

LT99 Provision review for Schools' Forum

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The funding used for this trial was made available from Schools' Forum for the principal purpose of reducing exclusions, in particular for Black Caribbean students, and several strategies have been tried to make an impact with this funding. The keyworker strategy was not seen to reduce exclusion rates or have the impact across schools or even within schools that was desired. Following discussion, an external provider was sought to provide a wider ranging and experienced intervention. Several external mentoring programmes were approached to consider partnering with schools and only West London Zone (WLZ) responded positively. Following a meeting with the project manager, WLZ did not feel that Harrow was the borough where they wanted to expand their provision. The LT99 project had been successful previously in Brent and Hatch End had a cohort of students for whom this project could potentially prevent permanent exclusion. Following discussion with Louise Browning and Paddy O-Dwyer and approval at Schools' Forum, the pilot started on 10th June 2024 for 6 weeks with the agreement that the evaluation would be shared with Schools' Forum alongside a proposal to scale up the provision to other schools.

1. Pilot proposal presented to schools' forum on 4th June 2024

In brief the project involves a 6 week full time programme for groups of students at risk of permanent exclusion from a school. Each group would have a max of 4 students that work well together, and some would be 1:1 so between 4-12 students. The provider would run a full time provision on site which includes, tuition, mentoring, careers work and parental engagement and would slowly reintegrate them back into lessons by the end of a half term. Part of the project would be to slowly train the school staff to deliver each aspect of the provision so over the 2 years the project would transition in house. In the meantime, the team would roll out the same programme in the next school. If a primary school had fewer numbers, it could be scaled to a much smaller provision or combine a number of schools together.

The LT99 team did this at Capital with 4 students in y11 who then all achieved GCSE grades of 3s and 4s. They were students who had failed their AP placements. Being on site retains the feeling of inclusion. The cost would be £9600 for the external provision and Hatch End would provide a full-time mentor, some funding for the oversight and additional subject specialist support.

2. Pilot SLA

The project was run according to this SLA: [LT.99 - Hatch End School Draft 2.docx](#)

3. Pilot Planning

In preparation for the pilot, we liaised with the providers and provided the following:

- Last exam paper sat in Eng, Ma & Sci for tutor to plan tuition
- Parental meetings where the providers went through this presentation: [LT.99 Hatch End.pptx](#)
- PSP profiles
- Rooming
- Careers sessions using unifrog, subject sessions by SLT, enrichment activities, mentoring availability
- Safeguarding checks

The timetables for each week are linked here: [LT99 Timetable proposal.xlsx](#)

4. Pilot Review and Evaluation

a) Hatch End staff

SWOT analysis:

Strengths Academic improvements /accessing work in class pride in their achievements / number of achievement points engaging with therapy and better regulation Feelings of success for students slt positive interactions during taught sessions Much better engagement with sanctions Improved ability for restorative conversations / reflection Bulletin tips for staff - feedback and strategies for each student reward programme worked Providers were excellent with the students Inclusive rather than exclusive option	Weaknesses break time behaviour when first released Clarity over expectations – we need a clear LT99 behaviour policy in advance need an overseer on site all the time expensive activities which were not that effective eg Taekwondo Some initial worsening of behaviour
Opportunities cpd for staff in preparation for the programme re reintegration and behaviour management school can provide varied opportunities HoYs should be more involved longer lead in time will allow for more staff training and clearer timetables max 3 times per year but schools could buy in up to 3 Rollout across Harrow	Threats Financing? number of students (needs to be fewer per year group) Students should be older than Y7 1:1 tuition in week 1 then max 1:2 needs school mentor full time

b) Hatch End students

Year 8 Student: "The English tuition has been good and helpful."

Year 7 Student: "I really enjoyed the baking and science experiments."

Year 7 Student: "I think the smaller group tuition with 2 students is much better. We get more help and support from the tutor."

Year 8 Student: "I am doing so much better in maths now, my teacher even said so and I got P3s"

All students have spoken very highly of the external mentoring services. The football sessions have been a highlight for the Year 8s. The external mentor who came to deliver sessions on life choices (including substances) was described as engaging, energetic and enjoyable to work with.

Y7 case conference review: "LT99 programme has been beneficial to X overall. Got a few P4's and P5's and since gradually going back to lessons X is able to make better decisions and able to self-regulate. Still needs to develop more resilience, especially during Maths lessons."

c) LT99 Providers

Tutor: "After a challenging start, we have persisted and have seen significant upturn in the Year 7s level of engagement with tuition, especially when reduced to 1:2 tutoring. One Year 7 boy said that 'he hadn't used his brain so much all year'. Year 8s however, have been consistently good in their engagement and progress. They've shown a keenness to learn and have engaged well with the tuition on the whole."

Public Speaking Coach: "We did role plays with students where they were put in the place of the teacher, and their responses of the experience of managing difficult students showed that they have the ability to show empathy and understanding the challenges of their teachers."

