



# IMPACT REPORT

# Impact Report: Unlocking Your Potential Intervention

We commenced our partnership with PGS-Educators at the start of the Spring Term with a clear and deliberate purpose, to provide a highly impactful **targeted intervention** for a group of 19 Year 10 boys, **inclusive** of the needs of all pupils including those with **SEND**, to consolidate the personalised strategies we are putting in place to maximise their academic potential and secure the strong outcomes they are deserving of in Year 11.

I am unequivocal that the most impactful interventions are those delivered proactively, rather than reactively, when pupils reach Year 11, and it may be too late to achieve the desired impact for all pupils.

The Unlocking Your Potential Intervention had the prerequisites to genuinely shift **outcomes** for our pupils, delivered by an experienced KS4 lead with sessions **tailored** to our context, focusing on **attendance, learning habits, positive behaviour** and **relationships**.

At the conclusion of the initial six-week programme, the impact has been evidenced clearly. Overall, the participating pupils have demonstrated **raised aspirations, improved behaviour, attendance** and an **increased confidence** in achieving the strong **academic outcomes** they are capable of. I can confidently state that our partnership with PGS-Educators is delivering exactly what we set out to achieve.



## Cohort of attendees

24 03 26

	Ethnicity	SEND	Impact
<b>Pupil 1</b>	Black African		Significant reduction in sanctions
<b>Pupil 2</b>	Black African		Significant reduction in sanctions
<b>Pupil 3</b>	Black Carribean		Significant increase in attendance, reduction in sanctions
<b>Pupil 4</b>	Black Carribean		Significant reduction in sanctions
<b>Pupil 5</b>	Kurdish		Significant increase in attendance, reduction in sanctions
<b>Pupil 6</b>	Black Carribean		Exceptional increase in attendance
<b>Pupil 7</b>	Black Somali	SEND(K)	Significant reduction in sanctions, improved attendance
<b>Pupil 8</b>	Black Nigerian		Significant reduction in sanctions
<b>Pupil 9</b>	Black Congolese		Significant reduction in sanctions, improved attendance
<b>Pupil 10</b>	Black Caribbean	SEND(K)	Significant reduction in sanctions
<b>Pupil 11</b>	Black Sudanese		Significant reduction in sanctions
<b>Pupil 12</b>	Black Nigerian		Consistent low levels of sanctions recorded
<b>Pupil 13</b>	Black Nigerian		Significant reduction in sanctions
<b>Pupil 14</b>	Black Nigerian		Consistent low levels of sanctions recorded
<b>Pupil 15</b>	Black Somali		Significant reduction in sanctions
<b>Pupil 16</b>	Indian		Consistent low levels of sanctions recorded
<b>Pupil 17</b>	White and Black Caribbean		Significant reduction in sanctions
<b>Pupil 18</b>	White and Black Caribbean		Exceptional reduction in sanctions, significant increase in attendance
<b>Pupil 19</b>	White and Black Caribbean		Reduction in sanctions



## Evidence & Methodology

The **Unlocking Your Potential Intervention** is designed to support both the academic and personal development of Key Stage 4 pupils by addressing barriers to progress while nurturing their full potential. Delivered over a structured 6–12 week period, the programme is grounded in the **Education Endowment Foundation (EEF) Teaching and Learning Toolkit**, particularly the **Metacognition and Self-Regulation strand**, which demonstrates up to **seven additional months' progress** at KS4.

In line with **EEF guidance** on effective small group interventions, the programme is targeted, inclusive and responsive to pupils with a range of needs, including those at risk of underachievement. A positive reinforcement model sits at the core of delivery, informed by **Rhodes, Long, Moore et al. (EEF, 2019)**, linking rewards directly to academic and personal development milestones while building **intrinsic motivation, confidence** and **resilience**.

This approach ensures the programme is both evidence-informed and strategically designed to drive **measurable improvements** in **key indicators** such as attendance, behaviour and academic progress.



