

A close-up photograph of two young girls. The girl on the left has dark skin and curly hair, wearing a white shirt and a dark vest. The girl on the right has light skin and straight hair, wearing a white shirt and a dark vest with a red collar. They are both smiling and hugging each other. The background is blurred, showing what appears to be a classroom setting.

2023/2024

IMPACT REPORT



School-Home Support

Strengthening the bridge
between home and school

Contents

3	Introduction	12	Attendance Support & Development Programme
4	The root causes of low attendance	13	Hear from the programme's participants
5	John's story	14	Our influencing work
6	Barriers to learning	15	Our route map for the new Government
7	Ruby's story	16	Our next steps
8	Our impact on attendance	17	Seb's story
9	Ivy's story	18	What it's like working with School-Home Support
10	Our model and approach	19	Thank you to our supporters
11	Where we work	20	Get in touch

In this report, all names of children, parents/carers and practitioners have been changed. Unless otherwise stated, we have used stock photos throughout the report to protect the identity of children and families.

Glossary

Word/phrase	Definition
Practitioners	Frontline family support workers that are placed in schools or community settings to support children and their families.
Persistent absence	An attendance rate of less than 90%, meaning the child is missing 1 in every 10 school days.
Severe absence	An attendance rate of less than 50%, meaning the child is missing 5 in every 10 school days.
Intervention	A period of support via intensive casework, group sessions or early response support. In other words, the support our practitioners provide to children and their families.
Activity	The individual instances of contact with an individual during a period of intensive support, including each conversation, meeting or contact.
Wider reach	Family or household members impacted by an 'intervention' with an individual.
Early response	Individual support that isn't 'intensive', often involving signposting, guidance, and de-escalation.
The Welfare Fund	A fund that our practitioners can apply to on behalf of families in need of urgent practical support, for things like emergency food, travel costs, and furniture.
The Uniform Fund	Funded by our partner Vanquis Banking Group, the Uniform Fund helps families who are struggling to afford the costs of school uniforms, so that financial worries don't stand in the way of children getting the uniform they need to go to school.

40 years of showing up for children and families

This year marks our 40th anniversary. For four decades we have shown up for children and young people, supported their families, and advocated for changes in education policy and practice to help them get the most out of school.

In 1984, our founder Bridget Cramp realised that her pupils needed support beyond the classroom to be able to fully engage in their learning and achieve their potential. Ever since, our practitioners have been showing up to build trust, resilience and skills across the whole family, making a long-lasting impact in the lives of children, families and communities by strengthening the bridge between home and school.

“It is more important now than ever to focus on addressing challenges outside the classroom.”

While we reflect on our journey, we recognise that there is still much work to be done. Almost **1 in 5 children are persistently absent** from school, losing days, weeks and months of their learning. Families today are facing unprecedented levels of difficulty, with issues such as poor housing, poverty, mental health and undiagnosed and unsupported SEND severely impacting children's ability to access the education they deserve. This is set against a backdrop of increasingly stretched public services that are unable to meet the demand for support. The data in this report speaks to this

need, and the complex and overlapping nature of these challenges.

It is more important now than ever to focus on addressing challenges outside of the classroom, so that children can access their learning within it. Our whole family support approach provides the solutions and resources that families need to overcome these challenges, and we will continue to call for a reformed education system that delivers a support-first, family-centric approach to tackling absence.

July 2024 brought a General Election and a new Government. In response, we set out a route map to tackle the ongoing school attendance crisis, and called for the sector to unite behind an ambitious 'moonshot' goal of **every child in school and ready to learn by 2050**. We hope that this will galvanise efforts to go further and faster in tackling one of the biggest challenges facing our education system today.

This year, we have continued our work towards our 3 strategic goals, as outlined in our ambitious **five year strategy**; reaching more children and families; supporting more schools to address persistent absence; and influencing policy and practice. This report is a snapshot of the significant progress we have made towards these goals this year.



