



School-Home Support

Charity Number: 1084696

2020/2021

IMPACT REPORT

"School-Home Support was an integral part of our town-wide inclusion strategy. It has been the difference between staying in school and being excluded for over a hundred young people."

Paul Turner, Assistant Director, Blackpool Council

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Jaine Stannard
(Chief Executive)

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Thank you
to our supporters

All names used in this report have been changed to preserve the individuals' anonymity.



Introduction

Covid-19 fallout

When children returned to classrooms in Autumn 2020, the attendance figures shocked us. As the only organisation in England working holistically with the family to help children who are persistently absent from school, get back to school ready to learn, we saw the financial and wellbeing impacts of lockdown on absence.

That first term back saw over 90,000 children with attendance under 50% – 30,000 more than the previous Autumn. We had to respond quickly as our Practitioners delivered almost a year's worth of interventions in one term. That pace has continued all year. We have had to adapt so we can continue transforming the lives of families we support, so that every child can thrive and achieve in education – and in life.

Looking ahead, we continue our plans to scale up our services to reach the one in nine children who are persistently absent each year. Thanks to the generosity of funders, we are proud to have expanded our work in Blackpool, London and Manchester, placing more School-Home Support Practitioners in schools and community settings.

I sincerely thank our funders and partners for supporting us during this time.

Shared Best Practice

On top of our day-to-day Practitioner work, we've also been collaborating with other organisations with similar aims as part of a wider piece of influencing work.

The Centre for Social Justice (CSJ) asked us to contribute to 'Kids can't catch up if they don't show up'. Going directly to the Government, the report uses our Practitioner model to recommend investment in professional support for persistently absent children.

We have also made inroads with Government Ministers and MPs; showcasing our work and raising our profile so we can influence policy and increase our profile. For example, I met with Alex Burghart, then Parliamentary Secretary to the Prime Minister, to introduce him to our work and how the Government might implement the CSJ's recommendations.

I wanted to finish by highlighting the story of one of the children we support.

GCSE Results Day

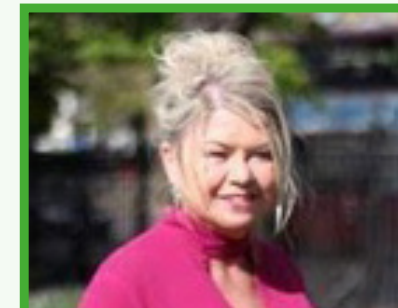
Results day is an anxious time, but this year was particularly stressful after a tumultuous term. Despite the difficulties, our students and Practitioners made us prouder than ever.

A perfect example is Alex, a student in Blackpool who has been supported by our School-Home Support Practitioner Kayleigh since 2019.

Alex struggled with anxiety, becoming abusive and aggressive at home and not attending school. His mum told Kayleigh how scared and at a loss she felt after his rages.

Kayleigh's plan involved moving him to a four-student class in alternative provision, which proved to be a huge success. He became a model student with 100% attendance. His case was closed, but his school asked Kayleigh to reopen it five months later, as he had started a college bridging course and they knew how strong their relationship was.

At first, he refused to sit his GCSEs to concentrate on functional skills. However, after working with Kayleigh, he decided to sit them and managed to achieve 5 GCSEs! This is an amazing achievement for a student who had been out of mainstream education for 2.5 years and highlights the invaluable work of our Practitioners.



**JAINE
STANNARD**

Chief Executive
School-Home
Support

Our theory of change

Our theory of change is what guides our work with young people, their families, and their schools.

It brings together the way we work, how we measure our impact, and the reasons why we do it all in the first place.

This keeps us accountable to ourselves and our funders, as our theory of change is a proven model for successful intervention. If the work we are doing follows this model, we know that we are working effectively.

“

This past year has provided different challenges for all of us, but for those we support, these challenges have been significantly worse. Thanks to our Achieving More partnership with School-Home Support, we have been able to provide vital practical and emotional support to help vulnerable children and families in Croydon.”

