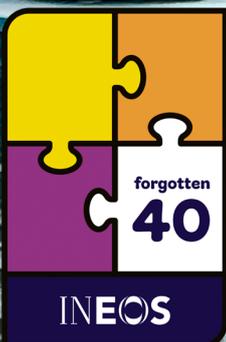


# THE INEOS FORGOTTEN

## 40

# PROJECT

YEAR ONE  
NEWSLETTER ISSUE THREE



# Schools working wonders for their children

**I**NITIATIVES designed to improve the experiences of children in 100 British schools are working well.

Headteachers say their pupils' self-esteem, confidence and willingness to learn have all improved thanks to funding from INEOS' Forgotten 40 project.

But that's not the only benefit.

Heads say they are also drawing inspiration from each other and each other's ideas.

In September, 50 headteachers, who are involved in the INEOS-inspired project, attended a two-day conference in London.

Although it was hosted by INEOS, the aim was to give teachers from hard-pressed schools the chance to meet and learn what initiatives have worked.

"It was such an invaluable opportunity," said one headteacher. "Very rarely do I get to hear from settings more or less tackling what we face each day."

Unfortunately, a second, planned conference in November had to be cancelled due to a strike by the RMT union, but it will go ahead in March.

In the meantime, some of the schools' latest initiatives – and to date there have been more than 600 – are featured in this magazine.

We are grateful to all those headteachers who got in touch with us, and we invite others to do the same.

We know that next year teachers will face an even bigger challenge due to the deepening cost of living crisis.

But we have faith that they will do what they can – with a little support from us – to ease that burden.

It is hoped that many headteachers will use this magazine – and the recently-launched Forgotten 40 website – to choose initiatives they feel would make a difference if implemented in their own schools.

For our ultimate hope and aim is to build a case – with your help – to show the UK government that funding the inequality gap could help to close the attainment gap in schools.

*The Forgotten 40 team*



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**The Forgotten 40 website is now live. For more details and ideas to help your school, please visit [www.ineosforgotten40.com](http://www.ineosforgotten40.com)**



# A field of dreams

**GRIMES DYKE PRIMARY SCHOOL**  
Leeds

**C**HILDREN from Grimes Dyke Primary School in Leeds live close to three of the finest national parks in the UK.

But few have ever set foot in the Lake District, the Yorkshire Dales or the North York Moors.

“Our children rarely go on holiday,” said headteacher Louise Hill. “They simply cannot afford it.”

To give them a taste of adventure – and allow them to experience what it’s like to spend the night under canvas – teachers turned the >>



**'It was all about giving them confidence to take on seemingly impossible challenges'**

- headteacher  
**LOUISE HILL**



<< school field into a huge campsite. Instead of heading home after school one afternoon, 78 children, aged 9 to 11, stayed behind to help put up 10 bell tents – eight for them and two for the grown-ups.

“Our tents are huge so it takes real teamwork and co-operation for the children to build their temporary homes,” said Craig Geddes, company director of The Outdoors People, a professional company drafted in to help set up and run the school camp.

Louise said many of the children – and their parents – had initially been nervous at the prospect of camping outside.

“It was a completely new and different experience for the majority of the children and they needed a lot of reassurance that they would be safe,” she said.

Many of the children had never seen a sleeping bag before.

“They had no idea what to do with it and didn’t understand the concept of getting inside it,” she said.

Camping outside, though, gave the children an opportunity to test the waterproof dungarees and coats the school had bought them last year, again with money from INEOS’ Forgotten 40 initiative.

“It rained all the while the children were putting up the tents, but they never once complained,” said Louise.

“The dungarees and coat were 100% waterproof so the children were dry and warm and didn’t care about the rain.”

Thankfully, the rain did eventually ease and had stopped by the time school chef Liz

Wood served supper. Then, instead of playing computer games at home, the children learned how to light a fire, work as a team and build a shelter in an emergency.

Once they had completed all the tasks, it was time to toast marshmallows, sing songs, and listen to stories around a campfire before finally rolling into bed.

