



# Pupil Premium Strategy Statement 2024-25

This statement details our school's use of Pupil Premium (PP) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding this academic year and the impact of last year's spending on Pupil Premium pupils.

## School Overview

Detail	Data
School name	Tylers Green Middle School
Number of pupils in school	255
Proportion (%) of Pupil Premium eligible pupils	10.5%
Academic year/years that our current Pupil Premium strategy plan covers	2024-2025
Date this statement was published	31/12/2024
The date on which it will be reviewed	31/12/2025
Statement authorised by	Sam Isaacs Headteacher
Pupil Premium lead	Anna Campbell Assistant Head (Inclusion)
Governor / Trustee lead	Julie Wagge

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	<b>£42,140</b>
Recovery premium funding allocation this academic year	<b>£979 (estimated)</b>
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£43,119</b>



# Part A: Pupil Premium Strategy Plan

## Statement of Intent

### What are your ultimate objectives for your disadvantaged pupils?

- At Tylers Green Middle School, we have high aspirations for all our pupils and strive to remove learning barriers to allow them to reach their full potential.
- To achieve this, we feel that it is vital that children develop the skills, knowledge and mindset needed to succeed, through high-quality teaching and wider experiences. This is because, by the end of Key Stage 2, we want to have enabled all of our pupils to be autonomous learners.
- We make it our priority to provide the support and guidance that is needed to remove barriers to learning.
- This is implemented both academically and holistically.
- Our teacher assessment data consistently demonstrates that the attainment gap between PP pupils and their peers narrows as they move through our school.

### What do we want to achieve?

- This will be achieved through targeted support in learning approaches in an environment of inclusivity and accessibility. TGMS has developed its Pupil Premium strategy to enable disadvantaged pupils to achieve across the curriculum at the same level as their peers.
- However, we recognise that for PP pupils to achieve attainment at the same level as their peers, they will need to make accelerated progress as demonstrated by the whole-school attainment picture:
  - Combined end-of-year teacher judgements show that 53% of PP pupils achieve what is expected or above in reading, compared with 75% of other children.
  - In Maths, 67% of all pupils achieved what was expected or above, compared to 50% of PP pupils.
  - In writing 53% of all pupils were expected or above, with 30% of PP pupils achieving this.
  - The average whole-school attainment gap for combined Reading, Writing and Maths is 21%. Our ongoing target remains to reduce this every year (24% at the end of 2022-23), bringing it down to 10%.
  - This highlights the gap between Pupil Premium children and their peers and demonstrates the need to prioritise targeted support for their learning in the core subjects.



- However, of our PP pupils in the 2023-24 Y6 cohort, 100% achieved EXS for Reading and Maths (above their peers) and 67% for Writing (in line with their peers).
- Beyond academic support, we will enable children to develop strategies to help them take responsibility for their learning and develop the skills to support their lifelong learning journey.
- In addition, we aim to provide opportunities for children to experience a wide selection of opportunities (e.g. sports, art, trips and culture).

### **How does the strategy work toward achieving this?**

- Targeted mentoring meetings with class teachers to establish targets and discuss learning, prioritising disadvantaged children within the cohort, covered by senior teachers.
- All school development and monitoring activities aim to keep Pupil Premium pupils at the forefront of our minds.
- Link with Julie Wilson (Learning Support Mentor) to develop a greater understanding of their individual learning needs to enable her to identify the most impactful mentoring support for their academic progress and mindsets.
- Prioritise Pupil Premium children to access the Forest School lunchtime club, developing physical motor skills, self-confidence and an emotional awareness of the natural world.
- Prioritise Pupil Premium children in Lower Key Stage nurture groups to develop social and emotional well-being.
- The school has organised various volunteers (governors, past pupils, parents) to listen to children read aloud, prioritising Pupil Premium.
- The school is taking part in a Bucks Challenge initiative to promote oracy, focusing on disadvantaged pupils.
- Every Pupil Premium child will be funded to participate in an externally run school club (for example, sports, music or modern foreign languages)
- Pupil Premium children are prioritised in free, staff-led clubs.
- Pupil Premium children have subsidised trips and residentials to ease the financial burden on their parents to ensure inclusivity of opportunity.
- Continue to employ a Welfare Officer to support disadvantaged pupils (focus on attendance and the link between school and families).