Sarah Smart, CEO of Reedham Children's Trust



What we do



Work with children



Work with schools



Work with parents

How we do it



Promote engagement between school and parents



Find practical solutions to education barriers



Develop relationships and personal resources

Our outcomes



Improved attendance and participation at school



Improved parental engagement in learning



Improved character and resilience

Long term outcomes



Improved wellbeing for children from disadvantaged backgrounds



Improved attainment of children from disadvantaged backgrounds



Improved life chances for children from disadvantaged backgrounds

Key statistics and stories

2020/2021

The need for our services has never been greater, our commitment has never been stronger, and our impact has never been more important.

Interventions, support, and interactions = lives changed

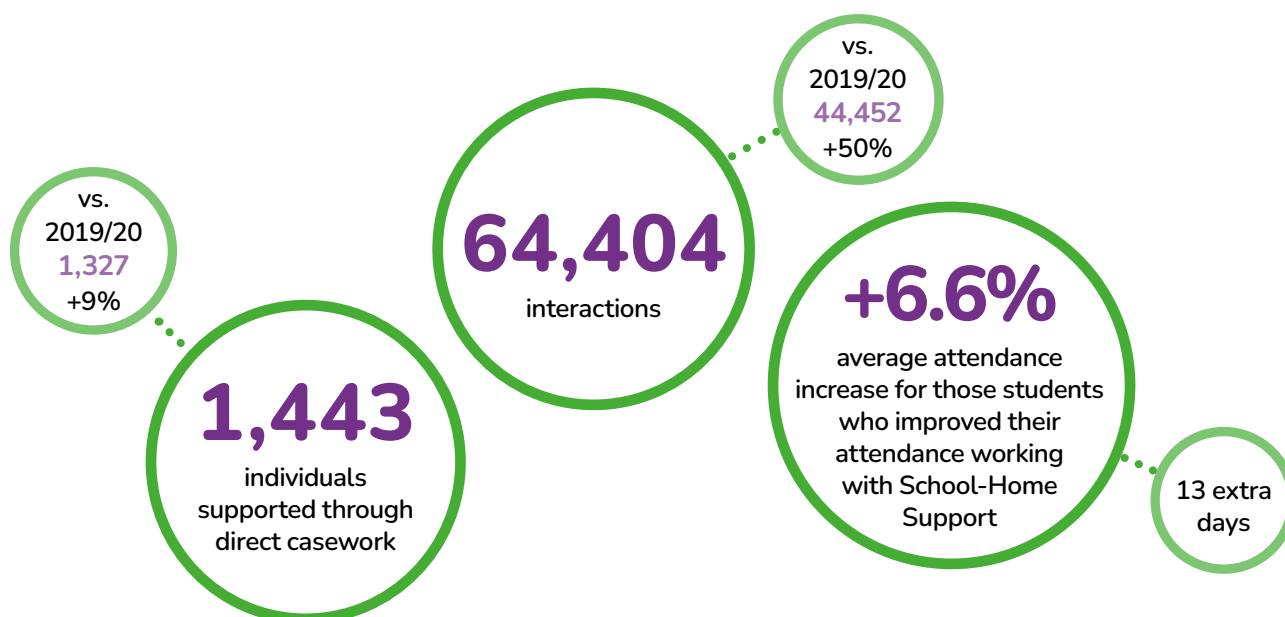
Three figures sum up the scale of our impact this year.

How Covid-19 changed our work

Our Practitioners' workloads have increased by over 30%, while our groupwork sessions have dropped by nearly 90% since 2018/19 due to Covid-19 restrictions.

Our Practitioners have helped more children and families than ever, all while working one-on-one in the most challenging of circumstances. Being classed as key workers early in the pandemic reflects just how important their work is.

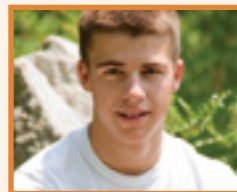
Turn to Page 8 for a more detailed breakdown of the situation on the ground.



GLOSSARY

You might see a few unfamiliar phrases over the next few pages. If you come across something you don't recognise, check the glossary below.

