

Exclusion Prevention Fund – Impact and Delivery Report

Key Messages

Forum members are asked to note the previous use of the funding and the impact to date and note the future plans.

1. Introduction/background

- 1.1. The Sheffield Schools Forum approved a transfer of £1.5m from the Schools Block to the High Needs Block in 2019/20. This agreement was repeated the following year and for the financial year 2021/2022. The focus of this investment was to increase inclusive provision and reduce unnecessary school exclusions. To do this we have established a number of support offers, including a coherent city-wide nurture offer across primary and secondary schools through establishment of four primary hubs and one secondary hub. The Schools Forum approved the funding for 2021/22 in December 2020.
- 1.2. The areas of work funded through this allocation will now be reviewed and mainstreamed under the High Needs Block from April 2022 onwards. All provision will be reviewed at the appropriate time within the commissioning cycle, and either agreed for continuation, discontinued, or adapted to meet need.
- 1.3. This paper sets out the individual areas of work that have been funded, with evaluation data and information covering the current financial year, and an indication of the local authority's intent for each area going forward.
- 1.4. This work all sits within the broader context of Inclusion within Sheffield.

2. Funded Projects

2.1 The funding allocation is broadly categorised into two areas:

- The Inclusion Model provision.
- Sector Leadership and Development.

The following expenditure table shows:

- a. The projected spend and any variance where this is relevant.
- b. Impact and data for each area – **NOTE: as we are reporting before the end of the financial year, not all impact data such as impact on attendance**

and exclusions for the full period is available. This will be available in April.

- c. Our Officer view and recommendation on the next steps in relation to commissioning the activity.

Category of provision	Provision April 2021 – February 2022	Impact / Data April 2021 – Feb 2022	Current assessment and next steps	Budgeted costs
Inclusion Interventions	Sheffield Inclusion Centre commissioned Nurture Hubs x 4: <ul style="list-style-type: none"> • 2 x Bumblebee Hubs • Earl Marshall Step out hub, • KS3 Hub. • Schools pay £1000 per term per pupil attending any of the hubs within these commissions. 	<p>Bumblebee Hubs: 25 pupils have accessed the two hubs since April 2021. Pupil satisfaction levels between 96 -100% across all responses. Pupils enjoyed the activities and grew in confidence - one pupil said he likes the learning, because he feels he can always have a go. Parents noticed positive change in behaviour at home. One parent happy their child had made new friends and was in class more at school. Additional positive comments around friendships and relationships, child behaviour, and support from hub staff.</p> <p><i>No children who have attended these hubs have been excluded since April 21</i></p> <p>In Autumn term 21-22, 75% pupils showed improved Boxall measures and 100% in Readiness to Reintegrate measure</p> <p>Earl Marshall Hub: 9 pupils have accessed the hub since April 2021. These figures are lower than</p>	<p>There is a complete review of Alternative Provision Education and Skills that will include this provision. This will develop a holistic city-wide approach to alternative provision. This will provide further information on the effectiveness of the existing provision with a clear strategy for high quality provision across the city.</p>	<p>Total Budget for SIC prevention hubs and outreach: £590,462</p>

		<p>expected due to COVID. 100% parent/carers happy with provision. 100% pupils felt happier than previously to attend school. All pupils were able to increase school timetables.</p> <p><i>No children who have attended these hubs have been excluded since April 21</i></p> <p>In Autumn term 21-22 100% pupils showed improved Boxall measures.</p> <p>KS3 Hub: This hub has not been delivered during the period but is planned to open in February 2022</p>		
Inclusion Interventions	<p>Sheffield inclusion Centre Outreach to schools:</p> <ul style="list-style-type: none"> • Primary outreach • Secondary Outreach 	<p>26 primary and 2 secondary pupils supported since April 2021, plus some additional Drama Therapy (awaiting numbers supported for this). Lack of referrals into secondary outreach.</p> <p>All returned schools impact forms were extremely positive about the support. Case study in Appendix 1</p>	<p>The primary outreach has consistently positive feedback from schools. The Manager of the provision has identified that secondary outreach is not being taken up in the same way and may need a different approach to be suitable for secondary. This area needs review.</p>	
Inclusion Interventions	Locality A nurture Hub at Coit.	<p>22 pupils have accessed the hub since April 21. 100% positive responses from pupils. Case study in Appendix 1</p>	<p>There is a complete review of Alternative Provision being led Education and Skills that will include this provision. This will develop</p>	72,350

