

Introduction

The ECAD6001 module allows students to explore a range of research and materials in order to develop an intervention to tackle an issue within a school environment. The chosen topic of this intervention is the transition period between Year 6 and Year 7.

In order to develop a well-rounded understanding of this topic, I have completed an online course, 'Listening to young children: supporting transition', in association with The Open University. The 5-hour course provided me with a basic understanding of children's transition and how to support children who are experiencing transition (Appendix 1).

It has been observed that after their transition into secondary school, many pupils experience a 'dip' in their performance when compared to their expected targets, as set in Year 6 (Headteacher Update, 2014). Performance dips in Year 7 have been accredited to a range of factors. Some learners take time to settle into their new surroundings and initially struggle to meet the expectations of their new school. It has also been noted that many practitioners within secondary schools hold lower expectations of the Year 7 cohort than those held by their Year 6 teachers. Pupils' own standards may lower as a result of this. Additionally, many secondary school practitioners do not take into account what pupils are being taught in primary school, interrupting the continuum of learning (Jindal-Snape, 2010, p. 114).

Throughout this module, I have developed an intervention that aims to prevent the dip in attainment in Year 7 by supporting pupils in their transition into secondary school. My intervention aims to support pupils both academically and emotionally, so they feel confident enough to fully embrace Key Stage 3 the following academic year.

School Background

Primary School A is a small valley school with just under 300 pupils (Estyn, 2018, p. 1). We have 10 classes within the school, with an average of 30 pupils in each. 30% of our pupils are eligible for free school meals, this is above the national average of 19%. We have very few pupils with English as an additional language and very few speak Welsh at home (Estyn, 2018, p. 1). Our school is very inclusive, and most pupils enjoy coming to school and make good progress

Our small valley school is a feeder school to a much larger comprehensive, which itself has over 8 feeder primary schools. It has been brought to my attention that when learners embark on the new adventure of Secondary School, there is a temporary stunt in their attainment. It appears that when pupils transition from Year 6, at Primary School A, to Year 7, in their new secondary school, the expectations of the cohort are often a lower standard than what they are capable of, causing a temporary dip in their attainment.

When reviewing our Policy for Transition (Appendix 2) it became apparent that there are improvements to be made in comparison to the transition steps taken by other schools both locally and nationally (Appendix 3).

The Intervention

The intervention was first observed in Burrowmoor School in Cambridgeshire. There are around 500 children registered at the school, a significantly higher number than those enrolled at Primary School A. They boast of a high staff-to-pupil ratio: 1:4 in Pre-Nursery, 1:6 in Nursery, 1:10 in Reception, and a maximum of 1:15 throughout the remainder of the year groups (Burrowmoor School, 2019).

The school has developed a 'secondary readiness' programme, in association with their local secondary school, which runs every summer to support their Year 6 children in their progression onto pastures new. The programme has been promoted by many Teaching Governance and Leadership publications as a model of excellence that assists pupils in thriving in their new Secondary School. A review of the programme by the Headteacher of Burrowmoor School can be found as Appendix 3.

Prior to the beginning of the programme, the school's transition coordinator will identify which pupils are likely to require extra support. These pupils, and their families, are invited to a meeting to discuss any fears they have and how the programme can be altered to suit each individual. It has been highlighted that school transition plans should meet the needs of specific groups of learners, for example, more able and talented pupils (Estyn, 2008, p. 8). When considering that Appendix 2 should be being tailored to a range of groups of pupils, it seems inadequate that the only group of pupils having a personalised transition plan are those who are "registered as having additional learning needs" (Primary School A, 2018, p. 2). The proposed intervention will ensure that all groups of learners receive a transition plan that is tailored to suit them directly.

It has been stated that "The transition dip is a well-known and ongoing problem in our education system" (Headteacher-Update, 2014). There have been many studies investigating the dip in attainment between Year 6 and Year 8. The expected progression is lacking, worse-still, some pupils regress in their understanding, especially in literacy and numeracy (Scottish Government, 2019, p. 3).

The recommendation has been made that, in order for pupils to transition into secondary school more seamlessly, schools should implement a more integrated approach to pedagogy. Secondary schools are encouraged to build on pupils' prior knowledge in ways similar to

how they were taught in primary school (Estyn, 2008, p. 8). It has been observed that few primary and secondary schools communicate efficiently to achieve continuity in both learning and teaching (Estyn, 2008, p. 2). Some secondary schools employ the 'fresh start' approach where practitioners do not consider pupils' prior knowledge when planning for Year 7. As a result, pupils often end up repeating work that they have done in primary school, causing them to become disengaged and losing the sense of challenge that they had previously anticipated (Jindal-Snape, 2010, p. 115).

