



IMPACT REPORT

Impact Report: Unlocking Your Potential Intervention

Since the start of the Spring Term 2026, Charter School Bermondsey and PGS Educators have worked in partnership to strengthen **academic progress, student belonging** and **wellbeing**, all fundamental in shaping the future life opportunities of pupils.

Working closely with the school's leadership team, we jointly identified a cohort of 18 Year 11 pupils who required additional **targeted support** to maximise their chances of securing strong outcomes at the end of Key Stage 4. A range of factors, including **persistent absence, limited parental engagement, behavioural concerns** and **fractured relationships** with school, had impacted **engagement** with learning.

Together, we designed and delivered a structured six-week intervention tailored to the specific context of Charter School Bermondsey, including pupils with **SEND**. Led by an experienced KS4 practitioner, the programme focused on four core pillars: **attendance, positive relationships, effective learning habits** and **positive behaviour**, with the goal of building **momentum, resilience** and **confidence** ahead of Mock Examination 2.

The outcomes that followed are a testament to what is possible when school leadership and external expertise work in genuine partnership.



Cohort of attendees

18 05 26

	Ethnicity	SEND	Impact
Pupil 1	White British	SEND (K)	Significant reduction in sanctions, improved attainment
Pupil 2	White British		Improved attendance, significant reduction in sanctions
Pupil 3	Black Other		Improved attendance, exceptional reduction in sanctions, significant increase in attainment
Pupil 4	Black Other		Significant increase in attainment
Pupil 5	White & Black Caribbean		Improved attendance, significant reduction in sanctions
Pupil 6	White British	SEND (K)	Significant increase in attainment
Pupil 7	White British	SEND(K)	Reduction in sanctions
Pupil 8	White British	SEND (K)	Significant increase in attendance, reduction in sanctions
Pupil 9	Black African		Significant reduction in sanctions, increase in attainment
Pupil 10	White British	SEND(K)	Significant reduction in sanctions
Pupil 11	White British		Significant reduction in sanctions, improved attainment
Pupil 12	White British		Significant reduction in sanctions, improved attainment
Pupil 13	Black Other		Improved attendance, reduction in sanctions
Pupil 14	Black African		Significant reduction in sanctions, improved attainment
Pupil 15	White Other		Improved attendance, significant reduction in sanctions
Pupil 16	White British		Significant increase in attendance, exceptional increase in attainment
Pupil 17	White British		Significant increase in attendance, reduction in sanctions
Pupil 18	White British	SEND (K)	Exceptional increase in attendance, significant 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.



6 Week Intervention: Outcomes for 18 Pupils (Feb- March 2026)

Key Measure	Pre Intervention (Autumn Term 2)	During Intervention (Spring Term 1)	Percentage Change
Academic Progress	28.1 – Average cohort Attainment 8 score of pupils after Mock Exam 1	32.1 - recorded an improved Attainment 8 score following their Mock Exam 2 results	+4 was the average increase of Attainment 8 points across the participating cohort.
Total Behaviour Points	1075 - negative behaviour points were recorded in the half-term prior to the intervention	863 - negative behaviour points were recorded during the course of the intervention	19.7% reduction demonstrating a significant improvement in behaviour across the cohort
Attendance	Attendance stood at 90.08% in the half-term prior to the intervention.	Attendance increased to 91.08% during the course of the programme	1% overall improvement across the participating cohort

Summary Reflections

The data gathered across the six-week programme demonstrates clear, **measurable impact** across three key indicators: **academic progress, behaviour** and **attendance**. These improvements represent more than **short-term gains**. The reduction in negative behaviour points, alongside improvements in **attendance** and **academic performance**, reflects a meaningful shift towards **stronger engagement** and development of **effective** learning habits, building **confidence** and **momentum** at a critical stage of these pupils' secondary education.

Marcus Huntley, The Charter School Bermondsey Headteacher, reflects on the partnership:

"The programme has enabled us to strengthen **capacity**, with school leaders working **collaboratively** alongside the PGS team to **tailor** the provision to the **specific** needs of pupils identified as being at significant risk of underperformance ahead of their final GCSE examinations. The adaptive approach to the intervention **enhanced** student **confidence**, ensuring pupils were better **equipped** to achieve **success** in their GCSE examinations this summer."



Overall Feedback

At Charter School Bermondsey, our practitioner brought extensive KS4 experience and a strong understanding of the **barriers to learning** faced by the cohort. This enabled a **positive relational foundation** to be established from the outset, ensuring provision remained **inclusive, responsive** and **appropriately** challenging throughout.

