

In April 2021 schools received funding from the COMF allocation to support young people to mitigate the impact of coronavirus and lockdowns. School allocations were based on a per pupil basis. Schools were able to use their funding in a way that suited their cohort and circumstances. They were expected to use this funding for specific activities to help pupils catch up on missed learning. Schools were asked to particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

This report has been compiled using the 15 Impact Reports returned to us detailing what interventions were put in place and how effective they were from some Primary and Secondary schools in Torbay.

Primary Feedback

<u>Intervention</u>	<u>Number of schools</u>	<u>Recorded Number of students</u>	<u>Impact</u>
Small group music session	1	7	Raised self-esteem, ability to access learning in classroom. Children appear more settled. There has been a huge positive impact on the wellbeing of these children.
Small group gardening session	1	7	Raised self-esteem, ability to access learning in classroom. Children appear more settled. There has been a huge positive impact on the wellbeing of these children.
"Positively Awesome" 1:1 session	1	1	Skills developed to manage feelings, raise self-esteem.
Transport to and from school	2	3	Attendance remained poor for some, improved for others. This appeared to have a more positive impact where relationships were strengthened with parents through conversation.
1:1 support	5	10	For some this was successful in securing engagement, providing catch up in core areas and in turn improved attendance. This was also successful when 1:1 session included activities of particular interest specific to the child

			<p>e.g., football. Physical and repetitive play breaks on a 1:1 have been successful in enabling some pupils to be more successful in the classroom.</p> <p>Some reports of continued anxiety for few pupils who had lost all trust in school. Small steps have been made for these children, but the work will need to be ongoing to have a greater impact. For very few children who display high levels of dysregulation there was no improvement despite the 1:1 support.</p>
Lunchtime clubs (football)	1	1	Returned to a full-time timetable
Tablet to support catch up activities	1	1	Returned to a full-time timetable
Family support worker	2	5	Not evidenced
Therapy Dog	2	1 - more in long-term	Incredibly positive, return to full time and increased self-esteem. Has enabled one pupil on a PTT to return to full time and re-engage on site. The intention is for many more children to be positively impacted by the presence of the school dog, particularly those who display regular levels of dysregulation.
Counselling support	2	8	Positive, built up to F/T. Self-esteem increased; anxiety levels decreased.
Animal Care	1	1	Positive, built up to F/T
Daily Check In	1	5	Attendance improvement

A total of 10 Primary Impact Reports were received detailing various interventions which were trialled.

Half of the schools implemented some form of **1:1 support for pupils** with the intention of building resilience, self-esteem and attitude to learning. Some schools did this with increasing their own staff's capacity and others bought in 1:1 intervention programme such as "Positively Awesome" or **extra online tutoring**. For some pupils this was a success and children were able to build positive relationships and re-engage with learning, other reports detail that pupils found it difficult to engage and relationships were not established.

Counselling sessions have had a positive impact for some children, enabling some to better link their thoughts/feelings and relate them to their behaviours.

Two schools introduced **Therapy Dogs**. The impact of this has been hugely positive for many pupils, supporting children who regularly dysregulate to calm and have a positive focus.

Daily emotional check ins have had a positive impact for many pupils, increasing confidence and enabling positive trusting relationships to be established.

In school **small group sessions such as gardening, music and football** have had a huge positive impact on the wellbeing of children, giving them the opportunity to build positive relationships with adults and raise their self-esteem.

Some children who were provided with **transport** due to attendance issues were successful in improving attendance, however, for some children this did not have any impact. This intervention worked best alongside supportive conversations with parents and daily check ins for emotional wellbeing.

Secondary Feedback

Intervention	Number of schools	Number of pupils	Impact
Learning Support Mentoring	2	5	Developed coping strategies
Tutoring	3	11	Good engagement

External AP working within the school (YMCA)	2	1	Positive reports, nurturing relationship established.
Daily Check Ins	3	6	Students felt listened to
Extra online and face to face sessions	2	8	Enabled students to complete assessments required for next steps.
Transport	1	1	Improved attendance
Reward Vouchers for attendance	1	8	Worked in some respects
Evolve Psychotherapy	1	4	Improvement to attitude and engagement for some
Edulounge 1:1 platform	2	4	Improvement with engagement
Art Therapy	1	1	Helped to re-engage
1:1 Support	1	12	Positive for majority
Thrive Sessions	1	9	Successes were the number of students seen. Some were via google meet with student and parents/carers as lot of anxiety and non-attendance was as a result of parental anxiety and not the students.

Internal Counselling	1	6	Hugely beneficial. They were able to work with students who would otherwise be on the waiting list. To be able to see students at times of crisis rather than after the event is invaluable.
Mindfulness (groups and 1:1)	1	3	Positive - As a result of the success the school are now providing a .b mindfulness course for all incoming year 7 students covering aspects of worry, anxiety, anger, frustration and how to cope in these situations.
Relocating SEND department to a central location	1	All school	Positive for many children - resources and additional staffing time created an environment that some reluctant school attenders have found to be more welcoming and therefore happier to attend.
Home Visits	1	8	Positive - provided the time and opportunity for home visits ensured that the concerns were listened to and addressed directly with anxious parents. Individual plans could then be set up to aid the return to the school building.
LEGO	1	2	Positive - sets of complicated Lego sets which were used as an incentive to get students back into school. This quiet time in the mornings facilitated conversations to reinforce the benefits of being in school and attending.

