



The Pines School

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Project HE:RO

Impact Report

2019/20



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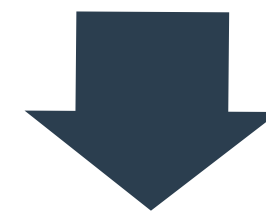
Executive Summary

During the 2019/2020 academic year, we have been working at The Pines School. This report will outline the impacts the project had this year, including how we adapted to the Covid-19 outbreak and the possible transition from lockdown back to education.

Project HE:RO has been adapted at The Pines with more focus on sensory play and learning and mentoring for emotional wellbeing. This focus has allowed Project HE:RO to meet the needs of pupils and to better understand how it can be further adapted for a special school setting. Input has included sensory circuits and 1:1 occupational therapy session delivery, 1:1 and group mentoring, delivery of clubs at lunch and after school as well as sensory movement breaks and staff support where needed.

Objective 1

To improve the Social, Emotional and Mental Health of 12 targeted children



The SEMH of 12 targeted pupils have been improved by 13% through the delivery of bespoke 1:1 and social skills groups mentoring sessions.

Objective 2

Facilitate new after school clubs (4 in total within school for the academic year).



At The Pines, there are now 4 new After School Clubs, run between Birmingham Hippodrome, Evolve and a Class Teacher.

Objective 3

Provide and deliver an activity list for the in-school residential and to support classes with the Class Dojo system.



Plans were made to be able to support and deliver aspects of an in school residential and other residentials which were eventually cancelled due to lockdown.

Our Adjustment to Covid-19

Covid-19 pandemic is posing significant challenges to the provision of our programmes but we are continuing to support the schools in the following ways:

- **On-going and extended services** - modifying and developing the existing HE:RO and other Health Mentor services to embed priorities and additional interventions required due to the lost lockdown period.
- **Information gathering** - taking soundings and gathering data to build a picture of the evolving physical, cognitive and mental health of children as they are in lockdown.
- **Transition support** - developing and getting ready to deliver interventions which will smooth the transition from lockdown to education.

The Health Mentor at **The Pines** has supported Community Meals, by visiting and taking a lunch for 2 vulnerable children with a colleague providing between 1-3 hours of respite for the children, taking them for some regular exercise in a safe and appropriate manner. This has ensured consistency for the two individuals as well as helping maintain contact with the pupils during lockdown.





1. Your Project HE:RO

Health Mentor Profile

Jeevan Chagger has been working for Evolve for 5 years and has always shown a dedicated passion to support children and develop their SEMH. He is currently undertaking a Masters Degree in Health Mentoring at Newman University and has been supporting The Pines since 2017. Much of his work has entailed support young people with ASD throughout his Evolve career. Jeevan has future aspirations to officiate a first class hockey match at a future olympics.



**Number of
Mentors**

1

**Days of Support
per week**

4

**Health Mentor
Attendance**

100%

**After School Club
Attendance**

100%

Your Project HE:RO



PE SUPPORT

Sensory Circuits- Specific physical activity circuits designed by the OT to help the development of pupils to achieve their milestones for growth.



PARENTAL SUPPORT

Done by communicating with parents to be able to access Class Dojo from home. In addition, to providing community support it has allowed for interactions with parents and guardians during lockdown.



MENTORING SESSIONS

Delivered to key children across the school. Focused on improving the health and wellbeing of many pupils, including their emotional resilience.



LUNCHTIME ANIMATION

More lunchtime clubs have been delivered to ensure better interactions with all pupils across the secondary phase.



AFTER SCHOOL CLUBS

The Health Mentor has now supported with 3 After School Clubs a week, 2 on which they lead and one where the Health Mentor supports school staff to deliver cooking club.

Pupil Profile

This is a breakdown of the pupils in your school using our Wellbeing Compass. "Beneficiaries" refers to those pupils working directly with a Health Mentor.



Total number of students: 20



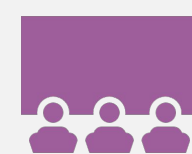
Male: 13 (65%)



Female: 7 (35%)



Beneficiaries: 20 (100%)



Non-beneficiaries: 0 (0%)



Pupil premium: 6 (30%)



Non-pupil premium: 14 (70%)

Measuring Our Impact

Health Mentors conduct online surveys with their pupils at the start of the year to gather baseline (BL) information and then again at the end of each term (T1, T2, T3). The five dimensions of this impact assessment are physical activity, diet and nutrition, emotional wellbeing, personal development and cognitive function. This data allows Health Mentors to review their personalised activity programmes and adapt accordingly in consultation with teaching colleagues.

We were unable to conduct T3 due to the Covid-19 outbreak. Nonetheless, we are still using the Wellbeing Compass to assess the immediate impact our programmes are having and we are working with schools to collect data to inform transition and legacy service planning to support the return from lockdown.