J. Stannard

Jaime Stannard
School-Home Support
Chief Executive



The root causes of low attendance

OUR DATA

At the heart of our whole family support approach is working with families to understand and overcome the root causes of low attendance.

Families facing financial hardship

The ongoing cost of living crisis, coupled with increasingly stretched local services, continues to financially impact the families we support. We have seen a **57%** increase in the number of applications to our Welfare & Uniform Fund this year. The value of this support increased from £55,204 in 2022/23 to £90,264 in 2023/24. We continue to work with our corporate partners, and local and national grant giving organisations, to meet the needs of families with no means to purchase the essential clothes, furniture and household goods required to be able to access school.



57%

increase in applications to our Welfare Fund



55%

of children supported received free school meals



1 in 5

children identified 'where you live' as one of the biggest challenges they face



140%

increase in safeguarding alerts related to housing

Poor housing continues to be a major challenge for families

More than **1 in 5** (22%) of the children we worked with this year identified 'where you live' as one of the biggest challenges they face. This is a **16%** increase on 2022/23, and an **84%** increase on 2021/22. We have also seen a **140%** increase in safeguarding alerts related to housing this year, indicating the extent to which poor or inadequate housing is severely impacting the children and families we work with.

Identifying safeguarding risks

We have seen a **143%** increase in the number of safeguarding alerts submitted by practitioners, from 111 last year to 270 this year. This is indicative of our strong safeguarding provision, as well as the severity of need. Our specialist practitioners provide an essential bridge between school and home, so there are another pair of eyes to help identify safeguarding risks and resolve them in partnership with schools and other agencies.

See page six of this report for details of the top barriers to learning experienced by families this year, and our case studies for how our delivery model supports families to overcome these challenges.

John's story

“I felt like a failure because of the state of our home.”

I live with my wife and 5 children. The flat we live in was in a horrendous state. Every room was covered in mould, including the bedrooms where my children sleep. We tried our best to keep it clean but the mould kept coming back.

The situation was a great worry to my wife and I, especially as one of my children has asthma and would wake in the night very distressed. She would sometimes need to miss school as she was so tired the next day. Her attendance had fallen to 95% and I was worried she was going to miss more school if we didn't get some help.

My wife is the only one working and she was feeling the pressure of providing financially for the whole family. I felt like a failure because our home was in such a terrible state, I couldn't find a job, and I wasn't able to make things better for my family. I was at a low point with my mental health.

My children's school knew we were struggling and so introduced us to Jodie. She explained that she worked for School-Home Support, and that she could help us

with our housing situation. At first, I wasn't sure what she could do for us. I had already been in touch with the council several times and they were not making the changes I had asked for. But Jodie joined me on a call to the council, and helped me to explain the urgency of the situation. The next day, the council visited the house and arranged for the work to be done. It was such a relief.

Jodie really cared about our family and called me every couple of days so I could keep her updated on the progress of the work. We talked about how my family were doing, and how the children were getting on in school.

It took a while but the council treated every room in the house, until it was mould free and much safer for my children. This has made such a difference for my whole family. I feel as though a life has been saved by getting the support from Jodie when we did. With our housing problems resolved, we can focus on our children's education again.

John, Dad of 5



Barriers to good attendance

OUR DATA

When a family is referred to School-Home Support, practitioners work with both parents/carers and children to make an assessment of the key challenges they are facing, and which are acting as a barrier to children attending school.

The top three concerns identified by both children and parents/carers are the same as last year. This year, we have seen an increase in need across all areas for both children and parents/carers.

What worries parents/carers the most?



What worries children the most?



Parents top concerns continue to be around work, home and money

Nearly half (**43%**) the parents/carers we worked with this year identified 'work' as one of the biggest challenges they face. In addition, more than a third (**35%**) of parents/carers identified 'home and money' as one of the biggest challenges they face. The nature of the support our practitioners provided to parents/carers this year reflects these areas of need. Support activities relating to poverty and housing were recorded more than any other category.

