

Refresh Nurture Provision

END OF YEAR REPORT 2023 - 2024

Staffing

Role	Full time Equivalent	Numbers of Staff
Head of Primary Nurture Provision	1	1
Teacher	2	2
Higher Level Teaching Assistant (HLTA)	1	1
Inclusion Support Practitioner	2	2
Teaching Assistant	0.4 fte	1
Play therapist	0.4 fte	1

Staffing changes

The Head of Primary Nurture Provision was recruited and began in September 2023, replacing the interim Teacher in Charge who had fulfilled the role for the previous two terms. The Play Therapist resigned in September 2023, and the position remained vacant until December 2023, when the Play Therapist from the High Needs team moved across. In December 2023, the HLTA resigned and was replaced by a new HLTA at the start of January 2024. Before commencing this role, the new HLTA had been working as an unqualified teacher in a specialist SEMH school. Staffing has been stable since January 2024.

Referrals

Number of referrals received for 2023-24 cohort	30
Number of pupils accepted at panel for 2023-24 Cohort	15
Number of pupils completing a full placement (4 days a week, over 2 terms)	11
Number of pupils completing a part time placement (Less than 4 days a week, over 2 terms)	1
Number of pupils that did not complete 2 terms	3
Total number of pupils attending Refresh during 2023-2024	15

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Cohort Model

This is the second year that Refresh has run as a cohort model and the first full year in which all the children started at the same time. This has ensured that all the children were able to form meaningful relationships with each other and create a consistent group with shared experiences.

This was also the second year that there was a KS1 cohort, as previously only KS2 children had been included. The cohort model has worked well this year. Children were accepted either at the REFRESH panel in the summer term of 2023 or at the REFRESH panel held in early September. This enabled staff to start building relationships with the children in their home schools and to work with parents and carers before starting. It also gave the children an opportunity to settle into their classes and build a relationship with their teacher at their home school before starting at Refresh in the final week of September.

Children attended four days a week, with one day at their home school on Wednesdays. Outreach visits were also provided on Wednesdays by the Refresh staff.

Children began transitioning back to their home schools following the May half-term, gradually reducing their time at Refresh, and spending more time at their home schools. Their final day at Refresh was on 21st June 2024, and following this, each child had a personalised programme of support from the Refresh staff for the remainder of the academic year and into the Autumn term of 2024. Support has been bespoke to the child and school and some children have moved onto the HN pathways that have required a higher level of support to transition successfully, others will be monitored by the High Needs Pathway to ensure first two terms back into their home school are successful and any concerns are addressed early on

Referrals for the 2023-24 cohort were considered by a panel consisting of two head teachers, a senior educational psychologist, the SEMH Team Manager, the Refresh Interim Teacher in Charge, the Head of Primary Nurture Provision, and the Head of SISS.

The main reasons for a referral not being accepted were:

- The graduated approach was not clearly evidenced in the referral paperwork.
- Support from other agencies or pathways was still in the early stages, requiring time to assess the impact of these interventions.

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- The child was already on the High Needs (HN) pathway, and the panel agreed that their needs would be best met through this support.
- The primary need did not appear to be SEMH, but rather cognition and learning or social communication.
- Given the complexity of needs, the panel felt they would be best met through a referral to the HN pathway.

Demographic data of accepted pupils

Gender	Girls	4		
	Boys	11		
	Non-binary	0		
National Curriculum Key Stage				
		number	%	
KS1		7	46.67	
KS2		8	53.33	
SEN Code of Practice				
No SEN identified		0	0	
SEN support		9	60%	
EHCP (received during placement)		5	33.33%	
EHCP under assessment (at the end of placement)		2	13.33%	
Ethnicity				
	No. of pupils	REFRESH %	Solihull L.A. % *	
White and Black Caribbean	2	6.67	4.2	
White British	12	86.67	64.3	
White and Asian	1	6.67	2.3	

Schools, pupils and their characteristics *Source: Department for Education (<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>)

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 2023-2024.