# Impact Report: Unlocking Your Potential

## Intervention Pupil Outcomes

### 6 Week Intervention: Outcomes for 19 Pupils (Jan - Feb 2026)

Key Measure	Pre Intervention (Autumn Term 25)	During Intervention (Spring Term 1)	Post Programme (Spring Term 2)	Percentage Change
<b>Total Behaviour Incidents</b>	<b>209</b> - incidents were recorded in the half-term prior to the intervention	<b>163</b> - incidents were recorded during the course of the programme	<b>53</b> - incidents recorded in the current half-term post the intervention period	<b>74.6%</b> reduction demonstrating a significant improvement in behaviour across the cohort
<b>Attendance</b>	Attendance stood at <b>92.48%</b> in the half-term prior to the intervention.	Attendance increased to <b>93.05%</b> during the course of the programme	Attendance further improved to <b>94.48%</b> through this half-term	<b>2%</b> overall improvement across the participating cohort

### Summary Reflections

These reductions represent more than **short-term improvements**. It is clear they represent sustained **impact over time**. The consistent downward trajectory in behaviour incidents alongside meaningful improvements in **attendance** across the cohort demonstrates a shift in pupils towards demonstrating **positive learning behaviours**, in addition to engaging in deeper reflection and behavioural change, underpinned by a **positive reinforcement model** that recognises and rewards effort at every stage.

The programme has enabled us to further build **leadership** capacity, with our school leaders working in collaboration with the PGS team to provide targeted support for pupils we have identified as being at risk of not achieving strong outcomes. The tailored, **evidence-informed** approach to the intervention has enhanced staff confidence and provided a clear, structured **framework** that enables us to sustain **impact** well beyond the initial intervention period.



## Overall Feedback

The collective success of the programme was evident across the cohort, and we were equally proud of individual improvements. In some cases, attendance improvements of up to 8% are being **sustained**, with a direct bearing on **academic engagement** as pupils approach Year 11.

The delivery was led by a practitioner with extensive KS4 experience and lived experience of the challenges our pupils face, building an excellent **relational** foundation that ensured the provision was **inclusive** and **accessible throughout**.

Pupils with additional learning needs or those who typically exhibit challenging behaviour engaged consistently. **Drama-based tasks** enabled them to explore key themes, including **self-regulation, attendance, positive relationships, harmful gender attitudes**, and a **sense of belonging**, through **role play** and **storytelling**, bringing content to life via scenarios they could relate to or had experienced.

A focus group at the conclusion demonstrated pupils' ability to articulate key takeaways, including self-regulation techniques, building positive relationships, and why attendance matters beyond **academic outcomes**, a testament to the depth of **engagement** throughout.



## Closing Summary

The final celebration event at the conclusion of the programme provided an important opportunity for PGS staff and the participating 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 Unlocking Your Potential Intervention** really supported me. I previously had **poor attendance**, but it made me realise that **GCSEs are around the corner**, this was my wake-up call. It helped me understand how important it is to **attend school every day and be on time**.

This was a **powerful** way to conclude the programme. Pupils developed a **deeper understanding of achievement**, established **positive learning behaviours**, and built further **resilience** and **confidence** to **navigate adversity**.

The **developmental** markers set at the outset have been successfully met, and there is clear evidence that the programme’s positive impact will continue to influence pupils’ **attendance, engagement, and behaviour** as they progress through the remainder of the academic year.

### Pupil Feedback

- “It really made me think about the **future** due to the **real-life examples** of others that were shown during the sessions.”
- “Made me realise that **small habits** I do will eventually **build up**.”
- “The **drama tasks** have made me **calmer** and more **confident** to answer questions”
- “You **never know** what someone is going through, so think before you **target** them.”
- “I want to work with my teachers using the **strategies** I have learned to **self-regulate**.”
- “It made me realise being ignorant does not get you anywhere, it will only **stop** me from being **successful**.”



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