Piaget stated that, in order for children to construct an understanding of the world, they combine new, complex ideas with their pre-existing understanding of that concept. As a child acquires new experiences, they develop building blocks, phrased as 'schema', to develop their understanding of the world around them (Pound, 2006, p. 37). If learners are not gaining new experiences, very few schemas are developed. This may be a contributing factor to the dip in progression between Year 6 and Year 8.

Vygotsky theorised that the 'gap' between what a child can do themselves, and what they can do with the help of a more experienced other, is called their 'zone of proximal development' (ZPD) (Pound, 2006, p. 40). In order to provide learners with the correct level of challenge, it can be argued that learners should remain within this gap. The steps taken by practitioners to bridge the ZPD is known as 'scaffolding'. To implement scaffolding correctly, learners must be observed closely to plan a curriculum of the right level of challenge (Pound, 2006, p. 40). Again, this requires a level of continuity in learning, indicating that secondary practitioners should begin teaching Year 7 from where they left their learning at the end of Year 6.

This intervention involves pupils making regular visits for tours of the secondary school. Visits will begin in October, with all pupils having visited the secondary school at least once by January. However, interviews with pupils, highlighted that tours of the school were more confusing than helpful. Many pupils would rather a treasure hunt with a map so they could navigate themselves whilst getting to know new classmates (Jindal-Snape, 2012, p.110). By the end of the academic year, each pupil will have made at least three visits to the school. Every visit will provide the pupils with more freedom, eventually giving them the opportunity to navigate around the building themselves, as this will be within their ZPD, using a map to support them as scaffolding.

Often, secondary school pupils will be invited to provide tours of the school, informing their groups about the school policies and expected standard of behaviour. They will also provide pupils with opportunities to ask any questions that they may not want to ask a teacher, and act as a familiar face when they make the progression to their new school.

When each pupil has visited the school three times, they will then spend two weeks being taught at the secondary school on a full-time basis. Pupils will be split into small groups of no more than 15. Throughout the two weeks, the groups will be taught by teachers from the primary school, as well as teachers from the secondary school. When pupils are being taught by the secondary school teachers, teaching assistants from the primary school will be present. The rationale behind involving teaching assistants in lessons with unfamiliar teachers is to ensure a degree of social continuity. Whilst the experience may cause physical discontinuity, a familiar face may help to encourage participation and begin to remove the barrier of social discontinuity (Open University, 2019, p.11).

The content to be taught over the duration of the experience will be a blend of both Year 6 and Year 7 skills, to be discussed and decided by all of the practitioners involved. Successful interprofessional teaching works well when professional knowledge is used collaboratively to achieve a complex outcome (Trodd & Chivers, 2011, p.58).

Appendix 3 explains that throughout their time at the secondary school, pupils collected their work in a folder in order to reflect on their time at the school. However, it may be more beneficial to provide each group with an Enquiry-Based Learning (EBL) task to span the duration of the two weeks. Throughout the time at the school, pupils will be taught a range of skills that they may need in order to complete their tasks. At the end of the two weeks, pupils will be presenting their findings in a gallery-style exhibition. Parents will be invited to view what new experiences their children have been exposed to throughout their time at the secondary school. This will provide parents with an opportunity to visit the school and discuss any queries with their children, as well as both the primary and secondary teachers.

In order to produce the most beneficial curriculum possible, it is vital that secondary practitioners consider the organisation of the primary school curriculum when planning for Key Stage 3 (Estyn, 2008, p.5). For this reason, secondary practitioners will be making visits to the primary school to interact with the children and observe the level of work they are

completing in Year 6. The rationale behind this is that there will be consistency between practitioners with regard to what is expected of pupils.

As the intervention aims to prevent the commonality of performance dips, any measurable impacts will not be identifiable until pupils begin their studies in Year 7. Furthermore, the most reliable data may not be present until pupils complete Year 8, as a dip may not be visible until then. This intervention would benefit from being piloted with a cohort of Year 6 pupils before being implemented longer-term. In order to measure the short-term effectiveness of the programme, pupils in the cohort will be spoken to regularly, ensuring that they feel that the activities they are participating in are beneficial to their transition.

