

2022/2023

IMPACT REPORT



School-Home Support

A group of young children, including boys and girls of diverse backgrounds, are walking down a school hallway. They are holding hands and smiling. The children are wearing school uniforms: white shirts and dark skirts or trousers. A teacher is visible in the background, walking with them. The hallway has white walls, blue lockers, and a wooden floor.

Tackling absence well: The case for
Whole Family Support through schools

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"Sarah (School-Home Support Practitioner) was amazing and if it wasn't for her, my daughter wouldn't be in school."

Maria, Manchester

"Since having the 6 weeks of support from Maria (SHS practitioner), my son has moved up a set in English, he seems happier at school and his attendance has gone up. He's got some positive behaviour points too."

Theo, Liverpool

"Amy's attendance was low, I needed help to better support my child, I needed financial assistance (Welfare Fund, Income Max), I needed help with housing, I needed help with my mental wellbeing/my children's mental wellbeing, I had concerns regarding my child's behaviour. Our practitioner, Helen, was great and gave us a lot of support. She really helped getting Amy back in to school."

Laura, London



Behind each statistic there is a child who needs to be at school

INTRODUCTION
FROM OUR CEO

I wanted to start my introduction to this year's impact report by acknowledging the shocking attendance statistics that have now unfortunately become the norm since the pandemic. Official statistics for Autumn 2022 state that 1.7 million (1 in 5) children are persistently absent from school.

These children are missing at least 10% of their schooling each year and many are missing much much more than this, with some disappearing from education forever. This figure has doubled since the pandemic which is why so many policy makers and commentators are saying that we are at a crisis point and urgent action is required.

We know that behind each statistic there is a child who needs to be at school in order to have the best start in life. In my experience most families want their children to make the most out of their education so they can maximise future life chances.

The underlying causes of persistent and severe absence (children missing more than 50% of their schooling) are complex and there are certainly no quick fixes. Addressing these causes requires a multi-faceted approach involving schools, families, and communities.

What we see day-to-day with the families we support is indicative of the wider problems in society.

Cases continue to be more complex than pre-pandemic, we have seen an increase in applications to our Welfare Fund and housing has spiked as a significant issue this year for the children we support. No child should have to live in insecure, unsuitable or poor quality housing, but many do and this is a barrier to children attending school. We need a sustainable solution from the whole education community and a response to the attendance crisis from across the government.

"Families across England need practical help and support now"

Here at School-Home Support, we are advocating for a service of whole family support practitioners that can take the time to dig a little deeper to unpick the issues behind children's absence from school and offer bespoke support to all members of the family. Schools, councils and parents are doing their best but they can't do everything. And, families need urgent, comprehensive support that addresses the challenges they are facing.

I'm very proud of our achievements this year - the first year of our new five year strategy. Our practitioners continue to provide life changing support to thousands of families across England. We launched our first national campaign, with our Dig a Little Deeper campaign. We have developed a new service delivery model to support schools to increase attendance which we will pilot in 2023/24. And we continue to consolidate and grow in the areas where we deliver our face to face services.

I am so thankful to our wonderful supporters, funders, partners and keen advocates that allow us to deliver our work. We are committed to continue our work with renewed determination and build upon our achievements to reach more families and children, support schools to address persistent absence and influence policy and practice.



JAIME STANNARD
School-Home Support
Chief Executive

Tackling Absence Well: the case for Whole Family Support through schools

Our practitioners provide bespoke whole family support to help understand and tackle barriers to good school attendance and attainment. Our remit is to improve attendance. We do this by building trust, resilience and skills across the whole family.

Children and families are at the centre of everything we do. We work with them to create a positive cycle of support. Our ultimate goal is to make an effective, long-lasting impact in the lives of children, young people, families and communities we serve by strengthening the bridge between home and school. In order to achieve this, we implement strategies and practices following a sustainable framework.



Framework for sustainable support outcomes

Comprehensive approach

Our practitioners look at the various interconnected factors affecting a child's ability to access their education, such as family dynamics, socio-economic conditions and community support, to provide bespoke support.



Targeted intervention

Our practitioners have access to a network of services and knowledge that allows them to use resources effectively, maximising the impact of their support.



Building capacity

By working closely with families, schools and communities, our model aims to build capacity and empower individuals and educational setting to sustain the positive outcomes achieved during our intervention.



Data-driven approach

Our model incorporates data collection and analysis to make evidence-based adjustments and adaptations, ensuring the sustainability of our efforts.



Collaborative partnerships

We foster collaborative partnerships with policymakers, funders, think tanks, and community groups to access resources, share best practices, and advocate for sustainable investment in whole family support services.



Supporting families with complex issues and challenges

WHAT WE ARE SEEING
ON THE GROUND

As families continue to grapple with the lingering effects of the pandemic, the cost of living crisis and cuts to essential services, the demand for support has continued to grow over the past academic year.

The number of interventions each practitioner dealt with has increased year on year by **3% to 261** from 252 and continues to be 26% higher than pre-pandemic levels.

