

# THE RIGHT ANGLE

2018 - 2020

Final Project Report- December 2020

## EXECUTIVE SUMMARY

The Right Angle project combines the work of **The Tutor Trust** and **TLC: Talk, Listen, Change**, providing academic and therapeutic support to young people in alternative education provision.

Between **September 2018 and July 2020**, the project was funded by the **Department for Education** as part of **The Alternative Provision Innovation Fund**. The Right Angle was one of just 9 selected from 296 applications and one of the largest projects in the UK.

**Over two academic years, we worked with over 200 young people and families across six partners in Greater Manchester.**

Pupils eligible to take part were secondary school age and had to be open to receiving both tuition and therapeutic support in the form of counselling. Pupils were either looked after and under the remit of one of the Greater Manchester Virtual School Teams or in an Alternative Provision setting, such as a pupil referral unit.

We believe that to reach their full potential, **vulnerable young people require a holistic package of academic and therapeutic support**, designed to address any barriers they may be facing. The two-year pilot project was designed to thoroughly test this hypothesis.

We were delighted to see that results from the two-year pilot demonstrated clearly that a combination of counselling and tuition had a more positive impact than either intervention alone.



Analysis of combined counselling and tuition data revealed:

- Pupils accessing both counselling and tuition were **twice as likely** as those just accessing one service to improve their GCSE grade.
- On average those who had counselling and tuition **attended 2.5 more tuition sessions** than those who had tutoring alone.
- Of those who had counselling and tuition **26% more improved their GCSE Results.**
- Those who showed a **reduction in psychological distress** through YP Core score were twice as likely to improve their GCSE Results.
- **Looked after Children showed the greatest difference in GCSE results** when they engaged in tutoring and counselling.
- **61%** of Right Angle pupils made significant gains academically of at least one additional GCSE grade in English.
- **59%** of Right Angle pupils made significant gains academically of at least one additional GCSE grade in Science.
- **49%** of Right Angle pupils made significant gains academically of at least one additional GCSE grade in Maths.
- **57%** of pupils demonstrated a clinically significant decrease in psychological distress.

All pilot project data points to our hypothesis being correct and that this combined approach has a positive impact.

Through **funding provided by [Porticus UK](#)** the Right Angle continues to work with vulnerable young people, supporting them to reach their full academic potential and lead healthy, happy lives.

## THE FUTURE

The Right Angle pilot has proved that there is a need and an appetite for this kind of intervention amongst our partners and beyond. This is evidenced by the fact that referrals outstrip current capacity. We regularly receive enquires about this unique approach from a wide variety of Local Authorities and Partners. The evidence from the pilot work of The Right Angle has the potential to extend this joined-up approach nationally to boost outcomes for the most disadvantaged young people.

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# 1. ACADEMIC AND THERAPEUTIC SUPPORT OFFERED

Young People referred to The Right Angle for support were offered a combined package of tuition and counselling.

Pupils could access:

- Up to 12 hour-long sessions of English, Maths and Science (36 hours in total)
- Up to 10 hour-long sessions of counselling provided by a trained children and young people’s counsellor

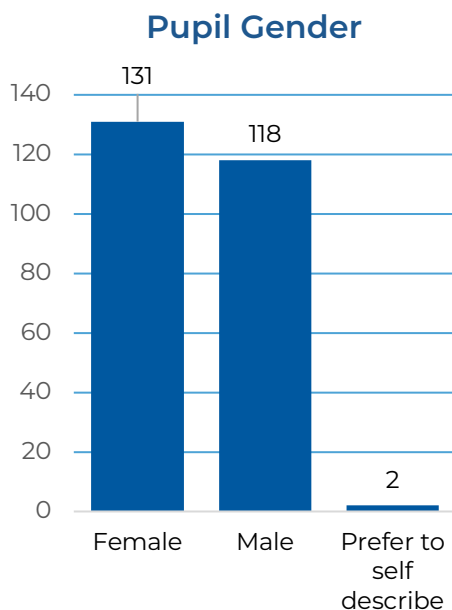
All pupils referred were expected to receive both tuition and counselling, most often not set up at the same time but with one intervention offered first, as appropriate for the young person. **The Tutor Trust** and **TLC** worked closely with schools to ascertain which intervention would be started first.

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## 2. SUMMARY OF PARTNER SCHOOLS AND REFERRALS RECEIVED

Pupils identified as requiring a combined package of tuition and counselling were referred to The Right Angle by the following schools:

- Pendlebury Pupil Referral Unit (Stockport)
- Highfields Pupil Referral Unit (Stockport)
- Kingsland Pupil Referral Unit (Oldham)
- Trafford Medical Education Service / Trafford High School
- Gorse Hill Studios (Trafford)
- Teenage Works (Manchester)
- Oldham Virtual School
- Rochdale Virtual School
- Tameside Virtual School

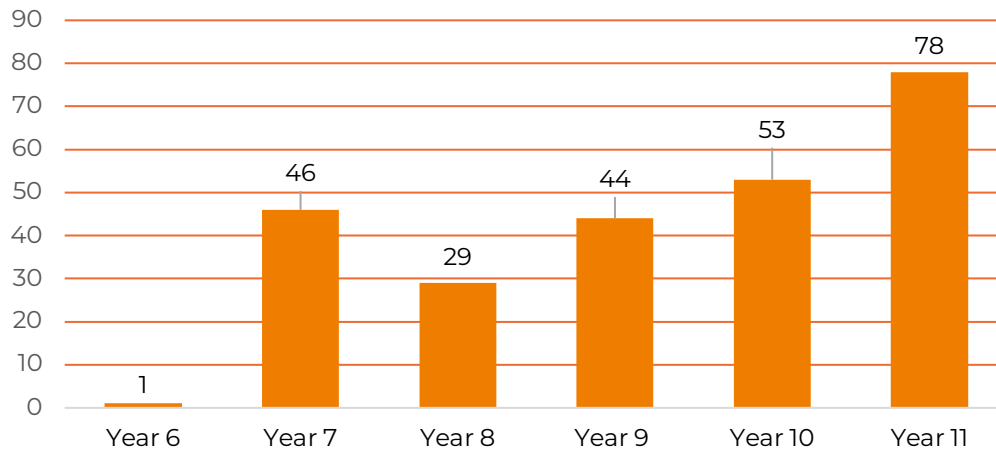


Between September 2018 and April 2020, The Right Angle received 251 referrals. Slightly more girls than boys were referred and two pupils identified as transgender or non-binary.

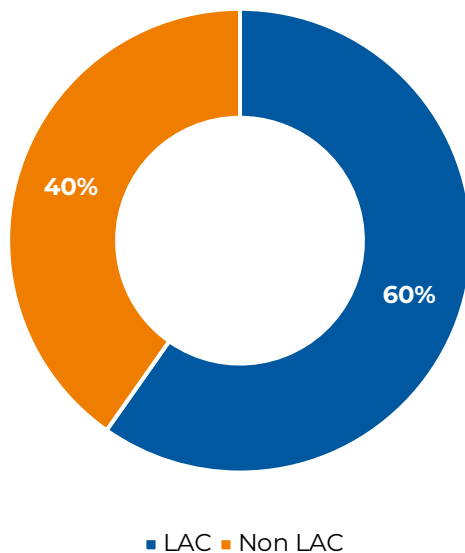
## Year Groups

Year 11 pupils made up the highest proportion of referrals at 31% (78 pupils in total). It should be noted that some young people received support over more than one academic year. For simplicity, however, we have reported on year group from the point of referral.

### Pupil Year Groups



## Looked After Status

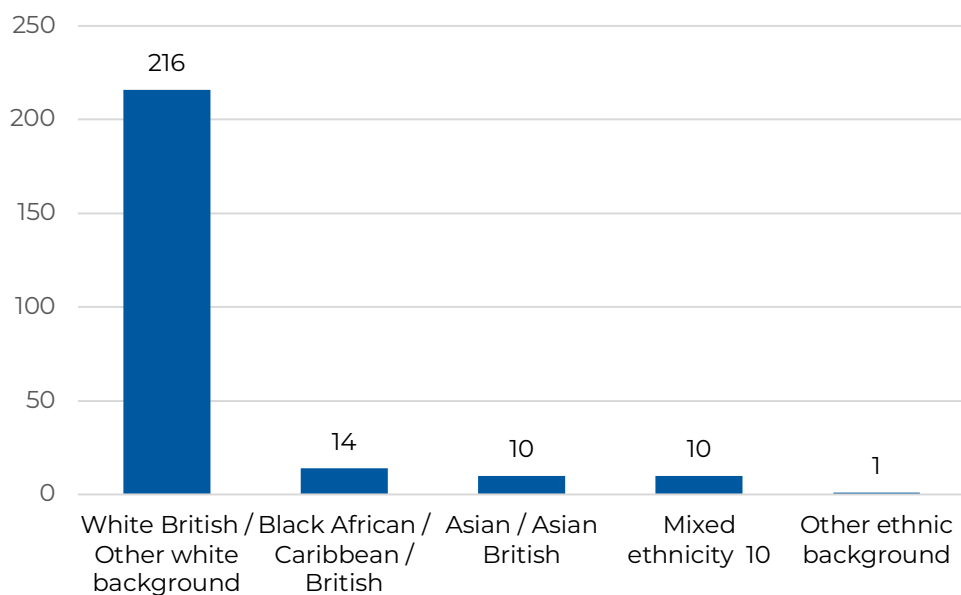


60% of the young people we supported were Looked after Children (LAC) referred by one of our Virtual School partners. The remaining 40% were identified by pupil referral units or in a minority of cases, accepted on to the project due to being at risk of exclusion. There was an overlap of 4% (12) pupils who were attending a pupil referral unit and were LAC.

## Pupil Ethnicity

According to the most recent census data obtained from the Office for National Statistics, 16% of the combined population of the 6 local authority areas referring to the Right Angle are from an ethnic minority background. 14% of our pupils were from ethnic minorities, indicating that they were slightly under-represented in referral numbers. Given the sample size of only 251 pupils, however, a 2% variance is not statistically significant.