WORD/ PHRASE	DEFINITION	PUT SIMPLY
Intervention	A period of support via intensive casework, groupwork, and 'Early Response Support' support.	Our day-to-day work with young people/ their families.
Interaction	The individual instances of contact during an 'intervention'.	Each conversation, meeting, and contact with an individual.
Wider reach	Family or household members benefiting from our 'intervention' with an individual.	How we help the people close to an individual.
Early Response Support	Individual support that isn't 'intensive', often involving signposting, guidance, and de-escalation.	Helping young people quickly by sharing resources and speaking one-on-one.
Persistent absence	An attendance rate under 90% – the threshold for severe impacts on attainment and other outcomes.	Missing more than 1 out of every 10 school days.
Safe-guarding	Protecting children from abuse and maltreatment; preventing harm to their health or development.	Keeping children safe.



ADAM'S STORY

Adam lives at home with his mum. He was in a bad car accident which led to him spending six months in hospital, learning to speak, eat, walk, and talk again.

Before the accident Adam had a good group of friends and his attendance at school was not a concern. After the accident, Adam struggled to cope which often led to poor attendance and he became physically and verbally violent.

At home, Adam's parents had split following periods of domestic violence linked to his dad's substance abuse. Adam would often look forward to his dad's visits, only for him to fail to show up.

Adam's mum had resorted to bribing him with £20 if he stayed in school for the full week. While this incentivised Adam to stay in school, his behaviour didn't improve. It was at this point that School-Home Support started working with them.

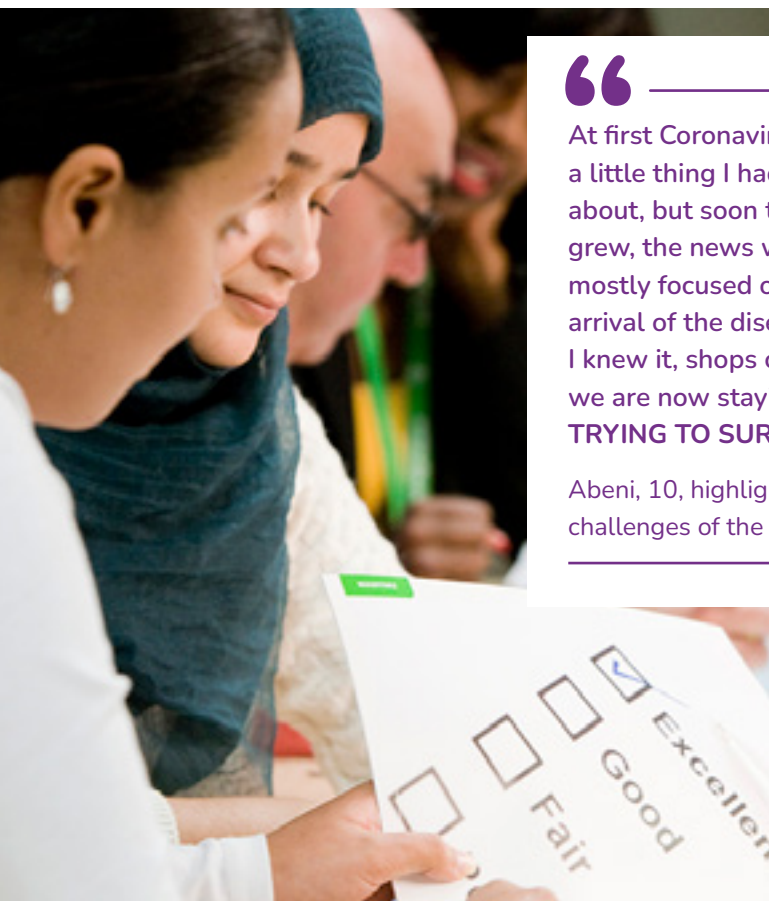
Working with Adam and his mum since June 2021, their Practitioner has supported and advocated for them in many areas, including:

- Organising and attending a meeting with a brain injury specialist to assess Adam and identify any issues needing specialist care
- Making Adam's school aware he is entitled to pupil premium and free school meals
- Working with Adam, helping him to trust his key worker at school

Adam's mum now knows how to contact the police if the situation gets violently out of hand.

Adam often reaches out to his School-Home Support Practitioner when he knows he's having a bad time and she works with Adam to help him back on course.

We will share many more statistics in this report and we also want to share the real-world impact of our work in a year that has challenged young people, families, and our charity in so many ways.