Our data indicates that barriers to learning affecting the wellbeing of the children we support are rooted **primarily in the home and money** issues that parents/carers need support with.

Child mental health is a growing need

For the children and young people we support, 'feelings & behaviour' and 'confidence & self-esteem' continue to be among their top concerns, alongside 'where you live'. Safeguarding alerts relating to child mental health accounted for **17%** of all alerts submitted this year, which is a **113%** increase on the previous year.

Support provided to children and young people this year focused on building confidence and self-esteem, managing their feelings and emotions, and improving their mental health and wellbeing.

Ruby's story

“Carol helps with situations at school and at home.”

10 year old Ruby lives with her mum Terri and her older sister. Ruby is autistic and has ADHD. She was struggling with friendships and regulating her emotions. This was impacting her school attendance, which had fallen to 83%. I work as a School-Home Support practitioner at Ruby's school, and the family were referred to me for support.

Terri explained to me that she was struggling to manage Ruby's behaviour at home, and that she could be violent and end up hurting herself or others around her. This often happened in the morning before school, and Ruby would then be late or unable to attend at all.

As Ruby needed support with regulating her emotions, I made a referral to a counselling programme. A specialised counsellor now visits Ruby in school once a week. Each morning, I call up Terri to check in on how Ruby is doing, and to offer support with getting Ruby to school. If they are having a difficult morning, I will make a home visit to support the family and take Ruby to school.

I have a weekly 1-1 session with Ruby in school, where we have been working through a worry toolkit, and learning about our reactions to anxious feelings. I encouraged Ruby to join the art therapy group I run, as well as my positive friendship group, where we discuss what it means to be a good friend and how our words can affect people's feelings.

Slowly, things started to improve. The morning routine and the journey to school is getting easier for Ruby. Terri has shared with me that she feels much more confident managing Ruby's behaviour at home. I have noticed that Ruby's attitude towards school has changed, and she is now coming into school happier and ready to have a positive day. After 6 months of support, Ruby's attendance has increased to 89% and we'll keep working together to build on this.

Carol, School-Home Support Practitioner

“Carol helps me with a lot of things, such as making new friends, baking, and helping with my emotions. Carol helps with situations at school and at home and will do home visits to check in on you to see how you're doing. Carol is kind, helpful and funny. Carol helps me even when I'm in a really bad mood and will always try her best to calm me down.”

Ruby, aged 10

Our impact on attendance

OUR DATA

Our whole family support approach strengthens the bridge between home and school and delivers a range of positive outcomes for the short and long term. As well as additional days in school, we continue to measure and celebrate the important milestones on the journey towards good attendance.

In 2023/2024, we directly supported **5,937** individual family members, which is a **13%** increase on last year. **7 in 10 children** from our intensive support cohort improved their attendance after support. Of these children, those who were persistently absent spent an average of **22 extra days** in school. Those who were severely absent spent an average of **46 extra days** in school.



7 in 10 children improved their attendance after support

Persistently absent children

926 Children supported

Severely absent children

186 Children supported

11% = 22

Average attendance increase for **persistently absent** children

Extra days in school

23% = 46

Average attendance increase for **severely absent** children

Extra days in school

Milestones towards improved attendance

We measure the journeys of change for both children and parents/carers via Outcomes Star™ which provides a holistic assessment of areas of need impacting a child's attendance or a family's circumstances. Whilst working on improving school attendance, Outcomes Star™ enables us to recognise, as a result of practitioner support, the great progress made in areas such as behaviour, engagement, or wellbeing. We continue to celebrate important milestones in these journeys, in addition to more days in school.

80% of all parents/carers improved engagement with school and learning

88% of all children and young people improved their behaviour

89% of all children and young people improved their wellbeing

Ivy's story

“It has really helped knowing that we have Jenny's support and that school knows what's going on in our family.”