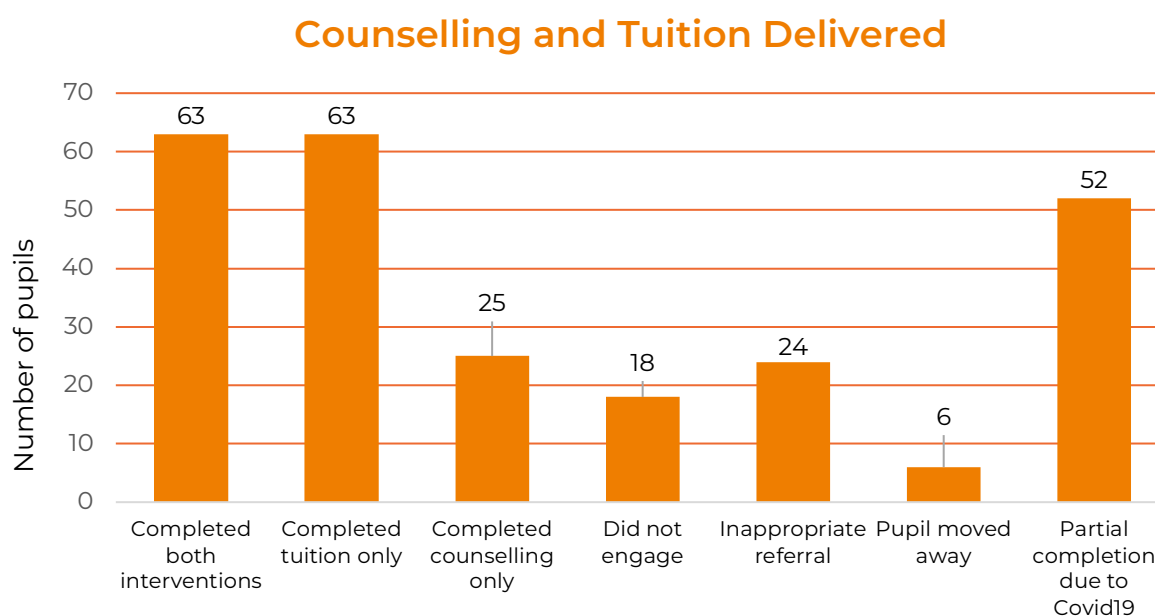
### Pupil Ethnicity



### 3. ENGAGEMENT NUMBERS FOR TUITION AND COUNSELLING

The Right Angle engaged 81% of the young people referred in one or both interventions. Over 60% of those referred fully completed both interventions. Only 7% chose not to take up any of the support offered. This was particularly impressive, given the challenges faced by this cohort of pupils. The remaining 12% were either not suitable referrals or the young person moved out of the area before either intervention could begin.

When schools closed in March 2020 due to COVID-19, The Right Angle team worked closely with schools to engage pupils in online tuition and counselling. There were, however, 52 young people who were for various reasons not able to access the online support offered and have been categorised as having partially completed.



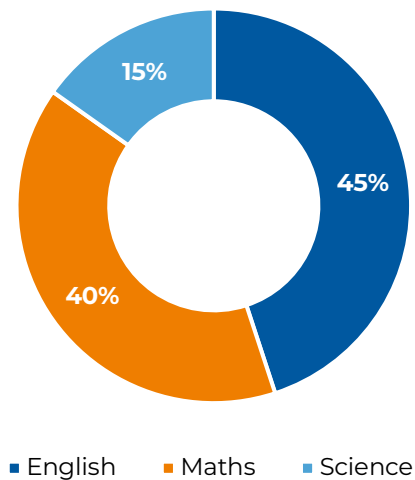
**Therefore, the number completing both and those that would have completed both but for the interruption due to COVID-19, would have totalled 115.**

## Tuition Received

The Right Angle delivered 2,956 sessions of tuition during the two-year project.

- The majority of these sessions focused on English and maths.
- The average number of sessions attended over all three subjects was 8. This was lower due to the interruption of COVID-19.
- 40% of pupils had 10 or more sessions of English, 52% of pupils had 10 or more sessions of maths and 62% of the pupils having science tuition had 10 or more sessions.

## Tuition Sessions Attended

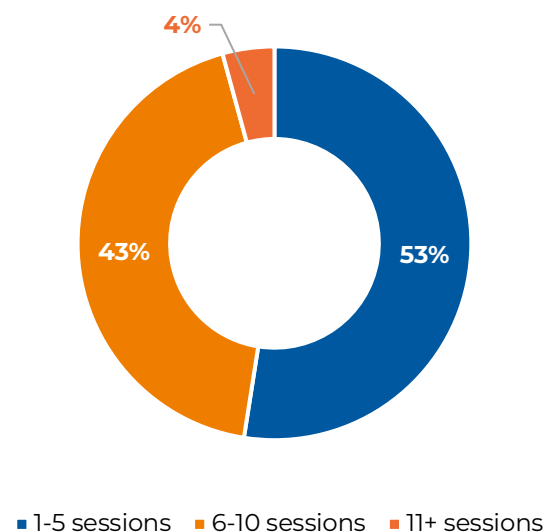


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## Counselling Received

TLC delivered 880 sessions of counselling. 43% of pupils receiving counselling chose to take up more than 5 sessions. A small number of pupils (4%) received more than 10 sessions. This was usually where the issues experienced by the young person were complex and the school, counsellor and clinical supervisor agreed that more sessions were required.

## Counselling Sessions Attended





## 4. QUANTITATIVE ANALYSIS OF ACADEMIC AND THERAPEUTIC OUTCOMES

### Key Stage 4 GCSE data analysis

Over the two-year period from September 2018 to July 2020, 76 pupils who received tuition sat GCSE exams either in June 2019 or June 2020.

61 full sets of pre and post academic data were collected. The lower than anticipated collection rate was mainly due to the interruption caused by COVID-19.

From this data set:

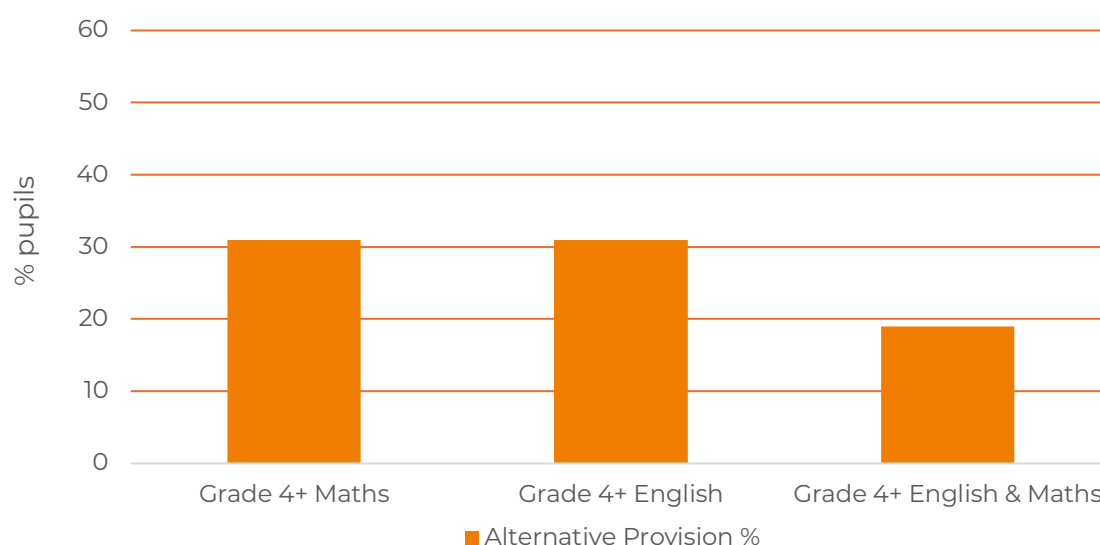
For all pupils (Both LAC and those in Alternative Provision)

- 27 (44%) achieved a grade 4 or higher in GCSE English.
- 21 (35%) achieved a grade 4 or higher in GCSE Maths.
- 16 (26%) achieved grades 4 or higher in both GCSE Maths and English.

For pupils in Alternative Provision settings only

- 34% achieved a grade 4 or higher in GCSE English in Alternative Provision.
- 31% achieved a grade 4 or higher in GCSE Maths in Alternative Provision.
- 19% achieved a grade 4 or higher in both GCSE Maths and English in Alternative Provision.

### Pupils Gaining GCSE Grades of Grade 4 or Higher



The combined statistics of 26% for all and 19% for those in AP only contrasts very well with a national statistic from the previous three years for pupils in alternative provision:

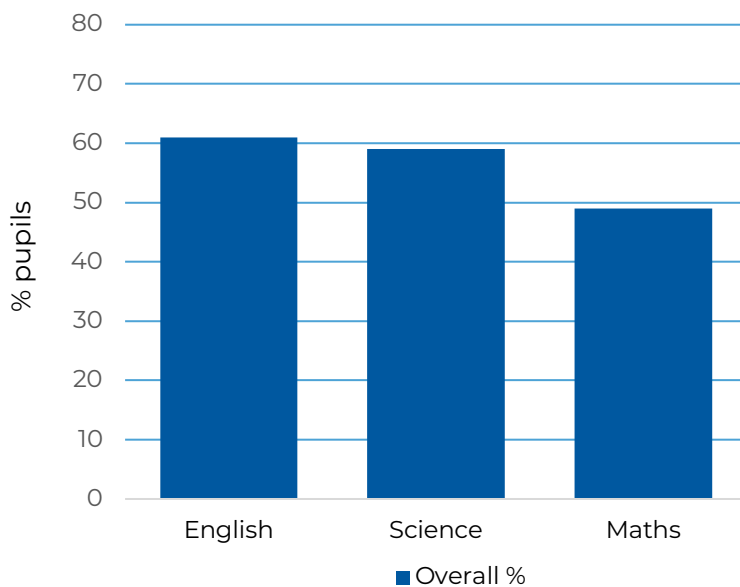
*“The average academic results for pupils who sit their maths and English GCSEs in AP are significantly worse than the results of their contemporaries in mainstream. Over the last three years, only **4%** of pupils educated in state-maintained AP have achieved a grade 9–4 in maths and English. This compares with 64% of pupils across all state-funded schools (special and AP included).”*

### **Warming the Cold Spots in Alternative Provision – CSJ 2020.**

Progress from starting points:

- 37/61 made at least one grade improvement in English – **61%**
- 30/61 made at least one grade improvement in Maths – **49%**
- 24/41 made at least one grade improvement in Science – **59%**

### **Pupils Achieving Improved GCSE Grades**



Contextual data for the 61 with full data sets:

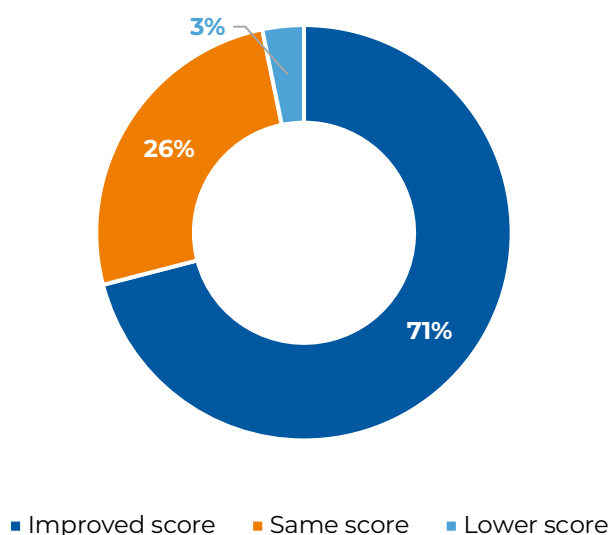
- 95% were PP or PP+ the three pupils that were not PP or PP+ were attending an AP setting so were classed as vulnerable.
- 50% were cared for children. (LAC)
- 3 pupils were cared for (LAC) and in AP.
- 50% of the pupils were in AP settings.
- 50% were cared for (LAC) in mainstream

## Key Stage 3 Academic Progress

The Right Angle measured progress in Key Stage 3 pupils using National Group Reading Tests (NGRT) which were carried out at the beginning and end of tuition. The collection rate for NGRTs was 61%. Although many pupils were unable to complete the final NGRT due to COVID-19 school closures, reading test results for the 61% of pupils with full data demonstrated that 71% of pupils improved their scores.

Point of collection	Number of reading tests
Beginning	101
End	62

### Change in reading test scores



Reasons identified for the shortfall include:

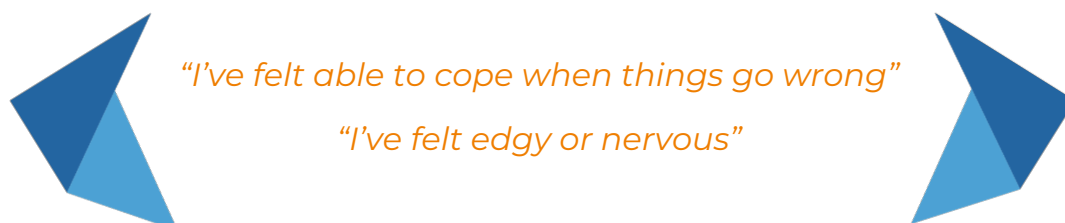
- Interruption to tuition due to COVID-19.
- Pupils moving school or placement before tuition completed.
- Pupils erratic attendance at school.

Contextual data for the 101 pupils with initial reading tests:

- 100% Pupil Premium or Pupil Premium Plus.
- 64% LAC.
- 40 % of pupils were in Alternative Provision.
- 60% of pupils were LAC but in mainstream education.

## Counselling Outcomes

The Right Angle evaluated counselling received by pupils using The Young Person's CORE (YP-Core), a 10 question self-report measure of emotional wellbeing for 11 to 16-year olds, which is used widely in the UK in school-based counselling. The YP-Core asks young people to rate on a 5-point scale how often they have experienced a particular issue in the last week. For example:



Each questionnaire receives a score, with higher scores indicating a higher level of psychological distress. YP-Core was completed at the beginning, mid-point and end of counselling.

At the end of the project, 62 complete, valid YP-Core datasets had been collected, which is a 70% collection rate. The generally accepted industry standard for emotional wellbeing questionnaires is between 40% and 60%, depending on the service type and demographic of service users.

For a dataset to be clinically valid, the young person had to have answered all questions on each questionnaire, leaving no questions unanswered. Invalid questionnaires were removed from the dataset.

Point of collection	Number of YP Cores
Beginning	114
Mid-point	63
End	66

**57% of young people showed a decrease in psychological distress** at the end of counselling, indicating they felt better able to cope with the stressors and demands that affect daily life and wellbeing.

Due to its subjective nature and multiple factors affecting it, measuring emotional wellbeing is challenging. It is important to note that a higher or unchanged YP-Core score does not mean that the young person did not find counselling helpful. Nor does it mean they did not "improve". Higher scores can sometimes be attributed to young people becoming more emotionally literate through attending counselling and therefore being able to articulate their issues more clearly. Young people may also feel uncertain about disclosing the extent of their difficulties early in the relationship with a counsellor, only feeling comfortable enough to admit to certain issues, such as self-harm, once a trusting relationship has been established.



Through discussion with counsellors, TLC identified the following factors potentially affecting counsellors' ability to complete full datasets with young people:

- Pupil distrust / unwillingness to engage in completing psychological questionnaires during their sessions (there is a high correlation between pupils who had a larger number of counselling sessions and YP-Core completion) indicating a good working relationship and trust between client and counsellor. Young people in care often have multiple professionals involved in their lives and sometimes expressed that they were tired of answering questions.
- Transition between different school settings meant that pupils moved settings, often with no notice.
- Counselling is pupil-led, meaning that a pupil may decide to finish counselling between sessions, resulting in an incomplete dataset.
- Pupil GCSE exams sometimes lead to early completion of counselling or patchy attendance at sessions.
- COVID-19 meant that some counselling stopped before it was due to end. Counselling that did continue was sometimes conducted over the phone, which made collecting outcome measures more challenging.

In cases where a full set of outcomes measures was not collected, TLC analysed why this may have occurred. As expected, the majority of incomplete datasets were from pupils who either left the school, decided to finish counselling unexpectedly or had expressed uncertainty about whether they wanted counselling.

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## 5. QUALITATIVE THEMATIC ANALYSIS OF THE ISSUES ADDRESSED IN COUNSELLING SESSIONS

The Right Angle consulted with the **Greater Manchester Combined Authority (GMCA)** regarding project data analysis. GMCA recommended a mixed method of data analysis combining qualitative and quantitative methods to demonstrate what barriers in young peoples' lives were addressed by counselling.

**TLC** counsellors make brief, factual notes about the content of each session of counselling. Counsellors are specifically asked to avoid supposition, not to make assumptions about clients in their notes and to refer only to what was discussed using the client's own words and any decisions made, particularly regarding safeguarding.

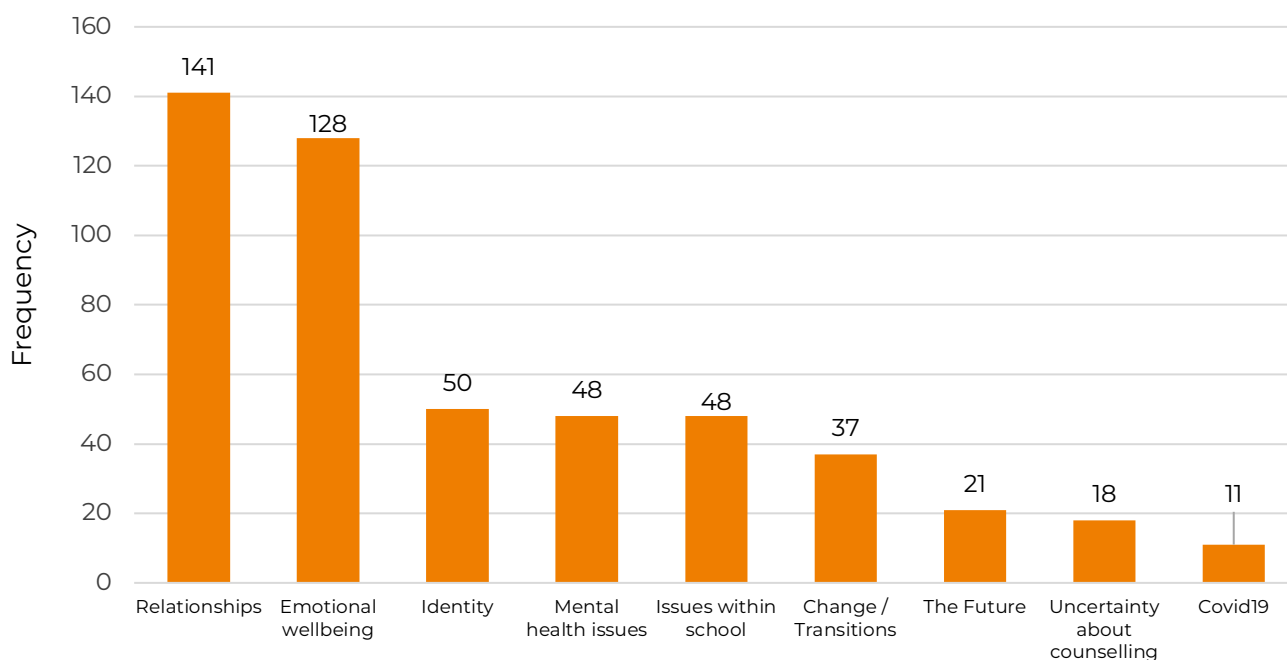
**TLC** took a sample of 45 sets of case notes, ensuring an equal spread of schools and year groups and conducted a piece of qualitative research using thematic analysis.

Using thematic analysis of case note content, 58 different counselling sub-themes were identified. There were then grouped into 9 main themes:

Issue	Examples of themes identified
1. Relationships	Relationship with parents Friendships Relationship with partner Bereavement / Loss
2. Emotional wellbeing	Stress Anger / frustration Self-care Feelings of shame or guilt
3. Identity	Confidence and self-esteem Sense of self / self-identity Being in foster care or adopted Sexuality
4. Mental health issues	Anxiety Low mood Trauma Self-harm / suicidal thoughts Processing issues (e.g. autism)
5. Issues within school	Being excluded from school Fighting with other pupils Not attending school Not enjoying school
6. Change / Transitions	Being in care / fear of going into care Moving schools Worries about a new foster placement
7. The future	Exams Careers Aspirations College
8. Feeling uncertain about counselling	Feels they do not want / need counselling Feels uncertain about counselling
9. Issues related to COVID-19	Feelings about online counselling (positive and negative) Worries / uncertainty about family

The chart below illustrates the frequency of the main themes identified. Frequency refers to the number of occasions these issues were mentioned in the 45 sets of case notes evaluated.