“

At first Coronavirus was just a little thing I had hardly heard about, but soon the disease grew, the news was now mostly focused on the new arrival of the disease. Before I knew it, shops closed and we are now staying at home, **TRYING TO SURVIVE.”**

Abeni, 10, highlights the challenges of the last 18 months

Improving school attendance

One in nine children is persistently absent from school each year. Persistent absence often precedes bigger issues, from low attainment to poverty and criminal offending.

The Timpson Review into School Exclusion found that every 1% of school sessions missed due to unauthorised absence was associated with 1% increase in the likelihood of permanent exclusion.

According to the Institute of Public Policy Research (IPPR)'s 'Making the Difference' report, each excluded pupil costs the state around £370,000 in additional education benefits, healthcare and criminal justice costs across a lifetime.

2018/19's cohort of excluded pupils will cost the Treasury an additional £2.8 billion.

**AVERAGE INCREASE
IN ATTENDANCE
OF PERSISTENTLY
ABSENT PUPILS**

10.3%

**PERSISTENTLY
ABSENT PUPILS
ACHIEVING
>90% ATTENDANCE**

18.3%

of cohort

Improving attendance, improving attainment

It's worth noting that not every young person we work with achieves an improvement in their attendance – but 67% of our 20/21 cohort did improve their attendance.

**AVERAGE
INCREASE
IN ATTENDANCE**

+6.6%

13 extra days

**AVERAGE INCREASE
IN ATTENDANCE
PER TWO YEARS**

32

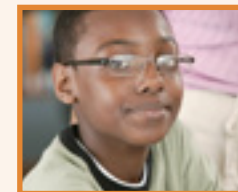
extra days in school

**LIKELIHOOD OF ACHIEVING
GCSE GRADES 5 (AND ABOVE)**

+10.4%

That 6.6% increase over one year of support significantly boosts attainment.

CASE STUDY



IBRAHIM'S STORY

Ibrahim's attendance was 64% when he was referred to School-Home support. We quickly realised that, if we were to address Ibrahim's attendance, we first needed to work with his mum on her mental health, career, and relationships.

We helped her write a CV and personal statement and apply for a college course, as well as providing her with tools and information to help her manage the emotional abuse she experienced in her relationship. On top of this, we brought her and the school more closely together to understand and implement Ibrahim's Education and Healthcare Plan.

Our Practitioners were designated as Ibrahim's key workers when lockdown was implemented, making our visits some of the only contact the family had.

All of this leads us to September 2021 – the start of the new academic year – in which Ibrahim's attendance was 100% and his mum has started an Early Years Education Course.

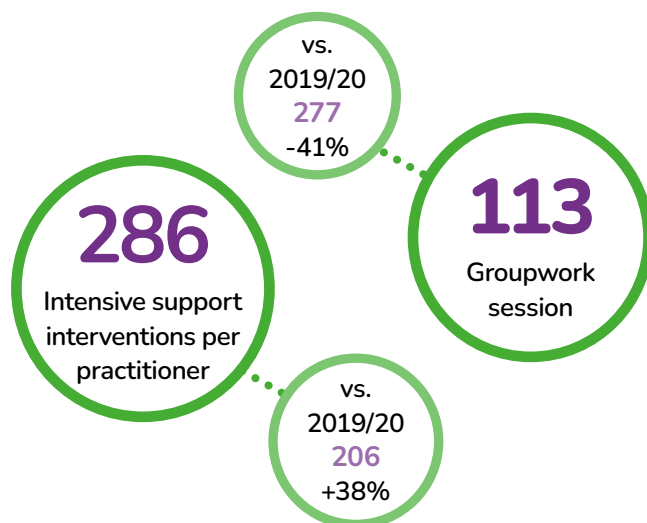
The day-to-day and the effects of the pandemic

In a year like no other, it's important to recognise how we've adapted to meet the needs of the young people and families we work with.

We are seeing a change in our day-to-day, as the families we work with are facing a series of crises exacerbated by the pandemic, including physical, mental, and financial health crises at once.

99% of individuals were facing at least two issues which required support to become effective and resilient, compared with 65% in 2019/20 and 49% in 2018/19.

A changing workload for our practitioners



We've worked with more individuals than ever, but in more one-on-one environments rather than group sessions. More people than ever have needed our support.