		<p>All pupils showed progress in Motional toolkit progress tracker.</p> <p><i>No children who have attended these hubs have been excluded since April 21.</i></p>	<p>a holistic city-wide approach to alternative provision.</p>	
Inclusion Interventions	Rowan ASD outreach and advice service	<p>66 pupils supported. All of returned impact forms showed pupils found sessions enjoyable and felt new things learned were helping them in school. 95% of returned impact forms showed the school had confidence in support strategies</p> <p>93% of pupils made progress towards targets set by EP</p>	<p>This service shows good impact. There will be some work over the summer term to consider links and review ways of working between the LA ASD Teaching Team and the Rowan Outreach service in order to strengthen the work and enable best use of resources.</p>	188,350
Inclusion Interventions	Gateway funding and Think for the Future mentoring project	<p>83 Children have access Think for The Future Mentoring this year. One school, Southey Green Primary, has been referred for whole school support and provided with this (capacity for 4 whole school referrals per term)</p> <p>An allocation of funding was set aside to fund individual cases identified through the PIP and SIP cases where short term funding would enable the school to respond to short term need and reduce risk of exclusion. 8 pupils have benefited from this funding and the</p>	<p>Think for The Future is providing good impact and reach. There is a contract in place for the next academic year and this will continue and be reviewed within the commissioning cycle.</p> <p>The Gateway fund has not been as well used as we envisaged. We believe this would be better used to fund specialist interventions or</p>	175,000

		majority has been used to match fund the schools' available resource for Alternative Provision.	support that can be quickly allocated when needed. A commission for increased access to individual therapeutic interventions is currently in the contracting stage to replace this.	
Sector Leadership and development	<ul style="list-style-type: none"> • Sector lead roles x 3 roles - each is funded to work with the LA for 2 days a week. Also includes an additional secondary sector lead that we are currently seeking to appoint. • Specialist input to PIP and SIP from CAMHS and SALT • City Wide SENCOS: started the year with 6 and now have 10 posts in place – funding for one day per week per post • Learn Sheffield Support 	<p>This work includes commissions for sector involvement and support that leads and contributes to the inclusion model.</p> <p>Areas of work include: Primary and Secondary Inclusion Panels, SENCO training and support to schools, input to locality and central panel structures, school improvement and support work, input to the Inclusion Taskforce agenda, development of Trauma Informed Practice.</p> <p>PIP: 57 pupils have accessed support from the Primary Inclusion Gateway. After one term 83.9% remained in a mainstream school. Pupils with attendance of 90% or more increased from 29.6% at the start to 35.5% after one term and 41.7% after two terms. At the start 64.8% had 1-4 Fixed Term Exclusions in a term. This decreased</p>	<p>The role of leaders and SENCOs from the sector is key to developing collaborative approaches and ensuring sector voice. Work plans for these roles are agreed within the commissioning cycle according to priority areas of need.</p> <p>We anticipate this area of work to continue and to adapt over time to meet emerging need.</p>	372,000

		<p>after 1 term to 38.7% and after 2 terms to 16.7%.</p> <p>SIP: 59 pupils have accessed support from the Secondary Inclusion Gateway. After one term 74.1% remained in a mainstream school.</p> <p>At the start 45.3% had 1-4 Fixed Term Exclusions in a term. This decreased after 1 term to 25.9% and after 2 terms to 15.4%.</p>		
Sector Leadership and development	<p>Trauma informed practice</p> <ul style="list-style-type: none"> • Training to schools • Reflective supervision groups 	<p>The funding has subsidised training from Trauma Informed Schools UK at 3 levels which has been coordinated city wide. Three levels of training range from a brief single training session, to the 11-day practitioner training.</p> <p><i>(Figures are approximate due to changeable staffing and some schools accessing training in addition to the offer)</i></p> <ul style="list-style-type: none"> • At least 18 secondaries now have at least one fully trained Trauma Informed Practitioners. • Approx. 110 Primary schools now have at least one fully trained practitioner. 	<p>Trauma Informed practice forms part of a city-wide strategic approach to increasing inclusive practice and creating a shared language and approach.</p> <p>Feedback is positive from schools and localities.</p> <p>This work will continue to be developed through a multiagency steering group.</p>	<p>46,600</p> <p>18,260</p>