### Main Themes Explored in Counselling



The types of issues described are common concerns for pupils in Alternative Provision and were frequently mentioned in the referral information passed to The Right Angle from schools. All create barriers that prevent young people from reaching their full potential. We were pleased to see the breadth of issues covered in the counselling sessions, indicating that the young people receiving counselling were able to build a trusting relationship with their counsellor and discuss both their strengths, positive issues and a wide range of often very serious concerns in a safe and confidential space.

It is also worth noting that young people engaged with The Right Angle often had multiple professionals attempting to connect with them (teachers, tutors, social workers, counsellors, health professionals) which sometimes made them distrustful of new people.

Counsellors working with young people often commented on what a privilege it had been to work with a young person as a trusted adult.

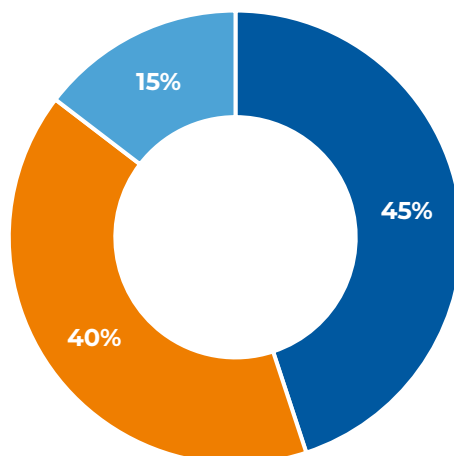
## 6. ANALYSIS OF THE COMBINED IMPACT OF COUNSELLING AND TUITION

The Tutor Trust and TLC based the Right Angle on the premise that vulnerable young people require both academic and therapeutic support to reach their full potential. We were delighted to see that results from the two-year pilot demonstrated clearly that a combination of counselling and tuition had a more positive impact than either intervention alone.

Analysis of combined counselling and tuition data revealed:

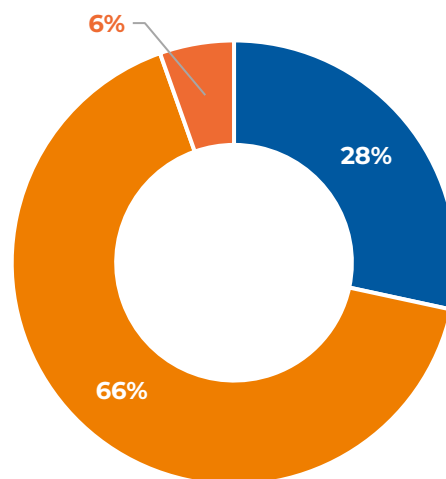
- On average those who had counselling and tuition attended 2.5 more tuition sessions than those who had tutoring alone.
- Of those who had counselling and tuition 26% more improved on their expected GCSE Results.
- Those who showed a reduction in psychological distress through YP Core score were twice as likely to improve their GCSE Results.
- Looked after Children showed the greatest difference in GCSE results when they engaged in tutoring and counselling.

**GCSE Results Single Intervention**



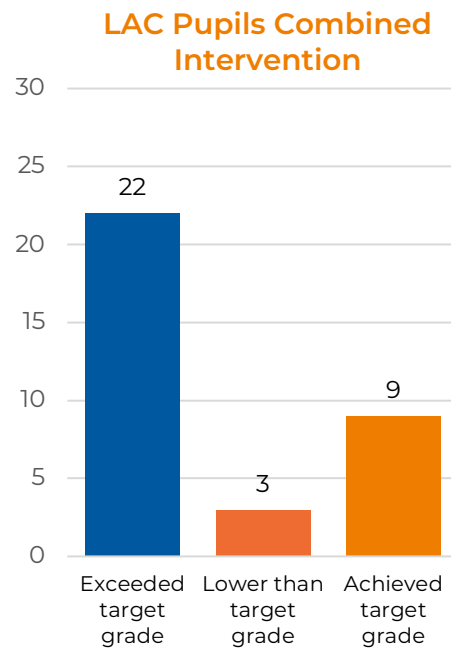
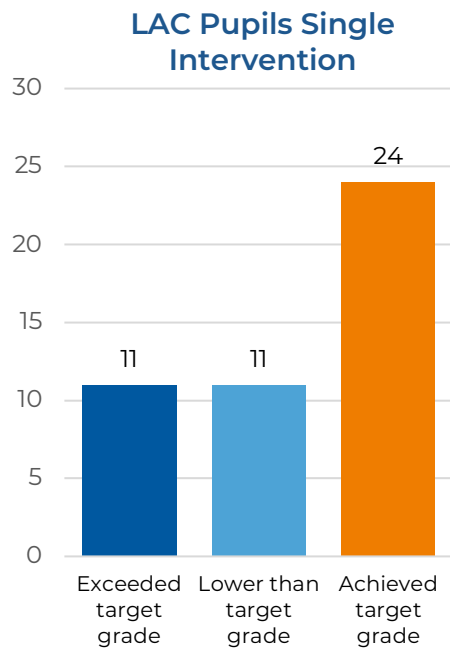
- Achieved target grade
- Exceeded target grade
- Lower than target grade

**GCSE Results Combined Intervention**



- Achieved target grade
- Exceeded target grade
- Lower than target grade





Qualitative feedback collected from teachers and school leaders via an online questionnaire, followed by structured Zoom interviews demonstrated that they also believed that counselling and tuition combined had a positive impact on pupils:

*“Children in care have multiple needs both academic and emotional - the Right Angle project recognises this. My cohort of young people valued the time and support for their mental health and this in turn made them more resilient to the demands of the curriculum.”*

Teachers also reported that young people themselves valued the support:

*“The project was brought up in our student voice meetings. Students raised the tuition and counselling as being helpful to them.”*

*“Students involved have mentioned the tutor sessions in their student voice meetings as a very positive experience and feel their learning has improved as they don’t feel anxious about asking questions in a 1-1 situation.”*

A full transcript of the school feedback collected is provided in Appendix 1.

## 7. CONCLUSION AND LEARNING

The Right Angle set out to prove that young people in care or in alternative educational provision require extra support, combining therapeutic and academic input to help them reach their full potential. The two-year pilot has proved our original hypothesis correct.

**The Tutor Trust** and **TLC** are delighted to see that combined interventions achieved strong outcomes. It was clear that pupils benefited greatly from being able to access tuition and confidential, therapeutic support in one package. Referrers found it easier to access the whole package from one place.

From the two-year pilot, the Right Angle team have identified several different learning points which have already been integrated into current work:

### Relationships:

**TLC** and **The Tutor Trust** have built strong relationships with each other and with referring partners across Greater Manchester. Learning identified from the last two years is already being used in current work. This includes having built a joint client records system used by both organisations to make information sharing and allocating pupils to tutors and counsellors more streamlined. We also recognised that one size does not fit all and Virtual School Teams in different boroughs do not always operate the same way. We have altered our referral and allocation processes accordingly.

### Outcomes:

It was recognised that for Key Stage 3 pupils, reading test data only reflected improvement in reading age which was not an accurate proxy for all round progress. **The Tutor Trust** is now using the Learning by Questions (LbQ) measure to evaluate tuition progress. This provides a baseline and end point test in English and Maths, appropriate to the young person's age and stage. Additionally, LbQ tests can be completed online which ensures that all tests can be completed whether the tuition takes place face to face or online.

### Online Counselling and Tuition:

Although the COVID-19 outbreak interrupted both tuition and counselling, it also pushed both organisations to develop online support packages for young people. **The Tutor Trust** now offers online tuition for individual pupils and groups via the online platform Vedamo. **TLC** offers both telephone and video counselling via the online platform, Zoom. Pupil engagement in online support has been very positive, challenging our preconceptions about how young people prefer to receive support.

The Right Angle team has found working with looked after young people and those in alternative provision incredibly rewarding. This was demonstrated when counsellors and tutors from the two-year pilot chose to apply for roles in the new project funded by Porticus UK. We are fully convinced that the Right Angle fills a previously unaddressed gap in provision for disadvantaged young people and both **TLC** and **The Tutor Trust** are committed to their partnership to continue this valuable work.

## The Future:

The pilot of the work of The Right Angle has proved that there is a need and an appetite for this kind of intervention amongst our partners and beyond.

- Referrals are outstripping capacity and we have now set up waiting lists which is not ideal.
- Other Local Authorities and Partners are keen to be involved.
- The long-term impact of COVID-19 will mean that there are greater numbers of disadvantaged young people requiring the support of The Right Angle.
- We are working hard to secure additional funding.
- We believe that the unique and innovative approach piloted by The Right Angle has the potential for national impact and we have a desire to take this forward with future funders, additional partners and most importantly policymakers.



## Appendix 1: Post Intervention Interviews with Partner Schools

The charts and comments are taken directly from the Partner Survey carried out in July 2020.

38 questionnaires were sent out to staff at our six partners. The evaluation is based on a total of 19 replies to date.

### 1. I feel the Right Angle had worked successfully in my school / Alternative Provision Setting

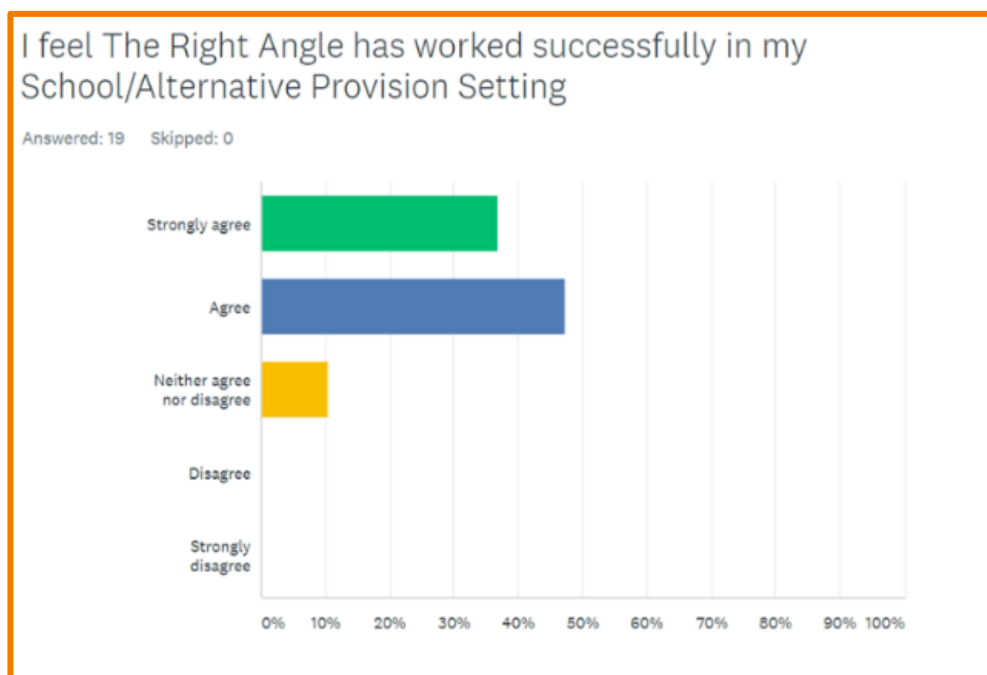
*Students have engaged with the tutors. The tutors have been reliable and have consistently delivered high quality lessons*