	Number	%
No. of pupils who transitioned back to home school with outreach support	15	100%

Pupil	Length of Intervention (weeks)	Outreach support and comments
Pupil A	29	Completed full placement. Classroom support in school and targeted session from the ISP and HLTA and Specialist teacher including emotional based literacy sessions.
Pupil B	28	Completed full placement. Classroom support in school and targeted session from the ISP and HLTA and Specialist teacher including Lego therapy and emotional based literacy sessions. Received an EHCP during placement and school were able to fund additional in school support.
Pupil C	28	Completed full placement. Classroom support in school and targeted session from the ISP and HLTA and Specialist teacher including Lego therapy and emotional based literacy sessions.
Pupil D	28	Completed full placement. Classroom support in school and targeted session from the ISP and HLTA and Specialist teacher.
Pupil E	29	Completed full placement. Enhanced daily support each morning and targeted sessions from Specialist teacher, ISP, HLTA and TA. Further enhanced during the last 2 weeks summer with additional sessions and High Needs team support. Named specialist provision awaiting start date.
Pupil F	31	Completed full placement. Classroom support in school and targeted session from the ISP and HLTA and Specialist teacher including additional in class support and emotional based literacy sessions EHCP received during placement and following an early

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		annual review a specialist cognition and learning setting was agreed.
Pupil G	6	Placement ended early in November 2023 and was placed on the High Needs pathways due to there being difficulties with accessing the nurture-based curriculum and a significant escalation in dysregulated behaviours. School had made a request for statutory assessment and later received an EHCP.
Pupil H	1 day	Parents withdrew as the distance to walk to Refresh was too far for them. They were within the statutory walking distance so transport could not be provided.
Pupil I	24	Completed 2 terms but went back slightly early as he was a Year 6 child and needed to be prepared for SATS and transition to secondary school. Outreach was provided and he had targeted emotional literacy sessions in school and 'Circle of Friends' intervention from the Specialist teacher and ISP. Additional transition session with secondary school and support arranged from Specialist teacher in Refresh and the wider SEMH team for September.
Pupil J	29	Completed full placement. Classroom support in school and targeted session from the ISP and HLTA and Specialist teacher including 'Circle of Friends' intervention. School had made a request for statutory assessment but this was not accepted for assessment, his carer appealed this. He was placed on the HN pathway as Refresh staff withdrew.
Pupil K	28	Completed full placement, started with a blended school / Refresh and increased time in Refresh. Additional support was provided around her emotions, and she received additional support from the HLTA with this. Support planned for the Autumn term.
Pupil L	28	Completed full placement. Classroom support in school and targeted session from the ISP and HLTA and Specialist teacher. School requested additional support during maths lessons, and this was provided by the Refresh TA.

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Pupil M	29	Completed full placement. Classroom support in school and targeted session from the ISP and HLTA and Specialist teacher including 'Circle of Friends' intervention and emotional based literacy sessions. School made a request for statutory assessment during his transition back, school had previously made one, but it was not agreed to assess him.
Pupil N	27	Completed a part-time placement which started with him completing afternoons in Refresh this moved to 2 full days then increased to 3 full days in Refresh. He was also on the High Needs pathway at the same time for additional in school support on the days he was not in Refresh. Enhanced transition back to school as agreed but due to having an operation this was not possible. Play therapist completed some additional sessions at home.
Pupil O	9	Parents withdrew due to it becoming clearer that her needs were around her ASD diagnosis and her main need was not SEMH. She found it increasingly difficult to access the nurture-based curriculum and was very upset being away from her friends in school. The school had already made an application for statutory assessment.