Practitioners provided crucial assistance directly to **5,248 individuals** - a combination of children and family members. A notable **67% of these families** were facing at least two complex challenges simultaneously. And, the number of applications to our Welfare Fund has increased by a significant **86% climbing** from a total funding value of £29,654 in 2021-2022 to £55,204 in 2022-2023.

An important **shift in support needs** has also arisen this year. There has been a significant (57.7%) increase in children identifying housing as one of the biggest challenges they face. And although overall housing safeguarding alerts remain relatively low, a **40% increase** from the previous year highlights the dimension of the housing crisis.

86%

Increase in
applications to
our Welfare Fund

57.7 %

Increase in
children identifying
housing as one of
the biggest
challenges they
face

26%

Increased
interventions.
Higher than pre-
pandemic levels

40%

Increase in
safeguarding alerts
related to housing

5,248

Children and family
members directly
supported

67%

Families dealing with
at least two complex
challenges
at home

SASHA'S STORY: PAST TRAUMA WAS A BARRIER TO GOOD SCHOOL ATTENDANCE

Sasha's school attendance dropped to just 30%, leading to her referral to School-Home Support. She presented significant trauma causing emotional and physical barriers to school attendance. She struggled with anxiety, making it hard to connect with peers and leave her home.

Lory, School-Home Support Practitioner, built trust with Sasha, helping her attend school, communicating with her mum, and arranging support from the school nurse and Child and Adolescent Mental Health Services (CAMHS).

As the year went on, Sasha's attendance improved to 80%, and she grew more confident in school, considering her future goals. Her relationship with her mum and Lory improved, and she followed school rules better.

Though her attendance is not at 100% yet, Sasha continues to work with Lory to improve her attendance as her confidence grows and her trust issues ease.



Our impact on the young people, families and communities we support

OUR IMPACT

School-Home Support provided intensive support to **885 children in 2022-23**. An impressive 70% (616 children) of those achieved an average increase of **8.4% in their attendance rate**. This is the equivalent to an **additional 17 days in school**. The average length of support for all students was 8 months. The average improvement in attendance for all 885 children was 3%, which equates to **an extra 6 days in school per year**.

Support provided to persistently absent children

The average attendance at start of support for this group was 68%. The average length of support for persistently absent students was 8 months.

73%

Improved their attendance

10%

Average improvement in attendance

20

Extra days in school

Support provided to severely absent children

The average length of support for these students was 6 months. The average attendance at start of support for this group was 24%.

86%

Improved their attendance

20%

Average improvement in attendance

40

Extra days in school



CELINA'S STORY: IT IS GOOD TO HAVE SOMEONE WHO REALLY UNDERSTANDS MY SITUATION

Celina's school referred her to School-Home Support practitioner Melissa because of worries about her wellbeing and how she was presenting at school. Sadly, the family had lost Celina's mum and so it was just Celina and dad at home. Without much contact with dad, school was not making any progress in improving things for Celina and her attendance was just 77%.

Melissa went to visit the family at home and saw that the house was very untidy and cluttered and wasn't a safe environment for Celina to be living in. Dad was facing several challenges: he did not work and was struggling financially. Sometimes they had no food at home and dad was reluctant to engage with school and ask for the support they needed.

Melissa spent time getting to know the family and really listening to them, as well as sharing her own experiences to put Celina's dad at ease and reassure him that she understood the challenges they were facing.

Melissa used the School-Home Support Welfare Fund to get Celina a new winter

uniform, a coat to make sure she was warm and comfortable going to school and a new fridge. She also made a successful application to Buttle UK, which paid for bereavement counselling for Celina, as well as a pass for the local theme park to enjoy at the weekend and during school holidays. The grant also meant that Celina could go shopping for her own clothes, which she really enjoyed doing.

Melissa worked with Celina's dad to make some home improvements too. As they had built a strong, trusting relationship, dad now knows that if there is a time they are struggling for food he can reach out and receive food parcels from school. Dad also got a full time job which has greatly eased their financial pressures and improved his mental health and confidence.

At school, Celina is presenting much happier, her attendance has increased to 93%. And, dad is now more willing to engage with school, and will seek help rather than ignoring any issues that develop. He has shared with Melisa that it is good to have someone who really understands his situation.

Supporting young people, children and families beyond attendance

OUR IMPACT

Our practitioners support families where attendance is not the lead issue too. Children may have a high attendance rate but present significant behaviour issues or other problems which affect their wellbeing and ability to get the most out of education.

If these barriers are not addressed, young people are at risk of becoming disengaged from education and their attendance will often suffer.

When we analysed the attendance change during our interventions this year, 30% of the children we supported showed a lower attendance percentage at time of reporting than at the point that support started.

For some of these children, attendance will improve in the future, others will see improvements in behaviour and engagement. Sometimes the wider system is not well enough resourced to provide support at the right time. Our practitioners play an important role in signposting children and families to external agencies, but if they aren't in a position to support families, this will affect the outcomes of our support. For example, when a family is in temporary housing miles from school, it can take them many many months to navigate the complex system to improve their situation and get adequate housing.

School-Home Support Practitioners do not give up on those whose attendance continues to decline. Our service aims to provide a positive constant to keep young people safe in schools, providing the support they need and avoid losing them from education.