A total of 5 Secondary Impact Reports were received detailing a variety of interventions tried.

All schools implemented some form of **1:1 tutoring**, internally or with external agencies. For many children excellent progress has been made. One student successfully achieved a GCSE grade one year early, others were able to secure apprenticeships or places on L2/3 courses following completion of final assessments in school.

Online 1:1 intervention is a strategy that has been positive for students with poor attendance. Schools being able to increase additional staff time has been impactful in many ways, for children to be able to form positive trusting relationships.

Daily check ins for pupils, having a place to touch base with a trusted adult had a positive impact and one school saw a marked improvement in attendance for the 12 out of 14 pupils targeted for supported. For some students they felt cared for and listened to, seizing the opportunity to talk about the issues they would be facing that day and it helped

to get students in on time for the school day. However, some students were already in the routine of not coming to school and it was not always easy to engage a student in conversation first thing in the morning.

One school shared that the funding has allowed them as a whole school to *reflect, think about and implement whole school changes* and improvements that benefit all the students and staff during what a hugely difficult and challenging time it has been. It can be difficult to show hard data on how it has improved the lives of young people but the school report that it is clear to see the impact it has had on pupils and their wellbeing.

External Providers Used

The list below details providers which some schools commissioned for chosen pupils to support catch up.

- Evolve Psychotherapy - Counselling practice offering holistic service to thinking outside of the box to achieve positive outcomes using CBT, mindfulness and adventure therapy to develop healthier thinking habits and behavioural change. Building therapeutic relationships.
- Edulounge – Elearning platform, 1:1 or small group delivery to support learning and interaction so barriers to learning are broken over vast distances.
- Counsellor – Cognitive Behavioural Therapy sessions.
- Adelong – Adventure Therapy. Programmes are built around the principles of Cognitive Behavioural Therapy (CBT), which our integrated into outdoor adventurous activity and mindfulness.
- My Tutor - One to one online tutoring
- YMCA - Programme designed to be tailored to the specific needs of the YP, with the aim of re-integrating them back into their original school.
- Positively Awesome – Intervention focused on building his resilience, self-awareness, self-esteem and emotional regulation.

Summary

- **The reports received demonstrate a wide range of interventions, giving us insight into the impact the interventions have had at several schools across Torbay.**

- The table below provides numbers across both Primary and Secondary phase where children had either improved attendance, were able to return from a reduced timetable or were able to catch up on lost learning.
- The numbers show us that for many children the premium had a positive impact on their wellbeing and engagement with learning.

Number of children with improved attendance	Number of children who returned/time increased from a reduced timetable	Number of children who were able to catch up with lost learning
29	7	14

The impact of covid has meant that attainment data is not directly comparable with previous years, therefore, schools have used internal progress measures.

Attendance Summary

- The below table (**Appendix A**) shows children's attendance percentage before and after Covid interventions. This data is only available for some students so does not give the full picture, however, it is clear that for most children and young people the interventions as a collective had a positive impact and attendance figures improved.
- It is therefore assumed that this would have had a positive impact on the child's education progress, personal wellbeing and their resilience.
- A small number did not show an increase in attendance. From the information provided we know that these children experienced difficulties beyond the impact of Covid, which only exasperated this.
- Whilst attendance figures may not have improved, engagement with school is still there. Without these interventions we could assume that engagement could've been lost entirely.
- Small steps and a continuation of support will be necessary over time for these children and young people to measure the impact.
- Some of the limiting factors were not being provided reports from all schools, this means we have not been able to see the full impact across Torbay.
- There was a range of interventions and impact was heavily reliant on context. No one intervention was unsuccessful, but it is not possible to recommend one universal approach.
- We can see that many schools have implemented some form of 1:1 work which overall appears to have been extremely positive, helping young people feel listened to.

Recommendations

This work has been hugely impactful for a great many children. It has also allowed schools to develop their practices in ways that will be useful in more normal circumstances. It is recommended that funding be sought for a second round of support to families to secure a good start to academic year 2021/2022.

Appendix

A - Table of attendance

Starting Point Attendance Figure	End Point Attendance Figure	Difference	Type of intervention
65%	77%	12%	Daily emotional I check ins, safe space, sensory breaks, CBT support.
26%	46%	20%	Transport, daily check ins, CBT.
44%	87%	43%	1 to 1 support - Reward vouchers - Out of lesson support - 1 to1 in lesson check ins.
3%	32%	29%	1 to 1 support - Reward vouchers - Support for parents
15%	47%	32%	Evolve - Personalised Learning - 1 to 1 support -Adapted Timetable
37%	58%	21%	Rewards vouchers - 1 to 1 support - time in LS - Regular check ins and constant contact with parent
33%	28%	-5%	He has had 1 to 1 support, Evolve, time in LS - adapted Timetable - however still serious concerns
22%	21%	-1%	Evolve - 1 to 1 support - Reward vouchers - Support for parents
0%	99%	99%	1 to 1 lesson with teacher - Use of online package Edulounge - Virtual then in person after school - reward vouchers - praise, regular contact with attendance staff and conversations with parent.
10%	91%	81%	Online Edulounge, other pastoral support accessed in school
0%	100%	100%	1 to 1 lesson with teacher - Use of online package Edulounge - Virtual then in person after school - reward vouchers - praise