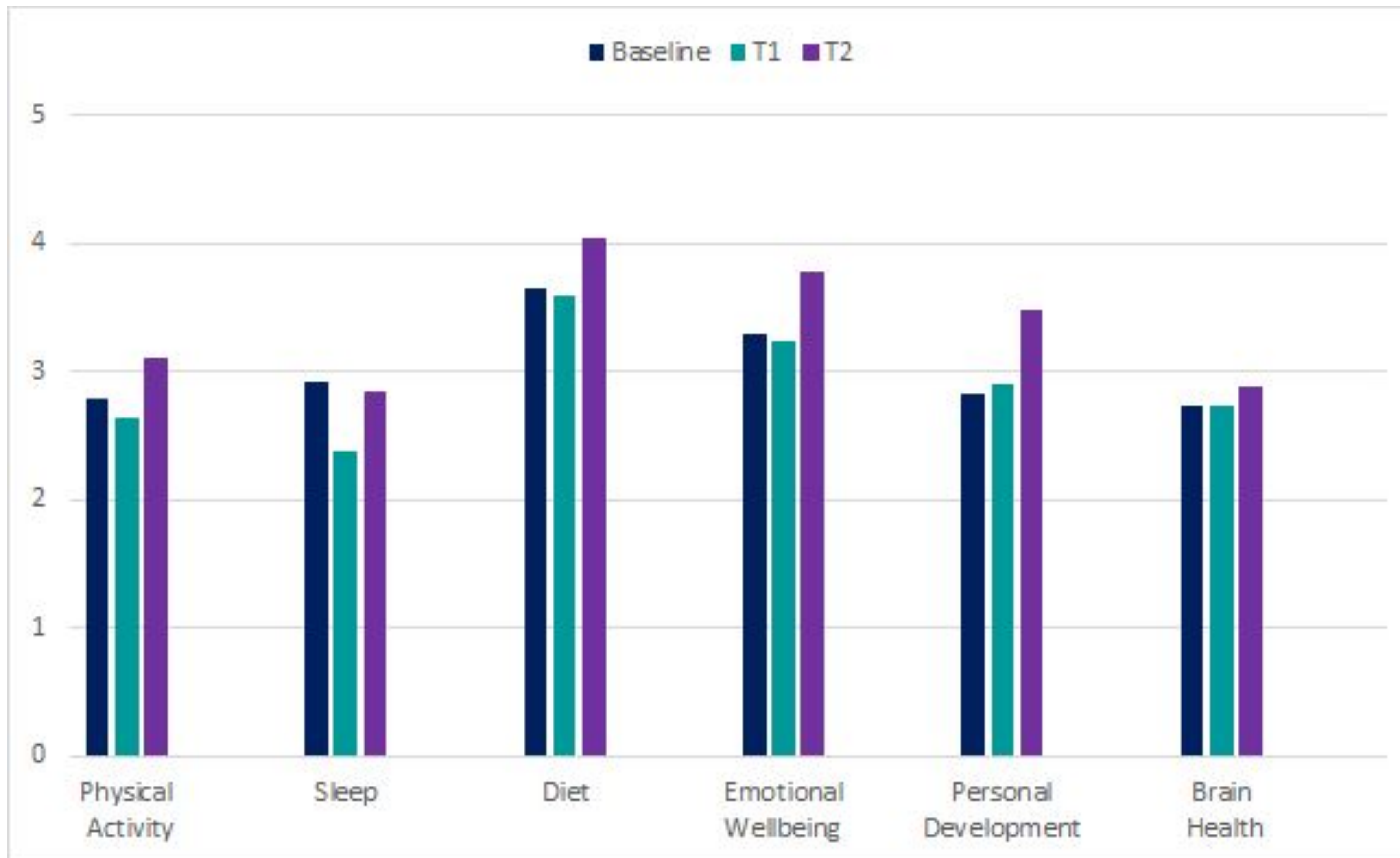
**Wellbeing
Compass**



2. Impact Data



Beneficiary Impact



This graph illustrates the changes in average scores across different categories between the baseline, T1 and T2. The biggest positive impact was seen in T2; however, it was measured in June, so the wellbeing of the pupils was impacted not only by our intervention but also by the changes associated with the lockdown.

Success Stories

Jeevan has delivered mentoring sessions to key children across the school. As a result he has been able to improve the health and wellbeing of many pupils, including the emotional resilience of pupils. This has meant that pupils now have the knowledge and skills to be able to communicate their feelings to staff when they need support, reducing the number of issues and meltdowns pupils have. As well as this, Jeevan has also delivered clubs which have reached more pupils in comparison to previous academic years.



A group of girls within secondary school phase have taken part in social interaction groups which has played a massive part in helping improve their social skills meaning that they have felt happier at school.