My 10 year old daughter Ivy goes to school in a different town to where we live. I usually drive her but I recently lost my driving licence, and so now have to take multiple buses to get her to school. I have a new baby, and have to take them with me on the long journey too. It was putting a big strain on my finances to pay for all the bus journeys everyday and sometimes I just haven't been able to get Ivy to school. Her school told me that her attendance had fallen to 89%, and this meant she was persistently absent. They referred us to Jenny, who works for School-Home Support.

Jenny got to know us and our situation and I didn't feel judged by her for not always managing to get Ivy into school. We talked about the fact that Ivy's dad lived much closer to school and she supported me to arrange for Ivy to stay with him more during the week, so it was easier to get to school.

A few weeks later we heard the awful news that my dad, Ivy's grandad, had

been diagnosed with a terminal condition and only had a few weeks left to live. This was incredibly difficult for all of us, and Ivy found it very hard to process. It made it much better that Jenny did some activities in school with Ivy that helped her work through her emotions. Ivy showed me a memory jar that she made in her sessions with Jenny which she had filled with special memories of her grandad.

As we worked through this difficult time it was hard to get Ivy to school, and I know her attendance has now fallen even more to 82%. I am worried about this but it has really helped knowing that we have Jenny's support and that school knows what's going on in our family. When we're ready, I know that Jenny will help us to get Ivy's attendance back up again.

Jess, Ivy's mum

Our model and approach

GOAL 1: REACH MORE CHILDREN AND FAMILIES

At School-Home Support, we use a child-centred approach, but it is through whole family support and an ambition to **strengthen the bridge between home and school** that we deliver a lasting impact for children, young people and families.

We look beyond the school gate and work with families to understand and overcome the root causes of absence. We build trust, resilience and skills across the whole family, to create enduring positive changes within families and communities.

Our theory of change

Our theory of change guides our work with children, their families and their schools. It is a proven model for successful intervention that brings together the way we work, and how we measure our impact.



"My practitioner is sound. I can openly talk to him. He always listens to my concerns and I feel I'm not judged in any way. He goes the extra mile to help me and my Aunt."

Connor, aged 14

"Many professional people have tried to help Marcus and nothing has changed. I don't know what you've done or how you've done it, but I feel like I've got my son back."

Sadie, Marcus' mum

"Ashley has helped me to define being a parent to my children. I wanted to be the best parent I could be but also wanted to be their best friend. This was causing a lack of respect and pushing the boundaries between us. Ashley has helped us form a better relationship. I am now someone my children respect and they know they can always come to me for support and advice."

Sarah, Cassie's mum

Where we work

GOAL 1: REACH MORE CHILDREN AND FAMILIES

Increasing our reach

School-Home Support practitioners are now supporting families in seven locations across England: Blackpool, Bradford, Eastbourne, Kent, Liverpool, London and Manchester. Many more children nationally benefit from our approach, due to our work with schools sharing best practice and training school staff nationwide.

In 2023/2024, we worked with **95** different educational settings, including primary, secondary, alternative provision and SEND specialist settings.



95
educational
settings

“The difference the practitioners have made, even in a short amount of time, has been amazing. They have been able to identify the real barriers to children’s attendance in ways that we couldn’t as a school.”

Nicola Harrop, Primary School Headteacher in Liverpool

Spotlight on the Liverpool Project

School-Home Support offers bespoke outreach support to families of pupils referred into our service from 22 schools across Liverpool. These schools have been identified by the Department for Education and Liverpool City Council as having the highest levels of pupil absence.



Lee, School-Home Support Practitioner working in Liverpool



How do you work with children and families in Liverpool to improve attendance and outcomes?

The role is varied, no two days are the same. It's so much more than attendance. I support a lot of families with housing issues, and signpost families to other services in Liverpool. I issue foodbank vouchers to ensure families have enough food, and apply for grants from external providers. And of course, I communicate regularly with schools, especially with their attendance leads.

Could you share a key success story?

