

Strong Girls Club

Alternative Provision for Girls & Young Women

A trauma-informed informal education programme for girls and young women who are disengaged from school. 1:1 coaching, well-being walks, and accredited RSHE & life skills pathways to support reintegration and spark a love of lifelong learning.

Behind Every Strong Girl is a Strong Girls Group

Named Contact: Kerry Wolstenholme

Telephone: 07425 310 290

Email: contact@kerrywolstenholme.com

Website: www.stronggirlsclub.blog

Unregistered/Registered Provider: Unregistered

DFE Registration Number: n/a

URN n/a

SENCO: n/a

Opening Hours: 8am – 4pm (and up to 8pm where required)

Pricing: The pricing model is structured so that each term lasts 12 weeks, with a total cost of £2,160 per girl, which breaks down to £180 per week and £24 per hour; payment is invoiced at the start of each term. For a full school year (36 weeks), the total cost is £6,480, payable as three separate invoices of £2,160 each at the start of every term.

Capacity of Provision: I have 8 places available each term (12 weeks) or year (36 weeks). Each girl receives a tailored 7.5-hour programme consisting of: One 3-hour group session with the full group (up to 8 girls, building a peer support network and experiencing shared learning. One 3-hour small group session (with 2-4 girls), providing more focused attention and targeted learning. And one 90-minute session, offering personalised coaching and support to meet individual needs. The plan is designed to ensure that every girl benefits from a balanced mix of collaborative learning, group engagement, and individualised coaching.

Staffing Ratio: I work with small group sizes to ensure every young person gets the support they need. The typical staff-to-young person ratio is 1:8 for group sessions. For girls and young women with more complex needs, I reduce this to 1:4, 1:3 or 1:2 to provide more focused support. Where individual attention is required, 1:1 support is provided. Each girl may take part in a mix of these session types depending on their needs, ensuring a flexible, safe, enjoyable and supportive experience.

Location and Transport: The Strong Girls Club provision is available across Greater Manchester and is delivered from various settings that suit the needs of the girls and young women who are on the programme. I work closely with the young person and their family to find a 1:1 base which meets the needs of each girl. Transport is also provided to attend the small group and whole group sessions, decisions around transport are led by the needs of the young woman, and may involve, taxi collection, public transport or walking together.

What is Strong Girls Club?

Strong Girls Club is a part-time alternative provision offer for individual and small groups of girls and young women who aren't attending school or are struggling to engage in a traditional classroom. It is underpinned by youth work practice and principles, trauma-informed practice, and includes RSHE, creativity, movement, and open and honest conversation. As part of the programme the girls will be offered the opportunity to undertake accredited learning using the ASDAN programmes and short courses. Each term is carefully planned to include a mixture of group work, one to one support, outside cultural and educational visits and wellbeing activities.

Who is it for?

I work with girls and young women aged 11 to 16 who are often experiencing a range of challenges that impact their ability to thrive in traditional education settings. Many are refusing school and may be living with anxiety or trauma. Some are on the SEND register or awaiting further support through CAMHS or an EHCP. They are often struggling with friendships, experiencing bullying, or have become socially withdrawn. Often, they are not thriving in either mainstream education or pupil referral units and are at risk of becoming NEET.

What I Do

Each girl's journey begins with one-to-one coaching, providing a safe space to build trust, explore her story, and set personal goals. From there, I invite her to take part in small group activities and learning tailored to support her growth and connection with others. These include creative mentoring through journaling, art, photography, and outside visits and will be part of a ASDAN accredited award. All sessions are led by me, an experienced RSHE educator, youth worker, and trauma-informed practitioner, and take place in safe, nurturing and local community spaces where girls can be themselves.

Outcomes I Aim For

Strong Girls Club is about creating meaningful progress that lasts. My work focuses on building each girls' self-confidence and resilience tools and supporting improved emotional regulation and the development of healthy coping strategies. The group aspect is designed to provide a sense of belonging and purpose, helping girls reconnect socially with peers and trusted adults. For many, this also includes taking steps toward reintegration into education or preparing for training and employment. Outcomes are tracked through individual learning plans, well-being tracking, and open & honest conversations with each young person to ensure their voice remains at the centre of their journey.

Next Steps: If you're working with a girl or young woman who could benefit from the Strong Girls Club, I'd love to talk. Referrals can be made directly, and I'm happy to arrange an informal chat to explore whether the programme is the right fit. To discuss availability, request a referral form, or book a place, please get in touch:

Kerry Wolstenholme 07425 310 290

Email: contact@kerrywolstenholme.com

Website: www.stronggirlsclub.blog

Behind Every Strong Girl is a Strong Girls Group.

Referral Requirements and Form

To ensure a smooth referral process, please review the criteria, required documents, and referral timeline below.