*Students have worked well with the tutors and counsellors*

*Difficult to say as not many of our young people accessed the 'whole' service package, however, when they did engage with provision it worked well. Young people having access to professionals and their practises outside of the delivery styles and relationships they have become used to was definitely a positive. The opportunity to complement their provision with the knowledge and skills of other professionals has definitely been of benefit to them.*

*There was a significant increase in the confidence of the young people taking part to meet new challenges and value their own learning.*

*The project was brought up in our student voice meetings. Students raised the tuition and counselling as being helpful to them.*



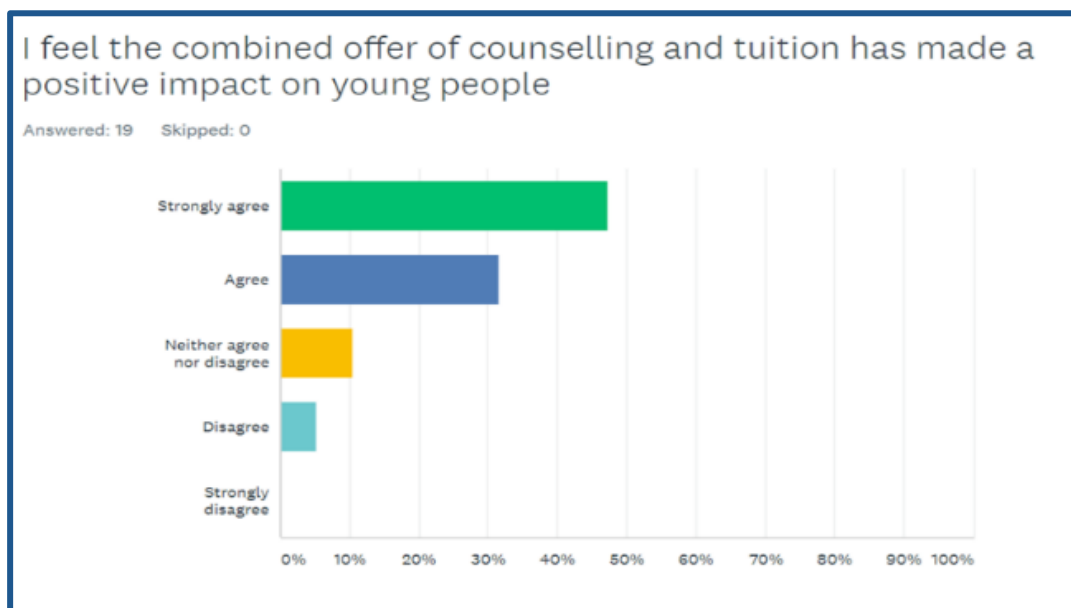
## 2. I feel the combined offer of counselling and tuition has made a positive impact on young people

*Schools in our area have limited chance to have counselling support and I therefore feel that this is a great intervention and should continue to be offered.*

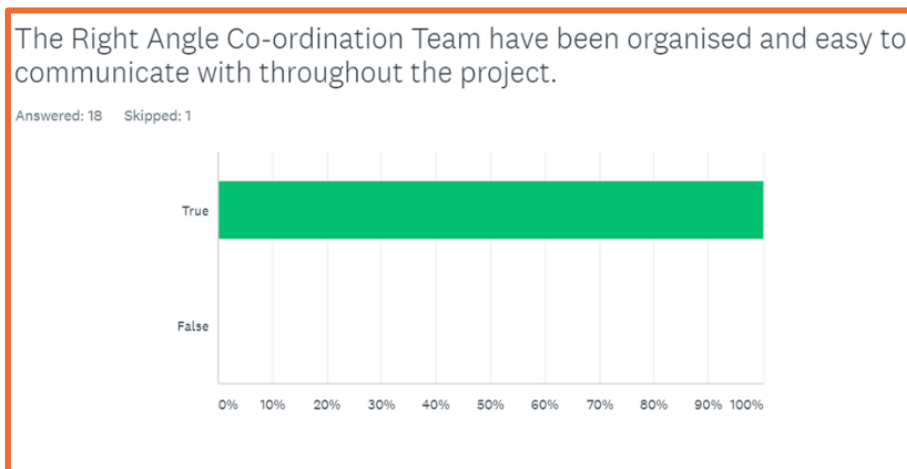
*The offer of counselling has ensured that students emotional and mental wellbeing, alongside academic potential, have been able to be addressed.*

*As mentioned, the nature of the young people we are working with made it difficult to engage with both aspects of the provision at one time. For some young people who tried the counselling it wasn't the right time to explore these issues, but the relationship with TLC enabled these conversations and responses to be explored and respected.*

*Children in care have multiple needs both academic and emotional - the Right Angle project recognises this. My cohort of young people valued the time and support for their mental health and this in turn made them more resilient to the demands of the curriculum.*



3. The Right Angle coordination team have been organised and easy to communicate with throughout the project



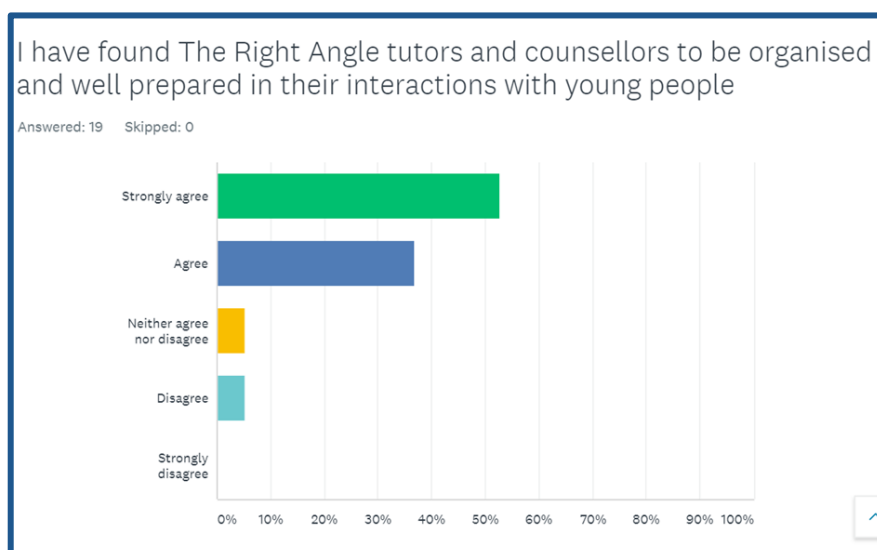
*It has been a pleasure to work with such dedicated and professional colleagues, great communication ensured that any difficulties were swiftly dealt with and co ordinating amongst all the different stakeholders involved with my cohort was excellent and timely.*

*Excellent communication from all staff at the project. Very enthusiastic and helpful team.*

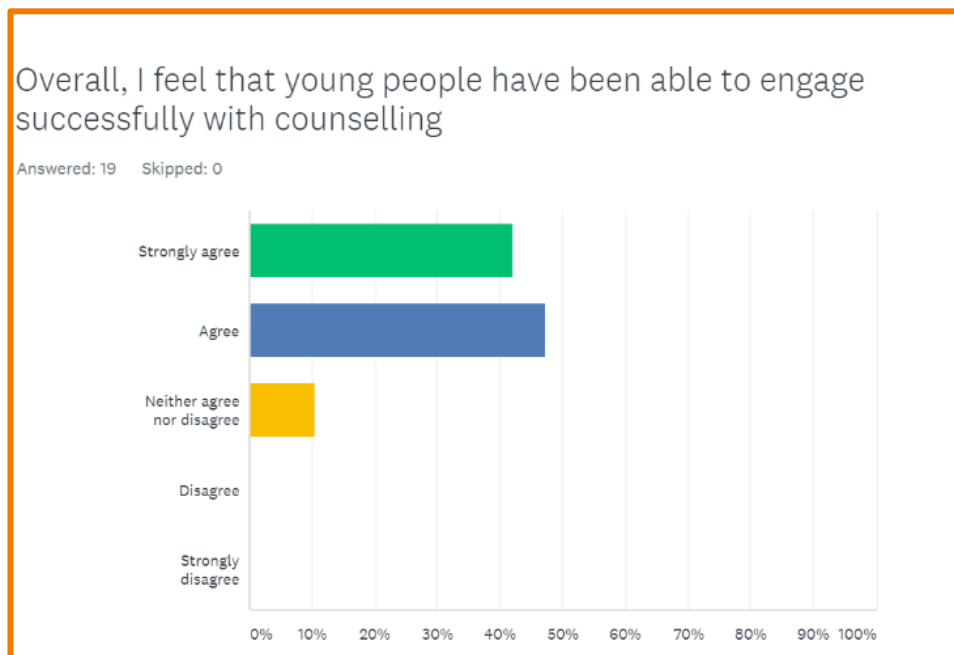
4. I have found the Right Angle tutors and counsellors to be organised and well prepared in their interactions with young people

*I have found it very easy to contact tutors and counsellors and members of the wider team. They have been supportive.*

*Tutors forged positive professional relationships with our students. All tutors were organised and professional in their approach to tutoring.*



5. Overall, I feel that young people have been able to engage successfully with Counselling



The counsellor was brilliant and the students welcomed her support.

Our students have benefitted from the flexibility of the counsellor. They can be difficult to engage but students have engaged with this project even through lockdown.

As stated before I do feel that this intervention can only be a help and support to all parties either involved with the child/YP or the child/YP themselves and I would love to see it continue.

None of the pupils I referred wished to take up the offer of counselling as we provide support in school with designated staff who are well aware of pupils needs/concerns.

