

Refresh Nurture Provision

END OF YEAR REPORT 2022-2023

Staffing

Role	Full time Equivalent	Numbers of Staff
Teacher in Charge	1	1
Teacher	1	2
HLTA	1	1
Inclusion Support Practitioner	2	2
Teaching Assistant	0.4 fte	1
Play therapist	0.4 fte	1

Staffing changes

The Key Stage 2 teacher and Teacher in Charge left their roles at the end of the Autumn Term 2022. A new Key Stage 2 teacher was recruited to join the team at the beginning of the Spring Term 2023. The Teacher in Charge role has been covered by a teacher from the wider Specialist Inclusion Support Service (SISS) Social, Emotional and Mental Health Team (SEMH Team) from January – July 2023. A new Head of REFRESH has been recruited to start in September 2023. There has also been a change in Play Therapist during the year. The role was vacant from October 2022 – January 2023, whilst a new member of the team was recruited to the role.

Referrals

No of referrals received for 2022-23 cohort	19
No of pupils accepted at panel for 2022-23 Cohort	11
No of pupils placed at Refresh outside of panel	2

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No of existing pupils completing their placement	3
Total number of pupils attending Refresh during 2022-2023	16

Cohort Model

From September 2022 the Refresh provision transitioned from having half termly panels, with pupils beginning and ending placements at different times, to a cohort model, where all pupils begin their placement in the Autumn Term and end their placement in the Summer Term as a consistent group. It was felt that this would provide increased stability for the pupils and enable them to form meaningful relationships within a consistent group of peers.

The KS1 cohort all started their placement during the Autumn Term 2022, as there had been no KS1 provision when Refresh opened in the previous academic year. However, there were three existing KS2 pupils from the 2021-22 cohort who remained at Refresh in the Autumn Term to complete their placements alongside the new 2022-23 cohort of KS2 pupils.

Two Year 1 pupils were also placed at Refresh by the local authority in November 2022 as they had been permanently excluded from their schools and did not have a school place.

Referrals are considered by a Panel made up of 2 head teachers, senior educational psychologist, SEMH Team Manager and REFRESH Teacher in Charge and SISS Head of Service.

Comment:

Main reasons for a referrals not being accepted were:

- Graduated approach not clearly evidenced in referral paperwork.
- Support from other agencies / pathways still in the early stages. Need to await impact of this intervention first.
- Already on HN pathway and panel agreed needs best met through this support.
- Primary need does not appear to be SEMH (cognition and learning / social communication primary need).
- Given the complexity of needs panel felt needs would be best met through a referral to the HN pathway.

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Demographic data of accepted pupils

Gender	Girls	2	
	Boys	14	
	Non-binary	0	
National Curriculum Key Stage			
		number	%
KS1		8	50
KS2		8	50
SEN Code of Practice			
No SEN identified		1	6.25%
SEN support		10	62.5%
EHCP (received during placement)		2	12.5%
EHCP under assessment		3	18.75%
Ethnicity			
	No. of pupils	REFRESH %	Solihull L.A. % *
White and Black Caribbean	2	12.5	4.3
White British	12	75	65.9
White and Asian	1	6.25	2.2
Any other white background	1	6.25	2.7

Pupils Attending a State Funded School

*Source: Department for Education School Census 2022/23

There is an over representation of Mixed White and Black Caribbean and White British pupils placed in REFRESH in relation to the wider Solihull school population. Further analysis of why this might be the case is needed.

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1. Impact Data and Outcomes

Pupils returning to home school during 2022-2023

	Number	%
No. of pupils who transitioned back to home school with outreach support	16	100%
Pupil	Length of Intervention (weeks)	Outreach support following transition back to school
Pupil A	21	(2021-22 cohort) Placement ended During the transition period the KS2 teacher provided weekly Circle of Friends sessions to support the development of peer relationships in school. The HLTA provided weekly outreach visits.
Pupil B	21	(2021-22 cohort) Placement ended During the transition period HLTA provided daily meet and greet to settle / prepare pupil.
Pupil C	31	(2021-22 cohort) Placement ended The pupil continued to receive weekly outreach support visits until the end of Summer Term 2023.
Pupil D	17	The placement ended at Easter 2023 as the pupil needed to return to school to sit their Year 6 SATs and prepare for transition to secondary with their peers. (This was agreed when the pupil was accepted at panel.) 2 x weekly outreach support visits were provided from Easter to the end of the Summer Term 2023.
Pupil E	11	Placement ended early. The pupil was not responding to the nurture intervention and incidents of significant physical aggression towards peers and staff increased.