Attendance

Pupil	On referral	End of placement	Comment
A	83%	95%	Significant improvement
B	98%	96%	Slight decrease due to illness but remained good at above 95%.
C	98%	98%	Stable
D	91%	96%	Improvement

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E	97%	85%	Due to a part-time timetable.
F	91%	93%	Improvement
G	65%	85%	Improvement but placement ended early.
H	69%	100%	Only completed one day
I	97%	97%	Stable
J	86%	93%	Improved. He had several illnesses.
K	95%	100%	
L	93%	96%	
M	97%	93%	Several illnesses and during the Autumn term issues with transport which were resolved, and attendance improved.
N	82%	72%	Communication with home school and attendance letters sent out. Mum took him away on several holidays.
O	94%	95%	
Average	89%	93%	Overall, the average attendance improved from their data on referral to their data on exit.

Overall Comments on Attendance:

- The average attendance across the cohort improved from 89% on referral to 93% by the end of placement, showing positive progress overall. Where needed REFERSH worked with the home school to address barriers to attendance to support.
- Several pupils showed significant improvement in their attendance (e.g., Pupils A, D), which reflects positively on their engagement and commitment.
- Stability in attendance was seen in some cases (e.g., Pupils C, I), suggesting consistent support and routine.
- Challenges such as illness (e.g., Pupil B) and part-time timetables (e.g., Pupil E) affected attendance slightly but did not significantly detract from overall progress.

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- Communication and intervention strategies with home schools played a crucial role in addressing attendance issues, as seen with various pupils (e.g., Pupils N, M).
- These observations highlight a generally positive trajectory in attendance management and improvement strategies, alongside some challenges that were effectively addressed during the placement period.

Therapeutic Work (Play Therapist)

	Number of pupils	Average number of sessions / total hours delivered
Children receiving play therapy	7	72 sessions / 89.7 hours
Families receiving therapeutic support	1	3 sessions / 3.75 hours

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.

Feedback from parents regarding Play Therapy

Xxxxx's father felt that since being at Refresh and having play therapy they could see a difference and had come a long way. They believed xxxxx was managing their anger and better at self-regulating and had noticed xxxxx being more animated and happier.

Xxxxxx mother informed me that they had enjoyed their play therapy sessions and she had seen an increase in positive behaviours and getting better at identifying and expressing themselves with words

Xxxx mother stated they had enjoyed their sessions and seemed calmer and content afterwards.

Xxxxxx mother has seen an increase in positive behaviours at home; not lashing out and not hitting them anymore and feels more able to express how he is feeling.

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Xxxxx mother is pleased with the progress xxxxx has made at her time at Refresh and from having play therapy. They could see positive changes in how xxxxx was managing their emotions; less anger frustration and not as reactive and lashing out. They feel there has been improved communication and interaction with their siblings at home and wanting to be more involved in their play.

Targeted intervention sessions (HLTA)

	Number of pupils	Average number of sessions / total hours delivered
Children receiving targeted sessions	12	167 sessions/90 hours

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
- Speech and language

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.

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Pupil	Number of Outreach before placement started	No of Wednesday outreach visits during placement	No of outreach visits during transition back to home school	Comment
A	1	26	6	
B	1	30	10	
C	1	32	10	
D	1	30	5	
E	3	29	15	
F	1	30	5	
G	2	14	N/A	Placement ended in November 23. Outreach visits were still happening as he moved on to the HN pathway.
H	1	1	N/A	Parents withdrew moved on to the HN pathway
I	3	27	7	
J	4	27	3	
K	0	20	5	Later start but did do a transition visit
L	0	23	4	Later start but did do a transition visit
M	3	20	3	Struggled with visits in school and school only wanted visits in the afternoon.
N	4	10	0	Illness on return to school. Attendance issues going back into school on a Wednesday.
O	0	9	0	Parents withdrew early, some Wednesday visits did continue.

Start of the academic year 24 – 25

- All children had a planned in classroom observation and feedback provided to school from the Refresh team and a HN teacher.
- All children had 3 settling in sessions back into school with Refresh staff.
- All children continued to either receive support from the HN pathway or Refresh Outreach.

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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.