This has provided a reliable and safe time for my cohort to grow through high quality mental health support. The newly found confidence and self reflection skills that the young people have developed will ensure they have a suite of tools to have a successful and balanced transition to adulthood.

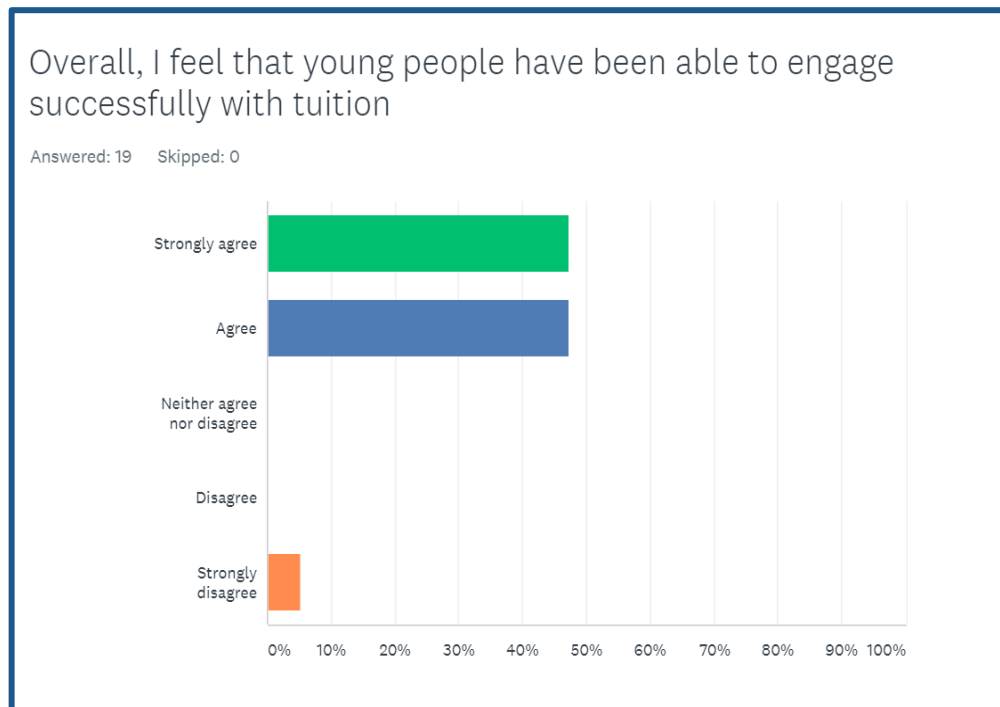
## 6. Overall, I feel that young people have been able to engage successfully with tuition

Students have engaged with the tutor and have benefited from the 1-1 element of learning offered.

Students involved have mentioned the tutor sessions in their student voice meetings as a very positive experience and feel their learning has improved as they don't feel anxious about asking questions in a 1-1 situation. I feel they have also benefited from 1-1 as it means their learning cannot be disrupted by others. They like the 1-1 attention they are getting from the tutor.

My cohort has found the quality and skill of the tutors has increased their confidence in subject matter and ability to tackle new problems and build secure understanding of curriculum subjects. They have valued the 1 to 1 nature of the support that allows them to learn at their level and at a pace that suits their learning of the curriculum, valuing the time to unpick confusions and challenges as they arise.

There were some logistical challenges at the beginning, especially in regard to the distance issue to our LA but once the tutoring was up and running, and once established, this has worked well.





## 7. What challenges if any, did you face when implementing The Right Angle project?

Attendance/punctuality can be an issue with Highfields students. The tutor was very flexible with his sessions which made it much easier for the students to take part. One student took part in another project and the tutor worked around this by coming on another day to facilitate the tutor sessions.

Arranging a time that suited the student and the tutor.

Initial start up procedures took time and counsellors changed a number of times throughout the 2 year period.

Some students were reluctant to engage with counselling but Irene was very encouraging and worked well with our pupils.

At times given the needs of looked-after cohort, coordination and ensuring communication was timely was crucial. In the early days with The Right Angle we worked out a system that was led by VS but ensured that autonomy could be developed to schools and carers, but any issue would be flagged at regular update meetings. Communication was key and this prevented any challenges becoming entrenched or unsolvable.

## 8. Are there any changes you feel we could make to the way we deliver The Right Angle that would ensure our intervention has the greatest impact on young people?

Having both elements working from one key worker.

Have a time limit on response times or a triage process so that clients are aware of time facts and limitations. I would like to see this offered to younger children for more early intervention and then a future revisit which could determine a more in-depth counselling session that schools could work towards.

I think the tutoring went well and on some occasions delivering it virtually would be an easier intervention to some pupils.

Working with class teacher with current work and tasks in the classroom initially and then break off groups during lesson time would work best in school.

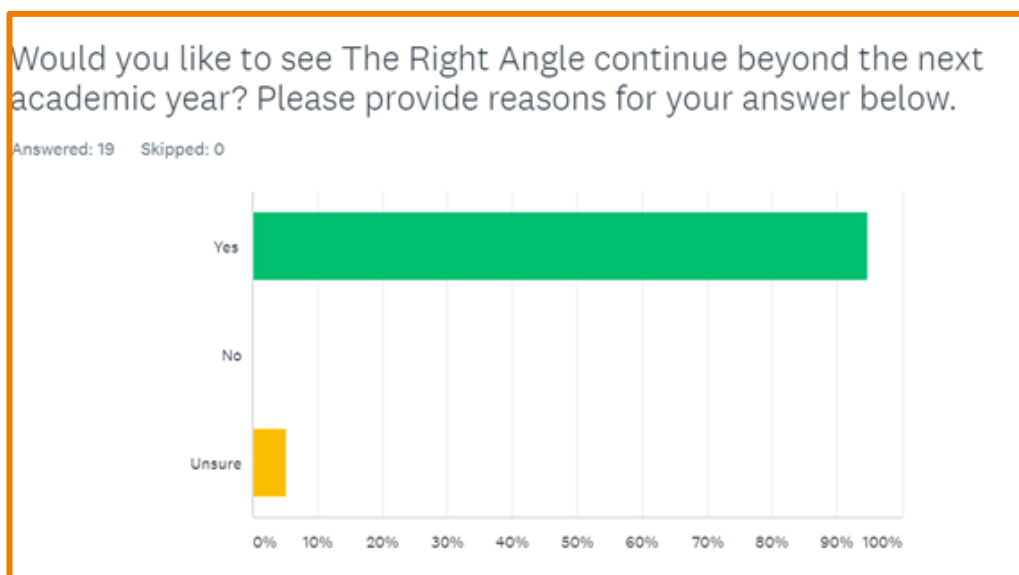
## 9. Would you like to see the Right Angle continue beyond the next academic year?

I believe our students found this a valuable learning opportunity. Our students in the pupil referral unit benefit from any 1-1 learning, it helps with concentration and stops other students disrupting their learning. They were able to revisit topics they had found difficult in class. The counselling also complemented their learning as they were able to look at some of the barriers to learning

Most definitely it is a fantastic intervention that can only improve outcomes for LAC Children.

The benefits to the young people in having other consistent professionals in their life who bring with them knowledge and skills, and support them to build their own confidence and understand themselves is invaluable.

The additional support has enabled students to make rapid progress.



## Appendix 2: Counselling Case Studies

*These case studies are an amalgam of several cases, with significant alteration of identifying details to protect the anonymity of participants. Combining typical themes into a single case study is commonly used in counselling to mitigate the ethical issues surrounding use of sensitive, confidential information.*

### Counselling Case Study 1

#### Introduction

Ben had been excluded from his previous school for fighting and disruptive behaviour and was referred by his pupil referral unit to help him adjust to the new setting.

Ben's parents separated when he was 9 and he was now was living with his dad, who was in a new relationship and felt let down by his mum, who was not consistently in touch.

He initially presented as being angry, frustrated and with low mood but was willing to try counselling.

#### Counselling work completed

Most of Ben's sessions were centred around the relationship he had with his parents. The counsellor supported Ben to effectively communicate his feelings and to identify and express emotions.


Ben and the counsellor were also able to work together to help him understand his underlying fear of 'I'm not good enough.' He was able to explore his anxiety and look at how those thoughts impacted on his relationships, feelings and subsequent behaviour.

The counsellor noted that Ben sometimes did not attend sessions, particularly if something difficult had been spoken about the week before, but generally he was able to tell the counsellor if he felt "too stressed out" that week and they would agree to meet the following week. The counsellor also noted that, as the relationship developed, trust was able to grow due to the consistent support and availability of the counsellor. This was reflected in more regular attendance of sessions and fewer gaps.

Further into the relationship, Ben discussed being excluded from school and how his previous school had been busier. He expressed he was happier at his current school as it was quieter. The counsellor was able to support him to understand how his environment affected his mood and behaviour.

#### Outcome of counselling

By the end of counselling, the counsellor noted that Ben had developed skills to reflect on his thoughts and feelings, which supported him to express himself more effectively and openly.



Through creative work completed together, Ben was also able to create a framework of what he could and could not control and to identify his support network.

A written exercise with the counsellor helped the client develop skills to communicate with his parents in a safe way.

Although there was no ending session due to exams taking place and Ben leaving school, the counsellor noted that he had engaged well and appeared happier and better able to cope with challenges.

## Counselling Case Study 2

### Introduction

Victoria had been referred for counselling in the past but she did not want to take part in the sessions. School staff feared that Victoria was at risk of exploitation. After some encouragement from her key worker, she was now willing to give it a go.

Victoria was placed in care whilst in primary school and had an unsettled past in foster placements. She experienced multiple moves and described herself as 'broken' during her initial assessment. Victoria has been in her current placement for a few months and likes her foster family.

There were no behavioural issues at school but Victoria disclosed during the assessment that she self-harmed a few years ago. Victoria stated the self-harm had now stopped and it became apparent that Victoria was presenting with anxiety and low self-worth.

### Counselling work completed

Most of Victoria's sessions were centred around the relationship she had with her friends and a longing to see her biological Mum.

Victoria had experienced significant loss so it was particularly important for the counsellor to develop security and trust. The client gradually became more engaged and relaxed in sessions by the use of creative approaches. This included taking it in turns to roll 'therapy dice' and answer questions and conversation starters which built rapport.

The counsellor explored the word 'broken', which Victoria used to describe herself in the initial assessment. Focusing on this word helped Victoria to connect with and express deep-rooted feelings of shame and abandonment. She was able to understand her past self-harm and it explained why she suffered with anxiety and low self-worth.

