and disordered eating. This is partly driven by concern about catching up and prospects but also by the lack of social contact during the pandemic making it difficult to re-enter social circles and manage their heightened states.

	<p>Disadvantaged students are overrepresented in requiring support from the on-site SMEH provision (Broadside) and in being referred for EQ, a 6-week emotional support programme, delivered by Senior Inclusion Assistants.</p> <p>This data and our observations suggest many disadvantaged students, particularly lower attaining, <b>lack emotional self-regulation strategies and resilience</b> when faced with challenging tasks.</p>
5.	<p>Our attendance data indicates that attendance among disadvantaged students pre pandemic was 2.6% lower than for non-disadvantaged student's pre-pandemic with the gap widening to 5.2% during 2020/21 academic year. After half term one of 22/23 the gap is 7.2%.</p> <p>Our assessments and observations indicate that <b>absenteeism is negatively impacting disadvantaged students' progress.</b></p>
6.	<p>The take up of personal development and extra-curricular opportunities by disadvantaged students has been significantly lower than their peers despite removing financial barriers. This indicates that <b>the confidence and willingness of disadvantage students to take risks has been negatively impacted.</b></p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

PP Students	21/22 Results	22/23	23/24
Attendance	85.9%	88%	90%
Progress 8	-1.07	-0.40	-0.20
Ebacc Entry	68%	72%	75%

Intended outcome	Success criteria
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 75% or more of disadvantaged students enter the English Baccalaureate (EBacc). In the last 3 years this figure was between 40% - 43%</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>an average Attainment 8 score of 45</li> <li>an EBacc average point score of 4.00</li> </ul>

<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, tutor feedback and closing EQ reports.</li> <li>• increase in participation in cultural capital activities for disadvantaged students to encourage aspiration, engagement with others and higher self esteem</li> <li>• a decrease in referrals for EQ support</li> </ul>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to 2%.</li> <li>• Persistently absent disadvantaged students are proportionally represented compared to their peers. Currently 26% of all students are disadvantaged but 36% of persistent absentees are disadvantaged.</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 178,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 2, 3</p>

	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
To ensure a high-quality teaching experience for all we have distilled our teaching and learning offer into seven teaching and learning principles across the trust. Training and time are provided to teachers to develop these principles and focus upon feedback, memorisation and the building of long-term usable knowledge in line with our curriculum intent. Assessment practices are being refined so that they are focused upon interleaving learning and checking for gaps in students learning of the planned curriculum.	<a href="#">High-quality teaching (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Whole school focus on academic language – vocabulary acquisition and comprehension skills to improve communication & comprehension skills	<a href="#">Whole School Literacy Action Plan</a> EEF Recommendations 1, 2 & 3 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a> English Department trackers identifying key students for intervention, which include pp students. <a href="#">Intervention Evaluation</a>	1, 2, 3
Whole school focus on reading & reading interventions	<a href="#">Whole School Literacy Action Plan</a> <a href="#">Whole School Reading Plan</a> EEF Recommendations 3, 4 & 5 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2, 3
Introduction of Oracy as a whole school focus in conjunction with Voice 21. Oracy team to lead training across the school focusing on the Oracy Framework and Oracy Benchmarks to improve attainment and as-	All party Group on Oracy “Speak for Change” report. Oracy can not only benefit students’ spoken language skills, but also their confidence and capacity to learn and achieve success beyond school. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a>	2, 3

<p>sess the impact for disadvantaged students. “Speak for change” report found that 44% of secondary teachers said school closures had had a negative impact on spoken language development of pupils eligible for FSM.</p> <p>Let’s Think in English oracy lessons</p>	<p><a href="#">learning-toolkit/oral-language-interventions</a></p> <p>For Voice 21, oracy is at the intersection of curriculum and pedagogy; it is both learning to and through talk. It is a set of teachable skills essential for life (learning to talk) and a teaching methodology in which talk is used as a tool for learning (learning through talk)</p> <p><a href="https://oracy.inparliament.uk/sites/oracy.inparliament.uk/files/2021-04/Voice%2021.docx_0.pdf">https://oracy.inparliament.uk/sites/oracy.inparliament.uk/files/2021-04/Voice%2021.docx_0.pdf</a></p> <p>King’s College University Research led approach. EEF recommendation in relation to structured talk.</p> <p>EEF Recommendation 6 for all year 7 &amp; 8 students to develop cognitive &amp; meta-cognitive skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3, EEF and Ofsted guidance.</p> <p>Adaptations made to assessment policy to help students secure procedural knowledge as identified in Ofsted research review.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including two staff attending NCETM Teaching for Mastery training).</p> <p>To support teaching for mastery we will subscribe to White Rose Maths and Go Teach to allow staff and students access to high quality resources. Including</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/research-review-series-mathematics">https://www.gov.uk/government/publications/research-review-series-mathematics</a></p> <p>To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="#">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/secondary-mastery-specialists/">https://www.ncetm.org.uk/maths-hubs-projects/secondary-mastery-specialists/</a></p> <p><a href="https://whiterosemaths.com/#subscribe">https://whiterosemaths.com/#subscribe</a></p>	1, 3