ISAIAH'S STORY: MUM WAS OFTEN CALLED INTO SCHOOL DUE TO ISAIAH'S BEHAVIOUR

Isaiah's attendance was at 81% when he was referred to School-Home Support practitioner Jane. She stepped in with 1-1 support sessions, a lunchtime club and a group to improve Isaiah's social skills.

These interventions resulted in significant improvements; Isaiah became calmer, more focused, and better at handling frustration. His teacher noticed the positive changes, and the family felt more engaged with the school.

Isaiah's mum was relieved as she no longer received phone calls about his behaviour, leaving them supported and grateful for the progress made.

Although his attendance dropped to 80% towards the end of the academic year due to other issues the family faced, School-Home Support worked together with mum and school, and were able to keep Isaiah in school, ready to learn.



Tailored strategies to support each individual's needs are essential to achieve positive change.

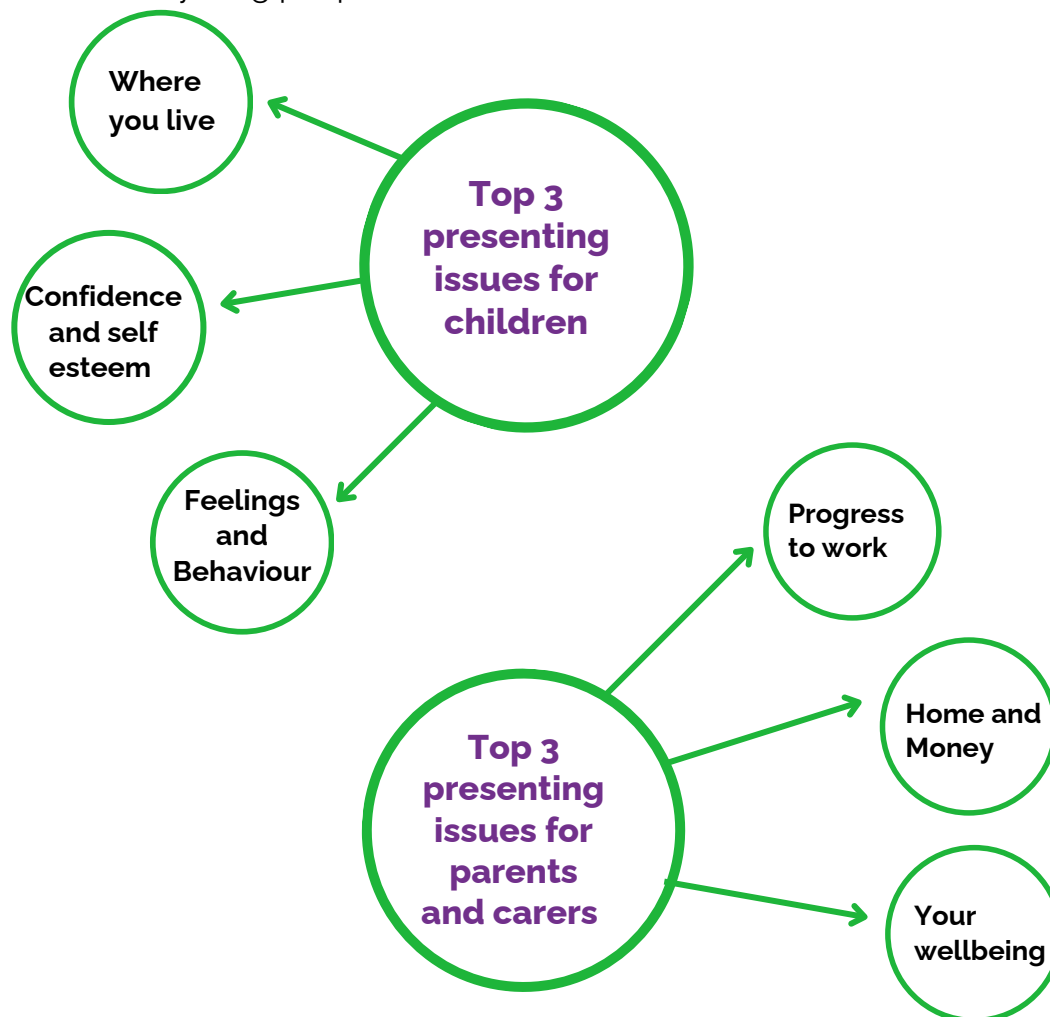
Jane, School-Home Support Practitioner

Main family issues at point of referral

WHAT WE ARE SEEING
ON THE GROUND

When families and young people are referred to School-Home Support, practitioners conduct an assessment to check what their presenting issues are.

While parents of children struggling with attendance presented with the same worries as last year: employment, feelings and home and money, concerns about housing made the top 3 presenting issues for young people for the first time.



POOR HOUSING IS A MAJOR BARRIER TO SCHOOL ATTENDANCE FOR YOUNG PEOPLE

The data reveals a 57.7% increase in young people struggling with school attendance who state that their current housing situation is a major concern. One in five of the young people supported said 'where they live' is a major barrier to school. The data sheds light on how issues beyond the school gate affect school attendance if families don't receive support to tackle the problems they face.