Longer-term impacts of the intervention could be determined by using a multitude of questionnaires. The secondary teachers who are teaching the 'pilot cohort' in secondary school should be asked if they feel that the programme has made any difference in the transition of the pupils.

As well as aiming to avoid the dip in pupil attainment in Year 7, this intervention aims to support pupils' mental health and wellbeing. Many pupils would describe the period of transitioning from primary school to secondary school as an anxious time (Jindal-Snape, 2012, p.107). When considering Bronfenbrenner's Ecological Systems Theory (Project Cornerstones, 2012), it is no surprise that a change of school has such an impact on a pupil's wellbeing. A child's school is within their microsystem, one of their immediate environments. When this is changing, such as during transition, school falls within a child's chronosystem, the patterning of environmental events throughout their life (Project Cornerstones, 2012).

Furthermore, when a pupil transitions into a new school, they experience all of Fabian's (2002) categories of discontinuity (Open University, 2019, p.11). Pupils will experience physical discontinuity as their physical environment will be very different to their primary school. They will also experience social discontinuity as they are having to become familiar with new practitioners, as well as their new classmates from other primary schools. Lastly, they may experience philosophical discontinuity as the values of the secondary school may be slightly different to the values of their primary school, with new rules and policies to adhere to (Open University, 2019, p.12). Discontinuities can be a source of anxiety for children. However, if a child is listened to and appropriately supported throughout their

transition, barriers to participation can be removed and continuity can be re-established (Open University, 2019, p.11).

It has been estimated that three children in the ‘average’ classroom in the UK need support with their mental health (BBC South East Wales, 2019). At the beginning of every day, pupils will be asked to use the ‘Speakr’ application (app) on an iPad or computer to select how they are feeling. The application aims to assist children in developing an understanding of their emotions. It is monitored by staff within the school. If a pupil selects that they are feeling a negative emotion, they are spoken to at playtime on a 1:1 basis. After the discussion, pupils are invited to log back into ‘Speakr’ and re-select their emotion if it has changed as a result of the discussion (Speakr, 2019). Regular discussions with pupils who are experiencing transitions ensure that their wellbeing is monitored, and they are aware of the importance of talk with regard to mental health. Additionally, regular discussions may help to alleviate pupils’ worries with regard to transition.

This application does have a cost. For a school of the size of Primary School A, the cost of the programme is £499 a year. This puts the price per pupil at approximately £1.60 per academic year (Speakr, 2019).

In order to fund this, an application could be made to the Ford Britain Trust. This scheme is funded by Ford Motor Company (Appendix 4). The request of £499 would be considered as a large grant. The school would be eligible to apply as the school is a non-fee paying, state sector school. The school would not be eligible to reapply for another grant from Ford Motor Company until three years after the receiving the original grant. For this reason, it may be beneficial to apply for £1,497, in order to fund the running of the application for those three years between funding receipts. The school request would be given a higher weighting as the school is near a Ford Motor Company Limited operation, for this reason, the school may be more likely to have the request granted (Ford Motor Company, 2019).

The impact of this element can be measured using the tracking section of the app. Data is displayed in a graph-format, detailing how a pupil has felt over the previous 30 days, 3 months and full year, alongside any reasons they have provided. Pupils may begin their transition period feeling nervous. Using this app will help to track those pupils who are feeling apprehensive about transition and ensure that they are spoken to about their concerns

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regularly. If the intervention is effective, the graph should indicate an improvement in their emotions upon coming into school (Speakr, 2019) (Appendix 5).

Script

Thank you for coming, my name is Jade Bissmire, a Key Stage 2 teacher at Primary School A. During a meeting with our local secondary school, it was brought to my attention that many pupils who leave our school in Year 6, often do not achieve their predicted targets in Year 7. I believe that it is the responsibility of our school to support pupils in preparation for their future development and learning and that our responsibilities do not terminate on the final day of Year 6.

The 'Year 7 dip', as it has been phrased, has been a common finding in my research, suggesting that the transition dip is an ongoing problem in our education system (Headteacher-Update, 2014). Year 7 pupils are not progressing and achieving as they have been predicted to, some pupils even regress in their understanding. This is especially common in literacy and numeracy (Scottish Government, 2019, p. 3). Many secondary leaders admit that Year 7 pupils will repeat some of their primary school work throughout their time in Key Stage 3 (Ofsted, 2015, p.5).

Estyn state that school transition plans should be tailorable to meet the needs of different groups of learners, for example, more able and talented pupils (Estyn, 2008, p. 8). With this in mind, it seems inadequate that within our transition policy, the only group of pupils having a personalised transition plan are those who are "registered as having additional learning needs" (Primary School A, 2018, p. 2).