A notable success of this year was a Year 11 pupil whose attendance was just 17% when he was referred to me in the Autumn 2023. He left school in May with an attendance of 63.6%, having achieved 7 GCSEs and with a place secured at college for his A Levels.

What have been some of the challenges?

Before this project School-Home Support was not well known in Liverpool, and so we had to gain the trust of both the schools and the families, and prove ourselves quickly. A key challenge for families in Liverpool is housing insecurity, and while we feel some relief when temporary accommodation has been arranged for a family, it can make travelling to school very difficult. In these cases we can support families with travel passes to help alleviate some of this pressure.

Attendance Support and Development Programme

We understand the immense pressures schools face in sustaining good attendance. As part of our commitment to developing alternative ways of supporting schools across England, we have launched our new Attendance Support and Development Programme, a training programme to **upskill school staff with attendance responsibilities**.

The main goal of the programme is to equip participants with the skills, knowledge, and confidence needed to address the complex needs of children, young people and families. The programme focuses on **uncovering and understanding the underlying causes** of persistent and severe absence using strategies like whole family support, early intervention and parental engagement.

What does the programme include?

By participating in the programme, school staff have access to:

- Interactive training sessions
- Job shadowing & direct observations
- Individual supervision
- Network meetings
- Personalised guidance and support
- Guided self-evaluation

[Find out more on our website.](#)

GOAL 2: SUPPORT MORE SCHOOLS TO ADDRESS PERSISTENT ABSENCE



Hear from the programme's participants

GOAL 2: SUPPORT MORE SCHOOLS TO ADDRESS PERSISTENT ABSENCE

Sarah Smith

Executive Headteacher, Blackpool

“What we need as leaders within our town is practical advice in a timely manner.”

In our school we're doing everything we can to support attendance. What we haven't got is a massive resource. We have a family support team who work incredibly hard, engaging with parents and developing those really good relationships which are critical to improving attendance, but we don't have a mass of them. The Attendance Support and Development Programme allows our staff to access high-quality supervision. This would usually fall on me to do, but on a realistic school day I don't have time to do that.

This programme allows us another way in, with more ideas, more support, and more guidance on how we can engage those hard to reach families. Blackpool is a challenging place to work but an amazing one in the same regard. What we need as leaders within our town is practical advice in a timely manner. We have the best people doing the right job. We just think that they could be even better if they have access to the right training.

Georgia Cassidy

Head of Year, Star Academy Salford

“When you're in the middle of it, you just don't have that way of looking at things differently.”

Attendance can be massively challenging to talk about with parents, because a lot of the time it just rings bells of courts and fines. The biggest change the Attendance Support Programme has made for me is building my confidence to have those conversations with parents. Having the family-centric approach in everything we did on the course has helped me to bring that into those parental conversations.

The supervision sessions have been really good. The cases I brought were the most challenging ones that I knew I needed to work on for these children. It's different when you're working with internal colleagues because we're all doing the same thing, but having a new, fresh perspective is just brilliant, because there's things that you just don't think of, and when you're in the middle of it, you just don't have that way of looking at things differently.

Our influencing work

GOAL 3: INFLUENCE POLICY AND PRACTICE

The goal of our influencing work is to improve policy, practice and systems so that they work better for children and families. We campaign on behalf of the families we support to ensure children don't miss out on school and families are able to access bespoke whole family support, at the earliest possible time.

Amplifying parent's voices

In September 2023 we were part of a landmark study that found that there had been a **profound change in parental attitudes** to the idea of full-time school attendance in the years since the Coronavirus pandemic. The joint research project behind the report was carried out by Public First, working with a coalition of education charities including School-Home Support.

The report shone a light on the frustration felt by many parents, which had led them to feel that attending school everyday, in a system that is underfunded and lacks nuance, was no longer necessary. The findings were covered widely in the media, and on the day of the report launch a parent supported by School-Home Support spoke on Radio 4's Today programme.