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		At a TAC meeting on 31.01.23 it was agreed that the placement was no longer in the best interests of the pupil and they returned to their school. The pupil was transitioned to the SEMH High Needs Team for support. Weekly outreach visits from Refresh continued until the end of the Summer Term 2023.
Pupil F	31	Gradually transitioned back to school in July 2023 with rest of 2022-23 cohort. Daily outreach visits during the transition period including weekly Lego Therapy session to develop relationships with peers in school. 2 x weekly visits planned to support transition for first 3 weeks of Autumn Term 2023.
Pupil G	31	Gradually transitioned back to school in July 2023 with rest of 2022-23 cohort. Daily outreach visits during the transition period. 2 x weekly visits planned to support transition for first 3 weeks of Autumn Term 2023.
Pupil H	31	Gradually transitioned back to school in July 2023 with rest of 2022-23 cohort. Daily outreach visits during the transition period including weekly Lego Therapy session to develop relationships with peers in school. 2 x weekly visits planned to support transition for first 3 weeks of Autumn Term 2023.
Pupil I	34	Gradually transitioned back to school in July 2023 with rest of 2022-23 cohort. Daily outreach visits during the transition period including weekly Lego Therapy session to develop relationships with peers in school. 2 x weekly visits planned to support transition for first 3 weeks of Autumn Term 2023.
Pupil J	16	Placement ended early in January 2023. As pupil numbers and range of SEMH needs increased within the KS1 cohort, parents felt that the provision was no longer suitable for their child and requested a move back to school. Support / information provided to SENCO to complete EHCP request. Weekly outreach sessions to develop friendship / social skills continued until end of Summer 1.

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Pupil K	13	Placement ended early in February 2023. Concerns raised by Refresh at first review meeting regarding suitability of placement. Behaviours predominantly associated with ASD diagnosis and pupil largely unable to access nurture provision / interventions. A blended school / Refresh placement was discussed in January 2023 but this was difficult for parent to manage alongside other commitments and they chose to remove their child from Refresh. Refresh supported school to transition to SISS AIM pathway and gather evidence towards an EHCP request.
Pupil L	30	Pupil started with a blended school / Refresh placement and gradually increased time in Refresh as they were making good progress in the placement. Pupil gradually transitioned back to school in July 2023 with rest of 2022-23 cohort. Initial daily outreach visits, tapering to 2 x weekly, during the transition period including weekly Lego Therapy session to develop relationships with peers in school. 2 x weekly visits planned to support transition for first 3 weeks of Autumn Term 2023.
Pupil M	30	Gradually transitioned back to new school placement in July 2023 with rest of 2022-23 cohort. Daily outreach visits, tapering to 2 x weekly, during the transition period including weekly Lego Therapy session to develop relationships with peers in school. 2 x weekly visits planned to support transition for first 3 weeks of Autumn Term 2023.
Pupil N	32	Gradually transitioned back to school in July 2023 with rest of 2022-23 cohort. Daily outreach visits during the transition period, tapering to 2 x weekly, including weekly Lego Therapy session to develop relationships with peers in school. 2 x weekly visits planned to support transition for first 3 weeks of Autumn Term 2023.
Pupil O	29	EHCP issued during placement. School named at end of Summer 1. Gradual transition into new school, building to full time attendance in Autumn Term 2023,

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		supported by daily outreach visits. 2 x weekly visits planned to support transition for first 3 weeks of Autumn Term 2023. Additional EHCP pathway and EP support to pupil / school commissioned by EHCP service for 2023-24.
Pupil P	30	EHCP request submitted during placement and issued during Summer 2. School named at beginning of Summer 2. Gradual transition into new school during summer 2, building to full time attendance by end of Summer Term. Supported by daily outreach visits. 2 x weekly visits planned to support transition for first 3 weeks of Autumn Term 2023.

Attendance

Pupil	Start of placement	End of placement	Comment
A	87.2%	14.3.22 - 18.7.22: 91.67% 5.9.22 - 5.10.22: 76.19%	The pupil spent 2 weeks at their home school at the start of the Autumn Term 2022 to build relationships with their new class teacher before returning to Refresh. During this time, the pupil attended their home school mornings only, which adversely impacted their attendance figures for the Autumn Term.
B	95% 2020/2021 74.7% Autumn term 2021 (12% authorised)	25.4.22 - 18.7.22: 93.75% 6.9.22 - 22.11.22: 91.67%	3 days (6 sessions) of absence due to illness.
C	99.3%	20.6.22 - 18.7.22: 100% 5.9.22 - 31.3.23: 100%	
D	100%	98.78%	1 day (2 sessions) of absence due to illness.

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E	98.2%	79.25%	See below
F	96.7% (2020-21)	99.33%	
G	91.3%	97.32%	
H	91.2% (2020-21)	96.64%	
I	54.3%	83.76%	Call to parent and liaison with home school on days of non-attendance. REFRESH representation at TAF meetings.
J	99.2%	98.59%	
K	96.3%	82.26%	Call to parent and liaison with home school on days of non-attendance. Parent experienced difficulties transporting sibling to school, pupil to Refresh and attending college.
L	96.5% (2020-21) 73.3% (Autumn 2022)	99.31%	3 fixed term exclusions in Autumn 2022 impacted attendance on referral.
M	73.66%	85.46%	Call to parent and liaison with home school on days on non-attendance. Single parent transporting other siblings to school in the South of the borough and baby sibling at home impacted upon parental capacity to ensure attendance on occasions.
N	85.7%	86.93%	Call to parent and liaison with home school on days of non-attendance. REFRESH representation at TAF meetings. REFRESH staff collected pupil and walked them to school on one occasion.
O	N/A Permanently excluded prior to placement	66.67%	Attendance figures lower as pupil was permanently excluded and started placement at Refresh on a part-time basis. Attendance at Refresh was excellent.