In order for pupils to transition into secondary school more seamlessly, schools should employ a more integrated approach to teaching. Secondary schools should be building on pupils' prior knowledge similarly to how they were taught in primary school to avoid creating a 'gap' in pupils' understanding (Estyn, 2008, p. 8). Alongside this, primary schools should be developing elements of the Year 7 curriculum into their Year 6 planning. Estyn explain that very few primary and secondary schools communicate efficiently to achieve this continuity in learning (Estyn, 2008, p. 2). Some secondary schools use the 'fresh start' approach where teachers do not consider pupils' prior knowledge when planning for Year 7. As a result, pupils often end up repeating work that they have already done. This may cause them to become disengaged and lose the sense of challenge that many had anticipated in the run-up to Year 7 (Jindal-Snape, 2010, p. 115).

I would like to offer an intervention that requires collaboration between the primary school, the secondary school, the parents, and, of course, the pupils themselves. It was first implemented in a primary school in Cambridgeshire, the school is bigger than ours, by approximately 200 pupils, however, I believe that this factor would produce better results as it makes the approach more personalised for each pupil. As the intervention aims to produce long-term results, it may be necessary to pilot the intervention with either one year group, or a selection of pupils from the cohort before encompassing it into a transition policy.

The programme begins in September, at the start of Year 6. Staff identify the pupils that they believe to be the most vulnerable of the year group and inform the Transition Coordinator. This gives these pupils access to a personalised support system throughout the remainder of the process. Meetings are held with the headteacher, the pupil, the parents, and the Transition Coordinator to discuss any queries and fears that they may have with regard to transition. The topics discussed in this meeting are then used to personalise the process to each child.

The cohort is split into small groups. These groups will have visited the secondary school at least three times by the end of the academic year. Visits begin in October. In these visits, pupils are given guided tours of the school by both teachers and pupils of the secondary school. Some children may prefer a tour from a pupil as there may be some questions that they do not feel comfortable in asking a teacher (Traer-Geoff, 2014).

Alongside the visits, pupils will be travelling to the secondary school for lessons taught by a secondary teacher. Often, secondary teachers will visit the pupils in their primary schools and conduct lessons there. The lessons will be based on the Year 6 curriculum but will include some Year 7 skills. Toward the end of the academic year, pupils will spend two weeks being taught in the secondary school. They will be split into their groups. Sometimes they will be taught by a secondary teacher, and other times they will be taught by a primary teacher. When pupils are being taught by a secondary teacher, they will have a primary teaching assistant with them for familiarity.

Throughout the fortnight, the pupils will be taught a range of Year 6 and Year 7 skills to be used in their enquiries. Pupils will be completing an Enquiry-Based Learning (EBL) task in their groups, with the aim to present their findings in an exhibition for their parents to attend on the final day. Parents will be invited to view what new experiences the secondary school

has to offer their child, this will provide parents with an opportunity to visit the school and discuss any queries with their children, as well as both the primary and secondary teachers. The projects completed by the pupils will also give the secondary teachers a better understanding of the ability of the cohort. This ensures that standards remain at a consistent level in an attempt to prevent a dip in attainment in Year 7.

In order to measure the impact of the intervention, teachers will be communicating with the cohort to ensure that they believe that the tasks that they are doing will be beneficial to their future learning. On a longer-term projection, the impact of the intervention will be evident in the end-of-year data for the cohort. If the intervention was successful, a steady incline from the end of Year 6 to the end of Year 7 will be present.

As well as aiming to avoid the 'Year 7 dip', this intervention aims to support pupils' mental health and wellbeing throughout the transition process. Many pupils would describe the transition period as an anxious time (Jindal-Snape, 2012, p.107). For others, it is a time of excitement as they feel ready to embark on the next stage of their educational journeys. Nonetheless, how a pupil deals with the transition process can have an immediate impact on their achievement in Year 7.

It has been estimated that three children in the 'average' classroom in the UK need support with their mental health (BBC South East Wales, 2019). At the beginning of every day, pupils will be asked to use the App, 'Speakr' on an iPad or computer to select how they are feeling. This aims to help the pupils to develop an understanding of their own emotions. It is monitored by staff within the school. If a pupil selects that they are feeling a negative emotion, they are spoken to at playtime on a 1:1 basis. After the discussion, pupils are invited to log back into 'Speakr' and re-select their emotions if they have changed as a result of the discussion (Speakr, 2019).