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- 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 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 (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	Area of work	Entry score	Interim score	End score	Average steps of progress	Comment
A	Emotional regulation Reciprocal interactions	5 3	6 6	6 6	2.5	
B	Emotional regulation Disengagement	3 2	4 3	5 3	1.5	Received EHCP during placement – Band 2C funding
C	Emotional regulation Emotional security (Asking for help)	2 2	4 4	6 6	4	Agreed to assess (EHCP)
D	Emotional literacy Emotional regulation	2 2	3 3	5 5	3	
E	Emotional regulation Reciprocal interactions	2 2	2 2	3 3	1	Received EHCP during placement and specialist agreed.
F	Emotional literacy Reciprocal interactions	2 2	4 4	5 5	1.5	Received EHCP during placement and specialist agreed.

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I	Engage with peers positively. Build positive relationships. Self-regulation	2 2 3	4 4.5 4	5 5 4.5	2.7	Transitioned back early due to being in Year 6 in preparation for SATs.
J	Self – esteem Manage transitions. Maintain positive relationships	3 2 3	3 2 4	4 4 5	1.6	
K	Communicate with others effectively. Maintain positive relationships	3 2	4 3	5 5	2.5	
L	Communicate with others effectively. Self esteem	2 2	4 5	6 7	4.5	
M	Communicate with others effectively. Self -regulation	2 2	4 3	5 3.5	2.25	
N	Confidence and self esteem Resilience	3 2	4 4	4 4	1.5	Received EHCP during placement and specialist agreed.

Only pupils who have completed placement included.

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.**

Includes previous Refresh children who have had a 6-month post scores.

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Pupil	Boxall on entry		End of placement		6 months after transition	
	Developmental	Diagnostic	Developmental	Diagnostic	Developmental	Diagnostic
R (2022-23)	63	119	↔63	↓69	↑71	↑105
S (2022-23)	86	82	↓78	↓70	↑87	↑92
T (2022-23)	52	76	↑98	↓57	↓89	↑93
U (2022-23)	94	39	↓80	↑61	↓69	↓42
W (2022-23)	87	94	↑101	↓57	↑98	↓42
P (22-23)	67	80	↑91	↓67	↑102	↓56
Q (22-23)	104	59	↑131	↓19	↓120	↑24
C	90	72	↑113	↓19		
B	66	95	↑67	↓80		
E	59	77	↑68	↓49		
D	69	53	↑78	↓44		
A	46	93	↑97	↓75		
F	95	23	↓88	↑31		

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K	58	84	↑108	↓47		
I	83	86	↑105	↓53		
J	89	64	↑94	↓52		
N	76	68	↓68	↑76		
L	63	68	↑83	↓58		
M	73	55	↑96	↓42		
Averages for 23 – 24 cohort	72	70	89	52		

*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

- Children in need of nurture intervention typically have low Developmental scores and high Diagnostic scores initially. Successful intervention is indicated by increased Developmental scores and decreased Diagnostic scores over time.
- Most children showed improvement by the end of placement and six months post-transition, with Developmental scores generally increasing and Diagnostic scores decreasing.
- Students P, W, and T demonstrated significant positive shifts with marked increases in Developmental scores and decreases in Diagnostic scores.
- For the 23-24 cohort, the average Developmental score improved from 72 to 89, while the average Diagnostic score decreased from 70 to 52, indicating overall positive progress.
- Child F was only attending on a part-time basis, receiving high needs support in school. He received an EHCP during the placement and specialist provision was agreed. There were also significant medical issues towards the end of his placement.