Nationwide Comparison

School Scores

National Scores

	Baseline	T1	T2	Baseline	T1	T2
Physical Activity	2.78	2.63 -5%	3.11 +12%	2.95	3.05 +3%	3.25 +10%
Sleep	2.92	2.38 -18%	2.82 -3%	2.62	2.64 +1%	2.78 +6%
Diet	3.65	3.60 -1%	4.05 +11%	3.69	3.73 +1%	3.87 +5%
Emotional Wellbeing	3.30	3.23 -2%	3.77 +14%	3.86	3.88 +1%	3.85 +0%
Personal Development	2.82	2.90 +3%	3.48 +23%	4.04	4.05 +0%	4.06 +1%
Brain Health	2.73	2.72 +0%	2.87 +5%	3.26	3.30 +1%	3.23 -1%
Average	3.03	2.91	3.35	3.40	3.44	3.51

Summary

Overall, the project has achieved the main objectives at The Pines Special School. The Health Mentor has delivered mentoring sessions to key children across the school. As a result, he has been able to improve the health and wellbeing of many pupils, including the emotional resilience of pupils. This has meant that pupils now have the knowledge and skills to be able to communicate their feelings to staff when they need support, reducing the number of issues and meltdowns pupils have. As well as this, the Health Mentor has also delivered clubs which have reached more pupils and participation has increased.

It was not possible to completely measure the outcomes due to Covid-19 pandemic. The comparison between the baseline and T1 scores only shows negligible changes and the biggest positive impact is seen in T2, yet the wellbeing of the pupils in June was impacted not only by our intervention, but also by the changes associated with the lockdown.

Evolve will continue gathering data via Wellbeing Compass to make informed decision about pupils' wellbeing in order to tailor our interventions to support the pupils in transition from the lockdown back into education.

Feedback

"Girls in my class have taken part in social interaction groups which has played a massive part in helping improve their social skills meaning that they have felt happier at school."

- Staff

"Jeevan works with a child in my class that struggles with controlling his aggression and frustrations. Since working with Jeevan he has helped reduce his anxieties using a wide range of interventions from providing a person for him to talk to about his problems, to providing 1-1 mentoring sessions, to providing extra art sessions to help relieve his tension. This has meant that this child engages better in lessons throughout the work improving his progression in school."

- Staff

"Mr C is helpful" - Pupil



3. Next Year

Next Year

Project HE:RO is constantly evolving, at both programme and school level, based on global research, our own evidence of what works most effectively, and feedback from all stakeholders involved.

We know that the return to school will not be easy for most children following the Covid-19 pandemic. Our main focus next year will be to assess the impact the lockdown and isolation is having on children's wellbeing and deliver tailored interventions accordingly.

The Wellbeing Compass will be at the forefront of this data collection, collecting information about the pupil's physical, emotional and cognitive wellbeing. It is anticipated that this data will help inform the children's transition from lockdown back into education and manage the legacy impact that is felt. We are extending and updating the existing Project HE:RO programme and other Health Mentor services to provide adequate support online for children not able to access education upon their return.

Next year at The Pines support could entail working with Y10 pupils during the first year of their GCSE's, as this will be the first time many start entry level exams and think about life beyond secondary school. As well as this, more support will be needed to improve emotional resilience in school as a result of lockdown and emotional support may be needed more so.

Thus, the collation of a mentoring programme bespoke for ASD pupils to manage their emotions will be crucial. Finally, there may be an opportunity to deliver family workshops to ensure that young people are better supported at home too, giving parents confidence in their management skills and to alleviate concerns they may have over their practices.

A key objective for all Evolve Health Mentors is to help prepare children for learning so that teachers can be even more effective. Evolve has successfully trialled an online cognitive training tool called Stronger Brains that directly restores the brain health of pupils who have suffered from childhood trauma and can enhance the executive function and cognitive performance of many children.

If you are interested in contributing to our evidence base of the wider impact of wellbeing within education, we are always looking for schools to participate in research trials and projects, as well as contributing to case studies.

Evolve's Health Mentor Training Programme is the perfect way to extend the impact of your Health Mentor whilst providing a valuable CPD opportunity for teaching support staff using your school's apprenticeship levy funding. Email training@evolvesi.com if you would like to learn more about this funded development opportunity for your teaching support staff.



About Evolve

Evolve is an award winning social enterprise that develops grassroots solutions to some of the biggest challenges facing society today. Evolve is the organisation that introduced Health Mentors to the UK education sector as an upstream and preventative programme that reduces the pressure on public services including the NHS, Youth Justice and the Department for Work and Pensions.

Evolve Health Mentors work with children and young people in a variety of settings using the following three programmes:

1. **Project HE:RO** - health and wellbeing focus within primary schools
2. **LEAP** (Leadership Enterprise Aspirations Performance) - leadership and employability focus within secondary schools

3. **XLR8 Holiday Courses** - personal development focus for primary aged children using secondary school venues

"...Children and young people need to be healthy in mind and body to learn. Evolve is developing a new and exciting way to break down the barriers between children's health and education..."



**Professor Sir
Albert Aynsley-Green**

Professor Emeritus of Child Health, UCL
Former Children's Commissioner for England
Former President, BMA

About Project HE:RO

Project HE:RO (Health Engagement: Real Outcomes) is Evolve's multi-award winning programme for primary schools that addresses a number of key issues faced by children growing up society today including physical inactivity, poor mental health, low aspirations, declining personal skills and obesity.

Project HE:RO supports pupils, teachers, parents and schools by deploying Evolve's highly trained Health Mentor workforce that empowers children to deal with these challenges, thereby preparing them for learning and life.



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