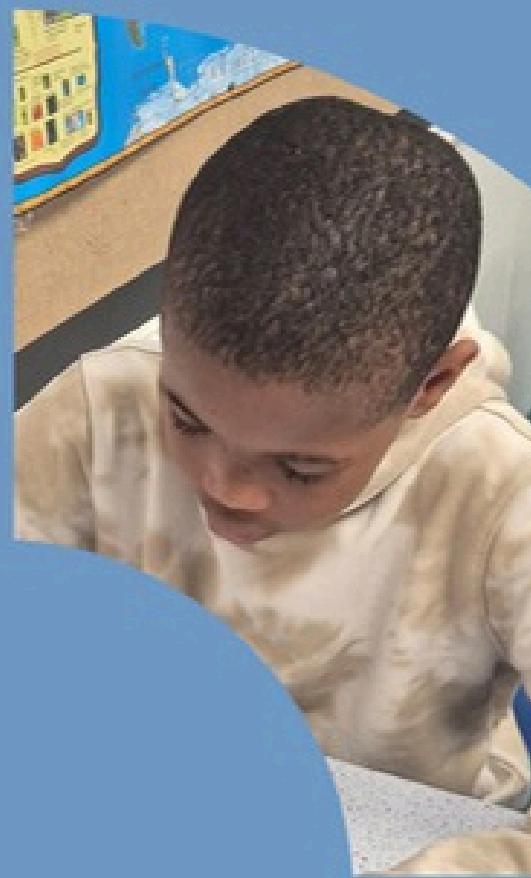


# IMPACT REPORT



# Impact Report: PGS Educators Primary

## Intervention Programme – Attendance and Success



Streatham Wells Primary School  
50 Palace Road  
SW2 3NJ  
Growing Hearts and Minds

03 11 2025

### Cohort of attendees

|                 | Ethnicity    | SEND                | Impact  |
|-----------------|--------------|---------------------|---|
| <b>Pupil 1</b>  | <b>MWBA</b>  |                     | Increased confidence  |
| <b>Pupil 2</b>  | <b>MWBA</b>  |                     | Increased confidence in speaking in front of others                       |
| <b>Pupil 3</b>  | <b>BCRB</b>  | SEN Support<br>ADHD | Increased confidence  |
| <b>Pupil 4</b>  | <b>BCRB</b>  | SEN Support<br>ADHD | Increased ability to speak about why they are feeling upset in the moment |
| <b>Pupil 5</b>  | <b>BCRB</b>  |                     | Increased ability to speak about why they are feeling upset in the moment |
| <b>Pupil 6</b>  | <b>BCRB</b>  |                     | Increased confidence  |
| <b>Pupil 7</b>  | <b>BCRB</b>  |                     | Increased vocabulary around feelings and emotions                         |
| <b>Pupil 8</b>  | <b>MWBA</b>  |                     | Attendance has increased over the half term                               |
| <b>Pupil 9</b>  | <b>BAFR</b>  |                     | Increased confidence  |
| <b>Pupil 10</b> | <b>Other</b> | EHCP<br>Autism      | Increased confidence in speaking in front of others                       |
| <b>Pupil 11</b> | <b>WBRI</b>  | SEN Support<br>ADHD | Increased teamwork and hearing other's ideas                              |