### **Key Principles**

Our principles guide the school in implementing a robust, inclusive strategy that addresses academic and emotional needs, ensuring disadvantaged pupils thrive alongside their peers.

- High Aspirations for All Pupils: Ensure every child can thrive by removing barriers to learning, allowing all pupils, including disadvantaged ones, to reach their full potential.



- Focus on Skill Development and Lifelong Learning: Equip pupils with the skills, knowledge, and mindset to become autonomous learners by the end of Key Stage 2.
- Targeted Support to Close Attainment Gaps: Use data-driven strategies to narrow the attainment gap in core subjects, aiming for disadvantaged pupils to achieve in line with their peers.
- Inclusive and Accessible Environment: Foster inclusivity through holistic support, ensuring every child has equal opportunities to succeed academically and socially.
- Enhanced Learning Experiences and Opportunities: Provide access to extracurricular activities, trips, and cultural experiences to enrich pupils' development and broaden their horizons.
- Prioritised Mentorship and Tailored Support: Offer targeted mentoring and personalised interventions to address individual academic and emotional needs, ensuring progress and well-being.
- Holistic Well-Being and Emotional Development: Promote social and emotional growth through initiatives such as nurture groups, Forest School activities, and welfare support.
- Parental and Community Engagement: Reduce financial barriers through subsidies for trips and clubs, while fostering partnerships with parents and volunteers to support learning.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Historic poor attainment and progress rates in Reading, Writing and Maths by Pupil Premium and disadvantaged children.
2	Ability, experience and skills to work independently and take responsibility for their own learning, developing a growth mindset and having high aspirations for themselves.
3	Supporting emotional and social challenges faced by children and providing them with the tools to address these issues.
4	Pupils lack exposure to enhanced enrichment experiences outside of lessons.
5	Higher levels of lateness of Pupil Premium and disadvantaged pupils compared to their peers.



## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Disadvantaged pupils make accelerated progress in Reading, Writing and Maths to narrow the gap between them and their peers as they progress through the school</p>	<p>By the end of summer 2025, data will show the attainment gap between to have reduced and a pattern of a narrower gap as they move into upper school, particularly by the end of Year 6.</p>
<p>Pupils to achieve an understanding of their own learning needs and have the confidence to approach academic challenges to allow them to achieve their full potential</p>	<p>Case studies and pupil feedback from Learning Support Mentor            Feedback to class teachers during mentoring sessions            The use of pupil and parent questionnaires will demonstrate that targeted pupils and families feel supported and barriers have been alleviated.</p>
<p>Pupils and families with identified social, emotional and health needs (prioritising Pupil Premium) will be well supported by school staff</p>	<p>The Welfare Officer/SENCo and Headteacher identify and support families and children and work to alleviate barriers to learning.            Case studies and pupil feedback from Learning Support Mentor            The use of pupil and parent questionnaires will demonstrate that targeted pupils and families feel supported and barriers have been alleviated.            The school to employ the Welfare Officer who will liaise directly with families to support their needs in order to support better attendance and engagement in these groups            Where appropriate, feedback from the children in LKS nurture groups and Y5 and 6 Mentor programme</p>
<p>Pupils have a breadth of experiences that enables them to contextualise their learning and have wide-ranging opportunities outside academic ones.</p>	<p>Monitor the number of identified pupils who have taken up the opportunity to have a rich breadth of experience through school funding of external clubs, trips and residential            Children will be exposed to a variety of skills, challenges and experiences throughout the academic year within daily school life eg themed days and events            Children will have access to a variety of learning methods and be enthusiastic about learning.            Questionnaires will show that pupils are happy and enjoy school with specific attention given to Pupil Premium children.</p>



	Data in foundation subjects will demonstrate that the gap between Pupil Premium pupils and their peers has narrowed by the end of Summer
All disadvantaged pupils will meet national expectations for punctuality and attendance.	Careful monitoring of attendance of Pupil Premium children and identification of who is most at risk. Liaison between the Welfare Officer and SLT with those families Identifying barriers to punctuality and strategies to address them