The following morning Liz returned – bright and early – to prepare breakfast in the school hall. “She did an amazing job and cooked them all bacon and sausage sandwiches,” said Louise.

Louise had also spent the night under canvas with the children.

**Confidence**

“I cannot ask staff to do crazy things unless I am prepared to do it myself too,” she said.

Most children had gone to bed around 9.30pm but some were still awake in their tents at 1am.

“We did expect that,” said Louise. “I’m not sure sleep was on the agenda much at all because it was far too exciting being in a tent with at least seven friends.”

Louise awoke at 5am along with most other members of staff.

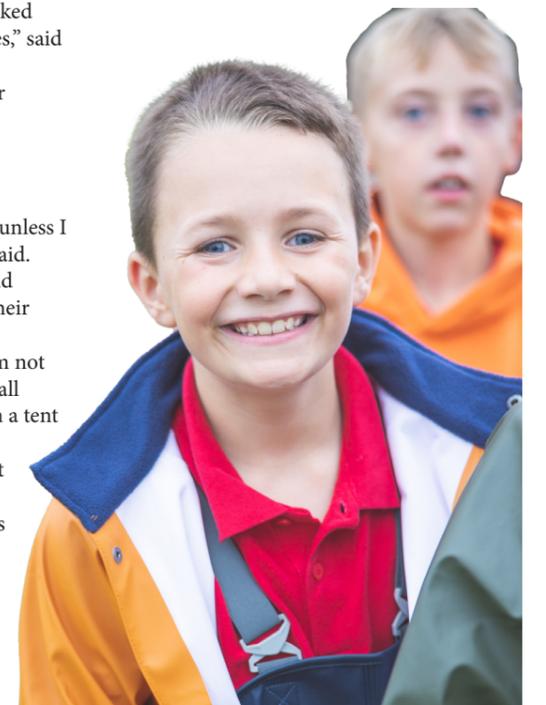
“It wasn’t long before a few little heads started poking out of the tent,” she said. “And once a few were up, it was difficult to keep the camp quiet.”

By 6.30am, the children were all raring to go again and tackle more challenges. And that’s what they did.

They learned how to purify muddy water to make hot chocolate, create tasty food in the wilderness and drill holes using ancient tools.

“It was all about giving them confidence to take on seemingly impossible challenges,” said Louise.

When the time came to go home, the children were weary, but bursting with pride and full of stories to tell their parents.





**'The children clearly needed help above and beyond what the teacher could do'**  
- headteacher  
**PAUL STRUTHERS**

**NEW DELAVEL PRIMARY SCHOOL**  
Blyth, Northumberland

# Thinking differently

## SCHOOL TACKLES

## FALLOUT

## FROM COVID

**B** RITAIN may have survived the worst of the covid pandemic, but the impact of restrictions on some children's mental health has been devastating.

Headteacher Paul Struthers said he became aware of the fallout from the pandemic after schools were finally allowed to reopen to all after almost two years of restrictions.

"Their attitude and behaviour had changed," he said. "We saw a lack of respect for adults and a sense of apathy among the pupils."

### Extreme reactions

Teachers also witnessed separation anxiety and clinginess, extreme reactions to seemingly 'small' issues, a lack of resilience, and low self-esteem in about 20% of the pupils.

"Their resilience was notably poor, and there was lots of huffing and puffing and heads on tables when they were asked to complete a task," he said. "They clearly needed help above and beyond what the teacher could do."

But it wasn't just children who, in the past, had perhaps behaved badly who were troubled.

"Even the more confident children needed more reassurance and appeared to be a little detached," he said.

Aware of the need to act swiftly, Paul decided to use some Forgotten 40 funding to set up a social and emotional support group at his school in

Blyth, Northumberland. It is known as Thriving Minds, and has so far helped more than 60 children from New Delavel Primary School better understand and share how they feel.

"They have raised all sorts of issues," said Paul. "They have spoken about their anxiety, uncertainty, anger, stress and home life."

Earlier this year The Nuffield Trust highlighted the potential long-term consequences of the pandemic on children's mental health.

