

## St. Patrick's Catholic Primary School Newsletter - Issue 25- June 2024

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Dear Parents, Carers & Parishioners,

Welcome back to the second half of the Summer Term—we hope that you had an enjoyable break. . We are delighted that Mrs Simpson has started her return to school with 'Keeping in Touch' days following her maternity leave—I am sure you will all be delighted to see her too. As we head towards the end of the school year, things do tend to get busier in school—we will do our best to keep you updated via the newsletter.

Best wishes,

David and Sam

### Training Day—17th June

Unfortunately the upcoming staff training day seems to have been missing from the Summer Term diary dates on previous newsletters. It has now been added—it was shared earlier in the year, but this is just a reminder that school will be closed to pupils on Monday 17th June.



### Father's Day / Someone Special Breakfast— 14th June

Next Friday we invite you to attend our 'Father's Day/Someone Special' Breakfast event. As with our Mother's Day equivalent, this is another opportunity to celebrate special people in the lives of the children. Arrive at 8:40am for a light breakfast snack and a drink. Mrs Nowell will then lead a small celebration liturgy.

### Photo Day— 13th June

Pupil photographs will be taken on Thursday 13th June. This will run as previously with children having individual photographs, sibling photographs and whole class photographs.



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Any new dates added to the calendar will be shown in blue.

Date	Event	Time	Parents Invited
w/b Monday 10 <sup>th</sup> June	Phonics Screening Check delivery	All day	No
Thursday 13 <sup>th</sup> June	Class Photo Day	Morning	No
Thursday 13 <sup>th</sup> June	Year 5 @ St. Leonard's	9:40am—2:30pm	No
Friday 14 <sup>th</sup> June	Father's Day/Someone Special Breakfast	8:40am - 9:20am	Yes
*Monday 17 <sup>th</sup> June *	Teacher Training Day	All Day	-
Wednesday 26 <sup>th</sup> June	Year 6 @ Youth Village Festival	All Day	No
Thursday 27 <sup>th</sup> June	Sports Day	AM	Yes
Friday 28 <sup>th</sup> June	Non-Uniform Day (Bottles)	All day	--
Tuesday 2 <sup>nd</sup> July	Confirmed Year 6 Leavers Trip	8:30am – 4:30pm	No
Thursday 4 <sup>th</sup> July	Summer Choir Concert	4pm	Yes
Thursday 4 <sup>th</sup> July	'New to Year 1' - Transition Meetings	Timings TBC	Yes
Friday 5 <sup>th</sup> July	Durham Johnston Transition Visit	All day	No
Tuesday 9 <sup>th</sup> July	Year R 'Graduation' Celebration of the Word	2:45pm	Yes
Thursday 11 <sup>th</sup> July	Year 6 St. Leonard's transition day	All day	No
Thursday 11 <sup>th</sup> July	Transition Day in School	All Day	No
Friday 12 <sup>th</sup> July	Year 6 St. Leonard's transition day	All day	No
Friday 12 <sup>th</sup> July	Non-Uniform Day (Chocolates)	All day	--
Monday 15 <sup>th</sup> July	Annual Reports sent out to parents	3:25pm	--
Monday 15 <sup>th</sup> July	BWCET Sports Event—Year 5 (details to follow)	9:30am—2:30pm	TBC
Thursday 18 <sup>th</sup> July	Whole School End of Year Mass with Year 6 Leavers Mass (in church)	9:30am	Yes
Thursday 18 <sup>th</sup> July	Summer Fayre	1:15pm	Yes
Friday 19 <sup>th</sup> July	Year 6 'Leavers' Celebration	9:10am	Yes
Friday 19 <sup>th</sup> July	END of TERM	3:25pm	-

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# attendance MATTERS

## Procedure for appointments during school hours

If you have to take your child out of school for any reason, including a medical, dental, school visit appointment, please could you inform the school office prior to the appointment along with any supporting evidence of the appointment. This is so that we can authorise the absence where we can and your child is not marked as unauthorised in our register.

Please see below guidance from the government regarding school attendance. <https://www.gov.uk/school-attendance-absence>

Children should aim to arrive in school by 8.55 am at the latest. **Persistent lateness causes disruption to your child's education.**

Year	Attendance this week:
R	87.5%
1 / 2	89.39%
3 / 4	99.31%
5 / 6	90.82%
<b>Weekly Overall Attendance: 91.95%</b>	
<b>Yearly Attendance to date: 94.54%</b>	

## Late arrivals

Class registers are taken at 8:55am prompt as we don't want to miss any learning opportunities. **All children should be in class and sat down by 8:55am.**

We want all of our children to be sat down at their desks for 8:40am whenever possible.