Pupils with additional learning needs, or those who had previously exhibited challenging behaviour or disengagement, **engaged consistently** across all six weeks. As pupils entered their mock examination period mid-programme, **drama-based scenarios** were used to reduce **cognitive overload** while enabling exploration of **key themes**, including **attendance, positive relationships**, and **revision techniques** to support knowledge consolidation.

An end-of-programme **reflection session** gave pupils space to **articulate** the impact of the intervention on their **confidence** and **motivation**. They recognised their progress and reported a clearer sense of **purpose** and **readiness** heading into their GCSE examinations.

The data reflects both collective and individual gains. Sustained increases in **Attainment 8** of up to **+4** were recorded for individual pupils, with attendance improvements of up to **6%** maintained, providing stronger academic foundations as pupils approach their final examinations.



Closing Summary

The final celebration event at the conclusion of the programme formed part of a whole year group post-mock celebration, providing PGS staff and participating pupils with the opportunity to reflect on **individual** and **collective successes** achieved throughout the intervention. Pupils were recognised by peers and staff across the school community, with a genuine sense of **pride** and **achievement** evident throughout.

One pupil reflected:

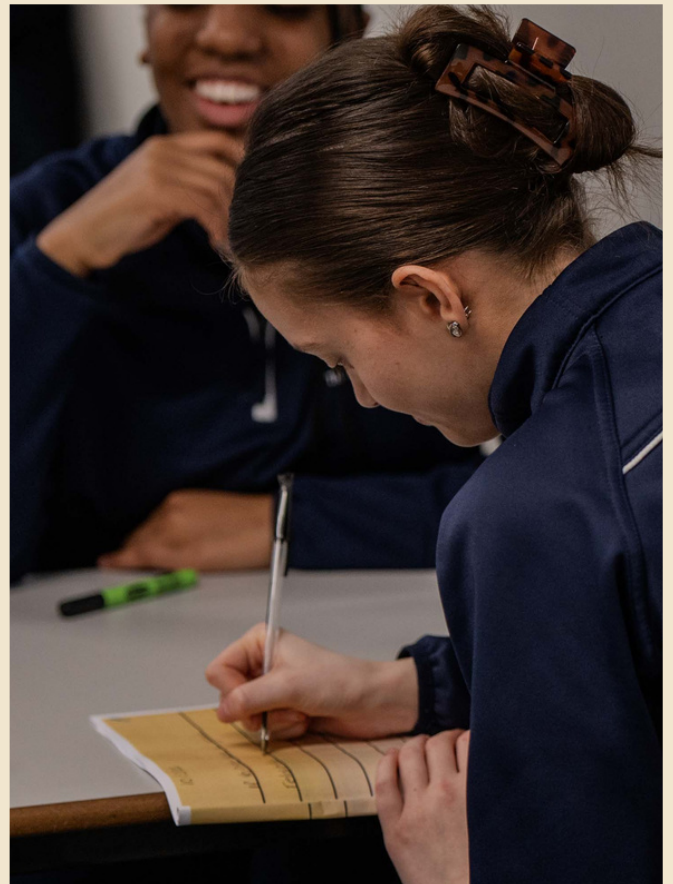
“The Unlocking Your Potential Intervention supported me during a key stage of Year 11. While sitting my mock exams, it helped me reflect on my **attendance, revision habits** and **attitude to learning**. I now feel more **motivated, prepared** and **focused** ahead of my GCSEs.”

This was a fitting conclusion to a **high-impact programme**. Pupils demonstrated a clear understanding of what achieving success will require, strengthened **positive learning behaviours**, and developed greater **resilience** in navigating stress and obstacles.

The **intended outcomes** of the Unlocking Your Potential Intervention have been fully achieved at Charter School Bermondsey. The evidence gathered gives us and the school confidence that its impact will continue to support pupils' **attendance, engagement** and **behaviour** as they sit their GCSE examinations and look ahead to their futures.

Pupil Feedback

- “It made me think about my **future** because of the **real-life examples** in the sessions.”
- “I cannot go into exams without **revising** using the **techniques** that are right for me.”
- “The **drama tasks** made me **calmer** and more confident in answering questions.”
- “You never know what someone is going through, so **pause** and **think** before you **react**.”
- “I want to use the **strategies** I have learned to improve my **self-regulation**, especially with teachers and staff.”
- “It made me realise I need to take **personal responsibility** to give me the chance to be successful in my GCSEs.”



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