0%	100%	100%	1 to 1 lesson with teacher - Use of online package Edulounge - Virtual then in person after school - reward vouchers - praise
5%	30%	25%	Art therapy - 1 to 1 lessons with teaching staff - 1 to 1 support with TA, student support sessions
41%	79%	38%	Attendance has gone up since parent meeting - reward incentive - 65% £10 - communication and praise has worked well - student keen to please
21%	41%	20%	Huge support needed, beyond covid intervention - Evolve focus has been key and has helped develop attendance. A transient who joined us with attendance issues. Will always need support and 41% is a success at present
53%	53%	0%	1 to 1 lesson organised, support phone calls made every week - allowances made for her to support. Extra Maths and English after school. English has improved, although did not attend every lesson.
Not provided	Increase of 40%	40%	1:1 Tutoring very successful.
Not provided	Increase of 0.5%	0.5%	1:1 Tutoring, small steps – work needs to continue.
65%	77%	12%	Transport, CBT, daily check in, support groups – positive impact on attainment, time in classroom increased.
57%	75%	18%	Transport, CBT, daily check in, support groups – positive impact on attainment, time in classroom increased.
74.5%	67.58%	-6.92%	Mentoring with Learning Support Mentor, Daily check-ins, In-class support, My Tutor online tutoring sessions
56.72%	55.17%	1.55%	Mentoring with Learning Support Mentor, Daily check-ins, In-class support, My Tutor online tutoring sessions
18.54%	21.95%	3.41%	Mentoring with Learning Support Mentor, Daily check-ins, In-class support, My Tutor online tutoring sessions

87.36%	58.45%	-28.91%	Adelong Evolve, Mentoring with Learning Support Mentor, Daily check-ins, In-class support, My Tutor online tutoring sessions
3.73%	54.58%	50.85%	YMCA AP to build self-esteem and re-engage.
31.06%	40.88%	9.82%	My Tutor online tutoring sessions, In-class support
23%	3%	20%	Daily check ins, home visits, accompanied to police station to support family situation. Mentoring, Mindfulness and in class support.
2%	0%	2%	1:1 SEND support. Lego therapy. 1:1 mentor and adapted timetable
39%	37%	2%	Home visits. Counsellor input. Mentoring 1:1. Facilitated move to another school at request of mum.
76%	10%	66%	Wave - surf school. 1:1 mentoring. Supporting the family. Bespoke timetable.
42%	24%	22%	Emotional support. Thrive, mentoring, counsellor input. Although not an improvement in attendance he has 100% this academic year.
100%	86%	14%	Huge amount of support for TH and family. Home visits 2x a week. Bespoke timetable, mentoring, 1:1, Thrive and 1:1 classroom support.
15%	43%	28%	School refuser - Supported family. Home visits, building up positive relationships. 1:1 support in lesson, bespoke timetable and Thrive.
36%	0%	36%	1:1 SEND support.
71%	86%	15%	1:1 mentoring. Daily check ins, Thrive. Counsellor input. Home/school link. Online provision.
0%	2%	2%	SEND provision. Bespoke timetable. 1:1 mentoring and daily check ins.
94%	72%	22%	Home links. Check in daily. 1:1 mentoring
94%	60%	34%	SEND provision. Online learning as continued to shield. Home check ins and home visits.

0%	0%	0%	Huge anxiety from mum. Continued support but no improvement.
57%	26%	31%	Continued support. SEND area used. 1:1 support, mindfulness, Thrive.
44%	55%	11%	Thrive. Pastoral check ins. Parents anxious so lots of home contact.
26%	0%	26%	Found difficult to engage with parents. Home visits and daily contact
10%	29%	19%	SEND area support. 1:1 in some lessons. Thrive
36%	23%	13%	No info provided.
94%	100%	6%	Anxiety support. Anger management. 1:1 pastoral support. Home contact regularly.
71%	50%	21%	Thrive daily 1:1. Home contact daily, bespoke timetable.
100%	100%	0%	Thrive daily 1:1. Home contact daily, bespoke timetable.
97%	100%	3%	Family support. Use of external support. Thrive, mentoring and school counsellor input.
92%	90%	2%	Mentoring, 1:1 support, daily check ins.
84%	44%	40%	Thrive, counsellor input. Pastoral check ins. In class support.
94%	93%	1%	Thrive, counsellor input. Pastoral check ins. In class support.
0%	0%	0%	No longer on roll.
44%	33%	11%	Bespoke timetable. Lego therapy, SEND input. 1:1 mentoring. Video of school set up to reassure.
0%	50%	50%	No longer on roll.
23%	0%	23%	Counsellor support, Thrive check ins. home contact.