LT99 Providers: "The program has been able to achieve a number of its main objectives, and with it, some lessons learned to improve the provision moving forward. The aim of giving students space and opportunities for reparative work was challenging for students to adapt to at first, but as the program has gone on, and staff have persisted students have engaged very well in recent weeks. We have insisted students push through their false narratives and self-deprecating talk. We have learned that it is difficult to do this work within larger groups, especially for the Year 7s, where behaviour management can tend to take up learning time. However, we have seen better engagement from them in the 1:2 and 1:1 sessions. Student dynamics is also something worth considering moving forward.

The therapeutic approach and work from program staff has helped unearth causes and patterns of behaviours which inform the work that is

subsequently done with the students. We have been able to adapt and share with staff. The reintegration process and the changes this brings has raised anxieties in students. Therefore, reducing the amount of change they experience throughout the reintegration process will help alleviate behaviour experienced at the start of the week.

Reflective work from the students improved once we removed the barrier that they cannot learn nor achieve, meaning they could better be confronted with their behaviours. This helped the conversations and mentoring sessions with them to be focused on their choices and decisions. This has also made conversations about decisions and consequences much easier and students are more accepting of the consequences for their actions, and more receptive to corrections.

The provisions offered by Hatch End School staff were really well received by students. It is an important part of the program for students to have engaging sessions and receive positive feedback from staff they know. This also goes a long way to rebuilding how they see themselves in the school's and in their teacher's perception. The on-site school mentor/TA is a crucial part of the program especially as students are re-integrated. This has helped maintain a good level of communication between the program and school, and also helped maintain behaviour standards and expectations. One of the main takeaways is ensuring that the therapeutic approach, model and work comes with a conduct policy and procedures, as it is not in the nature of the program to utilise the school's behaviour policy for all behaviours. This is where the 6 weeks lead in time will be crucial for all parties included, as well as ensuring that logistics, rooming and personnel are well thought through to better support the students throughout the program. The general feedback from teachers in lessons is that students have come back more engaged and contributing to lessons. The interaction with staff and peers around the school has also improved.”

5. Options for further work taken to secondary heads' meeting on 10th July

Originally, the plan was to train schools to run this provision themselves and slowly take over aspects of the provision over time. This would allow the provision to move on to launch at other schools. However, the trial has shown that both internal and external leadership is essential to success and also that this provision needs significant lead in time and therefore should not be run more than three times a year at each school and over time it is likely that each school would want to run the provision just once per academic year for 6 students. This would allow the LT99 team to run the provision in 6 locations per year.

For the trial, the LT99 costs were funded by schools' forum but we proposed to Secondary Heads that schools would contribute 30%. This would be a cost of £3000 per 6 week placement for 6 students; £500 per student; £17 per student per day. This could be a collaboration between schools. This leaves a cost of almost £7000 per provision to be funded from the schools' forum project fund. With the remaining

Phase 1 & Phase 2 funding this would allow the provision to run 30 times. We also think that if this project is successful, that ongoing, annual funding could be secured for this project. This would need to be circa £42k pa.

The project could have been set up as an off-site provision that schools could collaborate to buy into. However, this would be more similar to the provision at Jubilee, Whitefriars and the Helix. It also loses the advantages of the on-site reintegration, training and involvement of school staff and therapy following incidents in lessons during reintegration which, it is felt, are key to the success of the programme. Therefore, this option was not presented.

The proposal taken to secondary heads was that the provision runs 4 times in secondary schools and twice in two different areas for primaries per year, for 5 years, using the funding. Schools would bid to run the provision with priority given to schools with high exclusion rates. Any school not successful in their bid in an academic year would be given a guaranteed provision in a following academic year.

Alternatively, if demand for the provision is high then the LT99 team could recruit two further teams and offer the programme up to 18 times a year for two years whilst ongoing funding is sourced. At this rate the annual cost would be circa £126k. The number of programmes run could equal the demand each year.

[LT99 24-25 Draft](#)

However, feedback from the secondary heads' meeting was that this project did not meet the original brief for the work reducing exclusions of BCRBs and that before the LT99 project could be taken any further, schools' forum should fully explore the opportunities to fully meet this brief more explicitly. It was suggested that the Helix had contacts and capacity to support this work. Reference was made to the work that Brent had completed ([1. Raising the Achievement of Black Caribbean Boys in Brent Schools- Final.pdf](#)) although it was noted that this cost £565k.

6. Next Steps

Therefore, at the last schools' forum meeting it was suggested that a further meeting was held to explore how to move forward with the allocated funding. It was agreed that the scope could be changed to reducing exclusions for all students at risk as the demographic with the highest exclusions rate has changed.

This meeting took place on 10th October 2024 at Whitefriars School. At this meeting it was agreed to move forward with a training programme for all schools to better equip staff to work to prevent exclusions and also for some parental engagement work as part of this training. This is called THRIVE. The details can be seen here: [Thrive Presentation for Harrow Schools Forum](#)

Hatch End would also like to express its gratitude for being funded to trial the project.