Regular discussions with pupils who are experiencing transitions ensure that their wellbeing is monitored, and they are aware of the importance of talk with regard to mental health. Additionally, regular discussions may help to alleviate pupils' worries with regard to transition.

This application does cost money. If Speakr was to be implemented as a whole-school approach, for a school our size, the cost would be £499 a year. This puts the price per pupil at

approximately £1.60 per academic year (Speakr, 2019). However, if the app was to be used purely for those who are going through transition, the cost would be £249, around £8 per pupil.

In order to fund this as a whole school approach, an application could be made to the Ford Britain Trust. The trust is funded by Ford Motor Company (Appendix 4). The request of £499 would be considered as a large grant. We would be eligible to apply as we are a non-fee paying, state sector school. However, we would not be eligible to reapply for the grant until three years after the receiving the original grant. For this reason, it may be beneficial to apply for £1,497, to fund the running of the application for the three years between funding requests. Our request would be given a higher weighting as we are local to a Ford Motor Company Limited operation, we may be more likely to have the request granted as a result of our location (Ford Motor Company, 2019).

The impact of the intervention can be measured using the tracking section of the app. Data is displayed in a graph-format, detailing how a pupil has felt over the previous 30 days, 3 months and full year, alongside any reasons they have provided. Some pupils may begin their transition period feeling nervous. Using this app will help to track those pupils who are feeling apprehensive about transition and make sure that they are spoken to about their concerns regularly. If the intervention is effective, the graph should indicate positive change in their emotions upon coming into school (Speakr, 2019) (Appendix 5).

This intervention links to a recommendation made to the Welsh Government by the OECD (2016). It was recommended that all key stakeholders should contribute in the co-constructing of policies (Welsh Government, 2017, p.8). My intervention aims to improve the communication and understanding between teachers of Key Stages 2 & 3, support staff, school leaders, parents, and of course, the pupils themselves.

This has been my intervention proposal for Year 6 to Year 7 transition. Thank you very much for listening.

Synopsis

Durran (2017) highlights the literacy dip present in Year 7, stating that many pupils do not make sufficient progress in Year 7, some pupils even regress in their understanding. Following this, Durran mentions that some Secondary English Teachers feel intimidated by the increased confidence of Year 7 pupils as a result of a change in the Key Stage 2 Curriculum in England. He accredits the dip in attainment to the teaching methods in Secondary school. In primary schools, literacy is a daily learning focus, this is often not the case in Secondary School. In secondary school, pupils have many of teachers in many subjects throughout secondary school. Many of these practitioners are not monitoring literacy as closely as in Primary School.

This correlates with the findings of Ofsted (2015) which made reference to the slow progress made by lower Key Stage 3 pupils in both English and Maths. Ofsted discuss that Secondary School leaders do not sufficiently prioritise Key Stage 3 with regard to staffing, meaning that often, pupils in Key Stage 3 are not provided with specialist practitioners in their lessons. More concerningly, it is suggested that many Secondary Leaders accept that Year 7 pupils are likely to repeat what they have already done in Year 6, throughout their time in Key Stage 3. Furthermore, it appears that the pastoral aspect of transition is prioritised over pupils' academic needs to ensure progression. This may cause more able pupils to disengage from learning and regress in their progress. When asked about repeating work, pupils explained that the issue is more prominent in Maths and English than in other subjects.

Estyn (2008) support the findings of Ofsted (2015) with regard to the prioritisation of pastoral care in many transition plans. In order to ensure progression and continuous learning throughout transition, Estyn highlight the importance of communication between primary and secondary schools. It is suggested that the Year 7 curriculum should be co-constructed by teachers from both the primary and secondary school, to ensure that teaching and learning is continuous and build on the methods used in primary schools. Following the strand of continuity, the assessment methods used by the schools should also be continuous, communication between schools would be required to achieve this.

In relation to well-being, Open University (2019) discuss the importance of physical, social and philosophical continuities to ensure that a child is able to make key transitions confidently. Project Cornerstones (2012) discuss how changes to the different aspects of a

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child's life may impact them. Ettekal & Mahoney (2017) support this, adding the importance of extra-curricular activities to support a child's mesosystem.

