



IMPACT REPORT

Cohort of attendees

Cohort	Ethnicity	SEND	Pre-Intervention	Post- Intervention
Pupil 1	Mixed White & Afro Caribbean		Low self-confidence impacts attainment; remains reliant on adult reassurance	Increased confidence and independence; significantly less reliance on adults.
Pupil 2	Black African		Emotionally reactive under challenge, leading to frustration and peer conflict.	Improved emotional awareness and resilience; better able to regulate responses under challenge.
Pupil 3	Mixed White & Afro Caribbean		Underlying anger linked to complex circumstances; limited impact from prior interventions	Healthier emotional expression; reduced controlling behaviours and much improved peer relations.
Pupil 4	White (Other)	SEND Support ASD & ADHD	Difficulties with concentration, boundaries and regulation; prone to outbursts, despite showing strong empathy.	Improved emotional management and boundary awareness; beginning to self-manage dysregulation.
Pupil 5	White (Other)	SEND Support ASD	Low academic and social confidence; struggles with change; limited peer interaction.	Increased confidence and flexibility; more willing to engage with a wider peer group.
Pupil 6	Black African		Academic challenges; avoids seeking help; needs structured processing time.	More willing to seek help; growing confidence in sharing ideas with preparation time.
Pupil 7	Black African	SEND Support ASD	Low self-esteem and self-critical about their learning need; finds friendships difficult but shows creative enthusiasm.	Greater positive self-perception; using creative strengths to build confidence and peer connections.
Pupil 8	Black African	SEND Support ASD	Difficulty reading social cues; dysregulation leads to physical agitation and reactive behaviours.	Leads to reactive behaviours. Reduced disruptive behaviours; more consistent engagement with adult support.
Pupil 9	Mixed White & Afro Caribbean		Home instability impacts behaviour; still developing boundaries and audience-aware communication.	Greater awareness of boundaries and communication; interactions are more positive and considered.
Pupil 10	Mixed White & Afro Caribbean		Low confidence linked to academic self-perception; needs support to develop confidence and communication skills.	Increased receptiveness to feedback; improved confidence and peer engagement.
Pupil 11	Mixed White & Afro Caribbean		Anxiety affects engagement; may withdraw or push peers away when overwhelmed.	Improved anxiety management; greater use of coping strategies.
Pupil 12	Black African		Emotionally sensitive; poor regulation; prone to conflict and controlling behaviours.	Significantly reduced reactivity; improved peer relationships and conflict recovery.



Evidence & Methodology

The **PGS-Educators Primary Intervention Programme** is designed to support the **academic, social, and emotional** development of Key Stage 2 pupils by addressing barriers to progress while building a strong foundation for future success. Delivered over a structured 6–12 week period, the programme is grounded in the **Education Endowment Foundation (EEF)** Teaching and Learning Toolkit, particularly the Behaviour Interventions strand, which demonstrates up to **four additional months' progress** at KS2.

In line with EEF guidance on effective small group interventions, the programme is **targeted, inclusive**, and responsive to pupils with **SEND** and **SEMH** needs. A **trauma-based model** sits at the core of delivery, incorporating modules including self-awareness, social-emotional literacy, attendance, and sensory regulation, alongside **creative expressive** activities to build confidence, resilience, and peer relationships.

This approach ensures the programme is evidence-informed and strategically designed to drive **measurable improvements** in **attendance, behaviour, emotional well-being** and consequently support a **successful transition to secondary school**.





Overall Feedback

The intervention programme has demonstrated a highly **positive impact** on all participating pupils. Throughout the sessions, all pupils engaged consistently and showed strong **personal, social** and **emotional development**.

A key focus was supporting pupils to understand the relationship between their **emotions, behaviours** and **choices**, helping them recognise that they are not defined by their behaviours and that they have control over their actions and outlook.

Through **creative expression-based activities**, pupils developed a greater sense of **self-identity**, built strategies to navigate **obstacles** and made meaningful progress to develop their **emotional regulation, self-reflection and decision-making**. It was also evident that pupils enhanced their **self-esteem** and **resilience**, leaving them better prepared to manage challenges through taking greater responsibility for their actions.

Overall, the programme has had a **transformative impact** on our pupils. It was great to witness **sustained progress** throughout the intervention, with practitioners equipping them with skills, in **addition to personalised strategies** through the topics covered, that will undoubtedly support a smooth and **successful transition** to secondary school.





Overall Outcomes

- **100%** of pupils (12 out of 12) completed the full 7-week programme, demonstrating sustained engagement and the high value placed on the sessions.
- **100%** of pupils (12 out of 12) indicated the programme helped them identify the personal traits needed to build **confidence** and achieve **success**.
- **92%** of parents (11 out of 12) and carers felt the intervention supported their child in building **resilience** and managing **emotions** more effectively.
- Staff observed pupils developing a stronger understanding of their **emotions** and how these influence **behaviour**, separating their identity from their actions.
- **Engagement** remained high across all sessions; pupils who typically have significant barriers to learning actively participated consistently throughout.
- "Teachers reported a positive '**spillover**' effect, with pupils demonstrating a **positive mindset** and making more **thoughtful choices** both inside and outside of lessons."



Closing Summary

The final celebration event provided a valuable opportunity for pupils, families and PGS staff to reflect on the progress made throughout the programme, with approximately **92%** parental attendance (11 of 12 parents) highlighting the strong **engagement** it fostered. It was a moment of genuine **pride** and **recognition**, with all pupils actively participating and demonstrating clear development in **confidence, communication** and **self-expression**.

One pupil reflected:

“The **PGS Intervention Programme** has helped us all learn more about ourselves and others. It has supported me to build **confidence**, even though I do not always show this at school. I also feel **proud** of what we have achieved together, and it has given me **tools** I can use to manage my **feelings** and **express** my **emotions** better.”

This impromptu pupil reflection provided a **powerful** way to conclude the programme. It reflected a shared **sense of pride, belonging** and **achievement**, alongside clear development in **resilience, self-awareness** and **emotional understanding**.

The **developmental** markers set at the outset have been met, and there is clear evidence that the programme’s **positive impact** will continue to support pupils’ **engagement, behaviour, well-being** and readiness for **learning** throughout the remainder of the academic year.

Pupil & Parent/Carer Feedback

- “I **understand** myself better and know what my **strengths** are.”
- “The programme helped me change my **negative thoughts** and have a better **attitude**.”
- “I feel closer to other people now and know I’m not on my own.”
- “I feel **proud** of myself and the person I am **becoming**.”
- “I have seen my child **grow** in **confidence** and learn how to manage their **anxiety**.”
- “Seeing my child **perform** and receive an **award** made me incredibly **proud**.”



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