Issues facing young people and their families

TOP THREE PRESENTING ISSUES FOR PARENTS AND CARERS

- Progress to work (including redundancy, job losses, and furlough)
- Home and money (including housing and poverty)
- Wellbeing (including mental and physical health)

TOP THREE PRESENTING ISSUES FOR YOUNG PEOPLE

- Feelings and behaviour (including mental health)
- Confidence and self-esteem (including depression and anxiety)
- Friends (including loneliness and isolation)

“

My School-Home Support Practitioner has helped me get through things I tend to struggle with. She has been very helpful with making me comfortable within new environments. When I am upset or triggered, she allows me to let out my frustration.”

Tim, 10 years old

Safeguarding alerts spike dramatically

One of the most striking changes to our workload in 20/21 was the increase in



MOST COMMON ALERTS

- Domestic abuse
- Mental health

Safeguarding alerts our Practitioners received. Safeguarding alerts in both March and May 2021 were 70% higher than in September 2020 – correlating with the return to school and relaxing of restrictions around social contact.

Increasing our reach in target areas

We're working hard to improve our presence in key areas of the country, including: London, Blackpool, Bradford, Greater Manchester, Eastbourne and Kent. Our approach in each area is unique, using a targeted development plan based on their different needs.

Growing influence in Blackpool

Blackpool previously had the largest Pupil Referral Unit (PRU) in the country. Through the hard work of the School-Home Support team – along with other targeted interventions – the number of pupils using the service has dropped dramatically (Page 13 details these figures).

Paul Turner, Assistant Director of Education, notes that if he could start over, he would ensure School-Home Support worked in primary schools, not just secondary schools. We've taken this on board and, as of this year, are working in six primary schools and all eight secondary schools.

Page 13 details the projected savings Blackpool Council will make thanks to our contributions, along with other partners in its strategy to tackle exclusion in the town.

Stories from Bradford

Bradford is another area in which we've been working hard to increase our presence, specifically in its Holme Wood estate – one of Europe's largest estates and in the top 1% of most-deprived wards in the country.

There will always be more places where we are needed, always more young people and families who would benefit from our support, and we're working hard to reach them.

Growing our service and expanding our reach over the last year has been challenging and we're incredibly proud of the growth we've achieved.



“

Approximately 50% [of pupils with School-Home Support intervention] have become not persistent absentees and all others showed an improvement in attendance.”

Sarah Tolson, Deputy Head Teacher St Columba's School – Bradford

“

Our Persistent Absence figures reduced from 22.5% in 2018/19 down to 14.1% pre-pandemic.”

Clare Cosgrove, Head of School Knowleswood Primary School – Bradford

Sharing best practice

We're continually developing different ways of sharing our teams' knowledge with people who have a positive influence in young people's lives.

Continued growth of the School-Home Support Members' Forum

Our School-Home Support Members' Forum provides access to the knowledge and practical experience of the School-Home Support team to teachers, social workers, and support workers across the country.

Membership has grown by 15% in the last year, with the free online forum now providing around 500 members with access to information, support, and advice from our team of expert Practitioners on high-impact tools and techniques to address persistent absence.

Helping parents get proactive

As well as working with other professionals, we recognise the importance of equipping parents and carers with the skills and knowledge to tackle persistent absence.

We've continued to input our expertise into Learning with Parents sessions, as well as contributing to meetings at Academy Trusts and other school boards.

Bringing together parents, schools, and young people is key to creating long-term, sustainable change, which is why we are working so hard to bring all three parties closer together – whether as mediators, translators, or cheerleaders!

CASE STUDY



ASIL'S STORY

Asil is five years old and has autism. His limited verbal communication means he struggles to express himself and his behaviour can become erratic as a result.

Originally from Turkey, Asil and his family moved to London in 2020 and had a very limited social network due to lockdowns. On top of this, they had ongoing concerns around domestic violence from Asil's estranged father and multiple financial issues. Amanda, Asil's Practitioner, quickly realised how important it was to nurture a close relationship with Mum.

Amanda arranged a translator for Asil's school meetings, including his Education and Healthcare Plan review. This transformed their relationship with the school.

