

Invest to Save - Appendices

Appendix A

Below is a summary of the details shared by the schools on their expression of interest forms.

School	Rationale / Focus / Reason to be involved	Whole School Training commitment (in sessions)	Ongoing staff support / regular consultation	Desired Outcomes	Measuring Impact	Additional targeted EP time
Trinity	Exclusions in Yr7 & 8 in connection to poor transition from Primary	1 whole day spread over 2 days and 2 twilights 7 th January & 4 th April (INSET) 25 th Feb (Twilight)	Managing poor behaviour in a positive way to reduce impact on whole class teaching Engaging hard to reach parents	To reduce number of FTE and PEX Give students a positive experience of secondary school	Reduced FTE and PEX, reduced behaviour incidents etc. Student responses on Attitudes to School Survey pre and post programme	Work with parents
Inkpen	No exclusions, but have a number of students at risk.	23 rd April & 24 th May (INSET) Wednesdays (Twilights)	Regular check-ups for staff rather than just a one off session so staff feel supported long term	Develop staff expertise in working with challenging children Better integration of challenging pupils into peer groups and school Raise attainment due to them accessing learning better	Reduced exclusions Reduced interaction with BiT and less adult time to support on 1:1 basis Staff morale and feeling of personal safety for staff improves	Work with challenging children on emotion regulation Support children with learning difficulties
Garland	GRT exclusions and attendance issues.	4 -5 twilight sessions (3 hours each) on Wednesdays or Thursdays	Managing anxiety and school refusal Understanding SEMH and ways to manage this (EP consultation staff)	Improved relationships with GRT parents (particularly fathers) Reduction in exclusions Increase attendance of GRT	Attendance figures, exclusion rates, progress rates of selected pupils, parent attendance at parents' evenings.	To assess GRT pupils' needs thoroughly and not just 'blame' low attendance because of their cultural background.

	reduce their risk of exclusion over time					long term outcomes
PPP: Fair Access Protocol	<p>Limited no. of successful 'fresh starts'</p> <p>Increase in PEX learners needing to be placed in mainstream settings</p> <p>To offer a small amount of targeted, funded support which is attached to a learner encouraging an ethos of 'I can do this with....'</p>	n/a	Case by case basis following placement as could vary with phases and settings	<p>Increase PPP cases returned to referring schools where they remain on roll and engaged</p> <p>Reduction of number of admissions cases referred to PPP by receiving schools</p>	<p>% of successful fresh starts</p> <p>% successful PEX placements</p> <p>Budget holder reports</p>	

Appendix B - Overview of bespoke packages of support provided in schools:

Initial contact with schools took place in January 2019. At these meetings it was decided what should might be helpful from the additional EP involvement as well as the bespoke package of support for staff. The below table illustrates what was completed for each setting from January – July 2019.

Trinity	<ul style="list-style-type: none"> • Whole school staff audit regarding their confidence in managing behaviour difficulties in class / school. • Meeting to analyse the responses from staff • Creation and delivery of whole school training session covering topics such as Emotion Coaching, Compassion Focussed Therapy and Appreciative Inquiry. • Meeting to analyse the Appreciative Inquiry findings • Delivery of Emotion Coaching Training for ASD Resource staff • Evaluation of behaviour data and collection of qualitative comments from staff.
Inkpen	<ul style="list-style-type: none"> • Several staff support sessions (6 in total), delivered during staff meeting time (x4 for teaching staff and x 2 for support staff) involving aspects from Compassion Focussed Therapy, Appreciative Inquiry, Solution Focussed Therapy and Acceptance, Commitment Therapy. • Evaluation of qualitative comments shared by staff after final support session
Garland	<ul style="list-style-type: none"> • Pre measure data collection with all children (years 3 – 6) to gain their views about school. Using the Psychological Sense of School Membership (PSSM), Belonging and My Class Inventory (MCI) scales. • Twilight, staff meeting training session for all school staff on Emotion Coaching and Compassion Focused Therapy • Staff problem solving consultations (x4), 1 for each year group. • Generation of strategies to be shared across the whole staff group • Post measure data collection with all children (years 3 – 6) to gain their views about school. Using the Psychological Sense of School Membership (PSSM), Belonging and My Class Inventory (MCI) scales. • Evaluation of quantitative data from children and collection of qualitative comments from staff involved.
Theale Green	<ul style="list-style-type: none"> • Whole school staff audit regarding their confidence in managing behaviour difficulties in class / school. • Meeting to discuss findings and analyse data received for next steps – kept being cancelled by school and therefore we did not move further than this.
St Barts group (including St Nicolas, St John the Evangelist, John Rankin and Falkland)	<ul style="list-style-type: none"> • Meetings with the group to decide on aims for involvement • School group decided to organise a different provider for Year 6 students in the Primary settings, with the aim for this work to support their transition to Year 7 in September 2020. • The provider indicated the use of quantitative data pre/post student support delivery however only qualitative comments were obtained and shared. • Evaluation of the comments following direct student support for Year 6 pupils.
Spurcroft	<ul style="list-style-type: none"> • Several attempts made to liaise and discuss the project, however none were responded to, therefore we did not move further than this.
PPP: Fair Access Protocol	<ul style="list-style-type: none"> • This expression of interest was taken on by Michelle Sancho and led to a wider LA wide initiative of Therapeutic Thinking Training and therefore we did not move further than this.