access to on demand CPD courses.		
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged students, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	1, 3
<p>Training provided to all staff across the Trust so that relational and restorative approaches are embedded in the culture of the school, exemplified through tutors as champions.</p>	<p>Getting the ethos, culture and relationships right is an approach to dealing with the fall out when things go wrong, limiting the damage, stopping things escalating.</p> <p><a href="https://whentheadultschange.com/">https://whentheadultschange.com/</a></p> <p><a href="#">leading better behaviour - jarlathc</a></p> <p><a href="https://www.independentthinking.co.uk/associates/mark-finnis/">https://www.independentthinking.co.uk/associates/mark-finnis/</a></p> <p><a href="#">Know me - Teach me-Louise-Michelle-Bomber</a></p>	4, 5, 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 80,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality literacy, numeracy, and science interventions by overstaffing in	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining	1, 2, 3



these curriculum areas for students whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	pupils or those falling behind, both one-to-one: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
High-quality screening of students for SEND allows for the delivery of early targeted intervention using proven programmes of success e.g., Lexia	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2 , 3
Targeted English interventions led by an experienced English teacher, focusing on key skills identified through GL assessment & teacher feedback. A significant proportion of pupils receiving intervention lessons are disadvantaged & the intervention programme is tailored to the specific needs of individuals. EEF Recommendation 7 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	<a href="#">GL assessment data used to identify key foci for interventions, including for PP students – see GL assessment analysis document.</a> GL assessments for year7 students (taking place in December 21) from which analysis of key foci can be made. Use of teacher feedback for intervention foci  Use of small group intervention, including one to one tuition for PP students in line with EEF guidance. Sessions are for one hour 1-2 times p/wk depending on the cohort and run for periods of 6 weeks at a time.	2, 3

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

Budgeted cost: £ 72,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the CAM-HMS Mental Health Support teams (MHST) and adoption of two Senior Mental Health leads to strategically drive this work for both specific students but also to inform and develop whole school	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a> MHST employ CBT.	4, 6

<p>practice. This includes training for leaders and wider staff, consultation time for EQ lead and time to share good practice.</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>There is additional evidence-based research from the Anna Freud Centre on Adolescent MH and from the National Pilot MHST schemes.</p>	
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice. Staff training, attendance at network meeting to share practice and develop new procedures. Pastoral Support Worker focused on wellbeing and attendance to be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Contingency fund to reduce barriers to attendance for disadvantaged students (typically around transport and uniform)</p>	<p>Based on experience, conversations with other agencies such as CSC, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1-6
<p>Embedding a SEMH therapy intervention space for specific students who require support with regulating their behaviour and emotions staffed by specialist trained intervention leads.</p>	<p>Evidence - research and sharing of good practice with secondary schools in Portsmouth including the Specialist Alternative Provision, along with consultation with Local Authority EP and OT.</p>	4, 6
<p>The Girls Network and EPB South are providing mentors for disadvantaged KS4 students.</p>	<p>Mentoring has been highlighted by the EEF as a high impact strategy.</p>	4,5
<p>High quality work experience programme to help students value education and the potential opportunities that await them after school.</p>	<p>National Careers Service highlight the benefits of work experience:</p> <ul style="list-style-type: none"> <li>• test out career ideas</li> <li>• improve soft skills</li> <li>• show commitment and enthusiasm</li> </ul>	6

**Total budgeted cost: £ 331,200**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2021 to 2022 academic year.

#### 1. High-quality teaching

Prior to the disruption caused by COVID-19 the outcomes for disadvantaged students at ALNS were improving and there was a trend of closing the gap in their performance compared to their peers in published outcomes. This was particularly the case for the higher attaining disadvantaged students. Internal assessment data for 2021 and standardised tests showed that the impact of the pandemic had widened the gap for disadvantaged students. Unfortunately, this reality was confirmed in this year's exam data with the gap between PP and non-PP widening by 0.18. The overall picture means that PP students ended up on average a grade below in every subject and half a grade below the whole cohort.

#### Year 11 Progress 8 outcomes:

Year 11	All	PP	Gap
2019	-0.11	-0.49	0.38
2022	-0.51	-1.07	0.56

Disadvantaged Students Only	2019 Result	2019 National	2021 Result	2022 Result
P8	-0.46	0.13	-0.44	-1.11
P8 English	-0.29	0.11	-0.40	-0.97
P8 Maths	-0.27	0.11	-0.17	-0.99
P8 Ebacc	-0.52	0.14	-0.59	-1.06
P8 Open	-0.64	0.12	-0.65	-1.38
A8	33.85	50.15	36.44	36.01
5+ Basics	24%	50%	43%	26%
4+ Basics	45%	72%	57%	37%
% Entering Ebacc	39%	44%	43%	66%
Ebacc APS	2.93	4.42	3.19	3.32

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

Our 2021/22 results demonstrated that student attendance is vital. 37.2% students had attendance below 90% and were classed as persistently absent, Behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged students, and we are working hard to address this in 2022/23.