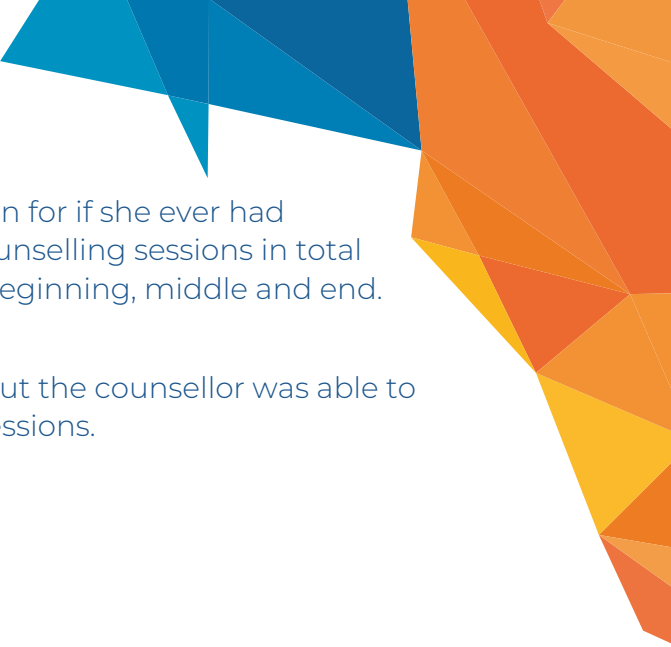
Being open about difficult emotions with the counsellor then gave Victoria the safety to talk about other issues; she missed her biological Mum, felt guilt for liking her new foster family and had challenges with friendships.

Victoria disclosed that she had a fear of school and people which impacted her confidence. This affected her ability to make genuine friendships, and her peers would often treat Victoria badly and bully her.

### Outcome of counselling

At the end of counselling, Victoria seemed more confident to speak up for herself and develop boundaries within her friendships. She became more self-aware and could recognise that the shame that she felt towards herself was making her vulnerable to people who could exploit her.

The healthy and respectful relationship with her counsellor helped Victoria understand she was worthy of being treated well. Victoria recognised the support and safety she had with her foster family and key worker.



The counsellor and Victoria developed a safety plan for if she ever had the urge to self-harm in future. Victoria had six counselling sessions in total and completed a YP-CORE questionnaire at the beginning, middle and end. The scores showed a reduction at each stage.

The counselling was disrupted due to COVID-19, but the counsellor was able to connect with Victoria by telephone to end their sessions.

## Counselling Case Study 3

### Introduction

Nathan had been referred for counselling as school staff were concerned because he struggled to manage his anger. His behaviour would be challenging in the classroom and he regularly got into fights with his peers. Nathan was aggressive towards his foster carers and his placement was at risk of breaking down.

Nathan was placed in care along with his sister and brother, who were all separated. Nathan and his siblings witnessed domestic abuse and the perpetrator is now in prison. He recently found out that his sister is pregnant and his brother is getting adopted and this has been very upsetting for him.

Nathan appeared to have developed learnt behaviours from the trauma of witnessing domestic abuse. He presented as suffering with grief from the loss of his siblings and low self-esteem.

### Counselling work completed

Nathan was quite hesitant to start counselling and didn't understand why he had been referred for sessions. However, once he saw the sensory resources, he was really keen to have a look at them. He liked the play dough and creating something with his hands helped him to feel more settled as he talked.

As the relationship with the counsellor strengthened, Nathan developed self-awareness. He took responsibility and was remorseful about his violent behaviour and willingness to change and build better relationships.

The counsellor explored past memories with Nathan and he enjoyed creating a memory jar for his siblings. He expressed that he was sad that his brother was getting adopted and he wasn't. Though he felt positive and excited that his sister was going to have a baby. When talking about the baby, Nathan reflected on how this could be a new opportunity to be responsible and a positive role model.

The sessions were disrupted due to the COVID-19 pandemic and there was no contact with the counsellor for several weeks. The sessions re-started over telephone once Nathan went back to school. He was very engaged and talkative over the telephone. It appeared that experiencing the lockdown had helped Nathan to understand his inner strengths and focus on self-care.

### Outcome of counselling

The sessions came to a natural end and Nathan seemed happier and more resilient. He was able to express his feelings and found having a space to talk to the counsellor really helpful.

The trusting relationship had helped Nathan to process his grief at being separated from his siblings. The counselling supported Nathan to find creative ways to stay connected to his brother and sister.

Nathan had eight counselling sessions in total and completed a YP-CORE questionnaire at the beginning, middle and end. The scores showed a reduction at



each stage and the violence and aggression towards his peers and carers had significantly reduced.



## Appendix 3: Tutoring Case Studies

The following is a compilation of case studies curated by three full time alternative provision tutors: Cailum Finnegan, Charley Hembrow and Francis Emmott.

Each of the following case studies gives an account of tuition delivered throughout the 2019-2020 academic year and all tuition recorded took place face to face, prior to school's closing for COVID-19 lockdown.

### Tutoring Case Study 1 – Tutor Cailum Finnegan.

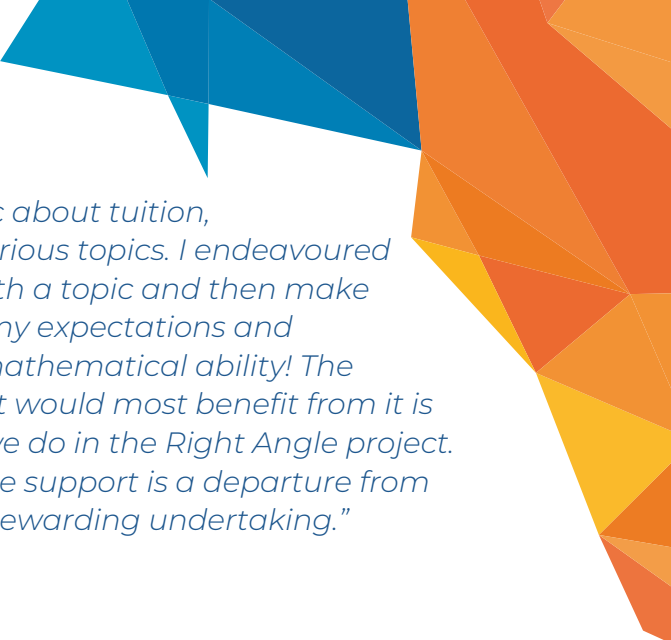
Cailum Finnegan completed a PGCE in Secondary Science in 2018, and, not wanting to teach full-time, joined Tutor Trust as a tutor. Cailum particularly enjoyed working with young people in Alternative Provision, and quickly specialised in this, delivering over 200 hours of tutoring within a short period. In September 2019, he joined our team as a full-time Alternative Provision tutor. Cailum now works exclusively with Looked After Children and those in Alternative Provision throughout Greater Manchester as part of the Right Angle project.

Among Cailum's regular assignments throughout this past academic year was two days per week spent at Cardinal Langley Roman Catholic High School working with Looked After Children.

One of the students that Cailum worked with there was X, a LAC pupil, with tuition primarily focusing on Mathematics to support X's GCSE studies. Asked about his time working with X, Cailum has said that: "When starting at Cardinal Langley back in October I was instructed that X was keen to receive some tuition in Mathematics. From the outset X was enthusiastic about the impact that tuition was having on their mathematical abilities, going so far as to ask for instruction on further revision that they could complete before the next session! Their engagement has led to a wide variety of topics being covered and has served to help ease the stress surrounding mock exams." X valued their tutoring sessions, saying "my experience in tuition has been really good because I have learnt many new things in Maths and Science. I have fun in my tuition lessons and as a result I have been getting really good marks in my mocks!"

Another of Cailum's regular Right Angle assignments throughout this past academic year was a full school day spent at Highfields Inclusion Partnership, a Pupil Referral Unit based in Stockport. The PRU has 125 full time places for young people aged from 11-16 and its main aims are to "assess, re-engage and provide a pathway back to school for students who have previously experienced social difficulties, emotional difficulties and/or mental health difficulties." One of the students that Cailum worked with there was T, identified by academic staff as showing a lot of potential in Mathematics. Asked about his time working with T, Cailum gave the following account:

*"While working at Highfields it was brought to my attention that there was a Key Stage 3 pupil that was excelling in Mathematics, working beyond the level of his peers. Not wanting this to go under the radar, Highfields requested that I undertake Mathematics tuition with T. I was instructed that T was keen to receive some tuition in Mathematics himself, with an eye towards his GCSEs in the*



*coming years! From the outset T was enthusiastic about tuition, engaging with Mathematics work focusing on various topics. I endeavoured to first get an impression of T's level of comfort with a topic and then make things more challenging; T frequently exceeded my expectations and appreciated these opportunities to improve his mathematical ability! The provision of one-to-one support for the pupils that would most benefit from it is the very foundation of why we do the work that we do in the Right Angle project. Having the opportunity to provide that one-to-one support is a departure from my previous experience in teaching but is a very rewarding undertaking."*

### **Tutoring Case Study 2 – Charley Hembrow.**

One of the schools Charley attended was Trafford High School, a Pupil Referral Unit. He gave the following account of the school and students he worked with:


*'Trafford High School is a Pupil Referral Unit I attended every Thursday from 10am – 2:30pm.*

*It was the perfect environment to tutor in.'*

*I have seen substantial development right across the board with the students I have worked with, particularly E and El, who I have been working with since I first began tuition at the Pupil Referral Unit. After completing 10 hours of tuition with E, it has become apparent he is progressing significantly with his Maths. E started off relatively distracted and unengaged during our initial sessions together, having constantly high energy levels which had tendencies to clash with his learning. However, since we explored harnessing this energy into more interactive sessions, both E and El (I tutor the pair together) responded impressively well to tuition. I allowed E to take a much more hands on approach to Maths tuition, which saw him frequently working through problems on the board, often acting as a mentor to El when she did not understand the work at hand. E recently disclosed that without tuition he did not believe he would have picked up his Level 3 grade in a recent Maths mock exam, which was obviously greatly pleasing to hear. I have complete confidence that E would have passed his Maths exams in May and June, had he sat them as normal. El's biggest problem is certainly confidence; her recent mock results were relatively poor, but it quickly became apparent that El had missed out a large proportion of the three papers. El had felt that she would be unable to gain any marks on over half the paper, so did not attempt it. However, when we went through these in our revision sessions El demonstrated a much greater understanding than she gave herself credit for. We addressed this and already began to see promising results when she worked on problems at the board. Since El began to show much more of a willingness to work through questions, the Maths improvements fell into place."*

E and EL gained a 4 and 5 in GCSE maths.