Amanda also organised for Mum to complete a course on Understanding Autism, equipping her to better manage Asil's needs. She also sourced a support cat for them. Their cat has

helped calm Asil and he now shows signs of thinking for others. Asil wants to care for the cat, fetching its bowl at mealtimes so it can eat like his family. He now listens to instructions (e.g. not jumping on furniture) because he doesn't want to hurt the cat. Having the cat has helped Asil understand boundaries and improve behaviour in the home.

Amanda also helped the family apply a bill cap with lenders and secured additional funding from Disability Living Allowance so that Asil could access additional care support through lockdown.

"My family moved to London with no one else to help us," Asil's Mum explained to us. "Finding Amanda has been so much help to us. I did not know about how everything worked and how to make sure my family got support, especially for Asil."

Influencing on a national level

Our impact continues to stretch far beyond the classroom, with our advocacy work reaching the highest levels of government, national media, and the third sector.

Reaching policymakers

In the last year, we've spoken with Parliamentarians and influencers alike.

We've been able to share deep insights from the frontline of early intervention with the people who can materially change the cycles of deprivation and low aspiration we're committed to tackling.

With every opportunity, we've spoken up for children and young people with the aim of guiding policy makers to address these systemic issues.

“

School-Home Support has contributed massively to our improvements around attendance. It also offers another layer of support for our extremely vulnerable families. Not only impacting on the academy, School-Home Support is also improving lives in the community.”

Andrew Hirst, Vice Principal
Tong Academy

HOUSE OF LORDS

Our Chief Executive, **Jaime Stannard**, submitted evidence to the House of Lords' Covid-19 Committee.

She explained how the pandemic threatened to worsen the attainment gap and why greater interventions were needed to address issues in the home.

MPs

Shadow Education Secretary Kate Green MP attended a School-Home Support **See the Impact** digital event, seeing first-hand the outcomes School-Home Support create for young people.

THINK TANKS

Jaime Stannard (CEO) continues her role on the Education Advisory Board of the Centre for Social Justice, advocating for early intervention, holistic support for families, and equal opportunities in education.

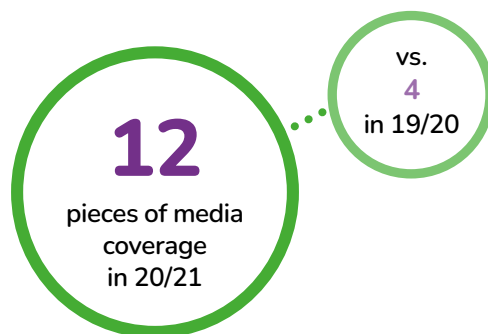
We have also contributed to work by the Social Market Foundation around 'The Opportunity Gap', focussing on parental engagement in tackling persistent absence.





Reaching the media

Our presence in national media and public conversation is on the up, thanks to strong campaigns and the support of our fantastic Royal Patron, Lady Sophie Windsor.



Lady Sophie was instrumental in our #HelloToKindness campaign with HELLO! Magazine, which saw School-Home Support feature on its front page and helped us tackle the silent pandemic of poverty, domestic abuse and malnutrition triggered by the Covid-19 crisis.

Our Royal Patron also discussed our mission on Sky Breakfast and ITV's Lorraine Show, reaching over a million viewers, increasing awareness of School-Home Support and our work, and raising over £25,000 in the process.

As a result of our media success this year, more people than ever are learning about School-Home Support and our work.

“

I did not know miracles could happen, our Practitioner did not give up on us! I was very low last year and now I am happy that things are changing. People have noticed that I'm less stressed and I can see my future now.”

Parent supported by School-Home
Support since July 2021

Reaching the public

Our digital **See the Impact** events were one of the biggest success stories of how we've adapted since 2019.



These events are integral because they show donors, supporters, and people of influence exactly what our work achieves and give our Practitioners some richly deserved recognition and celebration.

Delivering return on investment

We believe that young people should be able to achieve the best possible outcomes, regardless of their circumstances.

Improving opportunities for young people and their families also saves money for the taxpayer.

Understanding the value of intervention

It costs School-Home Support approximately £1,000 to fund one tailored plan, per child per year.

Our primary objective is to support each child to be at school, ready to learn and ensuring they stay in school. Our interventions have been proven to achieve this.

Compare £1,000 to the estimated £370,000 each excluded child costs the state over their lifetime – 7,894 in 2018/19 equating to £2.8 billion – then this is a remarkable return on investment.



