

IMPACT REPORT



Impact Report: PGS Educators Primary Intervention Programme – Social and Emotional Literacy



Loughborough Primary School
Minet Road Brixton
SW9 8FE

06 01 2026

Cohort of attendees

	Ethnicity	SEND	Impact
Pupil 1	BARF	SEMH ADHD	Increased self confidence in ability to succeed Improved self-image
Pupil 2	BCRB		Improved self- image Improved self confidence in expressing opinions and feelings
Pupil 3	BARF		Improved self-image
Pupil 4	BARF		Moderate improved self- confidence Moderately improved confidence when expressing personal feelings and emotions
Pupil 5	Other		Increased confidence when speaking and expressing how they feel to the whole group Better able to articulate personal feelings and see consequences of actions

Overall Feedback

The PGS Intervention Programme was specifically designed to support children in developing resilience, building a positive self-image, and appreciating differing perspectives and opinions, and it undoubtedly achieved the intended outcome. It also helped children learn how to express and articulate their feelings and viewpoints confidently and positively.

Positive relationships were quickly established with pupils, enabling the creation of a safe, supportive environment in which pupils felt comfortable to engage and share their views.



The intervention programme was delivered with a clear structure and consistent expectations, supporting pupils' sense of security and routine.

The programme had a positive impact on pupils' self-belief and aspirations. Through regular, focused sessions, pupils were supported to identify their strengths, set personal goals, and develop confidence in their ability to succeed. Pupils demonstrated increased willingness to participate, express their opinions, and take pride in their achievements.

Through creative expression-based activities, pupils were given the opportunity to explore key topics such as online safety and harmful gender attitudes through role play and story-telling. This also contributed to the development of a more positive self-image. Pupils showed improved resilience, a greater ability to articulate their feelings in a constructive manner, and an increased respect for differing viewpoints.

Overall, the programme supported pupils' personal development and emotional wellbeing, positively influencing their engagement and attitudes to learning. We have no doubts they are now more equipped to make a successful transition to secondary school and thrive.





Overall Outcomes

- **100%** of pupils indicated that the programme helped them understand their emotions and do their best at school.
- **100%** of pupils completed the programme, demonstrating sustained engagement and the value they placed on the sessions.
- 90% of pupils felt that the programme helped them understand their emotions better.
- Staff observed that pupils are showing a greater level of emotional intelligence and are able to articulate their feelings and the impact on others, both inside and outside of lessons.
- Teachers noticed pupils demonstrated greater confidence and increased contributions in class following the intervention.
- Some pupils reported a greater understanding of the importance of having role models, positive relationships, and a sense of belonging.



Closing Summary

The final celebration event at the conclusion of the programme provided an important opportunity for PGS staff and pupils to reflect on both individual and collective successes achieved throughout the intervention. It was a moment of genuine pride and recognition for the progress made, academically, socially, and emotionally.

One pupil reflected:

"The programme has helped me learn how to self-regulate when I feel angry or frustrated. I now know steps I can take to calm myself down and think before I act. This will help me when I'm with other students or my teachers, especially as I get ready to start Year 7."

Equally important is reflection. By looking back on their individual journeys, pupils are able to recognise the challenges they have overcome and the skills they will carry forward. This reflection supports resilience, builds motivation, and empowers pupils to approach future learning and relationships with greater confidence.

The intervention programme leaves a lasting impact not only through the progress made during the six weeks, but through the sense of achievement, belonging, and self-worth that pupils take with them into the next stage of their educational journey.

Pupil Feedback

- "I felt comfortable being able to talk about my emotions and feelings."
- "Before, I didn't really think about my future. Now I know I want to do something I am proud of."
- "I've learned it's ok just to be myself."
- "I know I can ask for support from others if I need it."
- "I feel braver trying new things because I know it's ok to make mistakes."
- "Having people who believe in me makes me feel that I am important."



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