"In many ways, the wider effects of the pandemic and nationwide lockdowns on children and young people have been greater than the covid-19 infection itself," said researcher Jessica Morris.

At New Delavel Primary, those worst affected by the pandemic were initially in keystage two where some did not care what happened to them if they behaved badly.

"Now, though, we are seeing problems in reception and among the infants," said Paul.

Lockdown and restrictions meant children could not meet and chat to others or visit places of interest.

"Our younger children are even more egocentric than usual for their age because they lack any understanding of the world and have missed out on socialising with others," he said.

To ensure everyone was mindful of how best to deal with challenging behaviours, all staff have also been offered additional training so they can understand life from the child's perspective.

"The training has deepened the staff's understanding of the triggers of certain behaviours," he said.



## School takes novel approach to reading

**ST JOHN'S PRIMARY SCHOOL  
Newcastle**

**T**HE ability to read is fundamental to succeeding in life.

All teachers know that.

But they also know that some parents struggle to read with their children at home for many reasons.

"Lots of our families have told us they don't have books at home, but just giving children books is only half the answer," said headteacher Tracey Caffrey.

Some parents with children at St John's Primary School in Newcastle cannot read themselves, and, for others, English is their second language.

"If we wanted children to read more at home, we knew we would need to address some of the barriers that prevent families reading together," she said.

Using Forgotten 40 funding, the school decided to adopt a novel approach.

Each half term, the school now gives every child two books to keep.

Inside the front cover of each book is a QR which the child can scan on a phone or electronic device and they will hear a recording of their class teacher reading the story to them.

"We knew this might work because most of them have a school-loaned iPad," said Tracey.

The children are able to follow the story because a bell sounds when it is time to turn the page.

"It has really increased reading for pleasure," said Tracey.

"And it has taken some of the pressure off parents who had a legitimate reason for not sharing stories with their child."

She added: "Children will, over time, build a large library of high quality books to share again and again."



## **C**HILDREN at Long Toft Primary School in Doncaster are regularly making a beeline for a 'woodland' they helped to create in school.

For it's in that woodland where imaginations are able to run wild.

"They love it in there," said deputy headteacher Nicola Wainman.

The woodland is actually the school's new reading room.

Murals of 'We're Going On a Bear Hunt', 'The Gruffalo' and 'The Hobbit' cover the

**LONG TOFT PRIMARY SCHOOL  
Doncaster**

once blank walls. Tatty, outdated chairs have been replaced with wooden log seats and toadstools and the shelves are no longer stocked with 'boring' books.

"It's ignited a love for reading and the children seem more inspired and equipped with ideas to develop their own writing styles," said Nicola.

The room was created using money from INEOS' Forgotten 40 project and now boasts up to 200 classic and favourite children's books. The school has also dedicated part

of it to the late Queen Elizabeth II so pupils can select books and learn about the life of Britain's longest-serving monarch.

"Reading is so important," said Nicola.

"It's the ultimate skill that underpins our children's learning now and in the future.

"The skills we provide now will ensure our children have the best tools to be equipped for adult life."

Each week, a class spends time there.

"It's been wonderful to give our children a quiet, reflective space to read because many of them live in busy households," said Nicola. Children also regularly borrow

books from the reading room to take home – and evidence shows they are reading rather than just watching TV.

"Our new reading journals have been a huge success thanks to the reward system for reading at home," said Nicola.

Looking ahead, the school is considering launching its very own lunchtime book club.

**'The children love the room and it has ignited a love for reading'**  
- headteacher  
**NICOLA WAINMAN**



School sets up its own shop to help struggling families

# Healthy approach to ease cost of living

**'What really saddened me was that parents viewed fruit and vegetables as luxuries'**

**- headteacher  
ROBYN BRUCE**

**CUBITT TOWN PRIMARY SCHOOL  
London**

**A** SCHOOL has set up its own shop to ensure families can afford the basics.

Parent volunteers are now running stalls selling everything from fruit and vegetables to washing powder, sanitary products, razors and cleaning products.