#### Year 10 disadvantaged predicted outcomes:

Disadvantaged	2019 Result	2022 Result	2023 Prediction
P8	-0.46	-1.11	-0.64
P8 English	-0.29	-0.97	-0.47
P8 Maths	-0.27	-0.99	-0.56
P8 Ebacc	-0.52	-1.06	-0.43
P8 Open	-0.64	-1.38	-1.02
A8	33.85	36.01	43.02
5+ Basics	24%	26%	43%
4+ Basics	45%	37%	63%
% Entering Ebacc	39%	66%	82.9%
Ebacc APS	2.93	3.32	4.6

The cohort are predicted to outperform the 2022 results across the board. However, the current progress scores indicate performance to be below pre-pandemic levels in maths and English. Our focus on improving reading outcomes and move to maths mastery have started to improve outcomes but we need to continue to embed these strategies. Disadvantaged attainment looks much improved at both the grade 5+ and 4+ and only marginally behind 2019 national average for all students. Persistent absence is the main barrier with 39% students having attendance below 90% in 2021/22.

#### Standardised test scores Year 7-9:

Year Group	7	8	9
Maths Non-PP	100.1	98.8	101.2
PP	95.0	95.3	98.2
Gap	5.1	2.8	3.0
Science Non-PP	98.6	N	99.5
PP	91.4	N	93
Gap	7.2	N	6.5
English Non-PP	98.6	99.0	99.5
PP	91.4	92.6	93.0
Gap	7.2	6.4	6.5

PP gap exists across all year groups and all subjects but the wealth of data we have from standardised testing has allowed curriculum leaders to tailor interventions to support those identified as below age related expectation in English, maths and science.

T&L team are continuing to use EEF “how to best support PP students”. Five key strategies to improve outcomes for disadvantaged students include developing metacognition, feedback, oracy, reading and mastery learning.

## 2. Targeted academic support

The National Tutoring Programme offers tuition support for students, to help those whose education has been most impacted by the pandemic. ALNS pursued the NTP tuition partner pathway working with MyTutor whose costs are subsidised by 70% with PUPIL Premium funding being used to pay the other 30%. Since April 2022 ALNS has provided an on-line tutor to 15 Year 10 students for 15 1-hour online tutor sessions in both English and Maths. These sessions take place after school and have been targeted a disadvantaged Year 10 students identified by the Curriculum Leaders in English and Maths.

10 Year 10 PP girls completed monthly 1;1 mentoring sessions through the girls network with female business role models throughout the year. The feedback from girls was very positive and we are awaiting the impact report from the Girl’s network. As a result of overwhelming positive feedback Girls Network has been commissioned for academic year 22/23

Following the success of girl’s network and the concerns raised about the achievement of disadvantaged boys the EBP have been commissioned to offer 1;1 mentoring. This will work in a similar way to the Girls network through a match process and then 1;1 monthly mentoring sessions during the school day.

In the run up to the final exams Year 11 Disadvantaged students were incentivised by participating in a Team motivation challenge with prizes for those responding well. Retrospectively this was felt a positive step but next year this was needed much earlier in the academic year to embed a positive mindset from the beginning of their final year. Students in this years team motivation have been provided with revision resources for English, maths and science.

## 3. Wider strategies

### Attendance

	ALNS Cohort Size	2020/21 NA Absence	2020/2021	2021/2022
PP	296	10.3	12.2	14.1
Non-PP	831	5.8	7	12.8
PP/Non- PP Gap		4.5	5.2	1.3

Disadvantaged student attendance in 2021/22 was lower than that achieved during 2021 and disadvantaged students are overrepresented in persistent absence statistics.

The gaps are smaller than in previous years, which shows attendance is an issue for the whole school. Attendance is a primary focus of our current plan and 2022 saw the appointment of an attendance manager.

### **Trips**

We used pupil premium funding to create and support cultural capital opportunities and events. For example, the Year 8 Camp experience in June 2022 (3 nights under canvas) subsidised for disadvantaged students.

### **Parental Engagement**

National restrictions have meant face to face parental consultation meetings were replaced with virtual meetings using new technology 'School Cloud'. A decision was made based on parental and staff feedback to return to face to face meetings in 2022/23 as we aim to reduce the gap between PP attendance (58.6%) and non- PP (78%) at parents evenings.

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
<b>Implementation of oracy education</b> to ensure all teachers have a thorough understanding of oracy and how it can be developed in the classroom	<b>Voice 21</b> is the national oracy education charity with a view that a high-quality oracy education should become the norm for all children