

Name of your organisation	ReconnectEd
Date of TFN event which you pitched at	26/06/2024
Name of the project TFN funded	Early intervention coaching programme for children at risk of exclusion
Were you able to undertake your project as you outlined in the application?	Yes
Can you describe and/or demonstrate the specific impact that TFN funding has had against your initial objectives?	<p>Yes, absolutely. TFN funding was secured at a critical time of our development and during our pilot.</p> <p>Since we have received TFN funding, we have:</p> <ul style="list-style-type: none"> - Doubled the numbers of young people we are supporting intensively in Sheffield - Expanded into the local alternative provision thereby helping young people across Sheffield to maintain their places at school - Launched our Training Programme in two schools Birmingham, thereby expanding our outreach beyond Sheffield - Become a charity, built a Trustee Board and Central Advisory Group of skilled and values-led experts within the fields of academia, law, education, finance, impact assessment. Our Trustee Board and Central Advisory Group both include 'lived experience' of the issues facing the young people we support. <p>We have also achieved:</p> <ul style="list-style-type: none"> - 100% retention of our pupil cohort in Sheffield - Each of our Year 11s have secured post-16 placements - 95% of secondary pupils transitioned successfully back into mainstream classes - There was a 74% reduction in internal exclusions per pupil and a 36% reduction in suspensions per pupil in comparison to the previous year. This is particularly significant in light of recent research which identifies young people suspended during secondary school as being twice as likely to be out of education, employment or training by age 24. <p>For the first time last year we introduced a survey for pupils, parents and teachers. This is what they had to say about the impact ReconnectEd has had on them:</p> <ol style="list-style-type: none"> 1. 100% of pupils would recommend having a Coach to their friends. 2. 100% of pupils felt listened to and supported by their Coach. 3. 100% of teachers felt the ReconnectEd coaching programme helped young people in crises. 4. 100% of teachers felt that the ReconnectEd coaching programme had increased the level of support for pupils. 5. 92% of pupils said they feel happier coming to school since working with their Coach. 6. 90% of parents say their child seems happier since working with their Coach. 7. 90% of parents say they feel more at ease communicating with

	and working with their child's school since they have been supported by their Coach. 8. 90% of parents say that their child's Coach has had a positive impact on their family/community.
What portion of the project did TFN fund?	7%
How many direct beneficiaries did the TFN funded project reach?	100
How many indirect beneficiaries did the TFN funded project reach?	1,000
Were you able to leverage further funding as a result of TFN support?	No
If yes, how much were you able to raise and from whom?	-
Did you receive any pro-bono support, volunteer offers or introductions as a result of the event?	Yes
If yes, please can you provide details of the support you received?	Angela Stokes now sits on our Central Advisory Group - we met her at the TFN event.
How important was TFN funding in helping you achieve your objectives?	We would have found it difficult to achieve our objectives without TFN funding
Has the training you received from TFN better prepared you in pitching your organisation to potential funders?	Yes
Has TFN increased your capacity to raise further funds?	No
Can you tell us any personal stories to highlight the value of the project?	<p>Jimmy - From Exclusion to post-16 Pathway: A case study</p> <p>Presenting Concerns: In September 2022, Jimmy, a Year 9 student, faced high risk of permanent exclusion due to persistent policy breaches, increasing suspensions, emotional dysregulation, and lack of engagement in learning. Underlying issues included ongoing family challenges, potential undiagnosed SEND.</p> <p>His STEER assessment indicated that Jimmy struggled to trust others.</p> <p>Strengths: Jimmy excelled in physical abilities, sports, horse riding and mountain bike riding, an interest in adventurous activities, and a strong sense of fairness.</p> <p>Intervention: Jimmy and the family engaged with the ReconnectEd Coaching Programme, and was allocated one of our ReconnectEd Coaches, who employed emotion coaching, relationship building with Jimmy and the family as well as emotional regulation support for him. Through their time spent together our Coach supported Jimmy's social skills development and also modelled positive behaviour strategies in real life situations. Jimmy was also offered</p>

	<p>support through an internal provision placement and our Coach continued to offer support and practical help. For example, supporting work experience and visits to local colleges.</p> <p>Key Outcomes (by April 2025):</p> <p>Improved Attendance: Increased significantly to 95.3% (from 78.7%).</p> <p>College Placement: Secured a place at an agricultural college.</p> <p>Increased Emotional Awareness: Sought and received medical support for anxiety, demonstrating greater self-awareness and trust.</p> <p>Enhanced Relationship Skills: Began seeking advice on managing situations, apologising, and repairing relationships.</p> <p>Prevention of Permanent Exclusion: Successfully completed school without exclusion.</p> <p>Increased Self-Efficacy: Developed an understanding that he can seek support and build positive relationships.</p> <p>Excelled in Physical Activity: Demonstrated proficiency in climbing and other adventurous activities.</p> <p>Analysis: A consistent, relationship-based intervention, leveraging the Coach's lived experience and collaborative working with alternative provision, effectively addressed Jimmy's needs, specifically targeting his low trust identified by STEER while also recognising their strengths, and provided practical support, leading to significant positive outcomes.</p> <p>Future Considerations: Continued support during college transition, ongoing well-being monitoring, reinforcement of skills, exploring academic support within the programme, community links, and further support for potential neurodivergence when appropriate.</p>
<p>Since presenting at TFN, has your organisation undergone any other significant changes?</p>	<p>Yes - we've become a charity!</p>
<p>Do you have any other comments or feedback on the experience of the TFN process?</p>	<p>A huge thank you to all the team at TFN for their wonderful support - I learnt a lot and we're most grateful for the funding.</p>