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P	N/A Permanently excluded prior to placement	52.23%	Attendance figures lower as pupil was permanently excluded and started placement at Refresh on a part-time basis. Attendance at Refresh was excellent.
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Comment

Figures show that in 12 out of 16 pupils there was an improvement in attendance. Of the remaining 4 pupils, the decrease in attendance was less than 2% in 2 cases. Communication with home schools ensures pupil absences are shared between both settings on the first day of absence. Parents/carers are contacted that day and support is offered.

Pupil E did not engage / benefit fully from the nurture provision at Refresh. The parent voiced concerns about whether Refresh was the right provision for their child. The decrease in attendance at Refresh, compared with attendance at their home school prior to placement, is likely to reflect this. The pupils' placement was ended early, and they returned to their home school.

In the case of Pupil K, the parent began to experience logistical difficulties in transporting their child to Refresh alongside dropping the younger sibling at school and attending college, particularly when a blended placement was put in place. Initially the parent felt that this would be manageable with support from wider family. When it became apparent that this was problematic, a meeting was scheduled to discuss how Refresh could support. At this point the parent chose to remove their child from Refresh and stated that they wanted them to return to their home school.

Therapeutic Work

	Number of pupils		Average number of sessions / total hours delivered	
	PT 1	PT2	PT1	PT2
Children receiving play therapy	4	7	8.5 hrs	14 sessions
Families receiving therapeutic support	2	2	15.5 hrs	2 sessions
HLTA direct intervention	16		*10 sessions	

PT 1: Play therapist 1 (Sept-Oct 2022) PT 2: Play therapist 2 (Jan-July 2023)

* Due to the complex SEMH needs of permanently excluded pupils placed at Refresh daily targeted / reactive HLTA intervention was required, which reduced HLTA capacity to consistently deliver planned, targeted interventions to other Refresh pupils.

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Comment

Play therapist intervention involves highly specialised therapeutic play therapy for the specific needs of the child and family. This has taken the form of child-centered, non-directive play therapy with the child and targeted support for individual parent/carer as well as workshop sessions for groups of parents/carers.

HLTA work is guided by the child's Boxall and can include ELSA sessions, emotional regulation practices linked to zones of regulation, cognitive behavior approaches, emotional literacy work and the development of 'toolkits' to support transition back into school. Targeted pupil sessions during the year have focused upon the following areas.

- Identifying emotions
- Regulating emotions
- Develop self-esteem
- Self-image

Feedback from parents: impact of play therapy

Comments on the workshop sessions –

'I was worried that I might be judged but felt relieved that the session was enjoyable and gave me time to relax and think about the joy in my relationships with my children.'

'It has given me lots of ideas for things I can do at home with my child to build our relationship.'

Comments on impact of play therapy sessions –

'I am happy with the progress XXX has made. It has been helpful to have things explained to me more clearly. I would like some suggestions for further reading so I can develop my understanding further.'

'I am really pleased with XXX's progress. XXX's behaviour has improved in Refresh and school. XXX has been able to speak about his feelings about losing his grandad for the first time.'

'XXX is able to say what he needs now. He loves spending special time with me one to one and will let me help him to calm when he is upset.'

Feedback from pupils: impact of direct intervention

'I'm happy that I can tell people how I feel now. Before, I thought it was bad to say I was angry or sad.'

'I can find things that I like about myself now.'

'I know that I can trust adults to help me when I am feeling upset.'

I have liked trying different ways to calm myself down.'

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Outreach work during placement

Every pupil has a visit from a Refresh member of staff during their integration days at their home schools every Wednesday.

Pupil	No of Wednesday outreach visits during placement	No of outreach visits during transition back to home school	Comment
A	24	10	2 absences
B	14	5	1 absence
C	20	17	1 absence. Weekly outreach visits continued for the rest of the academic year.
D	12	15	Reduced placement due to SATs. Outreach visits continued for the rest of the academic year. Some visits not possible due to 2 fixed-term suspensions.
E	9	15	1 absence. Placement ended early. Weekly outreach visits continued for the rest of the academic year.
F	21	13	Pupil required intensive outreach support during transition.
G	23	16	Pupil required intensive outreach support during transition.
H	20	9	
I	22	10	13 absences.
J	16	11	Placement ended early. Outreach support extended beyond transition period.
K	6	0	Placement ended early. Parent did not want further outreach support from Refresh during / after transition.
L	13	9	1 absence (due to suspension)
M	17	9	4 absences
N	14	6	7 absences
O	N/A	17	Home school named by LA at beginning of transition period.

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			Intensive outreach visits provided during transition.
P	N/A	24	Home school named by LA at beginning of transition period. Intensive outreach visits provided during transition.