Charley also claimed to have thoroughly enjoyed the tuition he delivered at Alder Community High School, a secondary school situated in Hyde.



*“Another school that has been fantastic to work in has been Alder Community High School. ACHS base all their tuition in the ‘headways’ centre – a secluded part of the school where distressed students can come and spend 10 minutes away from the main part of the school to calm down. It’s a really nice, calm working environment that always has multiple teachers available that have been given the sole task of improving student’s welfare and seeing to their short-term needs.’*

*One stand out student from my time at ACHS is K. K is a year 7 student at AHCC who has been a pleasure to teach as the weeks have progressed throughout the year- she was a relatively quiet student when we first started working together, which made it challenging to assess her academic ability, but week by week K really came out of her shell and is now completing high level work. Most would be surprised upon reading Ks work that it had been written by a Year 7 student, her work is notably impressive. K is obviously naturally very talented but I like to think that tuition contributed at least slightly to the confidence she was emanating towards the end of our batch of sessions.*

*K has had some difficulties with friends inside and outside of school which has made the first year at a new school challenging for her, but I truly believe she enjoys tuition and gets substantially more out of it than simply just an extension of her English, Maths and Science knowledge. I had previously tutored L, Ks older brother who I had also built a fantastic working relationship with. L is working with another tutor now full time, and informed me he is on track to build on the work we did together to achieve passes in English and Maths.”*

Charley gave an account of The Right Angle work at Mossley Hollins High School.

*The greatest success story for a Right Angle pupil at MHHS is most certainly C. C, despite being another student that falls into the ‘low academic confidence’ category, had made incredible gains with his maths ability since starting tuition. C was infamous for his “I don’t have a clue” line, and the constant use of this during initial tuition sessions prompted us to construct a tally of how many times a lesson C had said it. This measure of Cs confidence has improved as the weeks have progressed, and now his mathematical arguments are being delivered with much more conviction. He’s learnt that the maths ability was always there, but lack of confidence would often restrain him from truly absorbing the information in a question, preventing him from applying his knowledge in his answers.*

*Ever since this was addressed, C was really pleased with where he was at with his maths and his achievement in mock exams was fantastic. C was very close to receiving a level 5 for his efforts, way above the level he was working at when we first started looking at Maths together. I was hopeful that C would do well in these exams but the extent to which this was true was pleasantly surprising, I’m very much proud of C for beginning to put his potential to paper. Prior to tuition ending when schools were closed, we were just about to tackle a big batch of English work with C – I have absolutely no doubts we would have seen similar improvements here.”*

### Tutoring Case Study 3 – Francis Emmott

Francis Emmott's work on The Right Angle included working at The Pendlebury Centre, a Pupil Referral Unit and Werneth School - a coeducational secondary school located in Bredbury.

Francis informs us:

*"I began working with J at Pendlebury in September 2019 and he had several issues. It became clear he had missed a great deal of school. He struggled with maths and was at least 3 years behind age-related expectations. To begin with, getting him engaged in maths or English was a Sisyphean task. He had zero confidence in himself and deemed schoolwork pointless. However: he loved drawing. Every session he would bring in his sketch pad to show me what he'd been working on that week. He'd designed scores of characters, and the sketch pad was brimming with creative ideas. He'd invented backstories for each character but could only relay them to me verbally. He struggled when it came to writing anything down. I wanted to nurture and encourage this imaginative flair, so we set about writing down the backstories for all his characters. Spelling even the most basic of words was a struggle for him, and so it was a case of him telling me what he wanted to write, me writing it down, and him copying it onto his own sheet. In spite of his difficulties with spelling and grammar, he possessed an impressive vocabulary. It was evident that he slowly started to enjoy putting his thoughts down on paper, and as a result, began to remember spellings.*

*We started to use these characters in short story pieces. His favourite concoction was a horrific monster called "Clap Jaw." This beastly creature had once been a man, but had been subjected to awful medical experiments, and warped into an inhuman form. We embarked upon an extended writing task that would tell the story of this character. Every Tuesday, J would be waiting at his school reception for our sessions, eager to write. Bit-by-bit, he built a narrative around two characters: the aforementioned Clap Jaw, and a sinister surgeon who had conducted the terrible experiments.*

*"What happens now?" – I'd ask him each week, and we'd scribble a rough plan of what he was to write for that session. At the end, he'd rush to photocopy what he'd written so that he could show his mates, his teachers, and his parents. He would tell me these sessions were his favourite part of the week. Towards the end, he'd written pages and pages, his spelling and grammar had improved tremendously, and it was clear to see that he had started to regard English as a way for him to channel his imagination."*

He then goes on to give his account of tuition with another student, S.

*"S had been working really well with me in the lead-up to the exams. Maths-wise, we had mainly been focussing on exam-style questions, working through a CGP Maths Foundation book. About half of the book had been completed. I know she had been doing a lot of work on Geometry with her other tutor. We mainly looked at number, multiplying, dividing, primes, powers and roots, fractions, decimals, percentages, algebra, sequences, graphs, ratios, probability. She was confident with some things, such as the algebra, but the main problem was retention in*



other areas. We were focussing on a lot of wordy multi-step questions, as understanding the different operations of a question was something she struggled with.

*In English, S was only going to be taking the language papers, so much of our work revolved around those. We were reading various texts, extracting key information, and writing up answers. Though with a few of the texts she struggled. We'd done a lot of practice on the writing tasks. She had a few template stories based on her own experiences that she was going to pick from and use in the exam, so the main focus here was polishing up her grammar and spelling, for which she had another CGP book that was being worked through."*

Francis then concludes by giving us a description of his work with another student, D.

*"D had also been working really well. We'd done a lot of maths in the months prior, covering pretty much every topic, and worked through tons of mock exam papers, which she was steadily gaining ground in. We used her mocks that she did some months ago and looked at the types of questions she was getting wrong, covering those topics. In the weeks leading up to the exams we'd switched the focus completely to English Literature. We went through 3 of the core poems each week. I tested her on the content, themes, quotes. She wrote a fair few essays comparing them. It seemed she had retained a great deal of information, and was prepared and ready for that aspect of the English exams. She was still rather unfamiliar with Romeo and Juliet though, which was concerning, so the last 3 sessions I saw her were spent reading through the entire play, decoding the language, whilst she wrote up notes, quotes, character studies on revision cards. We only had about a third of the play left to study when we all went into lockdown."*

## Appendix 4: Testimonials from Tutors, Counsellors, Carers and Schools

### Tutor and Carer Testimonial: Rochdale Virtual School

Aimee, a tutor working on The Right Angle project spends much of her time tutoring LAC pupils. This tuition often happens in the home and requires a very close working relationship with both the pupil and the carer. Being part of the Right Angle is the perfect supportive environment for a LAC pupil.

According to Aimee:

*"I have tutored G for 12 weeks in both English and Maths, one hour in each subject. To begin with, G was hesitant to engage in the session and her attitude to learning wasn't great. She didn't complete much work in the first session and looked at me blankly for the majority of it. She mentioned how she can be quite disruptive in school which means she has been put in low sets. She is a very capable student but due to her difficult childhood had missed a lot of primary school resulting in her basic maths skills being underdeveloped (e.g. times tables, metric units, short division).*

*Since the first session, we have built up a good rapport which has enabled G to feel more confident asking me questions about the task in hand. She has become more engaged in the sessions and always completes her homework on time. She has told me of her passion to go into social work and has said that she needs to become more focused to reach her goals. G now wishes the tuition to continue with the addition of science."*

G's carer is also very impressed with the way that G has been supported by the Right Angle:

*"G has now settled with her tutor and built a good rapport. She looks forward to her lesson, which has helped build her confidence and improve her attitude to learning."*

### School Testimonial: Trafford High School & Medical Education Service

Lynda Thompson, Executive Headteacher:

*"Trafford Medical Education Service has been extremely fortunate to benefit from the Right Angle. This project offers a holistic approach to education - incorporating support for both mental- health and academic needs. The quality of provision to date has been exceptional!*

*1:1 and small group tutoring has ensured that students have made accelerated learning in English/Maths and Science. The quality of tutoring provided has been of an extremely high standard concentrating on a student's gap in their learning. The tutors have engaged students through exciting and interesting lessons. In addition, they have forged professional relationships with our students and staff.*





*Furthermore, the counselling sessions have ensured that students have the opportunity to have private one to one time to discuss current issues that they are facing."*

*It has been a fantastic opportunity for our staff and students to work with the Right Angle Project".*

Gurjeet Kaur, Tutor at Trafford High School & Medical Education Service:

*"Since being fortunate to work with such a niche school it has truly fulfilled me with the passion I have for teaching and the motivation to positively affect children's learning and attitudes to daily life. Throughout the last 8 weeks it has brought me great pleasure to have been given the opportunity to meet wonderful children with wonderful abilities and I am proud to see them look forward to working with me, proud to see them grow week by week, sharing laughter, and whilst learning all the same."*

Quote from a year 11 student J:

*"My tutor has helped and supported me particularly with chemistry. I now want to study chemistry A level at college. I could never have even thought about this without having a tutor from Tutor Trust."*

J went on to achieve his dreams and is now studying science A levels at college.

### **Counsellor Testimonial: Pendlebury Pupil Referral Unit**

Polly Sangar worked with Year 11 pupils in the 2018/2019 school year at Pendlebury PRU:

*"It was an honour to work with Right Angle pupils. It was evident that often home life was often chaotic, every day was unpredictable and a struggle, and pupils often had minimal belief in themselves, their capabilities and their future.*

*Being able to offer a confidential therapeutic space just for them, where there was no agenda, or curriculum to follow, facilitated them to reflect on their situation, rather than just survive it. Using a variety of methods, including creative techniques helped the pupils explore and understand their responses to their situations, to identify and strengthen their own resources; as well as identifying how they can make a difference to it.*

*I noticed that over the course of the therapy pupils often felt more empowered, developed skills to manage their individual situations, and their self-esteem increased. This in turn facilitated their ability to engage with the tutoring to build on these foundations for a more successful and hopeful future."*