School-Home Support practitioners are helping more children and their families with housing issues so they can prioritise school. Practitioners are helping to secure appropriate accommodation, writing to housing officers, signposting to other services and making applications to the School-Home Support Welfare Fund to buy essential items like a mattress, a desk or a washing machine.

Read [The Guardian article](#) where School-Home Support's work and data was featured.

A photograph of a woman with dark hair hugging a young boy with brown hair. The woman is looking down at the boy with a gentle expression. The boy is looking towards the camera with a slight smile. They are both wearing casual clothing. The background is softly blurred, showing what appears to be a home interior.

CASE STUDY

LISA'S STORY: A FAMILY OF 3 WERE LIVING IN AN OVERCROWDED 1 BEDROOM FLAT

Lisa's son, Jimmy, had very low self-esteem and some friendship issues that were impacting his engagement with learning. Jimmy was in need of support so he was referred to School-Home Support practitioner, Joy.

From speaking to Lisa, Joy found out that her family was living in an overcrowded 1 bedroom flat. She usually let her two children sleep in her room while she spent the night in the front room.

Lisa works full time, but struggles financially, and money is a concern for the family. Dad's involvement is limited, and inconsistent, which in turn has a negative impact on the children.

Joy began offering 1-1 sessions to Jimmy, where she would provide support with learning, and discuss friendship issues.

Recognising that housing was a big issue for the family, Joy provided housing advice to mum. Support from Joy enabled Lisa to approach her housing issues with a new approach, and successfully bid for a bigger property where she now has her own room.

Lisa has made plans to find employment that will enable her to spend more time with her children.

The support Joy provided has made a huge difference to the family. Jimmy is now more enthusiastic about his learning and has been able to maintain friendships. He is more open about his feelings and behaviour, and feels more confident about transitioning to secondary school. The future for Lisa and her children now looks much brighter.

“
The support Joy provided has made a huge difference to the family.

Jimmy's mum

Addressing the school attendance crisis: our national campaign

This year we launched School-Home Support's first national campaign calling for decisive action from the Government to end the national crisis in school attendance.

Government initiatives to solve the school attendance crisis are welcome but the response has failed to match the scale of the crisis we face. And while schools are doing their best, they can't do it all.

£90.2 million would provide over 2,000 family support practitioners to work with schools to unpick barriers to good attendance through support.

The campaign's briefing paper: 'Filling in the Gaps in Family Support to Improve Attendance' sets out other steps the Government should take to return school attendance to pre pandemic levels.

Find out more about our campaign online at digaalittledeeper.shs.org.uk

DIG A LITTLE DEEPER

1. Campaign launch - we unveiled a microsite asking for more government funding for a service of whole family support
2. We submitted written evidence Evidence to the Education Select Committee Inquiry on persistent absence
3. We published the paper: 'Filling the gaps in family support to improve school attendance' available on our website.
4. A former MP visited one of the schools we work with in Liverpool to hear more about how our practitioners support local families.
5. The Education Select Committee invited us to give oral evidence on our whole family support model for tackling absence
6. School-Home Support commissioned a research project to find out more about parental attitudes towards attendance.
7. We have a roadmap for next year to take the campaign to the next level and continue our advocacy and influence work.



Conversations with our practitioners: perspectives from the experts

OUR TEAM

I'M NOT DIFFERENT FROM THE FAMILIES WE SUPPORT AT SHS



TRINITY
BRADFORD

I come from a quite deprived background. I have a big family but my mum was a single mum and some of the things that she went through when I was young, it wasn't nice for me to see, so when I'm working with these families I really get their challenges. And, that helps me to be able to relate to them and build a trusting relationship with the families I support.

When I first heard about School-Home Support, the organisation's philosophy really resonated with me and I thought 'I'm good at working with young people' so I'll go for it. And, I'm very happy I joined because I know I can make a positive impact in the lives of so many young people.

EARLY INTERVENTION IS EVERYTHING FOR CHILDREN



VANESSA
LONDON

One of the first things that caught my attention about School-Home Support is that children and families are at the heart of everything we do. I'm now based in a school in Islington which is where I grew up.

Sometimes when young people get to a breaking point in their lives it is too late for them.

But with support early on, they can have the foundation they need to thrive in life. That's why early intervention is everything. I think the impact that we, as practitioners, can have on the young children is so huge and we are impacting families in ways that change their lives for good.

WE NEED TO LISTEN TO CHILDREN AND YOUNG PEOPLE



MARIA
KENT

Listening is a huge part of my role and something that I've learned over the years.

It's really, really important to listen because they might just say that one word that you actually pick up on that tells you what the actual problem is.

For me it's really important to treat children and young people as individuals.

Education should be much more exciting for children who want to come into school but also schools should be able to cater for all those that learn in different ways.