Types of Outreach Work Undertaken

- Visiting pupils in their home school. This includes supporting the pupils during trigger times identified by the school – modelling the strategies for staff at the same time. It also includes meeting with staff to give advice and share strategies/approaches /profiles.
- Observations – Refresh staff monitor pupil progress in school and observe how shared advice / strategies are being implemented, offering feedback and further support as necessary.
- Weekly emails to class teachers – these are detailed and informative. They include an overview of our week at Refresh in terms of curriculum coverage, updates on progress with SEMH targets and advice on strategies that are working well so that these can be implemented in school.
- Regular reviews and TAC meetings to ensure information on pupil progress is shared between Refresh, school and family. Interim reviews are held as necessary in response to the needs of the pupil, family and school.
- Supporting schools through attending Core group meetings and Child Protection conferences and providing detailed feedback on pupil progress and observations.
- Liaising with other agencies (e.g. SOLAR, Family Support Workers, Inclusion Team, EHCP service, Community Paediatrics, CEPS, private clinicians and other teams within SISS) to provide package of support for pupil.
- Circle of Friends programme and Lego Therapy groups delivered in schools for some pupils toward end of period of transitioning back to school. This helps pupils to reconnect with peers and supports home school pupils and staff in welcoming the pupil back to school full time.
- Parent support – both reactive and planned. Parents are often anxious at the beginning of the placement and particularly when pupils are transitioning back to their home schools. Staff are available at Refresh to spend time listening to and supporting parents and signposting where appropriate.
- Co-regulation plans are shared with school and parents. These describe observable behaviours when the pupil is in varying states of regulation / dysregulation and outlines strategies and approaches that will support the pupil to regulate at each stage. The Refresh team will support schools in adapting the co-regulation plan to reflect the school setting if needed.
- Boxall profiles are completed at the beginning and end of placement with staff from the home school. These are used to inform targets and interventions in their Refresh placement and as

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they transition back to school. A follow-up Boxall profile is also completed 6 months after transition to measure longer-term impact of the Refresh nurture provision.

- Supporting schools and parents with referrals / requests (e.g. EHCP requests, ADHD referral, ASD referral, referral to community paediatrics).

Target Measured Evaluation

The Target Measured Evaluation (TME) uses a simple scaling 1-10 of where the child is 'now' in relation to an agreed target and a best hope of where the child and team around the child hope to 'get to' after an agreed period of time (expected target). Progress is measured in steps on the scale. Two to three targets are usually set for a pupil. Targets were scaled halfway through the placement and on exit.

- Pupil D: Y6 pupil who transitioned back to home school at Easter in preparation for SATs. Therefore, just had entry and end scores.
- Pupil E: Placement ended early. TME targets were picked up by the SEMH High Needs Team.
- Pupil J: Parents chose to end placement early.
- Pupil K: Parent chose to end placement early.

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Pupil	Area of work	Entry score	Interim score	End score	Average steps of progress
A (2021-22 cohort)	Transition - home/school	3	7	3	0
	Self-image	1	4	1	
	Emotional regulation	3	4	3	
B (2021-22 cohort)	Managing disappointment	2	5	5	3
	Self-esteem	3	5	6	
	Emotional regulation	2	4	5	
C (2021-22 cohort)	Self-esteem	2	3	5	3
	Engagement	2	3.5	5	
D	Regulating Emotions	2		5	2.75
	Self-perception/self-awareness	2		4.5	
E	Flexibility of thinking	2	N/A	N/A	
	Self-perception	3			
F	Building relationships with adults	2	3	4.5	2
	Self-esteem	1	2	3.5	
G	Accepting mistakes	2	3.5	4	2
	Communicating needs	1	2	3	
H	Self-esteem	2	3	5	3.25
	Understanding emotions	3	4	6.5	
I	Understanding emotions	2	4	5	3
	Self-esteem	3	5	6	
J	Manging emotions	3	5	N/A	2
	Access curriculum independently	3	5		
K	Identify & manage emotions	3	N/A	N/A	
	Access classroom independently	1			
L	Regulating emotions	3	5	7	4.5
	Self-esteem	2	3	7	

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M	Regulating emotions	1	4	5	4
	Engage in classroom environment	1	4	5	
N	Self-regulation	4	5	7	3
	Social understanding	3	5	6	
O	Relationship with adults	2	6	7	4.5
	Self-esteem	2	5	6	
P	Self-image	2	4	7	5
	Staying safe	2	3	7	

Boxall profile Scores

The Boxall Profile[®] provides a framework for the precise assessment of children and young people's social and emotional aptitudes. The profile works by comparing the results of pupil assessment against a set of scores obtained from an average sample of children of a relevant age. If a child is scoring outside normal range of scores, this would indicate the child may be experiencing difficulties with certain social or emotional skills.

Children in need of the experiences of a Nurture Group typically have relatively low scores on Developmental Strands and relatively high scores in the Diagnostic strands. After a period of nurture intervention **progress is shown through an increase in Developmental scores and a decrease in Diagnostic scores.**

Pupil	Boxall on entry		End of placement		6 months after transition	
	Developmental	Diagnostic	Developmental	Diagnostic	Developmental	Diagnostic
Q (2021-22 cohort)	55	123	↑97	↓40	↑96	↓33
R (2021-22 cohort)	69	66	↑96	↓49	↑97	↓56
A (2021-22 cohort)	76	79	↑111	↓48	↓59	↑98
B (2021-22 cohort)	75	94	↑124	↓14	↑96	↓77

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C (2021-22 cohort)	70	77	↑90	↓47		
D	108	86	↓87	↓45		
E	78	74	N/A	N/A		
F	67	80	↑91	↓67		
G	79	51	↑130	↓35		
H	103	59	↑131	↓19		
I	51	100	↑81	↓60		
J	81	40	N/A	N/A		
K	49	33	N/A	N/A		
L	87	94	↑101	↓57		
M	52	76	↑98	↓57		
N	94	39	↓80	↑61		
O	86	82	↓78	↓70		
P	64	119	64	119		

*Arrows indicate an increase or decrease in score compared with the entry score. Green indicating a positive shift and red indicating a negative shift.