		<ul style="list-style-type: none"> • At least 5 Special Schools have at least one fully trained practitioner. • A 2 day training aimed at schools leaders has been delivered to 115 participants. <p>Reflective Supervision Programme commenced Jan 22 (to run across calendar year). Will deliver reflective practice to key pastoral leads to support them in implementing trauma informed practice following their participation in the Trauma Informed Schools training programme.</p>		
	TOTAL			£1,463,022

3. Conclusion

- 3.1. The overall conclusion is that the investment agreed via the Schools Forum has enabled us to set up the infrastructure (Sector Leadership), provide training for staff and invest in a number of direct interventions.
- 3.2. This will now become part of the regular review/commissioning cycle. Based on our current assessment, some interventions are proving to be more effective than others and we will continue to review, revise and tweak these going forwards.

4. Recommendations

Forum members are asked to:

- **Note** the previous use of the funding and the impact to date, and note the future plans

Appendix 1 – Case Studies

1. Locality A Nurture hub - Success Story

SW Year 8.

In primary school SW's attendance was very good and not a concern. He had very few exclusions throughout his primary education. He speaks with fond memories about his primary school and continues to say he really enjoyed his time there.

He was the only pupil from his primary school to attend his current secondary school. His secondary school is out of catchment. Although he attended secondary school very early on, he quickly began to refuse to attend. He has told us he often felt confused and lost whilst there and the fact that he had no friends left him feeling isolated, frightened and anxious.

He started his placement with ourselves at a very slow pace. Initially he did just one hour sessions, three times a week. His mum stayed with him for the first few sessions, this was due to his severe anxiety within the first few weeks. In time, mum began to drop him at the gate and he would enter the building independently. Slowly, he became more confident and would speak within the small group. His progress has been slow with small, achievable steps. It took a long time for him to feel safe and to trust the adults working alongside him. The other pupils in his group played a vital role in the progress towards his confidence and self-esteem. He thrived best with pupils similar to himself.

Example targets for S have been:

To ask for a drink when thirsty/ to accept a drink, even if he doesn't drink it.

To ask for time outside when he feels he needs it.

To participate in a game of cards with one other pupil and an adult.

His attendance at the nurture hub has been good. Over time, S has become more confident to ask questions and make requests. He now shows an interest in other people's lives and shares delight when someone has good news to share. He can accept a compliment and can speak about his own interests and home life. He has joined a football team which has been something he has felt unable to do since leaving primary school.

During lockdown, when school was partly closed, we suggested that we supported him into his family school building and use the opportunity to re familiarise himself. He agreed to this and we visited school on a weekly basis. His anxiety on the first few sessions was almost overwhelming for him. However, with our support he was able to visit the school again and spend time in the building. Although, once our support was withdrawn and a staff member from school was allocated for him, he refused to attend once again.

He was the only secondary aged pupil to continue to attend his sessions with ourselves during lockdown.

2. PIP Outreach – Evaluation Form

PIP Outreach Support Evaluation Form

PIP meeting date: May 21	
Pupil's name: A	Year group: Y4

Please give feedback on the outreach support you received.

Was the support beneficial? What went well? What could we improve on?

What went well?

We have been extremely grateful for J's input. She took the time to get to know A well and worked patiently and extensively with the staff involved with him to look at strategies to help us to make his school experience positive. Detailed plans and common approaches were agreed by all. J also gave a detailed analysis of his Boxall Profile which helped staff to understand his needs in more detail. Her level of knowledge and expertise were invaluable.

The work they did together altered the staff's perception of A's difficulties and needs. As a result, he is now accessing full time hours on the days he is at school. It was decided that his 2 days at Bumble Bee would continue until Christmas, at least.

Any areas for improvement?

There are still many areas of difficult to face and further improve but there has been tremendous improvement to get to this point. Much of that is to do with J's support. We would like to have access to this type of advice and support for a number of our children in order to prevent them getting to the point of need PIP and alternative provision