By listening to parents, we can strengthen the bridge between home and school

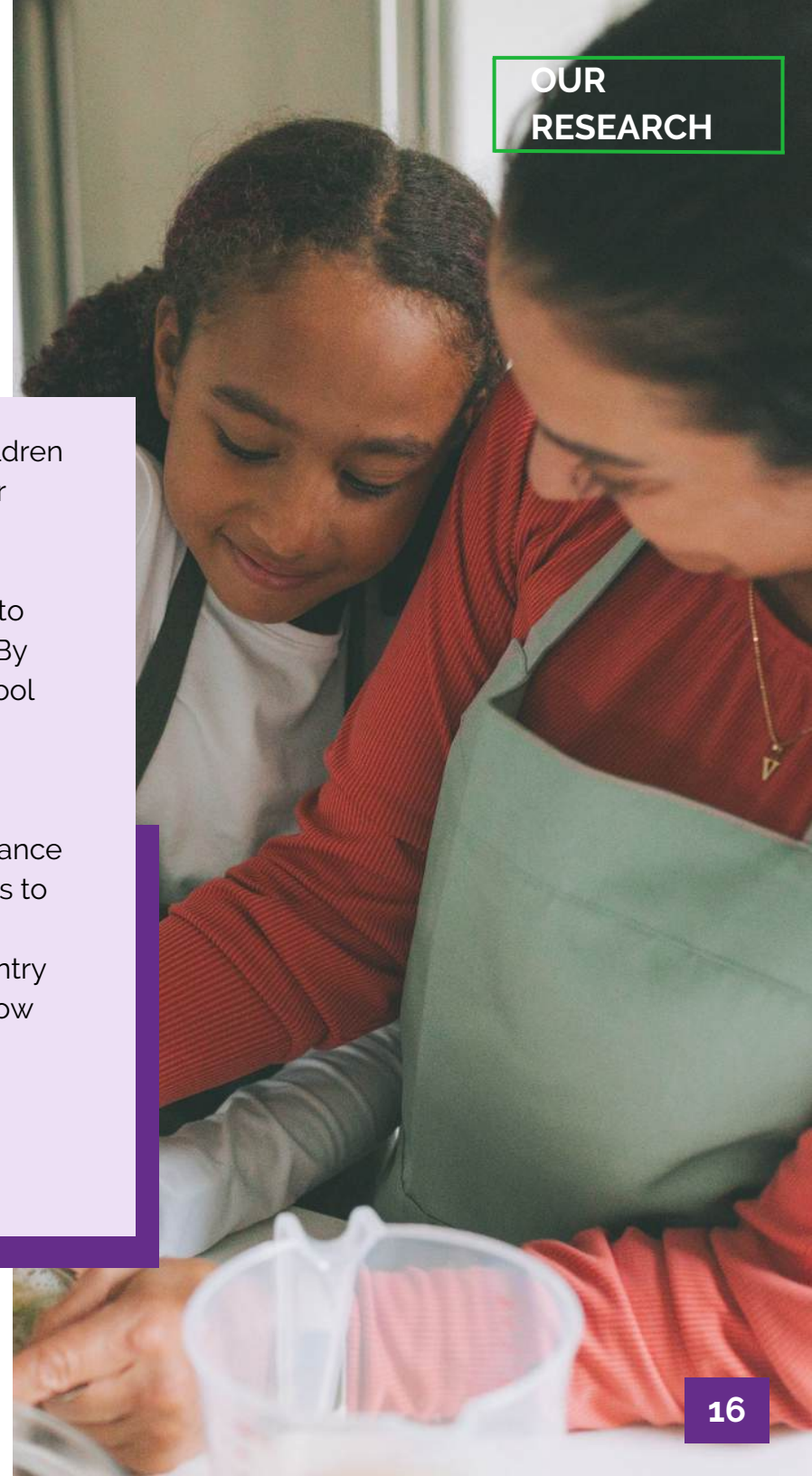
OUR
RESEARCH

At School-Home Support, we know that parents want the best for their children but that pressures at home can sometimes stand in the way of getting their children to school, ready to learn, every day.

Our Parental Engagement Specialist provides training, advice and support to our Practitioners on working with parents to improve school engagement. By listening to parents, we can strengthen the bridge between home and school and deliver the best outcomes for children both inside and outside the classroom.

We are also acutely aware of how crucial parents are to solving the attendance crisis which is why we have partnered with Public First, Khulisa and Impetus to carry out an investigation into parents attitudes to school attendance. We conducted a major focus group exercise, talking to parents across the country and across socio-economic groups to find out why so many children are now regularly absent from the classroom.

[Find out more about our parental engagement work.](#)



The role of student support workers from external organisations in Alternative Provision

OUR RESEARCH

We worked with Dr Hannah Broadbent, Education Psychologist, as part of her research submitted to University College London (UCL), Institute of Education, DEdPsy. The case study research explored the facilitators and barriers to working practices for supporting students who have been excluded from mainstream schooling and find themselves in alternative provision (AP). This study provides pertinent insight into beneficial contributions practitioners from organisations such as School-Home Support make, not only to attendance and engagement, but also to student's social, emotional, and relational development.

Read the report: The role of student support workers from external organisations in Alternative Provision; a case study involving 'School-Home Support' practitioners.



Supporting schools to improve attendance

SCHOOLS

As part of our commitment to developing alternative ways of support for schools to address persistent absence, we have developed the following initiatives in 2022/23.

IMPROVING ATTENDANCE TOOLKIT

In May 2022, the Government introduced new guidance outlining the collaborative efforts required among schools, trusts and local authorities to provide improved whole-family support, aiming to address the underlying reasons for absence.