Comment

Boxall scores show that there was a positive impact on both developmental and diagnostic scores for the majority of pupils by the end of placement.

The follow-up Boxall profiles completed 6 months after placement for 4 pupils indicate that gains are generally maintained, although may dip in comparison to end of placement scores in some cases. When further follow-up Boxalls are completed, there will be more comprehensive data set for analysis.

There are some anomalies to the above trends, discussed below.

Pupil A

There was significant trauma and disruption in the pupil's home life following their transition back to school, which culminated in them being placed in care. The school reported that the emotional impact of this had a detrimental effect upon the pupil's behaviour and presentation in school. This is

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reflected in the follow-up Boxall, which shows a significant decrease in developmental and increase in diagnostic scores, despite the gains made at the end of placement.

Pupil N

The Pupil has a genetic eye condition. During placement the pupil's condition appeared to significantly deteriorate. This led to increased levels of frustration and social isolation in both Refresh and their home school, reflected in the end of placement Boxall scores. Refresh staff liaised regularly with the Family Support Worker for Children's Services, the named teacher in the SISS SPI team and the Early Years Safeguarding, Welfare and Inclusion Manager at the home school in relation to the pupil's eye condition, attendance and safeguarding. During placement the school agreed to support a referral to Community Paediatrics to screen for any other potential underlying difficulties and the SPI Team supported mum to secure an emergency review appointment at Heartlands in July 2023.

Pupils O and P

In both cases the initial Boxall was completed by parents (as they were permanently excluded) and the end of placement Boxall was completed by Refresh staff (as they were not well known by staff in their new schools). This makes it difficult to draw comparisons between initial and end scores in their cases.

PUPIL ATTAINMENT

Key Stage 1

Pupil	SUBJECT	ATTAINMENT ON REFERRAL	ATTAINMENT AT END OF PLACEMENT	EXAMPLES OF ACHIEVEMENT WHILST IN PLACEMENT
I	Maths	Below ARE Y1	WTS Y1	At the end of placement, the pupil was able to solve one-step problems by using concrete objects and pictorial representations with the support of the teacher.
	Reading	Below ARE Y1	EXP Y1	The pupil is a fluent reader but struggles with understanding of some words and comprehension skills.
	Writing	Below ARE Y1	WTS Y1	At the end of placement, the pupil was able to use capital letters at the beginning of the sentence and he was able to reread his writing aloud and check if it makes sense.
J	Maths	Below ARE Y1	N/A	N/A placement ended early.
	Reading	Below ARE Y1		
	Writing	WTS Y1		

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K	Maths	Below ARE Y1	N/A	N/A Placement ended early.
	Reading	Below ARE Y1		
	Writing	Below ARE Y1		
L	Maths	Below Y1	WTS Y2	When the pupil started he struggled with number formation and was unable to complete a Maths activity independently even though he was showing some good understanding of number problems. At the end of placement, he was able to complete a Year 2 Maths activity with only a little prompt. With support, he was able to add two two-digit numbers using the column method.
	Reading	WTS Y1	WTS Y2	The pupil is a fluent reader but struggles with Year 2 comprehension activities.
	Writing	Below Y1	WTS Y1	At the end of placement, the pupil was able to use short, simplistic sentences but struggled with spelling Y1 and Y2 common exception words accurately.
M	Maths	WTS Y1	EXP Y2	The pupil has shown a great understand of number and place value. At the end of placement, he was able to use column addition method.
	Reading	WTS Y2	EXP Y2	The pupil is a fluent reader and is beginning to be more independent whilst completing comprehension activities.
	Writing	WTS Y1	EXP Y1	Throughout the year the pupil needed individual support with writing. At the end of placement, he was able to write simple sentences in order to create short narratives and non-fiction texts.
N	Maths	EXP YR	EXP Y1	At the end of placement, the pupil was able to represent and use number bonds and count, read and write number to 100 in numerals.
	Reading	EXP YR	WTS Y1	At the end of placement, the pupil had a secure knowledge of phonics levels 2-5. He needed support to make

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				inferences on the basis of what has been said and done.
	Writing	EXP YR	Below Y1	With support, the pupil is able to write a sentence using a capital letter and a full stop at the end.
O	Maths	Not provided	WTS Y1	At the end of placement, the pupil was able to confidently use resources to represent numbers. She needed support with solving one step problems independently.
	Reading	Not provided	Below Y1	At the end of placement, the pupil was able to read cvc words and cvcc words. She was confident with phase 3 phonics.
	Writing	Not provided	Below Y1	With support, the pupil is now able to write a simple sentence. She can now form most of the letters correctly.
P	Maths	Below ARE	EXP YR	At the end of placement, the pupil was able to count beyond 20 and use some vocabulary to compare objects and name 2D and 3D shapes.
	Reading	Below ARE	Below ARE	At the end of placement, the pupil was starting to blend cvc words during phase 2 phonics lessons.
	Writing	Below ARE	Below ARE	At the end of placement the pupil was learning to form some of the letters correctly.