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PUPIL ATTAINMENT

Key Stage 1

Pupil	SUBJECT	Attain on referral	Attain at end of placement	EXAMPLES OF ACHIEVEMENT WHILST IN PLACEMENT
C	Maths	EXP Y1	WTS Y2	The pupil has got a very good understanding of number problems and now needs to work on independence during completing his learning activities.
	Reading	EXP Y1	EXP Y2	The pupil is a fluent reader and only needs support when faced with long and unfamiliar vocabulary.
	Writing	WTS Y1	BLW Y2	At the end of placement, the pupil was able to independently punctuate a sentence with capital letters and full stops.
B	Maths	WTS Y1	WTS Y2	At the beginning of the placement the pupil worked on Year 1 level but throughout the year he started to work on Year 2 level and was showing greater understanding of number problem and independence in his work.
	Reading	WTS Y1	BLW Y2	The pupil received daily rapid catch-up phonics intervention to improve his reading skills. At the end of the placement, he was able to read words using his phonic knowledge and was able to read level 2, 3 and 4 common exception words.
	Writing	BLW Y1	BLW Y2	When the pupil started, he found it hard to write anything as he was worried about making any mistake. At the end of the placement, he was able to independently write a few sentences and punctuate these correctly with capital letters and full stops with only little support.
E	Maths	EXP Y1	WTS Y2	The pupil has got very good knowledge of number bonds and timetables but struggles to apply this knowledge independently in number problems.
	Reading	EXP Y1	Below ARE Y2	At the beginning of the placement, the pupil couldn't blend sounds in CVC words but after the blending intervention throughout the year he started to blend sounds in simple words.
	Writing	BLW Y1	BLW Y2	The pupil found it hard to write captions and simple sentences. During the placement he practised a correct letter formation and using sounds to write words and at the end of the placement with support he was able to write simple sentences.

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A	Maths	WTS Y1	WTS Y2	The pupil has got a very good understanding of number problems and now needs to work on independence during completing his learning activities.
	Reading	BLW Y2	BLW Y2	At the beginning of the placement, the pupil really struggled with reading as he didn't know many Phases 2 sounds and wasn't able to blend even the sounds he recognised. The pupil had intensive blending intervention and rapid catch-up phonics intervention and at the end of the placement he was able to confidently blend phase 2 and phase 3 sounds in words. He was also able to read phase 2 and 3 common exception words.
	Writing	BLW Y1	BLW Y2	At the beginning of the placement, the pupil really struggled with writing but as his knowledge of sounds was increasing, he was able to independently write simple sentences and punctuate them with capital letters and full stops.
R	Maths	WTS YR	WTS Y1	The pupil learned how to use resources to solve simple number problems.
	Reading	WTS YR	BLW Y1	At the beginning of the placement the pupil was only able to recognise a few Phases 2 sounds. After a very intensive rapid catch-up intervention, the pupil was able to recognise most of the Phase 2 and some Phase 3 sounds and started to read CVC words.
	Writing	BLW YR	BLW Y1	During the placement, the pupil worked on correct letter formation and using sounds to write simple words. At the end of the placement, the pupil was able to write simple words and captions using his phonics knowledge.
F	Maths	PKS1 Standard 3	WTS Y1	The pupil learned how to use resources to solve simple number problems.
	Reading	PKS1 Standard 3	WTS Y1	The pupil is a fluent reader but now needs to work on reading unfamiliar vocabulary and answering questions about a text.
	Writing	PKS1 Standard 4	WTS Y1	The pupil can express her thoughts in writing but needs to now work on punctuating the sentences correctly with capital letters and full stops.