In response to these guidelines, School-Home Support has released an attendance toolkit designed to assist schools in improving attendance rates. This toolkit details the main areas of the new government guidance and gives theoretical and practical advice and support to schools that are ready to take on the challenge of further improving the attendance of their pupils.

The primary objective of this toolkit is to encourage schools to adopt a comprehensive whole family support approach to tackle the persistent and severe absence problem. School-Home Support attendance toolkit also aims to support practitioners, senior school leaders and attendance officers to promote and increase school attendance through early intervention and whole family support.

To find out more about this Attendance Toolkit, get in touch with us on enquiries@shs.org.uk



Supporting schools to improve attendance

SCHOOLS

SENIOR ATTENDANCE LEAD TRAINING PROGRAMME PILOT

Following key stakeholder consultations we have developed our senior attendance lead training programme pilot. The programme will upskill school staff with attendance responsibilities through training and supervision, allowing schools to benefit from School-Home Support's expertise in relation to attendance. We have recruited a group of schools to pilot and evaluate this within 2023/24. Two of these schools are involved with the government-led attendance hubs initiative as part of their response to the attendance crisis.

NOAH'S STORY: THE FAMILY HAD TO FLEE THEIR HOME, LEAVING ALL THEIR BELONGINGS BEHIND

When School-Home Support practitioner Esther met Noah in October, his attendance was 81%, missing almost 1 in 5 lessons. He had developed attachment issues and was scared to leave Mum alone. School was 12 miles away but Mum still took Noah every day, even though they had to take 3 buses each way, which Mum struggled to pay for.

The family ended up living in a women's refuge in Liverpool after a domestic violence incident involving Mum's ex-partner that had left Mum with 2 broken arms and 4 slipped discs. The family had to leave behind their home and all their belongings.

Esther helped Mum and Noah by listening to Mum and encouraging her with motivational morning phone calls. Esther secured funding from our Welfare Fund to cover bus passes to get Noah to school and worked in partnership with Buttle UK to support mum to replace

lost belongings, laptops for children to catch up with school work and a family pass for the local leisure centre where they can swim and attend weekly yoga together.

Esther also referred Mum to the Big Help Project, which offers support around emotional wellbeing, resilience and good mental health.

Mum was bidding for council housing but feared she'd never be rehoused and was convinced they'd be spending a long time in the refuge. Mum embraced Esther's support, and in November she was overjoyed to be awarded council housing in the area she wanted, giving the family the stability they needed.

Noah signed up to homework clubs to help him catch up and by the end of the Autumn Term, only 2 months after the start of support, he had already improved his attendance to 84%.

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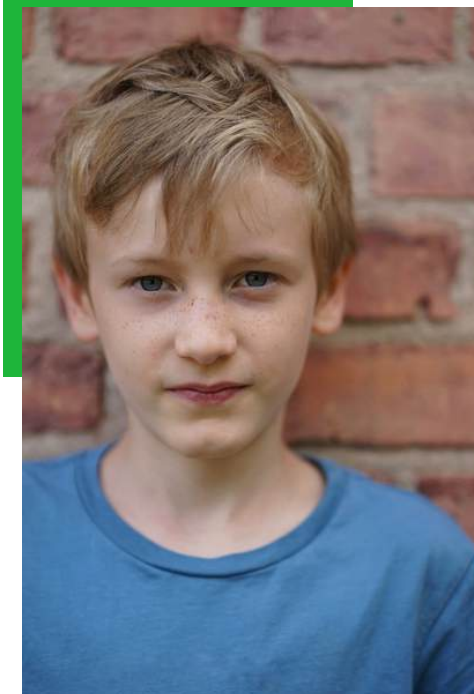
Being able to support and help them through that difficult time has been very humbling and rewarding for me.

School-Home Support
Practitioner, Esther

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The support from SHS has really kept me going. You [Esther] are the first person who has reached out to me and made me feel like somebody actually cares. Thank you from the bottom of my heart. You honestly made me feel so much better and supported even after our first call. You're brilliant. I can't believe how much my luck has changed, I can't remember the last time I felt this happy, thank you. Absolutely speechless.

Noah's Mum



Where we work

We currently deliver our practitioner service in the following areas across England and we are planning to start delivery in Sheffield from January 2024.

WHERE
WE WORK



SPOTLIGHT ON BRADFORD

Since January 2023, we have delivered additional support in Bradford as part of the Government's SAFE Taskforce investment, which focuses on vulnerable young people who are most at risk of missing out on their education.

As part of this initiative, School-Home Support practitioners have been working with 10 secondary schools across the Bradford district with diverse issues impacting young people's access to learning. This takes the number of schools that School-Home Support is working with in the city to 16.

Our practitioners deliver intensive support for families most in need, and also offer a variety of early response support for all families in the school or local community. They can help with uniforms, resolving housing issues, providing mental health support, and anything else that becomes a barrier to education for a young person.

Hear from our 'SAFE Taskforce' Coordinator in Bradford: Helen Fortune

WHERE
WE WORK



HELEN FORTUNE

School-Home Support 'SAFE Taskforce' Coordinator in Bradford

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He is brilliant! Can we have more like him please. Could we have another School-Home Support Practitioner please?