"We take a hit where needed and support our families by selling items really cheaply," said headteacher Robyn Bruce.

She decided to invest some of INEOS' Forgotten 40 funding after realising that many families with children at Cubitt Town Primary School in London did not qualify for free school meals or help with living expenses.

"We realised that many were employed in zero hour jobs which meant they found it hard to budget because they were not always paid the same," she said.

"There were some weeks when work was really scarce." The school initially asked parents how



the school could help with the rising cost of living.

"What really saddened me was that parents had labelled things, such as fruit and vegetables and washing powder, as luxuries," she said.

To ensure the best deal, the school's family liaison officer regularly scouts for items from companies at low cost.

"Being able to buy these items at less than cost price means that our families are able to enjoy the good things and eat," she said. "In the early days, we were giving away free bits



of fruit so the children could try new healthy foods."

The fruit and vegetables, bought from New Spitalfields Fruit Market, go on sale every Thursday after school.

"We open the stall at 3pm and there's always a queue," said Robyn. "Families then get to buy fresh produce at school while picking up their children. It's lovely because you often see children walking out of school with an apple or banana in hand."

The launch of both shops has also created a sense of community and unity.

"Often the parents swap recipes and are trying new fruit and vegetables," he said.

They are also grateful. "It's so nice to be able to afford the good stuff," one parent said. "My daughter's clothes now smell of Comfort like everybody else's clothes."



**Share your story**

If you would like to share a successful, completed Forgotten 40 initiative from your school and see it in the next edition of the magazine, please email Sue Briggs-Harris at [briggsharris@live.co.uk](mailto:briggsharris@live.co.uk) or email your INEOS contact.



# The Great Bede Bake Off takes off ...



BEDE COMMUNITY PRIMARY SCHOOL  
Gateshead

**A** SCHOOL has launched an after-school club to encourage pupils – and their families – to be more adventurous in the kitchen.

Every week families are tasked with preparing a healthy takeaway meal in the Great Bede Bake Off room at Bede Community Primary in Gateshead.

“It’s fabulous to see an idea become reality,” said headteacher Nick Anderson. “The Bede Bake Off room is a truly wonderful resource. The parents and children are loving working together.”

The room and club were set up using Forgiven 40 funding to allow children and their families to understand the importance of a balanced diet and have fun cooking.

“Many of our children used to have poor eating habits,” said Nick. “But now they are trying food they have never eaten before.”

Processed sausages, chips and pizza have been replaced with lentils, chillies, melon, courgettes and tofu.

“Almost everything has gone down well,” said Nick. “But the tofu was a step too far for

some, in terms of texture and taste.” Many parents have been surprised how easy it is to cook a healthy meal, be it a vegetable stir fry, a shepherd’s pie or a spaghetti bolognaise.

But what’s surprised the school the most are the number of children who are remaking these dishes at home for their parents and siblings.

“It’s having such a positive impact,” said Nick.

Evidence has shown that young people in the UK are eating too much saturated fat, sugars and salt and too little fibre, fruit and veg.

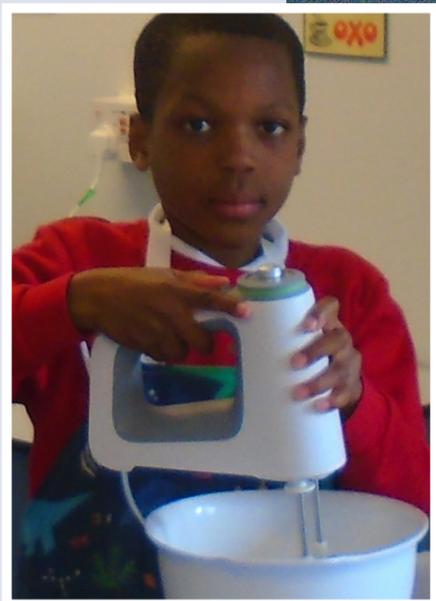
“Conditions such as diabetes and obesity are increasingly affecting children and these are diseases normally associated with adult life,” said a spokesman for The Food Foundation.