## Standards at St. Patrick's

Our expectations on attendance must remain strong and, as the parent community know, we take this part of our job very seriously indeed. We will be contacting parents/carers of those children who are persistently absent, this means any child with an attendance percentage of 90% or less. Please understand that this is a supportive measure and that we are working hard to leave no stone unturned to help your child achieve the very best possible outcomes.



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## HOUSE POINTS

Feast Days:	St. Bede	St. Cuthbert	St. Hilda	St. Aidan
<b>25th May</b> <b>20th March</b> <b>17th November</b> <b>31st August</b>				
<b>Weekly total</b>	<b>344</b>	<b>252</b>	<b>318</b>	<b>344</b>
<b>Running total</b>	<b>5269</b>	<b>4430</b>	<b>4623</b>	<b>4758</b>

### Stars of the week

<b>Thomas</b>	<b>Year R</b>	For a great use of imagination when making up stories.
<b>Cyril</b>	<b>Year 1 / 2</b>	For great work in Maths
<b>Chidera</b>	<b>Year 3 / 4</b>	For showing great determination and passion towards learning his times tables.
<b>Niamh</b>	<b>Year 5 / 6</b>	For a brilliant job demonstrating at Swimming.

### Rainbow Rewards

<b>Red</b>	Is for the blood he gave (Be Kind)	Thomas and Mrs Simpson
<b>Green</b>	Is for the world he made (Be a steward)	
<b>Yellow</b>	Is for the light so bright (Be humble)	
<b>Orange</b>	Is strong and full of might (Be courageous)	
<b>Purple</b>	Is for his hour of sorrow (Be compassionate and say sorry)	
<b>Pink</b>	Is for a new tomorrow (Be just and fair)	
<b>Blue</b>	Is for the sky he made so we can aim high (Never give up or take the easy option)	Year 4 and Year 2

**The rainbow is a sign of God's promise,**  
**He will guide us through any storm.**  
**When you feel battered by life's storms,**  
**Just remember God's rainbow is coming -**  
**It's only a prayer away.**

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## Ask your child



We're sure you all ask your children what they have learned at school every day. We're also sure that the depth of answers that you receive will also vary, with some children saying, 'nothing'. To help aid your discussions, each week in the newsletter we will include a starter question that will help your child to talk about what they have been learning that week in school. Try it tonight

Reception	What does a lighthouse keeper do?
Year 1 / 2	Which way is left and which way is right?
Year 3 / 4	How many pairs of wings does a bee have?
Year 5 / 6	Who were the 'Brothers Grimm'?
General	What are your goals for the future?

### Article 14: The right of freedom of thought, belief and religion

Jesus went back home with his disciples, and such a large crowd had gathered that they did not even have chance to eat. When Jesus' family heard what he was doing, they set out to take him away with them, convinced he was out of his mind. Some teachers of the law came down from Jerusalem and were disapproving and complaining about him. They falsely and foolishly claimed that Jesus' powers were not from God, but that he was using evil powers to heal people. Then Jesus' concerned mother and brothers arrived outside and sent in a message asking for him to come out to them. A crowd was sitting round Jesus at the time the message was passed to him, 'Your mother and brothers and sisters are outside asking for you.' Jesus replied, 'Who is my mother and who are my brothers?' And looking round at those sitting around him, he said, 'These people are also my mother and my brothers and sisters. Anyone who does the will of God is my brother or sister or mother.'

Taken from the Gospel of Sunday 9<sup>th</sup> June 2024 Cf. Mark 3:20-35 (the 10th Sunday in Ordinary Time)



Dear Lord Jesus, please help my family to keep growing in the same love, warmth and understanding which you brought to your family. Amen.

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## Recommended Reads

This week taken from 'No Shelf Control' a monthly book newsletter available here: <https://misterbodd.wordpress.com/no-shelf-control/>



# 9 Books for fans of Dragons

Who doesn't love dragons? Well here are 9 books for all ages that feature the magical creatures. Warning: Books may contain fire...

1. The Boy Who Grew Dragons

Andy Shepherd & Sara Oglivie



2. There is no Dragon in this Story

Lou Carter & Deborah Allwright



3. City of Dragons

Jaimal Yogis & Vivian Truong



4. The Snow Dragon

Abi Elphinstone & Fiona Woodcock



5. Dragon Storm

Alastair Chisholm



6. Dragon Mountain

Katie & Kevin Tsang



7. Dragon Post

Emma Yarlett



8. Alex Neptune

David Owen



9. Darwin's Dragons

Lindsay Galvin



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# What Parents & Educators Need to Know about **SCHOOL AVOIDANCE**

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

## UNDERSTANDING SCHOOL AVOIDANCE

## IMPACT OF SCHOOL AVOIDANCE

### REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

### LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

### PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

### LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

### COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

### CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

## Advice for Parents & Educators

### WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

### MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

### FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

### REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

### Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

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