Who Can Be Referred? (Eligibility Criteria)

Strong Girls Club alternative provision is suitable for:

- Girls and young women who are struggling to attend school due to significant anxiety or emotional distress (Emotionally Based School Avoidance).
- Those at risk of exclusion or struggling to engage in mainstream education.
- Girls with additional needs, including those with an EHCP or requiring further pastoral support.
- Learners who need an alternative pathway to develop skills for future education, training, or employment.
- Girls and young women aged 11+ who would benefit from personalised learning pathways focused on life skills, relationships, sex and health education (RSHE), and one-to-one support.

What Schools Need to Provide

To ensure I can meet the needs of the girls referred, commissioning schools must submit the following documentation:

- A completed referral form
- Attendance and behaviour reports covering the last two terms
- A copy of the EHCP (if applicable)
- Relevant pastoral and safeguarding information, including any support plans or risk assessments

All referral documents should be submitted via email to: [**contact@kerrywolstenholme.com**](mailto:contact@kerrywolstenholme.com)

Referral Timeline and Next Steps

- 1. Initial Enquiry and 1:1 Meeting**
The school contacts to discuss and we arrange a one-to-one meeting.
- 2. Referral Submission**
The school submits the completed referral form and required documentation.
- 3. Assessment and Decision**
The referral is reviewed, and a response is given within 5 working days to confirm whether the provision is suitable and if I can meet the needs of the young woman.
- 4. Notification and Induction**
Once confirmed, the school informs the parent or carer, and we together will arrange a timetable and start date.
- 5. Start of Placement**
Following induction, the girl begins her journey as part of the Strong Girls Club.

Strong Girls Club Approach

Co-created with girls for girls!

Strong Girls Club is co-created with the girls it supports. From the initial one-to-one meeting with the young woman and parent/carer to ongoing communication with the referring school and external professionals (e.g., CAMHS, SEND services, social workers), I ensure that all voices are heard. At referral, schools provide detailed information including safeguarding, EHCPs, and behaviour/attendance data, which informs early planning.

In the first session, I explore the girl's story, identify her goals, and begin to build trust. Input from schools, families, and the girl herself helps shape her **Individual Learning Plan (ILP)**, ensuring the programme reflects her needs, identity, and aspirations.

Meeting Individual Needs

Each young woman will begin their learning with SGC with a bespoke induction process including an initial baseline assessment (academic, wellbeing and engagement-focused). This assessment, carried out in a 1:1 coaching session includes literacy/numeracy screening, emotional wellbeing tracking and a goal-setting discussion. Based on this, a tailored ILP is developed which outlines:

- Emotional and social development objectives
- Identified barriers (e.g., trauma, anxiety, family breakdown, gang affiliation)
- Actions for support and safeguarding
- Personal learning goals

The curriculum includes RSHE, life skills, creative expression (e.g., art, journaling, photography), and cultural enrichment through local visits. Group and 1:1 sessions are structured to build confidence and social connection gradually, with regular check-ins to review progress and adapt the plan.

For girls affected by CSE, missing from home or who have significant social barriers, we work sensitively to offer positive alternatives, build critical thinking, and provide mentoring in safer spaces away from local pressures. Sessions explicitly address wellbeing, health, emotional regulation, decision-making, self-worth and empowerment.

Baseline assessments include:

- **Literacy/Numeracy snapshot** (adapted from BKSB/Functional Skills)
- **Wellbeing tracking:** We have an in-house wellbeing scale
- **Personal Development Plan:** based on coaching conversation outcomes

Curriculum Example (7.5 hours/week)

- **3-hour large group session:** Wellbeing Walks, College and Workplace Days to develop aspirations and Cultural Visits
- **3-hour small group:** ASDAN, RSHE learning and wellbeing tools
- **1.5-hour 1:1 coaching:** Focused on personal development & barrier removal

This structure blends individual support with peer learning to create a safe, motivating environment where girls can re-engage at their own pace.

Monitoring and Adapting Provision

Progress is tracked weekly, monthly, termly and annually using:

- ILP targets
- Wellbeing scores and coaching reflections
- Staff observations and pupil voice
- Attendance and engagement monitoring

If objectives are not being met, I work with the young woman and her family to adapt. This may involve less group work and increased 1:1 support, changes to the environment, or further involvement from external services. Mid-term reviews with the school and family ensure all partners are aligned. Exit planning includes a transition report, review of outcomes, and next steps toward education, training, or employment.

Future Success & Reintegration

Strong Girls Clubs goal is long-term impact: emotional resilience, readiness for education/training, and a positive self-image. Girls can leave with ASDAN accreditation, evidence of learning, and improved emotional wellbeing. Many re-enter mainstream education or pursue further vocational training with greater confidence and social readiness. The success is measured not only in qualifications, happier and healthier girls and young women.