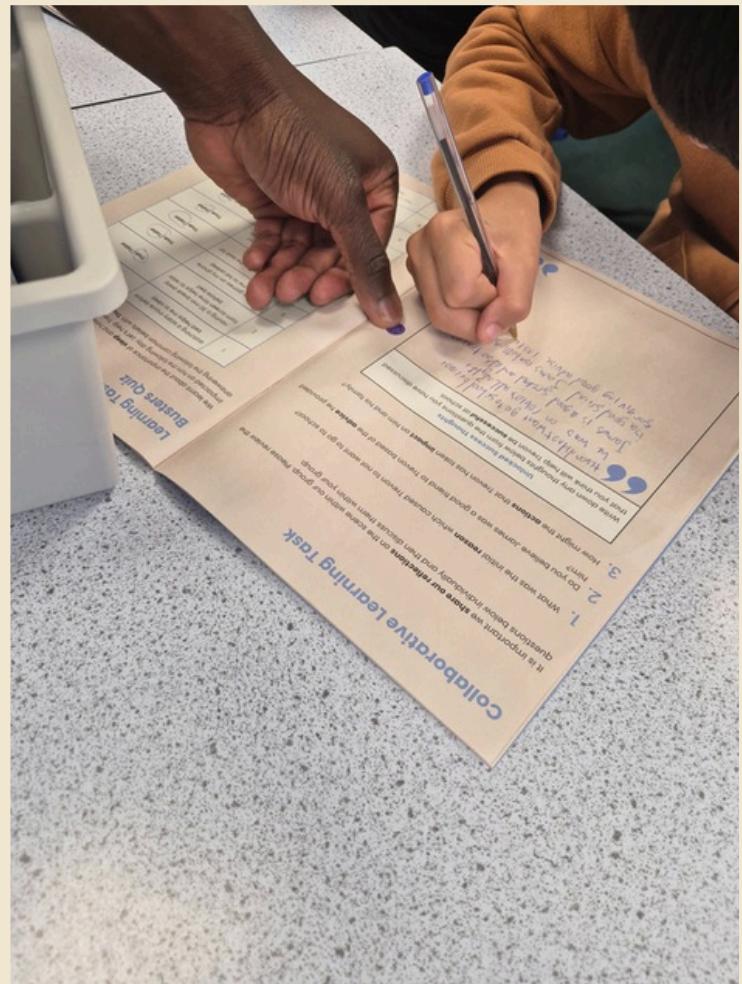


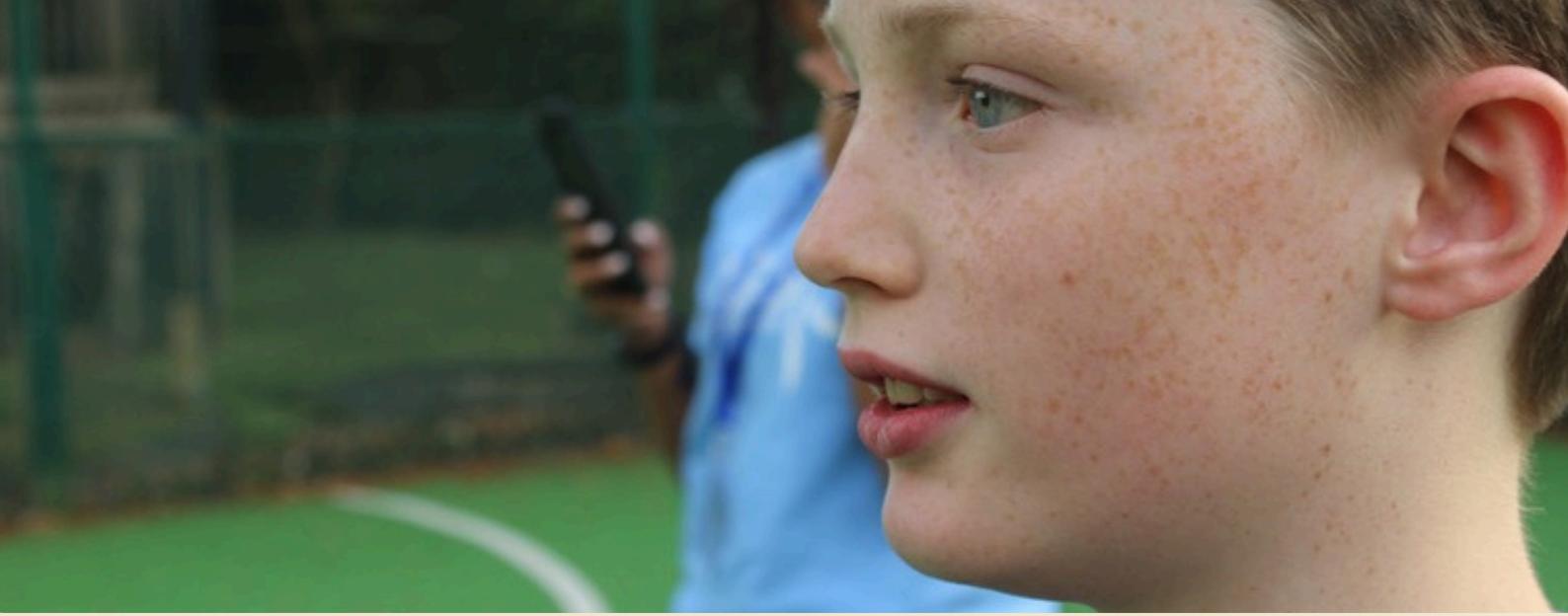
## Overall Feedback

We observed strong engagement and growth among pupils with additional needs, including those with ADHD and ASD. At the outset, we were mindful of the considerations needed to ensure inclusion and accessibility for all participants. However, pupils acclimatised quickly and demonstrated impressive adaptability, willingly sharing their reflections, engaging thoughtfully in discussions, and collaborating effectively with peers to make meaningful contributions.