Appendix C

Evaluation of support provided in the 4 remaining schools:

Trinity	
Quantitative Data	Qualitative Data
<ul style="list-style-type: none"> • Positive shift in staff confidence following whole school staff training delivered indicated on a pre/post rating scale (1-10, 1 being not very confident and 10 being very confident) <ul style="list-style-type: none"> Pre mean confidence rating = 6.91 Post mean confidence rating = 8.21 • Positive reduction in reported behaviour incidents and call outs reduced pre / post involvement in project. <ul style="list-style-type: none"> Pre (Term 1) mean behaviour incidents reported = 58.25 Post (Term 5) mean behaviour incidents reported = 40.5 Pre (Term 1) no. of call outs for behaviour incidents reported = 106 Post (Term 5) no. call outs for behaviour incidents reported = 71 • Positive confidence shift reported by ASD Resource staff pre/post Emotion Coaching Training session on a rating scale (1-10, 1 being not very confident and 10 being very confident) <ul style="list-style-type: none"> Pre mean confidence rating = 3.66 Post mean confidence rating = 8.33 	<p>Comments reported by staff post whole school training delivered:</p> <ul style="list-style-type: none"> • Taking a step back and viewing behaviour as something that is a result of many factors was useful • The discussions with staff was useful • This type of training should be completed at the start of the year. Right now, this isn't so helpful. It should be used to set up the year efficiently • Thought-provoking session – thank you • Totally relevant • Very helpful to have external providers to add to our practice • Excellent information and ideas – just a little intense to absorb information completely in a long session. <p>Comments shared by staff lead in school, post involvement in the project:</p> <p>What was useful:</p> <p>Being able to have input from staff throughout all stages of the project, which was then able to be analysed by Wendy (EP) and discussed with myself was extremely helpful and interesting and in my opinion allowed us to drive a significant initiative trial within the school.</p> <p>I think it would be helpful to have ongoing support in order to ensure that the momentum continues, as the time available to implement and look for changes was relatively short.</p>

Inkpen

Qualitative Data

- **School staff found the support sessions provided useful** indicated on a rating scale 1 – 10 (1 being not very useful and 10 being very useful)

Mean rating given by **teaching staff** = 9.5

Mean rating given by **support staff** = 10

- **The sessions did influence staff practice in supporting children with behaviour difficulties** indicated on a rating scale 1 – 10 (1 being not influenced at all and 10 being influenced a great deal)

Mean rating given by **teaching staff** = 7.75

Mean rating given by **support staff** = 10

- Comments reported by staff on the evaluation form:
 - Thank you very much for having these sessions, things have improved.
 - It would be good to have had longer for the sessions as well as further sessions, perhaps 2/3 months down the line and then maybe 6 months later, because things don't always change over a short period of time.
 - It would be good to have more techniques to practise/time to practice
 - I always feel refreshed after these sessions and the ideas have had a positive impact on my well-being/teaching approaches
 - More of these sessions would be good, to think about / reiterate the importance of emotional well-being in adults and children.
 - More work together as an entire staff – bridge the gap between teachers and TAs, views, interpretation, reasons for actions, feeling de-skilled, feeling valued, attitudes to TAs and valuing them fully.
 - It has been wonderful to be given time to reflect and stop to think about where I am with emotions and how I regard them...and accepting them!