Headteacher about School-Home Support practitioner

How do School-Home Support practitioners work with young people in Bradford?

They work closely with the family as a whole. We carry out our own assessment of the young person's needs, as well as the parents, and this gives us a picture of where the young person is and the risks they face. Then a support plan is put in place alongside 1 to 1 sessions with the young person and the practitioner which focus on issues such as keeping safe, self esteem, confidence, etc. We also have a bank of support agencies where we can refer families and young people too, to get additional ongoing support.

What have been some of the challenges School-Home Support practitioners have faced so far?

Engagement with families has been the biggest challenge. Many of the young people we work with are hard to reach, and so it takes time for practitioners to build up a safe, trusting relationship with the family and the young people. Luckily, they have the time to do this.

What have been the successes?

Practitioners have quickly built up relationships with schools and feedback has been really positive. Our data shows that family support works, and the young people are now engaging in school. The use of the Uniform Fund (thanks to our partner Vanquis) has been a real success with families because it takes away that pressure of finding money to buy new uniforms and it gives the young people pride in how they look.

JAKUB'S STORY: BUILDING TRUST FIRST IMPROVES BEHAVIOUR

Jakub, a 16-year-old living in Bradford with his family, was facing challenges with behaviour, school engagement, long commutes, and establishing routines. Initially, his attendance was as low as 64.3%, and he had a strained relationship with the school due to defiance and refusal to follow rules. School-Home Support practitioner Zoelle stepped in to improve the situation.

She explored options for Jakub to move to a closer school, building trust in the process. Regular meetings helped Jakub clarify his future goals, motivating him to attend school and secure good grades.

Zoelle also helped in improving Jakub's sleeping habits and provided mum with parenting techniques to ensure daily attendance and improve the relationship.

After two terms, Jakub's attendance rose to 73%, and he continued to benefit from Zoelle's support. He applied for a college joinery course, increased engagement with school, and demonstrated improved behaviour according to his teachers.



Our culture: embracing diversity and promoting equality

OUR EDI PLANS

School-Home Support's commitment to creating a diverse workforce that is representative of the children, families and communities we serve is crucial to delivering an impactful service and to understand and respond to the unique needs and challenges faced by the individuals we support. Equality, diversity and inclusion (EDI) initiatives are central to our vision, mission and values. Here's an overview of what we've been working on this year.

Cultural Competency Framework

We carried out comprehensive cultural competency training with staff members to assess the organisation's level of cultural competence and identify steps to improve it. Follow up actions included exploring how we increase communication and visibility of our organisational values and the development of a set of resources for our practitioners to use in schools.

EDI Assemblies

We have seen increased participation in our staff led EDI assemblies and Mental Health Awareness week activities. Highlights include group discussions about 'Blue Monday' and 'Autism - A Different Way of Thinking', as well as special events for honouring Black History Month and LGBTQ+ History Month.

Developing our translation service

We are proud to have launched our translation service which involves volunteer interpreters, available to support practitioners when working with families whose first language is not English. This service is having a great impact in the quality of support our practitioners are able to offer.

Menopause Champion

Our Menopause Champion is a driving force in moving this initiative forward and advising the organisation to create the most inclusive and supportive environment for staff going through the menopause. This year, we ran sessions for all teams across the organisation to explain what perimenopause is and how to support colleagues with symptoms.



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The translator service was a huge part of me getting to know what was actually happening for the family. It allowed the family to express their needs/worries openly.

Tracey,
School-Home Support Practitioner

Media engagement success stories: Our work with the press

IN THE PRESS

This year, our engagement with both national and local media has significantly supported our strategic goals. Through these collaborations, we have successfully built new connections that have resulted in impactful media coverage highlighting the work of School-Home Support, our dedicated practitioners, and the families we serve.

These activities have played a pivotal role in raising awareness about the attendance crisis in schools across the country. Our 'Dig a Little Deeper' campaign received substantial media attention, including a feature by in The i, coverage in The Independent, and an opinion piece authored by Jaine Stannard, our CEO, in Schools Week.

We have cultivated close working relationships with key figures in the media landscape resulting in coverage in The Guardian, and Sky News to name two features. We are grateful to have been able to collaborate on so many pieces of coverage, increasing engagement with the attendance crisis and highlighting the importance of keeping children in schools ready to learn.

If you wish to receive regular updates on our media engagements and coverage, contact our communications team on press@shs.org.uk.



What we will do in 2023-24

NEXT STEPS

Our vision is that every child is in school every day by 2050. In 2022 we launched our highly ambitious five year strategy to reach even more children and give them the best start in life. We will work to achieve the following strategic goals.

Our goals

- 1 Reach more children and families
- 2 Support more schools to address persistent absence
- 3 Influence policy and practice

Goal 1

- Retain all existing relationships with current partner schools that have a School-Home Support Practitioner
- Expand the delivery of services to Sheffield
- Launch our new data portal to reach more families and provide central teams with live data reports to inform our campaigns and funding projects

Goal 2

- Pilot the Senior Attendance Lead Training programme and be in a position to recommend whether and how to move forward with this new product
- Provide external supervisions and support to more schools
- Increase our membership offer

Goal 3

- Continue to deliver our 'Dig a Little Deeper' Campaign
- Develop strong strategic relationships with key stakeholders who will value our input as a thought leader on attendance
- Be a regular media commentator to the national debate around attendance

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School-Home Support provides vital support to families living on the frontline.