## Activity in this academic year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers mentor and other adults to listen to children read 1:1</p>	<p>The effectiveness of Mentoring:  <a href="#">Learning mentor support: an investigation into its perceived effect on the motivation of Pupil Premium students in year 11.</a>            The evidence supporting the importance of teachers' understanding of the needs of their Pupil Premium children:  <a href="https://www.proquest.com/openview/b3281cb74acc011b949221ab04192fa4/1?pq-origsite=gscholar&amp;cbl=18750&amp;diss=y">https://www.proquest.com/openview/b3281cb74acc011b949221ab04192fa4/1?pq-origsite=gscholar&amp;cbl=18750&amp;diss=y</a></p>	<p>1</p>
<p>Continued CPD for teachers in quality-first teaching. The CPD and impact are to be recorded.</p> <p>School to develop LSAs to support.</p>	<p>The importance of quality first teaching and high aspirations for children who are behind in their learning:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>            Provision of QFT, mastery curriculum and the effective challenge for children identified as needing to catch up – see:  <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</a>  <a href="http://www.natspec.org.uk/wp-content/uploads/2017/06/Making-use-of-LSAs-John-Brown-.pdf">http://www.natspec.org.uk/wp-content/uploads/2017/06/Making-use-of-LSAs-John-Brown-.pdf</a></p>	<p>1</p>
<p>Assistant Headteacher to support the daily English lessons in UKS2 (including quality texts)</p> <p>Assistant Headteacher to work with subject leaders and teachers to use coaching and training to</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>  <a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a></p>	<p>1</p>



enhance the teaching of English and ensure a rich and varied curriculum and clear progression of skills.		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 8119

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable children to be identified The provision of a learning mentor to help pupils learn how to learn and take responsibility for themselves and alleviate barriers to learning Training and implementation of nurture groups Teacher mentoring for disadvantaged pupils	The importance of removing emotional and social barriers to learning: <a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</a>	2, 3, 5

**Wider strategies (for example, related to attendance, behaviour, well-being)**

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a welfare officer to support the needs of families identified as vulnerable  Employment of a welfare officer to monitor and address	Importance of parental involvement in educational progress: <a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a>  Deployment of staff to support families to improve attendance and	3, 6



<p>punctuality. Headteacher to ensure the expectations for attendance are clearly communicated and contact families where late arrivals become higher than 90% Review attendance policy</p>	<p>eradicate persistent absenteeism. See: <a href="http://www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthefunding-successfully">www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthefunding-successfully</a>.</p>	
<p>Funding of extra-curricular activities to provide pupils with wider experiences. Free access is offered for PP children The opportunity to experience wide-ranging learning experiences Each year group to plan a range of experience days and trips throughout the year Opportunities for funding for after-school clubs Pupil Premium pupils prioritised for Forest School</p>	<p>Provision of a range of initiatives to extend children’s experiences. See: <a href="http://www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthefunding-successfully">www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthefunding-successfully</a>.  Education Endowment Trust Toolkit</p>	<p>4</p>

**Total budgeted cost: £ 43,119**



## Part B: Review of outcomes in the previous academic year

### Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2023 to 2024 academic year.

School Year	Total number of children in school	Number of children eligible for Pupil Premium Funding	Amount of Pupil Premium funding per eligible pupil	Total amount of funding received or forecast
2016-17	254	5	£1320	£6600
2017-18	255	6	£1320 (£1900 for Pupil Premium Plus)	£6600+ £1900 = £8500
2018-19	255	6	£ 1320 x 5 (£2300 for Pupil Premium Plus)	£6600+ £2300=£8900
2019-20	255	6	£1320 x5 plus £2300 for (Pupil Premium Plus)	£6600 + £2300 =£8900
2020-21	255	9	£1345 x 7 plus £2345 x 2 for (Pupil Premium Plus)	£9415 + £4690 = £14,105
2021-22	256	18	£1345x11 plus £2345x2	£14795 + £4690
2022-23	256	25	£1385x14  £2410x4	£19,390 + £9640
2023-24	256	29	24 x £1455  4 x £2530  Recovery funding	£34,920 +  £10,120 +  £2,030



