



IMPACT REPORT

Impact Report: Social & Emotional Literacy Intervention Module



Conisborough College
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We have been working in partnership with PGS-Educators since the start of the Spring Term to strengthen our targeted provision, aligned with our ongoing commitment to strengthening behaviour systems, refining internal provision, and ensuring practice remains inclusive and consistent with the Ofsted framework.

The targeted intervention modules are designed to complement our whole-school reintegration strategy. We therefore firstly commissioned a 6-week Social and Emotional Literacy module delivered by PGS-Educators practitioners to support pupils presenting with higher levels of behavioural and attendance concerns, alongside increasing disengagement from school, who require a more structured and relational approach to support sustained engagement within the school environment.

The programme focuses on strengthening pupils' self-regulation, developing positive relationships with peers and staff, and reinforcing routines and expectations that fundamentally support improved behaviour, attendance, and engagement with learning. Pupils are supported to reflect on their behaviour, rebuild trust with key adults, and thrive within our school community.

The strong impact achieved over the first half-term gives me confidence that our partnership with PGS-Educators is delivering exactly what we set out to achieve.



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Intervention Module: Re-Education Programme Model



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Participant Profile



Year Group	Ethnicity	SEND
9	Black Carriibbean	N/A

Pupil A is a Year 9 pupil at Conisborough College who was identified by school leaders as requiring additional support to strengthen his engagement with school and sustain progress as he transitions into Year 10 and commences his GCSE courses at the start of the next academic year.

As a Black Caribbean pupil growing up in South-East London, Pupil A's experiences sit within a wider educational context in which Black Caribbean boys have historically been disproportionately represented in exclusion data and have faced persistent challenges relating to educational engagement and underachievement. While Pupil A was selected for the programme based on his individual needs and circumstances, school leaders recognised the importance of providing targeted support that would strengthen his sense of belonging, engagement and positive learning behaviours, helping him to maximise his potential within the school community..

Prior to the programme, it was identified that he had difficulties with emotional regulation, particularly when situations did not unfold as he expected, alongside significant pressures outside of school. Existing support included regular Head of Year mentoring conversations and ongoing engagement with parents. The intervention was designed to build upon these foundations, providing consistent opportunities for reflection, practising self-regulation strategies and the development of positive relationships with trusted adults.



Evidence & Methodology

The Social & Emotional Literacy intervention module of our Re-Education Programme Model is designed to support both the academic and personal development of Key Stage 3 & 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 months' additional 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.



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6 Week Intervention: Outcomes for Pupil A (April – May 2026)

Key Measure	Pre-Intervention (Spring Term 2)	During Intervention (Summer Term 1)	Measured Impact
Total Behaviour Entries	5 – entries were recorded in the half-term prior to the intervention	2 – entries were recorded during the course of the intervention	60% reduction demonstrating a significant improvement in behaviour from Pupil A
Total Positive Entries	1 – entry were recorded in the half-term prior to the intervention	5 – entries were recorded in the half-term during the course of the intervention.	Five times as many positive entries, demonstrating improved behaviour and engagement from Pupil A
Attendance	Attendance stood at 97.1% in the half-term prior to the intervention.	Attendance increased to 98.1 % during the course of the programme	1% improvement in attendance for Pupil A.

Summary Reflections

These outcomes clearly demonstrate the positive effect the intervention had on Pupil A. The consistent increase in positive behaviour entries, alongside a clear reduction in behavioural incidents and a noticeable improvement in attendance, demonstrates a shift in Pupil A towards demonstrating more positive learning behaviours and greater engagement with school. The progress shown was particularly significant given the external factors that continued to adversely impact his school experience throughout the intervention.

The programme has enabled us to build a greater shared understanding of how to effectively support Pupil A from both an academic and pastoral standpoint. More importantly, it has provided a platform for us to share bespoke strategies with staff that can be used to consolidate and build upon the progress made, supporting Pupil A to maintain a positive mindset and reduce barriers to learning as he transitions into Year 10.



Overall Feedback

The intervention was delivered by an experienced practitioner whose ability to build a strong and trusting relationship with Pupil A was fundamental to its success. Through a consistent and tailored approach, Pupil A engaged positively with the programme and explored key themes including self-regulation, positive decision-making, relationships, and the barriers affecting his school experience.

The use of discussion, reflection and scenario-based activities provided opportunities for Pupil A to consider situations from an alternative viewpoint. As the programme progressed, he demonstrated increasing confidence in discussing his lived experiences and identifying practical strategies to address the challenges he is currently facing, which have previously limited his ability to fully showcase his potential at school. The positive reinforcement model utilised throughout each workshop strengthened his buy-in, sustaining engagement and motivation.

By the conclusion of the intervention, Pupil A was able to articulate key learning points and reflect on how these could support him in overcoming obstacles he is currently facing, both academically and personally. This level of engagement reinforced the value of the programme in supporting his continued development as he prepares for the transition into Year 10.



Closing Summary

The final celebration event at the conclusion of the programme was a highly positive and memorable experience for both PGS staff and participating pupils, particularly Pupil A. He made exceptional progress, demonstrating leadership and consistent application to all tasks throughout the programme. It was therefore fitting that he was the recipient of the Achieving Success Award, the highest award, in recognition of his outstanding engagement and contribution.

Pupil A reflected:

"I have really enjoyed taking part in the Social & Emotional Literacy Intervention. I sometimes struggle to control my emotions and can have outbursts that can affect me, even when I have been doing well for a long time. The programme helped me understand that I can express my emotions in a more positive way, and using drama to explore different feelings really helped me. The programme has let me know I can be successful at this school."

This was a powerful and reflective way to conclude the programme for Pupil A. The developmental markers set out were successfully met, including developing a better understanding of self-regulation, making positive choices, forming more positive relationships with staff and peers, in addition to reducing the barriers affecting his school experience. There is clear evidence to suggest that this progress can be sustained over time, and we are confident it will continue to positively influence his wellbeing, behaviour and academic progress throughout the remainder of the academic year and into Year 10.

Continued collaboration between PGS, school staff and family remains essential to ensure a triangulated approach that reinforces consistency, alongside a shared commitment to creating an environment in which he feels he belongs and which supports his ongoing academic and personal development.



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