[Read the report on our website.](#)

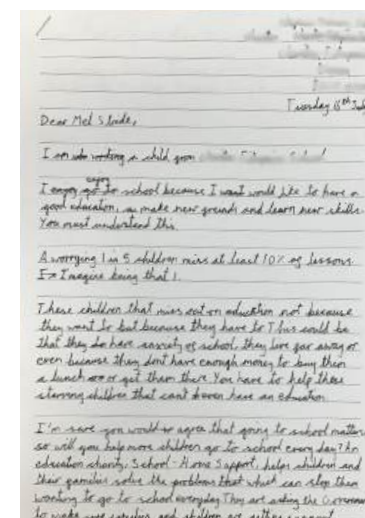


"It is a struggle to get the kids to school, especially when you're a lone parent, you've got to do it by yourself, you've got to find that money just to get them into school."

Parent supported by SHS

Going to School Matters

Following the General Election in July 2024, we launched a new campaign inviting children aged 7-12 to **write letters to their new local MP**. We asked them to write about why school attendance matters, what some of the difficulties they or others face in attending school, and suggest ways MPs can support schools better. For maximum impact, letters were all sent during the same week, and children across the country had the opportunity to have their voices heard in Westminster.



Addressing the school attendance crisis: Our route map for the new Government

In a new policy report published in the run up to the new Government's first King's Speech, we called for a commitment to an ambitious 'moonshot' goal to see **every child in school and ready to learn by 2050**, achieved by implementing a support-first family-centric approach to tackling absence that recognises the underlying causes.

We set out a 10 step plan for what the new Government should achieve in the first 100 days, the first year, and the first five years, to move the country towards an inclusive education system which provides opportunities for all children. The report was covered in Schools Week and sent to key decision makers and opinion formers as part of our wider advocacy work.



What is the change we want to see?

Families supported & engaged

With the complex barriers to attendance understood and addressed, and parents engaged with their child's learning.

Schools supportive & supported

Encouraged and rewarded for best practice with families.

Local services collaborative & preventative

With the whole community responsible for attendance and funded to give schools and families the support they need.

[Read our route map on our website.](#)

GOAL 3: INFLUENCE POLICY AND PRACTICE

What are we asking the Government to do?

100 days

- Set moonshot goal to see every child in school
- Commit to funding a whole family support practitioner for every school

1 year

- Include attendance in strategies to tackle child poverty & housing
- Publish best practice guidance for schools on working with parents/carers
- Review the effectiveness of the attendance guidance
- Mandate schools to train staff to embed a support-led approach
- Consult on a new vulnerability code for attendance registers
- Reform Ofsted to incentivise family support and inspect attendance with safeguarding

5 years

- Create statutory duty on local authorities to provide early help
- Complete the national roll out of reformed family hubs

Our next steps

As we enter the third year of our five year strategy, we remain guided by our vision to see **every child in school and ready to learn by 2050**. In 2024/2025, we will make the following steps towards our three strategic goals:

Goal 1: Reach more children and families

We will continue to scale our delivery of direct work with children and family members by:

- Retaining all existing relationships with current partner schools that have a School-Home Support Practitioner.
- Expanding the delivery of services to Sheffield and Birmingham.
- Embedding our new data portal, using it's deeper insights to strengthen our impact and widen our reach.

Goal 2: Support more schools to address persistent absence

We will support more schools to embed our whole family support approach by:

- Delivering a range of support options to help schools develop a family-centred approach to tackling absence.
- Enriching School-Home Support's membership offer to encourage best practice and provide a professional network for those carrying out this important work.

Goal 3: Influence policy and practice

We will continue to build on our success in advocating for change for the most vulnerable children and families by:

- Campaigning for a support-first, family-centric approach to tackling absence.
- Sharing our insights and expertise with policy makers and opinion formers about what works.
- Ensuring that the voices of our children and families are heard.



Seb's story

“Some families are easily overlooked.”

I first met 15 year old Seb when he moved to one of the schools I work in as a School-Home Support practitioner. Seb is autistic, and is a quiet and introverted character. His attendance was very low at just 22%.