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Key Stage 2

Pupil	SUBJECT	Attain on referral	Attain at end of placement	EXAMPLES OF ACHIEVEMENT WHILST IN PLACEMENT
K	Maths	ARE Y4	WTS Y5	The pupil's arithmetic skills are secure, and they can be used across different areas in maths.
	Reading	ARE Y4	ARE Y5	The pupil reads with intonation and clarity, reading with accuracy most of time
	Writing	ARE Y4	WTS Y5	The individual writes with a large amount of flair and creativity, incorporating a range of descriptive techniques
I	Maths	WTS Y5	ARE Y6	The pupil can convert fractions accurately
	Reading	WTS Y5	ARE Y6	The pupil has begun to use inference, and this is a key skill he has picked up from his time at Refresh
	Writing	WTS Y5	WTS Y6	The individual can use more exciting punctuation to level up their writing
J	Maths	ARE Y3	WTS Y4	The student is very proficient in their times tables and can multiply 4 digits by 1-digit numbers
	Reading	ARE Y3	ARE Y4	The pupil can identify and understand different characters and their viewpoints
	Writing	WTS Y3	WTS Y4	The individual wrote a beautiful setting description of a house on a hill using similes and metaphors
N	Maths	WTS Y1	WTS Y2	The pupil was able to identify unit fractions of shapes
	Reading	WTS Y1	WTS Y1	The pupil was more willing to read to an adult with some support.
	Writing	WTS Y1	WTS Y1	The pupil would copy words that had been scribed for him.
L	Maths	ARE Y3	WTS Y4	The individual could use formal methods of multiplication and division.
	Reading	ARE Y3	WTS Y4	The individual began to read with expression and started to explore inference.
	Writing	ARE Y3	WTS Y4	The pupil was able to use a wider range of descriptive tools to assist in the creativity of their writing.
M	Maths	WTS Y2	WTS Y3	The pupil was able to use concrete resources to add and subtract within 100
	Reading	WTS Y2	WTS Y3	The individual began to read with expression
	Writing	WTS Y2	BLW Y3	The pupil was more willing to complete written tasks with adult support and regular check in's

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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 10 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	8	1	1			
The Refresh placement has helped my child	7	2	1			
The Refresh placement has had a positive impact at home	3	3	4			
Communication from the Refresh Team was regular and helpful	7	2	1			
TAC meetings were informative and supportive	7	2	1			
The Refresh placement helped my child to develop skills needed to be more successful in their home school	4	5	1			
Staff at the home school have a better understanding of my child’s needs following the intervention placement	6	3	1			
Was there anything throughout the placement that worked particularly well?	“Everything” “He was very excited about telling me about his day”. “X managed to come back into class quicker”. “Most thing did help and work with X”. “The 1:1 help” “Small classroom groups helped X access work easier”.					

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Was there anything that did not work well or could have been improved?	<p>“The only thing that I would suggest is a more staggered return to home school. I think it would be easier for the transition. “X leaving Refresh”.</p> <p>“The integration back into home school was too quick, it has left X slightly dysregulated and asked to go back once a week”</p>
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Feedback from Pupils

10 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?	5	4	1			
	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?	4	5	1			
	Strongly agree	Agree	neutral	disagree	Strongly disagree	
At Refresh I have developed skills that help me to manage things I find difficult	4	4	1	1		
	Strongly agree	Agree	neutral	Disagree	Strongly disagree	
The adults at Refresh understand me and know how to help / support me	6	4				
The adults at my home school understand me and know how to help / support me	3	6		1		
	Very confident	confident	neutral	Not confident	Not at all confident	
How confident do you feel that you will be successful when you	1	5	2	1	1	

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return to your school after your time at Refresh?						
Was there anything throughout your time at Refresh that worked particularly well?	"The teachers, smaller groups, lots of breaks." "Refresh works in general for me, I do not want to leave." "I enjoyed making friends and learning how to be a really good friend. I am more confident. I loved learning how to cook and painting and the teachers. I don't like the bad language used by some of the children. I wish there was a calm room." "There were less children." "I made a cat house when sad." "I miss the teachers."					
Was there anything that did not work well and could have been improved?	"Coming back to school"					

Feedback from schools

A total of 3 schools completed and returned the survey.