Key Stage 2

Pupil	SUBJECT	ATTAINMENT ON REFERRAL	ATTAINMENT AT END OF PLACEMENT	EXAMPLES OF ACHIEVEMENT WHILST IN PLACEMENT
A	Maths	WTS Y5	WTS Y6	Developed a sound knowledge of place value.
	Reading	WTS Y5	WTS Y6	Developed confidence to read aloud in a group.
	Writing	SECURE Y3	WTS Y5	Able to use a range of techniques to bring writing to life (e.g. simile, metaphor, etc.)

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B	Maths	WTS Y4	EXP Y4	Developed a sound knowledge of place value.
	Reading	WTS Y4	EXP Y4	Able to read with intonation.
	Writing	WTS Y4	WTS Y4	Able to work from a model text to produce his own written work.
C	Maths	EXP Y4	WTS Y4	Could multiply a 4 digit and a 1-digit number successfully.
	Reading	EXP Y4	WTS Y4	Able to read with intonation.
	Writing	WTS Y4	WTS Y4	Able to use description accurately to paint a mental picture.
D	Maths	WTS Y6	WTS ARE Y6	Able to find a percentage of an amount.
	Reading	WTS Y6	EXP Y6	Could use inference to discuss how someone was feeling in a text.
	Writing	WTS Y6	WTS Y6	Began to use embedded relative clauses with success.
E	Maths	WTS Y5	N/A	N/A Placement ended early.
	Reading	WTS Y5		
	Writing	WTS Y5		
F	Maths	PKS -EYFS	EXP Y1	Learned how to count in 2's, 5's and 10's and had begun to understand how to double and half a number.
	Reading	PKS-EYFS	Exp Y1	Able to read up to phase 5 phonics and had a desire to read as often as he could.
	Writing	PKS-EYFS	EXP Y1	Could write his own sentences with simple punctuation.
G	Maths	WTS Y4	WTS Y5	Could accurately plot points on a graph and translate/rotate around them.
	Reading	EXP Y4	EXP Y5	Read with expression and empathy towards characters in a story.
	Writing	EXP Y4	EXP Y5	Able to use more complicated descriptive techniques (expanded noun phrases with prepositions and fronted adverbials).
H	Maths	EXP Y3	EXP Y4	Able to multiply 3 digit and 4-digit numbers by 1 digit.
	Reading	EXP Y3	EXP Y4	Able to read with intonation and infer meaning.

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	Writing	WTS Y3	WTS Y4	Able to use punctuation accurately and developed a range of descriptive techniques in his writing.
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Feedback from Stakeholders

Feedback is gained via smart surveys from parents, referring schools and pupils. The surveys are emailed to parent and schools and are completed by the pupils on site at Refresh immediately prior to the end of their placement.

Feedback from parents

We had 5 responses to the parent survey.

Question / statement	Parent responses					Additional comments
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
I felt supported by the Refresh Team	2	3				
The Refresh placement has helped my child	3	2				'X has improved majorly and I feel it's really helped him' 'I have seen some changes in my child. He loves being around the staff and being in a small group of children' 'X was made to feel like a member of a class again instead of a name on the register' 'X has caught up massively with his school work, lots of help and support with his emotional well being and coping with all his emotions'
The Refresh placement has had a positive impact at home	1	1	3			'The problems were at school not at home' 'behaviours has maintained somewhat the same at home if not more violent'

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						<p>'X has been controlling his emotions a lot better at home'</p> <p>'At times it has proved tricky with having children say things (at Refresh) then he would come home and react to siblings'</p>
Communication from the Refresh Team was regular and helpful	2	3				
TAC meetings were informative and supportive	4	1				
The Refresh placement helped my child to develop skills needed to be more successful in their home school	3	2				
Staff at the home school have a better understanding of my child's needs following the intervention placement	3	2				
Was there anything throughout the placement that worked particularly well?	<p>'(the school) were open to trying things Refresh suggested'</p> <p>'Everything seemed to work very well right from the settling in sessions at the start'</p> <p>'From the meetings I think the now and next boards work well and just having movement breaks often'</p>					
Was there anything that did not work well or could have been improved?	<p>'I feel my child should've been given the amount of days he eventually had (in Refresh) at the beginning rather than half way through to achieve maximum effects from it'</p>					

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Feedback from Pupils

9 pupils completed the survey. It was difficult for the KS1 pupils to access the survey and a scale of smiley faces was used alongside the survey questions to aid comprehension. 1 pupil in KS1 did not complete the survey.