I learned that Seb was badly bullied at his previous school, and that the bus journey to his new school went directly past his old school. Seb found this very distressing, and he would travel into school late when class had already started, or he wouldn't make the journey into school at all.

Seb's mum Angela uses a wheelchair and cannot support him on the bus journey to school. I met Angela, and began speaking with her daily, to build a picture of the family's situation and the other areas where they needed support.

Initially, I arranged for a council-paid taxi service to take Seb to school and start building his attendance back up. I made a home visit and found that the family were living in a two floor property, where the kitchen was too small for Angela to move freely in her wheelchair.

Angela explained that she had requested a move to a more suitable property, but the landlord had not been able to provide this. I made a referral to a housing association for advice on finding a more suitable home. I also had some concerns for Angela's general wellbeing, and so signposted her to Citizen's Advice for support around building her confidence.

Now that Seb is able to get to school more regularly he is feeling more comfortable when he's there, and knows he can come and speak to me if he ever has any worries. Seb's attendance has since increased to 58% and, with support in place, he will continue building on this.

Some families are easily overlooked. Seb was no cause for concern at school apart from his low attendance. Angela is full of life and well engaged, so it can be easy to presume families like this don't need our support.

Mike, School-Home Support Practitioner

”

PRACTITIONER VOICE



What it's like working with School-Home Support

Partnership spotlight: Vanquis Banking Group

We are incredibly proud of our partnership with Vanquis Banking Group (VBG), who have funded our work in Bradford and Kent since 2016.

The School Uniform Fund

In 2022, as families faced the greatest cost of living crisis in decades, VBG responded to this challenge by introducing a School Uniform Fund, which our practitioners can now use to provide a child with all the clothing they need to feel comfortable at school. Crucially, this fund acts as a 'trojan horse', allowing practitioners to provide immediate financial relief that builds trusts with families, before going on to provide the more intensive support that many families need. This incredible programme received great coverage in local press including The [Yorkshire Post](#) and the [Telegraph & Argus](#).

An award-winning partnership

We were delighted that our partnership with VBG was highly commended under the Banks and Financial services category at this year's Business Charity Awards 2024. It was fantastic to be recognised alongside so many inspiring charities who are supported by passionate and enthusiastic businesses who share a joint mission.



OUR SUPPORTERS

Raising Aspirations

Through our partnership, VBG employees have generously donated their time, skills and expertise to encourage children from all backgrounds to consider a career within the financial sector, delivering aspiration sessions for children we support at their offices.



“This partnership is now stronger than ever, evolving to meet the needs of the families we support. Together we have ensured children can be in school and ready to learn and we were incredibly proud and honoured to have this recognised by making the Business Charity Awards shortlist this year.”

Cathy Prior, Social Impact Programme Manager at VBG

Thank you to our supporters

Allan & Gill Gray Philanthropies

A&O Shearman

The Big Give

BlackRock

The Bloomfield Trust

Breadsticks Foundation

Charles Hayward Foundation

The Childhood Trust

The Cinven Foundation

CIBC

The Colyer-Fergusson Charitable Trust

The Dulverton Trust

Findlay Park

Garfield Weston Foundation

The Haberdashers' Company

The Hands Family Trust

John Shaw and Anna Barlow

Loomis Sayles Investments Ltd

MariaMarina Foundation

The Montier Charitable Trust

The Panmure Liberum Foundation

Pears Foundation

Q Charitable Trust

Reed Smith

Stewarts Foundation

St James's Place Charitable Foundation

Terra Firma

United St Saviour's Charity

Vanquis Banking Group

Veronica and Lars Bane

Weil, Gotshal and Manges (London) LLP

Wesleyan Foundation

Westminster Foundation

The Worshipful Company of

International Bankers





School-Home Support

GET IN TOUCH

SUPPORT US



schoolhomesupport.org.uk

enquiries@shs.org.uk

Registered charity number: 1084696