Nick said he hoped the Great Bede Bake Off would lead to long-term benefits for all those families taking part.

“So far eight of our most vulnerable parents have been coming along,” he said. “But each half-term we plan to invite new families to attend.”

And there’s another valuable lesson to be learned.

“Cooking is not only a real-life skill, but it could ultimately lead to a career as a chef for some of our children,” said Nick.





# Pupils get taste for great outdoors

STANHOPE PRIMARY SCHOOL  
South Shields

**T**HE great outdoors aren't for everyone.

Or so the children at Stanhope Primary School thought – until they got a taste for it. By the end of an outdoor adventure week – funded through INEOS' Forgotten 40 initiative – they were buzzing with excitement.

"The way they helped and encouraged each other was amazing to see," said headteacher Lesley Martin.

Most of the children from the school in South Shields, Tyne and Wear, had never experienced the thrill of rock climbing, orienteering, kayaking or working as a team. "At the beginning of the week some of them didn't even want to attempt them," she said.

But attempt them, they did.

"Rock climbing was the one most children were apprehensive about," said Lesley.

"But they really pushed through to combat those fears. The children went from just taking one foot off the floor to hanging on to ledges."

Not only did the school's year 3, 4, 5 and 6 pupils conquer their fears, gain confidence and understand the importance of teamwork, but they also learned how to save someone's life in an emergency.

"All of these activities were ones that our children would not get the opportunity to experience within their home environment," said Lesley.

Working with the children were experts from Simonside Outdoor Adventure.

"What is a real benefit to outdoor education is the amount of learning that takes place often unbeknownst to the children," said Martin Simpson, head of the centre.

"Due to the nature of the activities, young people are given real-life experiences where decision making, responsibility, resilience and teamwork are essential for success.

"From this success young people can see improvements in their self confidence and self esteem, empathy, understanding of the world around them and their relationship with others."



**'The way they helped and encouraged each other was amazing to see'**  
- headteacher  
**LESLEY MARTIN**



# Experience becomes the teacher

**'Taking children out of their comfort zones is crucial in developing resilience, teamwork and positivity' - headteacher MARK NUGENT**

**E**XPERIENCE cannot be taught in the classroom. It has to be learned outside it.

That's why headteacher Mark Nugent has always been keen to open his pupils' eyes to the world around them.

"Our school is set in one of the most deprived communities in the UK so it's incredibly important they see what lies outside it," he said.

He believes only by seeing and doing will they achieve their true potential.

But he also knows that a shortage of money can make it difficult for many families to take their children on days out. "Very often

**WATERVILLE PRIMARY SCHOOL  
North Shields**

our children return from holidays not even having visited a local park or the beach," he said.

The school used to do what it could to plug the gap, but COVID and a lack of funding made it difficult.

When INEOS selected Waterville Primary in Meadowell as one of the 100 schools to benefit from its Forgotten 40 funding, hope returned.

"It suddenly meant we could do some of these things again and offer the children some invaluable experiences," he said.

And that's what he and his team in North



Shields have been doing ever since. Over 200 pupils – from reception to year 6 – have now enjoyed a range of experiences – and still talk about them.

"Learning new skills is so important for our children," he said. "And taking them out of their comfort zone is crucial in developing resilience, teamwork and positivity."

The youngest pupils visited a farm in Northumberland where they handled animals and reptiles.

The older children headed to several different locations.

Some visited Beamish Museum, the world famous open air museum which brought the history of the North East to life.

Others spent hours at The Centre for Life, Newcastle upon Tyne's science museum where they explored a range of fantastic science exhibits.

Another group took to the water, where they learned the art of paddleboarding and kayaking, and the final group enjoyed a

barbecue on the beach. "Our children are just like other children," said Mark, who has been headteacher for 15 years. "They like exploring and being adventurous, but unfortunately their experiences beyond the school community are very limited."

Mark, who left school at 18, is no stranger to the area – and its problems. His mum grew up in Meadowell and he occasionally spent weekends there playing with his cousins.