2024-25	255	27	25 x £1480	£37000 +
			2 x £2570	£5140

**Pupil Premium spending in 2023-24**

The majority of Pupil Premium funding was used pay for the services of these main aspects:

- Learning Support Mentor
- Additional tutoring
- Class teacher mentoring
- Targeted Year 6 writing group taught by the Assistant Headteacher
- Nurture groups
- Residential Trips
- Extra-curricular clubs
- Welfare Officer

**Pupil Premium progress 2023-24**

There were 28 children eligible for Pupil Premium in 2023-24.

Writing was targeted for Pupil Premium children in this academic year. Across the whole school 30% of Pupil Premium children achieved expected standards in writing by the end of the year, compared to 53% of their peers. The attainment gap between Pupil Premium children and their peers in writing was 23 %. In Maths, 67% of all children achieved secure compared to 50% of pupil premium children (a difference of 17%). Finally, 53% of Pupil Premium pupils achieved secure in reading, compared to 75% of all pupils. This is a difference of 22%.

However, when focusing on only Year 6 end of year data, 100% of Pupil Premium pupils achieved secure in Maths and reading, and 66.7% were secure in writing. Across other subjects, 100% were also secure in Science, Geography, DT, Art, Computing, History, PE and Music.

This demonstrates that the targeting strategies in place are clearly working, providing targeted support and enrichment experiences allowing pupils to achieve in all subjects. The focus, however, does need to continue to be writing in order to further narrow the gap. The attainment gap in writing was considerably wider, again highlighting the need to focus on this in 2023-24. 73.4% of all pupils achieved secure or above at the end of Year 6 in Writing. In addition, no Pupil Premium children achieved above in any of these subjects, suggesting that this also should be focused on to narrow the attainment gap.



## Tylers Green Middle School Mentoring Evaluation Report 2023-2024

Julie Wilson

Information in this report relates to the mentoring programme with pupils from Tylers Green Middle School from September 2023 to July 2024. The school has asked me to provide SEMH support and guidance to students to help them overcome social, emotional and behavioural issues which act as barriers to learning. These barriers can be wide ranging and are often very personal to the individual student. Students need support to sort out and make sense of what is happening to them, to reflect on how their actions (and those of others) can be causing problems and to work out solutions.

Issues amongst students vary from lack of self-esteem and confidence, a variety of low-level behaviour issues, ADHD and ASD, struggling with strong feelings and emotions, lacking resilience, difficulty in participation, feeling unhappy, transition, high levels of anxiety, difficulties in concentration, suffering loss or bereavement, poor attendance and punctuality, home circumstances and social skills and friendships.

I liaise closely with SLT, the SENDCO, teachers and other support staff in the school and the focus is always on supporting the student and helping them to grow while giving encouragement and support in applying skills and attitudes to school (and beyond). Support staff have joined the sessions when time allows to help them develop their own mentoring skills and knowledge.

The school has recognised that some students can sometimes require an alternative approach over and above that which is normally offered in the classroom. The school is committed to supporting students to be the best they can be, and mentoring is an opportunity for pupils to discover more about themselves. The headteacher has created sufficient time for the programme to develop and to become embedded within the school. Vulnerable and disadvantaged children are allocated mentoring sessions and meetings are regular and provide support to help alleviate barriers. Mentoring helps to support the emotional and social challenges they face and provides them with the tools to help address these issues. When deemed appropriate and in consultation with the headteacher and/or the SENDCO, parents are also involved in the process.

What takes place?

A safe environment is provided for students to explore issues that are relevant to them. Personal skills are developed through one to one and/or group mentoring. A programme is followed based on the student's strengths and needs and to help them to explore solutions that make sense to them. The process allows space and time for students to identify and focus on the positive changes they want to make for themselves and the path by which they will achieve these changes.