What was useful:

- Having chance to let everything out and in the school environment which never happens with someone who listens and with all of us.
- It made my concerns real and worthy.

- Time to practice techniques
- The way Wendy has helped me to think in different ways.
- Looking at things in different ways
- Listening to teaching colleagues
- It was all useful – the whole process of building on my own thoughts. The sessions have all built on each other.
- Time to reflect and think about the barriers which come up when dealing with challenging children and how they can be overcome to the benefit of all.
- Time to work as a whole staff so we can move forward together.

Garland

Quantitative Data

- **Positive shift in pupils' reported sense of belonging** in school

Year 3 Pre mean score = 1.984	Post mean score = 2.334
Year 4 Pre mean score = 2.266	Post mean score = 2.766
Year 5 Pre mean score = 2.066	Post mean score = 2.5
Year 6 Pre mean score = 3.186	Post mean score = 3.234

- **Varied positive shifts in pupils' view of classroom dynamics** e.g. improved satisfaction (in Year 3, 4 & 6), reduction in friction (in Year 6), competitiveness, reduced difficulty (in Year 6) and improved cohesiveness (in Year 4, 5 & 6)

	Year 3		Year 4		Year 5		Year 6	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Satisfaction	8	10.2	9.6	11.6	11.4	11	9.8	10.6
Friction	11.2	12.6	8	8.2	11	11.4	13.8	11.8
Competitiveness	9.8	10.6	11	11	12.6	13	11	14.2
Difficulty	8.8	9	7.8	7.8	5.8	5.8	9	5.4
Cohesiveness	9.4	9.2	6.8	10.6	6.8	7.2	5.8	7.4

*mean scores rated on the MCI survey

Garland
Qualitative Data
<ul style="list-style-type: none">• School staff reported that the whole school training delivered was useful indicated on a rating scale 1 – 10 (1 being not very useful and 10 being very useful) Mean rating given by staff = 7.5• The whole school training delivered influenced staff practice somewhat indicated on a rating scale 1 – 10 (1 being not influenced at all and 10 being influenced a great deal) Mean rating given by staff = 6.12• School staff reported finding the problem solving consultation sessions particularly useful indicated on a rating scale 1 – 10 (1 being not very useful and 10 being very useful) Mean rating given by staff = 8.87• School staff reported feeling that the problem solving consultation sessions did move them forward indicated on a rating scale 1 – 10 (1 not helped at all and 10 helped a great deal) Mean rating given by staff = 9• <u>Comments reported by staff on the evaluation form:</u> Felt relieved that it is ok to feel angry at the situation A session with lunchtime staff to discuss problems that occur would be good. What was useful:<ul style="list-style-type: none">○ Recognising ways that I regain balance in my circles○ Identifying how we need to build kids back up to learning after holidays

- Discussion about rewards
- Liked the outsider views – lots of useful tactics given which we can use. New approach to looking at same children
- Found the session very useful – being given a space to talk about issues. I left feeling better that I could now move on and look at the children in a different way – thank you
- Just what we needed! Maybe more time or a follow up session after a month, would be good?
- Very useful to have some practical things to try
- A fantastic session
- Lots to take away
- Being able to discuss in a non-critical manner then suggest / be given routes forward (long and short term)
- Having the opportunity to discuss a child in detail
- Potential solutions or ideas to improve the child's behaviour within school

St Barts group (including St Nicolas, St John the Evangelist, John Rankin and Falkland)	
Quantitative Data	Qualitative Data
<ul style="list-style-type: none"> • None shared 	<ul style="list-style-type: none"> • Children gained an ability to self-reflect • Children enjoyed the course of sessions • Further feedback is being sought from the person who delivered the small group, support sessions for Year 6 children.

Key findings / learning:

- Staff valued the chance to discuss key children in a problem solving session
- Staff valued opportunities to have time dedicated to consider and reflect upon their own mental health and emotional well-being
- Staff's confidence in dealing with students with behaviour difficulties can improve with training (tailored to their needs).
- Reported behaviour incidents can decrease at the same time staff confidence in dealing with behaviour improves.
- Gaining views from staff to build and create support offered can not only be useful, but also helps them value the support provided and increases how much they feel it is useful.
- Children's views of their school and classroom environment can shift positively at the same time staff feel more confident to change their practice.
- Short timeframes mean it is difficult to fully evaluate effectiveness. Only surface level data gathering and evaluation can be done, especially when behaviour change is a longer term process.