"When I became the headteacher of this school, it was very special because it's a community that I have a close link with," he said.

Knowing that children see the school as a safe haven, he is determined to continue to give them the opportunity to try new skills, visit new places and see things they have never seen before.

"As a school, we set no limits on what they can achieve and that includes the experiences they should receive while they are here," he said.





**'Education is not just about academic attainment'**  
 - headteacher  
**PAULINE NORTHCOTT**

# School's food for thought

**FAMILIES are now regularly eating meals with their children in school.**

Every term parents are invited to dine with their children at Dean Bank Primary and Nursery School in Ferryhill, County Durham. The initiative was made possible with funding from INEOS' Forgotten 40 campaign. "We felt with the increased cost of living that many parents would appreciate a hot meal," said headteacher Pauline Northcott. And they do. "It's so special to be able to eat



## DEAN BANK PRIMARY SCHOOL County Durham

with my daughter at a table because we don't have one at home," said one mum. But there's another benefit. "Education is not just about academic attainment," said Pauline. "Life skills are an important part of this too." As such, staff spend time with the children over lunch, teaching them table manners and how to behave when eating a meal. "It's lovely

to see the pride children take in bringing their grown-up into school, sitting with their friends and having a conversation in a calm environment," said Pauline. She said some parents had been shocked by the food choices made by their children. "I have heard a few say that they wouldn't have thought to give them rice at home because they didn't think they liked it," she said. INEOS' money has also been used to provide a free school meal for all 190 pupils,



not just those who are entitled to one. That too has been appreciated. "It really is lovely to be offered something as we are not entitled to anything and are really struggling," said another parent. To make it even more special for the children and their parents, Dean Bank has turned the school dining room into a café. Plastic trays and cutlery have been replaced with plates and bowls and metal cutlery. "It's working really well," said Pauline.



# Pupils discover themselves

## ARUNDALE PRIMARY SCHOOL Hyde

**T**HERE'S something magical about building a den as a child. With a bit of rope, some pegs and a plastic sheet for shelter, children can create their own fantasy worlds, away from the prying eyes of an adult. What they don't realise is that while they are having fun getting muddy and grubby, they are also learning about teamwork, resilience and friendship. Unfortunately, some children have never had the opportunity to build a den. And that was certainly true for many of those who attend Arundale Primary School in Hyde. "We have found that

a lot of children spend a lot of time on electronic devices when they are at home because their parents do not feel it is safe to allow them to go out," said headteacher Peter Hartley. "But it is important for them to learn about nature and learn that there are other things to do other than watch TV or play on a computer." Using Forgotten 40 funding, the school decided to introduce 146 pupils from years one to six to the joys of forest school. Working with Life Centre, each child spent six afternoons exploring woodland near the school, building dens, chopping wood and making fire pits. During that time, they used axes, saws and hammers, transformed elder flowers into refreshing drinks, boiled nettle tea, and cooked cinnamon apple slices, flatbreads and s'mores over a fire. "The children loved using tools and working as part of a team," said Peter. "In just those few days they have acquired skills that have been transferred into the classroom." But that's not been the only benefit. "What's lovely is that parents have now begun to use the forest school area, taking their children into the woodland and exploring it themselves," he said. And to ensure forest school doesn't just become a distant memory, the school's Eco Council has helped to create a permanent one within the school grounds.



# School's gesture of warmth

PRINCE BISHOPS COMMUNITY PRIMARY SCHOOL  
County Durham

**I**T was the late, great Alfred Wainwright who first coined the phrase.

The famous hill walker knew about the importance of being kitted out in suitable clothing, especially in the mountains where temperatures

can change quickly. "There's no such thing as bad weather," he said. "Only unsuitable clothing."

The children at Prince Bishops Community Primary School may never have walked the same paths that Wainwright trod, but it can get cold and wet where they

live too. To ensure the pupils can enjoy the bad weather, the school spent some of INEOS' Forgotten 40 money on buying 240 winter coats.