Question / statement	School responses					Additional comments
	Very easy	Somewh at easy	Neutral	Somewh at difficult	Very difficult	
How easy was the referral process for Refresh?	3					
How easy was it to access and communicate with the Refresh team during the placement?	3					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
I felt supported by the Refresh team during the pupil's placement	1	2				
Weekly visits to see the pupil at Refresh were helpful in maintaining relationships with the pupil and the Refresh team.	3					
	Very useful	Useful	Neutral	Of little use	Of no use	

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How useful did you find the initial TAC meeting and subsequent review meetings?	1	2				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
At the initial TAC meeting, generating specific targets for the placement was helpful in reflecting on the child's needs and how they could be met.	1	2				
The work of the Refresh team during the placement improved outcomes for the pupil.	<p>"By being with children also struggling with emotional regulation, the child was able to recognise that he did not want to be the same as them. He was also better at understanding his emotions."</p> <p>"I am sure that she will have benefitted from her time in Refresh, however, her behaviour on return to school is very similar to when she left us, and she does not seem to be able to use whatever strategies she developed while in the Refresh setting."</p> <p>"Pupil - Yr 2 - improvement with social interactions with pupils in Refresh and then back in school. Seen an improvement in play skills. Yr 4 and Yr 6 pupils saw an improvement of positive behaviours with each other, but not back in school. Both pupils are currently receiving work back in school around circle of friends to improve this area of difficulty."</p>					
The child's wellbeing improved because of their placement at Refresh.	1	2				
	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?		2	1			
What would be needed to increase your confidence?	<p>"Coming from a setting with 6 children to a large 3 form entry school is a challenge, environment is crucial for this confidence—but unsure how this would be possible to change."</p> <p>"I really don't know—I am just not sure that 2 terms is sufficient to change behaviours."</p>					

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	"3 pupils attended Refresh. Pupil in KS 1 group transitioned well back to school during the weekly visits as well as following placement. Both KS2 pupils had more challenging behaviours. One pupil had also a close family bereavement once they had transitioned back to school, which did further impact on the transition in being successful."					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
The recommendations and support from the Refresh team were helpful during the integration back into school.	3					
Please provide further details about what was helpful.	"Helpful to have the visits." "Visits by Refresh staff—doing the Boxall together will, I am sure, be useful—this has not yet happened." "Circle of friends sessions with pupil and children in their class. Play therapy—but was shorter than originally planned. Visits helped for children to know that Refresh staff were there for them when they needed to speak to them					
	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?	2	1				
What would be needed to increase your confidence?	"Time to be able to deliver the level of support in the mainstream setting." "Time and space—she is returning to a very volatile year group." "Yr 4 pupil has multiple complex needs, so behaviours are still unpredictable. In Refresh, he presented with many of these needs and placement at Refresh at times was challenging. Pupil will need ongoing support with his SEMH needs. This has been identified and support from HNP team will continue in September. Staff have more confidence in meeting Yr 2 pupil's needs."					
Was there anything throughout the placement	"I am sure x will have loved her time in Refresh. She was always very happy there when I visited."					

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that worked particularly well?	“Weekly updates. If there was any concerns able to get quick response through email or phone call. Staff were adaptable and persevered with child who presented quite challenging behaviour at Refresh.”
Was there anything that did not work well and/or could have been improved?	<p>"Struggled to do the visits to Refresh due to distance from school. A quick visit took over an hour and a half due to travelling. Unsure of suggestions as I think it is nice to see the child in Refresh, just something to be mindful of."</p> <p>"As I said, I don't feel 2 terms is long enough to embed the nurture strategies and to turn around the difficulties highlighted by her Boxall."</p> <p>"Support plan in place for transition hasn't always been completed due to staffing. Wednesday visit back to home school didn't work and this impacted the child and the rest of the class."</p>

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 was received both verbally and via survey responses, highlighting effective communication.
- **Weekly reflections for staff:** These sessions, led by the play therapist, were helpful for staff to reflect on their practice and support their mental and emotional wellbeing.
- **Relational approach:** Consistent understanding of behaviour as communication and the use of emotion coaching and PACE were noted throughout the team, reinforced by INSET day training.
- **Cohesive staff team:** A strong and unified team was built at Refresh, enhancing the support provided to pupils.
- **Music service sessions:** Weekly music sessions were a success, giving pupils the chance to explore instruments, write, and record songs, with this work being presented as a case study.
- **Playground installation:** A new playground was installed in the Summer Term 2023, providing an enhanced physical space for pupils.
- **New leadership:** A new Head of Refresh was successfully recruited and in post as of September 2023.