Several pupils with low literacy levels or those who typically exhibit challenging behaviour during lessons engaged consistently throughout the sessions. The inclusion of drama-based activities enabled them to express enthusiasm through role-play and storytelling, creating valuable opportunities to demonstrate empathy and understanding, qualities not always visible in traditional classroom environments.

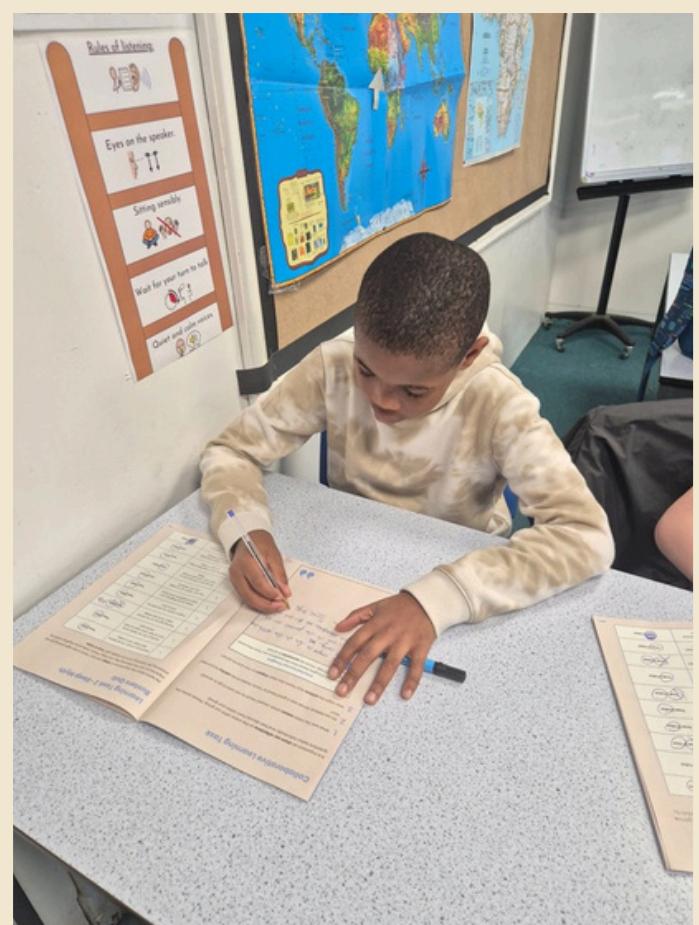
In addition, pupils showed an increasing awareness of key wellbeing topics such as diet, nutrition, hygiene, sleep, and self-care. These themes became recurring points of reflection, with pupils linking them to emotional regulation, the importance of being successful at school and readiness to learn.





## Overall Outcomes

- **100%** of pupils (12 out of 12) completed the programme, demonstrating sustained
- Around **90%** of pupils reported feeling more confident in forming and maintaining positive relationships with peers.
- Staff observed improved classroom participation and attendance, particularly among pupils who had previously shown signs of disengagement.
- Pupils demonstrated stronger social communication, teamwork, and empathy, with greater willingness to listen and collaborate.
- Many pupils reported a clearer understanding of healthy routines, puberty, and emotional wellbeing, which will support their transition into secondary school.
- Teachers noted positive spillover effects in general classroom engagement following the intervention.



## 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 PGS Intervention Programme has taught me about the importance of diet, sleep, and nutrition, and it did this in a fun and engaging way through drama and creative tasks. I feel less worried now about transitioning from primary to secondary school."

This was a powerful way to end the programme. Our pupils left with a strong sense of pride, belonging, and achievement. The developmental markers set at the outset have been met, and there is clear evidence that the programme's positive impact will continue to influence pupils' attendance, engagement, and behaviour as they move forward through the remainder of the academic year.

### Pupil Feedback

- "I loved the drama because it was fun and interesting to do with my friends"
- "I learned you have to be kind to others because you don't really know what's going on for them or their side of the picture"
- "I definitely feel more confident"
- "I like it when we present to the group and I want to do even more of that"
- "There was a good balance between being strict and being fun from the teachers"
- "They were so fun and kind and really put effort into learning about us"
- "The drama helped us to understand someone else's point of view"
- "I loved the drama because it was fun and interesting to do with my friends"



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