Freeing up funding for education

Blackpool had the largest Pupil Referral Unit (per capita) in the country, with over 400 children using the service in one calendar year.

Through the hard work of the School-Home Support team in Blackpool – along with other targeted interventions – this figure has dropped to 110.

Such a large reduction in pupils in the Referral Unit has helped the Blackpool partnership reduce the projected Dedicated Schools Grant deficit from £8m to circa £1m by 2025–26, freeing up funds that can be reinvested into positive, proactive measures elsewhere within their inclusion strategy.

“

We are so fortunate to be working with and supported by School-Home Support. Their focus begins and ends with improving the lives of families in a real and practical way, through dedicated and passionate staff, and generous and compassionate sponsors. During this challenging year, School-Home Support has made a difference to so many of our school families.”

Sue Mason, Headteacher
at Brompton Westbrook Primary School

Putting numbers to the value of our work

“School-Home Support have been an integral part of our town-wide inclusion strategy.

Their work with hard-to-engage children and families has been well received by schools. The extra capacity has allowed them to focus upon the barriers to education which prevent the young people from meeting their potential and has been the difference between staying in school and being excluded for over a hundred young people over the course of the project.

It is difficult to attribute a cost-saving to the scheme as it has been part of a wider inclusion system. However, our Pupil Referral Unit and Permanent Exclusion numbers have reduced so significantly because of the drive for inclusion that I am certain that the money saved has significantly outweighed the amount that has been invested.

Certainly, schools are happy to support this initiative themselves, financially, which is the best indicator of success.”

Paul Turner, Assistant Director at Blackpool Council

Our plans for 2021/2022

The need for our services is continuing to increase year on year.

We've worked hard to make our plans for 2021/22 realistic, sustainable, and focused where it matters most.



Sustain support for our existing partner schools

As the pandemic continues, we will sustain support where we are embedded with our partner schools and communities. To provide our consistent high calibre support and help ensure that children return to school and make the most of their educational opportunity.

Continue to grow in target regions

We will scale up and consolidate our work in London, Blackpool, Bradford, Greater Manchester, Eastbourne and Kent, as well as consolidating our services in existing partner schools to ensure long-term sustainability.

We will also target new partner schools in these areas. Our approach is detailed through a targeted area development plan which sets out our ambitions for that locality and how we will achieve them.

Influence how vulnerable children access education

Whether through our School-Home Support Members' Forum or through closer work with ministers and policymakers, we will share our expertise as widely as possible to advocate for disadvantaged young people and their right to access their education.

We will continue to advocate through our networks in Parliament and the Centre for

Social Justice, connecting with new stakeholders to support and promote our policy-influencing agenda.

Identify and scope potential geographic expansion

We have used a wide range of data and information to identify and scope a new geographical area to expand into in 2022/23 academic year. As with all our work, we will be led by pupil absence data and cross reference this with other information including poverty, local priorities, and other agencies working in the area.

With all of this in mind, our new region for interventions will be Liverpool City region. We will develop a plan to deliver services in the city by the 2022/23 academic year.

Assess and adapt to the next phase of the pandemic

Zoom meetings have given us another avenue for connecting with parents on their own schedules and we'll be continuing the well-received coffee mornings we set up in response to the increased reports of loneliness.

We'll also be allocating resources appropriately to the changing Safeguarding concerns we've seen – from mental health and domestic violence to housing and financial insecurity.

Thank you to our supporters

Our work wouldn't be possible without the invaluable support of our sponsors, donors, and our brilliant teams.

In a year like no other, we're so thankful for all you've helped us achieve.

“

Our School-Home Support practitioner has had a huge impact on the attendance and overall welfare of some of our most vulnerable students. She has bridged the gap between families and the school, and often carries out home visits to support families in getting students into school, removing barriers such as travel, cost, or confidence.”

Nicola Carson, Assistant Vice Principal
at Cedar Mount Academy

With thanks to:

*The AD Charitable Trust
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Anna Barlow & John Shaw
Barclays
The Big Give
Blackrock
The Bloomfield Trust
Breadsticks Foundation
Bruno Schroder Trust
CAF Resilience Fund
The Childhood Trust
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School-Home Support

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