Rob Powell,

Weil, Gotshal & Manges (London)

The crucial role of our funders in helping disadvantaged children and families

FUNDRAISING

Thousands of disadvantaged children and families rely on School-Home Support services every year. We wouldn't be able to reach the majority of them without the generous support of the charitable trusts, companies and individuals that donate regularly to the School-Home Support cause. We are truly grateful for this vital support.

We count on voluntary donations to make a real difference for the families, schools, and communities where we work. Continuing challenges in accessing statutory funding from schools, local authorities and government means that voluntary support more than ever continues to be our bedrock. And has contributed no less than 70% income in the last three years.

To donate or discuss funding opportunities for School-Home Support, contact us on fundraising@shs.org.uk

“

Investment in core functions is essential for any organisation to be resilient, responsive and to grow. Our grant to School-Home Support is unrestricted so that they can continue to provide the best possible interventions to help children learn and thrive.

Pears Foundation



Celebrating and thanking those who have contributed to our cause over the years

OUR SUPPORTERS

This year, we welcomed many funders to Parliament to thank them for the incredibly generous support they have provided through the pandemic and beyond.

We heard fascinating speeches from our host Paul Maynard, MP for Blackpool North and Cleveleys, and our Patron Sir Kenneth Olisa OBE, HM Lord-Lieutenant of Greater London.

Paul spoke about his constituency Blackpool, and the significant challenges in helping children achieve the best outcomes in education.

Paul highlighted the impact of School-Home Support in helping to reduce the numbers of pupils in the Blackpool Pupil Referral Unit by keeping them in mainstream education.

Paul remarked that "School-Home Support help to ensure our children are not only at school but are happy and thriving there"

Our Patron Sir Kenneth Olisa delivered a passionate speech, which contrasted the impact of a good education with the personal and economic waste of a bad or incomplete one. He emphasised the role that luck (good and bad) has on a person's attainment and highlighted our general responsibility as citizens to do all in our power to overcome the bad luck that leaves young people, their families and the nation's economy suffering the consequences.

A huge thank you to all our donors and supporters for helping us deliver our services and bring a positive impact to the families that need it the most during these challenging times.

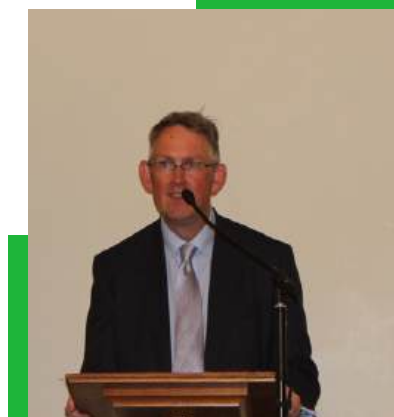
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We are proud to partner with School-Home Support and share their vision of ensuring every child has the opportunity to learn. Together we have been able to support vulnerable children and families, making sure vital help reaches those most in need.

Cathy Jones,
Clifford Chance



SIR KENNETH OLISA
SCHOOL-HOME SUPPORT
PATRON



PAUL MAYNARD
MEMBER OF PARLIAMENT
FOR BLACKPOOL NORTH
AND CLEVELEYS

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The Worshipful Company of International Bankers
United St Saviour's Charity
Vanquis Banking Group
Veronica and Lars Bane
Weil, Gotshal and Manges (London) LLP
Westminster Foundation



Persistent absence: An attendance rate under 90% - children missing more than 1 out of 10 school days.

Severe absence: Children who have missed more than 50% of school sessions are classed as severely absent.

The Uniform Fund: Funded by our partner Vanquis, the Uniform Fund was set up to help families who might be struggling to cover the costs of school uniforms for their children. Practitioners can use these funds to make sure that financial worries don't stand in the way of young people getting the uniforms they need to go to school.

The Welfare Fund: The School-Home Support Welfare Fund gives fast, practical help to struggling families in times of desperate need. Practitioners can apply to the fund on behalf of families for things like emergency food, travel costs and furniture.

Intervention: A period of support via intensive casework, group work and early response support. It's what our practitioners do everyday to support children and 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: Individual support that isn't 'intensive', often involving signposting, guidance, and de-escalation. Helping children quickly by sharing resources and speaking one-on-one.

Safeguarding: Protecting children from abuse and maltreatment; preventing harm to their health or development. Keeping children safe.

Practitioners: Frontline family support workers that are placed in schools or community settings and are ready to support families and their children to stay in school, ready to learn.

*All children, families, and some practitioners names mentioned in this report have been changed to protect their privacy.



CONTACT US

If you have questions, feedback, or simply want to reach out. Feel free to connect with us, and we'll be delighted to hear from you.

Email: enquiries@shs.org.uk

Phone number: 020 7426 5000



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schoolhomesupport.org.uk

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