The following approaches are used:

- Circle time in small groups is used to explore empathy, feelings, emotions, positive achievements and strategies for managing differing situations and sometimes conflict. Ground rules are discussed to ensure that students feel safe to speak and that we do not share anything we have discussed with other students when we go back to class. If they want to share things, they don't want others knowing then they can ask to discuss these in an individual session.
- Individual sessions are designed to help with problems or to have more general discussions about how students are feeling. Students are encouraged to be open and honest.



- Team challenges are sometimes used to improve self-esteem, self-confidence and to develop a real sense of belonging to a group and to encourage enjoyment in engaging with others.
- Games and sport (very popular) are used to get strong messages across, including the importance of boundaries and to put into practice what is discussed.

### Case Study – Cecil Anxiety and Hearing Loss

Cecil joined the programme during Year 5 as the school was concerned about his anxieties and how they presented themselves. He sometimes would find it difficult to come to school but didn't really know why. We spent time unpicking this and the mentoring focus was working with him to understand his anxieties, to take responsibility for his thoughts and feelings and to building self-confidence. I found that it was usually connected to something Cecil does not feel comfortable doing e.g., 11+ tutoring and/or Maths. He was also struggling with the change in dynamics in his relationship with his brother who had started secondary school and had become interested in doing other things (that did not include Cecil as previously).

There was a mix of sessions, including 1:1 work and small group sessions. This varied approach has had a positive impact on Cecil. It started slowly and progress was noted when he began to settle a lot quicker to the routines of his lessons. It helped Cecil to understand situations, to process his emotions and how to deal with them. The group work provided opportunities for Cecil to observe and listen to how others managed things they were worried about, and he was able to add these to his own toolkit. He began talking more willingly about the way he felt and was happy to discuss strategies to help his anxiety.

In Year 6 we continued to explore solutions that made sense to him and focused on making positive changes to his approaches to learning in Maths which he found was a trigger for his anxiety. We agreed, following a meeting with his mum, that we would focus on Cecil embracing his deafness and identity which he was reluctant to talk about. Cecil was always concerned about his hair and revealed that he liked to keep it long and, in his face, to hide his hearing aids. I joined meetings with the Specialist Hearing Support Teacher and Cecil and used the resources she provided. We discussed developing a positive deaf identity for Cecil through the use of role models and he was able to explain to me the key features of his hearing aids and how to clean them. We also discussed supporting Cecil during transition to secondary school and the provision of his new hearing aids linked to an app on his mobile. As a result, he showed a marked increase in his confidence and in his attitude – he was less emotional and more resilient and more willing to talk about his feelings. Communication between school and home was also beneficial and any strategies Cecil agreed to adopt were discussed with mum and dad and where relevant were put into practice at home.

There was a significant improvement in Cecil's ability to cope with his anxiety in Year 6 and he was able to attend school without letting his anxieties get the better of him on school mornings. In fact, he embraced school and his deafness and often popped in to inform me of his successes, however small. A good example was his decision to wear an Alice band to ensure his hair was out of his face (after we discussed a variety of options). Despite being reluctant to take the plunge Cecil did so and was surprised by how comfortable he felt when wearing it. He was also motivated following his visit to his new secondary school when he saw other students who had hearing loss and staff wearing the radio aid. Cecil has had a positive year, and his parents commented that 'your guidance has been invaluable, allowing Cecil to feel safe, seen and understood...you have been fundamental in Cecil's happiness at TMGS...' Cecil himself said 'working with Julie has helped me a lot because I am no longer nervous...about coming to school. It has been good to have someone to talk to and I have been able to talk about my



deafness. I am much happier in myself, and it has helped with my friendships and problem solving.'

#### Case Study - Bernard Wellbeing and Mental Health

Work with Bernard began in September 2021 as school was concerned that he didn't understand the world, found difficulty processing things and did not understand social situations. His play included a lot of imaginary games, and he could be obsessive (particularly about a cuddly toy called Pineapple). Bernard didn't understand appropriate boundaries with the adults he worked with and saw them as 'friends.' His relationships with his peers were very up and down and Bernard often did not see things from their point of view. He found it very difficult to manage his emotions, to express those emotions in any form other than happy, sad or angry (mad).