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- **Bespoke curriculum:** The tailored curriculum, designed around pupils' social, emotional, and mental health (SEMH) needs, was implemented successfully for the Spring 2 and Summer terms.
- **Assessment improvements:** Assessment methods were reviewed and refined, improving how pupils' progress is tracked.
- **Cohort model:** The cohort model continued to provide consistency and predictability for pupils, allowing them to build meaningful peer relationships.
- **Referral panel processes:** These were well-established, with schools showing increased understanding of Refresh's provision and the types of pupils who would benefit.
- **Targeted support for pupils:** Personalized and differentiated support was provided, addressing the specific, and sometimes complex, needs of individual pupils.
- **TAC meetings and reviews:** These were effective, as evidenced by positive feedback from schools and parents, supporting both schools and families in addressing pupils' needs.
- **Outreach work:** Flexible and tailored outreach work was provided to meet the needs of pupils and their home schools.
- **Successful EHCP acquisition:** One pupil, who had been permanently excluded, successfully transitioned into a new mainstream setting with an EHCP in place.
- **Successful transitions:** All pupils successfully transitioned back to their home schools by the end of the summer term, returning with a 'toolkit' of resources to help them consolidate the progress made during their placement.

Key Areas for development

- **Referrals:** Continue to promote appropriate referrals through the wider SEMH Team to ensure children with suitable needs are considered for placement at Refresh.
- **Pupil survey:** Review and revise the current pupil survey to make it more accessible to all children, especially younger ones, and those with additional needs.
- **Parent offer:** The parent survey highlighted that the placement had less impact on behaviours at home, indicating a need for further support and interventions targeting home environments.
- **Parent workshops:** Encourage reflective parenting practices and share key principles of nurture and the Refresh approach to strengthen home support for children's emotional and social development.

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- **Parent support sessions:** Increase opportunities for parent drop-ins, allowing parents to seek advice and support directly from the Refresh team.
- **Termly 'play and stay' sessions:** Regular parent workshops and 'play and stay' events can provide ongoing support and engagement with parents.
- **Extra-curricular opportunities:** Develop further extra-curricular activities, such as trips, external visitors, and sessions from providers, to enrich the experience for children at Refresh.
- **Transition support:** Review and enhance the support provided during pupils' transitions back to their home schools. Focus on building the capacity of home schools to support returning pupils effectively. Consider:
 - Optimal transition periods (gradual increase in home-school attendance vs. minimizing confusion).
- Tailored support plans for each child during transition, focusing on long-term success and involving outreach visits to support staff and implement strategies.
- **Long-term impact analysis:** Analyse the long-term impact of placements, particularly through further review of Boxall Profile data, and adjust the offer to children, schools, and parents accordingly.
- **Curriculum development:** Continue to embed the KS1 and KS2 curriculum alongside associated assessment methods to ensure all areas of the curriculum are fully implemented and tracked. Develop the SEMH Curriculum using the Mulberry Bush materials and review how the nurture Principles are embedded into every aspect of the school's day.
- **Vision and culture:** Work with all staff to review our vision and culture two years in and identify areas for development particularly in relation to consistent use of language and intentionality in every interaction to model relational behaviours with pupils.
- **Review use of Dojo to better share the pupil's:** Achievements in the day with parent carers.
- **Staff training:** Ensure all staff receive up-to-date Team Teach training and increase staff knowledge around speech, language, and oracy to embed into the curriculum.
- **Physical curriculum:** Develop the physical curriculum further to increase children's awareness of their bodies and support their emotional and physical regulation.