Question / statement	Pupil responses					Additional comments
	Very helpful	Helpful	neutral	Unhelpful	Very unhelpful	
How helpful do you feel your time at Refresh has been?	7	2				
	Lot more positive	Little more positive	The same	Little worse	Lot worse	
How has your time at Refresh changed the way you feel about yourself?	5	1	3			
	Strongly agree	Agree	neutral	disagree	Strongly disagree	
At Refresh I have developed skills that help me to manage things I find difficult	6	2		1		
	Strongly agree	Agree	neutral	Disagree	Strongly disagree	
The adults at Refresh understand me and know how to help / support me	4	5				
The adults at my home school understand me and know how to help / support me	3	2	1	1	2	
	Very confident	confident	neutral	Not confident	Not at all confident	

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<p>How confident do you feel that you will be successful when you return to your school after your time at Refresh?</p>	4		3	1	1	<p>'because my school don't help me' 'because I've changed in positivity' 'because I have all of my friends to support me' 'because I really hate my school. My friends are mean to me' 'because the school know that I have got special needs' 'because I might not be able to earn rewards' 'because I think I might be funny in class and probably get told off' 'sometimes they understand me and sometimes they don't. I find it difficult to make the right choices'</p>
<p>Was there anything throughout your time at Refresh that worked particularly well?</p>	<p>'Making new friends and the adults that helped me.' 'I have enjoyed playing football.' 'It was a very surprisingly helpful place for anger and emotions.' 'I like lunchtime at Refresh because I sit next to my friend.' 'We get lots of time outside. I like playing with Lego. Painting helps me to calm down.' 'I like to earn a reward from the treasure chest.' 'The adults know how to help me calm down. I have improved the way I manage my behaviour.' 'Everyone was always kind and calm. They helped to support me when I got angry. I liked it when I could go into a calm corner or into the tent to calm down. We also used to talk about things when they happened which helped me learn from my mistakes.'</p>					
<p>Was there anything that did not work well and could have been improved?</p>	<p>'More time to play and do creative things.' 'You could get some 'Among Us' plushies.' 'The playground could be improved. I would like a climbing frame.'</p>					

Feedback from schools

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A total of 6 schools completed and returned the survey.

Question / statement	School responses					Additional comments
	Very easy	Somewhat easy	Neutral	Somewhat difficult	Very difficult	
How easy was the referral process for Refresh?	1	3	2			
How easy was it to access and communicate with the Refresh team during the placement?	4	2				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
I felt supported by the Refresh team during the pupil's placement	5	1				
Weekly visits to see the pupil at Refresh were helpful in maintaining relationships with the pupil and the Refresh team.	4	2				
	Very useful	Useful	Neutral	Of little use	Of no use	
How useful did you find the initial TAC meeting and subsequent review meetings?	5	1				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
At the initial TAC meeting, generating specific targets for the placement was helpful in	6					

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reflecting on the child's needs and how they could be met.						
The work of the Refresh team during the placement improved outcomes for the pupil.	3	2	1			<p>'Child is now more able to attend to learning in class. He is more reflective on his behaviours in class and will take action to amend relationships with adults and peers. He is quick to use his strategies and knows he has a key circle of adults who support him. He appears to have increased self-esteem in regards to his work. He is beginning to form improved relationships with his peers.'</p> <p>'X has had a fantastic transition to our school, we are really hoping that this works long term for him.'</p> <p>'The child still has challenges in school but he is aware that there is contact with Refresh twice weekly and when an incident happens he is aware we can talk to staff from Refresh about it. Strategies that have been shared with us to use have also been beneficial.'</p> <p>'Child using verbal communication much more, communicating with peers, far less outbursts and more able to attend to learning.'</p> <p>'I feel that more time at Refresh could have been offered earlier, so that the</p>

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						child could have made even more progress (this was seen when the placement time offered was increased).'
The child's wellbeing improved as a result of their placement at Refresh.	4	1	1			
	Very confident	Confident	Neutral	Not confident	Not at all confident	
How confident do you feel that the pupil can successfully transition back into your school?	1	4	1			
What would be needed to increase your confidence?	<p>'Availability of support in the future if required, especially around challenging periods of change.'</p> <p>'Some support from SISS to monitor classroom support.'</p> <p>'Transition back has been a bit challenging, as the child didn't completely finish his placement at Refresh due to having to come back to mainstream to complete his SATS. He finds change hard, which we saw when he was going to transition to Refresh as he was upset and refused to go. This pattern was seen when transferring back to mainstream. It has helped with the connection with staff from Refresh still being there.'</p> <p>'More time at Refresh right from the start of the placement. I feel that the child is making such good progress now that they are there more often, but we are now working on the transition back into school.'</p>					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
The recommendations and support from the Refresh team were helpful during the integration back into school.	4	2				