"Every year families struggle to provide what we would class as essential clothing and this year, with the cost of living crisis, it was even more acute," said headteacher Lynn George.

She said children often arrived at school during the winter months, either without a coat or in flimsy clothing.

"We felt that providing winter coats was a practical way to help," she said.

Almost two in five children in the North East are living in poverty, according to the North East Child Poverty Commission, with an increased number of families now receiving extra support with their household bills, energy

allowances and food supplies.

Parents were overwhelmed by the school's generosity – and took to Facebook to praise the headteacher's initiative.

"The children all look so smart," said one parent.

"And they will be so nice and warm for the winter."

There was also another motive behind the school's decision to buy all the children a decent coat.

"We want our children to love being outdoors and they can

only do that, if they are suitably dressed," said Lynn.

"We have already had some lovely stories of children seen playing out at the weekends with them."

The school in County Durham now intends to create a pre-loved store so that when the children outgrow their coats, they can be given to younger pupils.



'Nobody now has to worry about looking different or standing out'

- headteacher  
KAT ALLEN



## Pupils acquire sense of pride

**P**UPILS at Roby Park Primary School in Huyton, Merseyside, now have one more thing in common – a new PE kit.

The school used some of its Forgotten 40 funding to invest in a new navy blue tracksuit, burgundy shorts and a white polo shirt for every pupil.

"They absolutely love it," said headteacher Kat Allen.

"Nobody now has to worry about looking different or standing out"

In the past families have prioritised school uniform and shoes over the correct PE kit because they simply struggled to buy both.

That meant some children turned up for PE lessons either wearing their own clothes or their school uniform, which wasn't always suitable for sporting activities.

The new PE kit has also had a positive impact on the children's mental and physical well-

### ROBY PARK PRIMARY SCHOOL Huyton

being. "They are now coming to school in their kit, have pride in their appearance and want to take part in PE lessons," said Kat.

That sense of pride is also being played out during inter-school competitions.

"The children have already attended 14 sporting competitions in their new kit," said.

"They not only feel smart, but they look smart and are easily identifiable as Roby Park students. It has created a tremendous sense of pride."

The school intends to invest in PE kits again, buying new ones for current pupils who have outgrown them and recycling old ones.

"It won't just be new children joining the school who get them," said Kat.

"And by recycling pre-loved PE kits in the future, we can ensure this is sustainable."



### ST GEORGE'S C OF E PRIMARY SCHOOL Salford

**E**VERY action has a consequence. St George's C of E Primary School knew that when its school council requested a new logo.

Headteacher Jane Tyers knew that some of her parents would be able to afford to buy the new branded school sweatshirt, but most wouldn't.

"We didn't want any children to feel different because they were wearing a jumper with the old logo," she said. "So we

decided to buy each and every child a new one."

The school used money provided by INEOS' Forgotten 40 initiative to buy the 235 sweatshirts.

"Our parents are so grateful that they did not have to pay for new uniform, especially at the moment," said Jane. "And they like the fact that the children all look so smart."

The school's previous logo had been designed by pupils more than 15 years ago. Modern-day pupils worked with a team of graphic designers on the new one.

## FORGOTTEN 40: WHY IT MATTERS

INEOS may be funding the Forgotten 40 initiative but it has put its trust and faith in a team who understand the challenge facing today's primary school teachers.

Here team member **ELAINE WYLLIE**, who founded The Daily Mile explains why this initiative matters to her.

**A**S headteacher of a school where 30% of the children lived in areas of deprivation, I was well aware of the contrast between the lives of the 'haves' and 'have nots'.

Whilst most of our families could provide everything their children needed, other families simply could not.

No child should be in floods of tears because the strap has burst on her cheap, new shoes and her mum cannot afford to replace them, or never be able to go to their local leisure centre, or sometimes go hungry. But, like children in our Forgotten Forty schools, that was the reality for many of the children in my school. Schools know which families are in greatest need and, within the limited resources available to us, we plugged the gaps and supported them as best we could.