With time Bernard benefitted from an honest, no-nonsense approach and became much more receptive to advice from the adults who worked with him. He now understands that staff are not his friends. He has benefitted from the small learning environment provided by TGMS. This has been crucial in conjunction with a 1:1 TA, regular sessions with me and the trust he has experienced with the adults he works with closely. The small school community has nurtured Bernard as well as challenging him academically and this provided him with the trusted relationships required to support his complex needs. He has learned better how to self-regulate emotionally, can put words to feelings, but still needs supportive help with managing his anxiety, obsessions, and his accepting and understanding of distinguishing between imagination and reality.

As time went on Bernard enjoyed the opportunity to explore his feelings or to ask questions about himself. He needed regular breaks, support to regulate himself and help thinking before he acted rather than always reflecting on it afterwards. He often allowed the actions of others to dominate his time, and he made judgements on the 'flaws' in their personalities. However, Bernard was able to talk this through more objectively and could show some empathy at times. He had a real need to feel secure and comfortable and the mentoring sessions provided this. Bernard himself commented that 'I feel safe and can express myself e.g. when I am overwhelmed, and I can get things off my chest.' His placement at a small school will be of great benefit to him.

#### Case Study – Eileen Friendships, Social Skills and Self Esteem (PP)

Work with Eileen began in September 2021. The school wanted me to focus on developing Eileen's self-confidence and self-esteem as she constantly needed reassurance. She was struggling with her friendships and was dependent on one student in particular. When the latter was away Eileen often felt lonely. She also struggled with conflict, could not manage the emotions she was feeling, and often said things before thinking, sometimes causing upset. We worked together on unpicking her friendships and social skills, how she was feeling and the impact these emotions were having on her. We slowly explored solutions that make sense to her and focused on making positive changes in her approach. We discussed how it felt to be brave and focused on expanding her friendships. Eileen was in control of this and bravely built-up new relationships. She joined lunchtime and after school clubs which helped. We talked about how doing brave things made her feel, e.g. proud, pleased with herself, happy, more resilient and coping better with difficult situations. I saw Eileen slowly grow in confidence in school, especially over the time she has spent in Year 5, and she was successful in developing a wider friendship group.



The mentoring focus was on working with Eileen to understand herself more and what she was capable of achieving – to build self-confidence and self-esteem. There was a mix of sessions, including 1:1 work and small group sessions. In Year 6 Eileen also attended early morning sessions to help with Maths homework (she was particularly struggling with this) and to give her extra 1:1 time. This varied approach has had a positive impact on Eileen.

Eileen is very sensitive but has over time been able to talk freely about the way she feels about things, particularly about matters that made her feel overwhelmed and worried e.g., the death of her brother. She was receptive to advice and strategies to help. We have worked together on solutions to tackle anxiety and Eileen has become more empowered and self-confident. Eileen’s confidence grew substantially after starting her mentoring sessions and she became more positive with her peers in class, during lunch, or on the playground. Eileen was better equipped to connect with others and how to manage her relationships with others. She fully emersed herself in the school community and her teachers commented that ‘Eileen has been a fun and positive member of Year 6 this year. She is incredibly popular among her peers and naturally draws people in with her boundless energy and humour. She takes opportunities to involve herself in many aspects of school life- auditioning for plays, playing a range of sports and acting as a peer mentor.’

Eileen herself commented that Julie has ‘helped me with my confidence e.g. speaking in front of the class and being happy to share opinions (before I just agreed with everyone). I have a voice in friendships disputes, and I can stand up for myself with others respectfully. I feel safe and I can talk about my brother. My social skills have grown, and my friendships have expanded and developed.’

**Pupil Feedback**

‘I feel more confident.’

‘She has helped me with my friendships.’

‘Julie...has made life a bit more fun.’

‘I feel more confident in my work. I have improved my focus, and this has helped with my English.’

‘I have a voice in friendship disputes, and I can stand up for myself with others respectfully.’

‘My social skills have grown.’

‘I am focused and pay more attention in class.’

‘I feel safe and comfortable, and I can express my emotions in a more controlled way.’

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
None	