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Please provide further details about what was helpful.	<p>'Visits continuing. TAC meeting booked a few weeks after transition. Circle of Friends weekly support.' 'The plan that was put in place supported us.' 'Lego Therapy, outreach visits.' 'Really grateful to have had the extra support during this transition period and especially when the child was experiencing a very tricky time during this process; the child was able to see that we are working together.'</p>					
	Very confident	Confident	Neutral	Not confident	Not at all confident	
As a school, how confident do you feel that you understand how to meet the needs of the pupil?	3	3				
What would be needed to increase your confidence?	<p>'We have a good understanding of how to meet child's needs when his family life is stable. Worry, if family dynamic was to decline again, so too would child's behaviours.' 'Advice from Educational Psychology.' 'Feel child may need additional adult support.'</p>					
Was there anything throughout the placement that worked particularly well?	<p>'Weekly visits from key Refresh Worker. Regular TAC meetings. Visits to Refresh. Clear goals to work towards. Clear expectations in regards to child returning to school setting.' 'The gradual transition from Refresh to school has worked really well.' 'The link to both settings through visits was highly effective. Communication was highly effective and supported all staff to work together in the best interests of the child.' 'Contact with staff. Seeing the child in the environment and watching the interaction he had with staff there and the strategies they used with him.' 'Support from the Refresh team.' 'Communication. Staff visits to Refresh. TAC Meetings and Reviews. Advice and support from Refresh; both to school and parents. Working together to support the child.'</p>					
Was there anything that did not work well and/or could have been improved?	<p>'We sometimes didn't get an update on the pupil's week until very late the night before.' 'Transition back. Gradually increasing time in school and adjusting accordingly would have been beneficial.' 'Increased time allocation that was given when the placement was offered.'</p>					

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Summary

What's working well based on feedback from pupils, schools, families, and feedback from Refresh staff and other professionals.

- Communication with schools. Positive feedback received from schools verbally and in the survey responses.
- Refresh staff have found weekly reflections led by the play therapist very helpful, both in terms of having the opportunity to reflect on their own practice but also in terms of supporting their own mental and emotional wellbeing.
- Relational approach, understanding behaviour as communication, use of emotion coaching and PACE– consistent throughout team. Consolidated through training provided by the play therapist on Refresh INSET day (4th May 2023) and reflected in the co-regulation plans for each pupil.
- A strong and cohesive Refresh staff team has been established.
- Weekly sessions provided by the music service have been very successful. The pupils had opportunities to explore a range of instruments and write and record songs together. The work at Refresh was presented as a case study to the Music Service by the visiting teacher.
- New playground approved and installed end of Summer Term 2023.
- New Head of REFRESH recruited and in post from September 2023.
- Bespoke curriculum, built around the pupils' SEMH journey, planned and in place for Spring 2 and Summer Term.
- Methods of assessment have been reviewed and refined.
- Cohort model established – providing increased consistency and predictability for pupils during their placement and enabling them to develop meaningful relationships with one another.
- Processes and paperwork have been reviewed and refined. 'My Journey' document now tracks Boxall and TME progress throughout placement.
- Referral panel processes and procedures are now well established. Referrals reflect an increasing understanding amongst Solihull schools about the provision and the pupils who could benefit.
- Personalised, differentiated, targeted support for individual pupils based on understanding of specific and in some cases complex needs.
- TAC meetings and reviews have been effective in supporting schools and families – reflected in the survey feedback from schools and parents.
- Outreach work has been flexible and tailored to meet the needs of the pupil and the home school.
- An EHCP was secured for permanently excluded pupil transitioning into a new mainstream setting.

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- Lego Therapy training for staff has enabled the provision of Lego Therapy groups to support pupils to build relationships and co-operation skills both in Refresh and in their home schools.
- Parent workshop sessions and 'play and stay' events have been well received by parents who attended.
- All pupils successfully transitioned back to a home school by the end of the summer term. Pupils returned to their home schools with a 'toolkit' of resources to consolidate the progress made during their placement.

Key Areas for development

- Referrals – continue to promote appropriate referrals through wider SEMH Team.
- Pupils survey – needs to be reviewed and revised to ensure it is accessible to all pupils.
- Parent offer – parent survey indicates that there was least impact on behaviours / presentation at home.
- Parent workshops / group encouraging reflective parenting and sharing key principles of nurture and Refresh approach.
- Opportunities for parent drop-ins for advice and support from the Refresh Team.
- Termly 'play and stay' / 'parent workshop' sessions.
- Develop extra-curricular opportunities for the pupils – trips, visitors and sessions from external providers.
- Review transition support from the Refresh staff. Primary focus should be on building capacity to support the pupils within the home school. The needs of each pupil and school are diverse. Although it is not possible / practical to devise a bespoke transition timetable for each pupil, specific aims and actions regarding how the transition of each pupil is supported on each visit can be agreed at the transition TAC meeting. This may not always involve direct support / work with the pupil but could also include outreach visits to support staff to develop skills and understanding or establish approaches / procedures. Need to consider;
 - Optimum transition period / timetable. (gradual, planned increase in home-school attendance vs. minimising potential for confusion/feelings of rejection when attending two settings.)
 - Optimising potential for successful transition in the short and long term for each pupil, considering the needs of the pupil, school and family during and beyond the transition period – e.g. staff training, sharing resources, modelling approaches, liaison with the wider SEMH Team / wider SISS Team and signposting to other services.

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- Analyse the long-term impact of placement when further Boxall data is available, and review offer to pupils, schools and parents in light of this.
- Embed KS1 and KS2 curriculum and associated assessments.
- Ensure all staff have up to date Team Teach training.
- Develop speech, language knowledge base of staff and embed oracy into curriculum.
- Develop physical curriculum to further develop awareness of the body.

Report written by

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Interim Teacher in charge of REFRESH

September 2023.