Evaluation

Throughout the module, I have interacted with a range of literature to identify an aspect of the school that may be improved through the implementation of a new initiative. I have begun to develop my practice in relation to differentiation within the Professional Standard of 'Pedagogy' (Welsh Government, 2017). Planning a transition plan to be adapted to support a range of learners requires understanding of differentiation to support different needs. Parents and outside agencies are involved in my intervention, supporting my development of involving partners in learning. The intervention involves the implementation of Enquiry Based Learning to produce an exhibition, a method of blended learning experiences to support the development of the Pedagogy Professional Standard. The use of Enquiry Based Learning provides a real-life context to learning, providing pupils with the opportunity to combine skills that they have been taught with a real-life 'problem'.

I have developed my understanding of collaboration as a vital method of sharing best practice, one of the 5 Professional Standards (Welsh Government, 2017). My approach requires collaboration with in-school colleagues and working with a secondary school to enable pupils' improvement.

This module has been fundamental in the development of my Professional Learning. I have completed a wide range of reading and have presented the findings of my research appropriately. I found the interaction with government documentation challenging initially. However, through perseverance, I have been able to use the documentation appropriately to support pedagogic decisions with relation to my intervention.

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Overview of the intervention

WHY – DATA/EVIDENCE	Common for Year 7 pupils to experience an attainment dip after transition, especially in literacy and numeracy.
AIM	• To prevent the Year 7 attainment dip • after the transition period
OBJECTIVES	• By the end of Year 6, pupils will have been taught by secondary school teachers on a number of occasions <u>so</u> the ability of the cohort is understood to inform Year 7 planning. • By the end of Year 6, pupils will be feeling more confident about their transition into Year 7, using the <u>Speakr</u> app to show the progression of emotions and regular discussions with others when they feel worried.
TIMELINE	The intervention will span the entirety of Year 6, beginning in September and concluding in July. The first cohort will be a pilot of the intervention. If successful, the intervention will be included in the next transition policy
WHO? STAFF	The intervention is aimed at Year 6 pupils, although, if it is successful, it may be made available for Year 5 pupils. Parents of Year 6 pupils will also be involved throughout. The staff directly involved with transition will be the Year 6 teacher(s), Teaching Assistants, Transition Coordinators, and Secondary School Staff (mainly Year 7). However, if the <u>Speakr</u> app is to become a whole school initiative, all staff will be involved.
HOW MUCH	The cost of this intervention is purely for the <u>Speakr</u> app. The cost of running the app across the whole school for three years is £1,497. This cost could be covered by a grant from the Ford Britain Trust.
HOW EFFECTIVE	As a new intervention, the effectiveness of it is not clear. However, providing secondary practitioners with more time with their future pupils will allow them to make their planning for Year 7 more tailored to suit the cohort.
HOW WILL WE KNOW	Regular discussion with the cohort would ensure that the activities planned are beneficial to their future learning. Academically, the impact would be measured in the long term, the results produced by the cohort at the end of Year 7 would indicate if the intervention had been successful. However, the impact of the intervention on pupils' mental health could be measured throughout transition using the <u>Speakr</u> app.

School Development Plan

Priority	Who?	How?	When?	Cost	Evidence
Prevent the attainment dip in Year 7. Professional teaching standards - "Collaboration allows pedagogy to spread". Collaborating with local secondary schools o	Year 6 teacher(s) Teaching Assistants Transition Coordinator.	- Identify potentially vulnerable pupils. Regular meetings with these pupils, their parents, primary teachers, secondary teachers, and the Transition Coordinator. Develop a personalised transition plan. - Regular visits to the Secondary School for tours. - Pupils have lessons in secondary school so secondary teachers can understand the capabilities of the cohort. - Pupils spend 2 full weeks in the secondary school.	- Throughout all of Year 6 - Identification of potentially vulnerable pupils begins in September. - Visits to the Secondary School begin in October. - All pupils to have visited by January. 2 weeks full-time in secondary toward the end of the summer term.	No transport cost – pupils will be walking to the secondary school.	- Intervention to be piloted. - Regular discussions with pupils throughout. - Intervention to be reviewed when the first cohort's Year 7 Data is available.
Support the mental wellbeing of pupils. Especially relevant for Year 6 pupils throughout the transition process.	All staff	- Daily use of the <u>Speakr App</u>. - Speak to pupils with negative emotions at playtime.	- Select emotions every morning. - Discussions with pupils that need them at playtime. - Able to track emotions over 30 days, 3 months and a full year.	£1,497 for use of the app over 3 years. - Grant available from the Ford Britain Trust.	Data from the app is plotted to show any trends, e.g. always upset on Mondays.