So when asked to consider how INEOS could help to mitigate the effects of deprivation on children, it was clear that schools would be well placed to help, and I absolutely love the fact that, in the hands of headteachers, Forgotten Forty is achieving exactly what it was designed to do.

The feedback from schools is clear - 20,000 children living in areas of deprivation are having their childhoods improved by Forgotten 40.

They are benefitting from an incredible 600 initiatives which are having an immediate, and sometimes lasting, impact on their lives.

To me, Forgotten 40 means children being entitled to the things which more affluent children take for granted.

Happy children with full tummies, Christmas hampers, families having a holiday, and children having a residential experience which they would otherwise have missed out on.

For these children, a door has been opened which was previously shut.

It also helps hard-pressed staff to bring a feel-good factor to their school community.

And I love the fact that we are helping INEOS to make this much of a difference in a very practical and cost-effective way.



# Staff club together to welcome parents back to school

**HAWTHORN PRIMARY SCHOOL**  
Newcastle upon Tyne

**I**T'S not only children who sometimes need a voice.

Parents do too. Understanding that was one of the reasons why Hawthorn Primary School in Newcastle upon Tyne opted to introduce some after school clubs that everyone could attend. "Parents have really appreciated that their views were acted upon and they valued the opportunity to join their child in school and be more involved with school activities," said headteacher Jane Dube.

**'The parents even helped during holidays'**

Using Forgotten 40 funding, the school decided to extend its 'edible playground' to allow parents to help their children create a place where they could grow even more fruit and vegetables.

"What surprised us was how something small could build and grow so quickly with support from staff and families," said Jane.

"The parents even helped with the growing beds during holidays and were able to benefit from the fresh produce during the summer holidays.

"They were so enthusiastic and really inspired their children. It was lovely to see the team work"

The school has always attached great importance to after school clubs and

regularly runs about 15 a week during term time. "After school clubs give children the opportunity to extend their learning or develop a new interest," said Jane. "Running the clubs also means children can stay in school longer, which helps parents who are either attending college courses or working."

But Forgotten 40 funding has also allowed the school to offer even more variety.

"We were able to run a professional drama club which is something we would not have been able to afford in the past," said Jane.

The school has always championed the arts, especially music – every child can play an instrument – but the extra funding has helped the school to run even more music clubs.

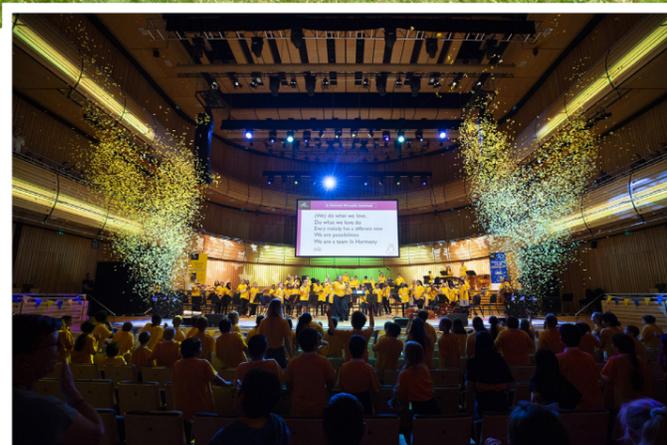
Its year 6 pupils and those who have moved on to secondary school already belong to a community orchestra, which regularly performs locally.

And it has a school orchestra, In Harmony, for those in years 4, 5 and 6. The children love it.

"I play my feelings out," said one child. And the community loves it too.

Dr Guy Pilkington, a local GP, said the positive effects of playing in the orchestra were evident.

"In Harmony improves their self-esteem, confidence, life chances and future health," he said. "You can see that the children are confident and have self-worth."



**'Parents have valued the opportunity to join their child in school'**  
- headteacher  
**JANE DUBE**

**“The INEOS funding has  
been an absolute  
God-send for our school,  
and our hope is that  
it will provide our  
school with the means  
to expose our children  
to the rich and varied  
cultural landscape on  
their doorstep, so that  
they are inspired for  
a better and brighter  
future”**

- St Edmund's Primary School  
Manchester