



# Pupil Premium Strategy Statement 2025-26

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	256
Proportion (%) of Pupil Premium eligible pupils	10.9%
Academic year/years that our current Pupil Premium strategy plan covers	2025-2026
Date this statement was published	31/12/2025
The date on which it will be reviewed	31/12/2026
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	£42,420
Recovery premium funding allocation this academic year	£0
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>£42,420</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 81% of PP pupils achieve what is expected or above in reading, compared with 85.2% of other children.
  - In Maths, 79.4% of all pupils achieved what was expected or above, compared to 66.7% of PP pupils.
  - In writing 66.2% of all pupils were expected or above, with 47.6% of PP pupils achieving this.
  - The average whole-school attainment gap for combined Reading, Writing and Maths is 11.8%. Our ongoing target remains to reduce this every year bringing it down to 10%. We have made substantial progress towards this target this year (it was a 21% gap in 2024-25).
  - There is, however, still a gap between Pupil Premium children and their peers and this demonstrates the continued need to prioritise targeted support for their learning in the core subjects.



- However, the gap between attainment in Reading has narrowed considerably, with only a 4.2% gap. Progress in Reading will undoubtedly support in all other subjects.
- Attainment in Writing and Maths continues to rise.
- 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).

Given that Writing represents the most significant gap in attainment for our disadvantaged pupils, we will prioritise strengthening writing fluency, stamina and independence. This will include:

- The use of structured TLAC techniques such as *Silent Solo*, *Turn and Talk* and *Habits of Discussion* to improve sentence construction, oral rehearsal and clarity of thinking
- Targeted opportunities for disadvantaged pupils to practise writing in small-group or 1:1 conferencing
- Consistent modelling and scaffolding using the TGMS Writing Curriculum to support progression

Our aim is for disadvantaged pupils to make accelerated progress in Writing so the gap narrows substantially by the end of the academic year.

### **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.
- 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 residential 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).
- To strengthen high-quality teaching for disadvantaged pupils, this strategy is directly aligned with the school's 2025–26 focus on developing pupils' *Habits of Attention* through consistent TLAC (Teach Like a Champion) routines. These practices—such as Cold Call, Turn and Talk, Habits of Discussion, Threshold and Strong Start—help to reduce cognitive load, increase accountability, and provide predictable structures that particularly support disadvantaged pupils' confidence, independence and readiness to learn.

All disadvantaged pupils access the full, ambitious TGMS curriculum. Adaptive teaching, scaffolding and consistent classroom routines ensure that learning remains inclusive and accessible at every stage. Through mastery-based sequencing and the use of TLAC techniques that minimise cognitive load, disadvantaged pupils are supported to participate fully in lessons, engage in shared discussion, and build secure knowledge across subjects. LSAs are deployed strategically to enable curriculum access without narrowing expectations or limiting challenge.

### **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
Disadvantaged pupils make progress in Reading, Writing and Maths to reduce the gap between them and the average pupil in the class	By the end of summer 2026, data will show the attainment gap halved between Pupil Premium pupils and their peers.
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	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>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.</p> <p>Case studies and pupil feedback from Learning Support Mentor</p> <p>The use of pupil and parent questionnaires will demonstrate that targeted pupils and families feel supported and barriers have been alleviated.</p> <p>The school to better employ the Welfare Officer who will liaise directly with families to support their needs to support better attendance in these groups</p> <p>Where appropriate, feedback from the children in LKS nurture groups</p>
<p>Pupils have a breadth of experiences that enable 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</p> <p>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</p> <p>Children will have access to a variety of learning methods and be enthusiastic about learning.</p> <p>Questionnaires will show that pupils are happy and enjoy school with specific attention given to Pupil Premium children.</p>
<p>All disadvantaged pupils will meet national expectations for punctuality and attendance.</p>	<p>Careful monitoring of attendance of Pupil Premium children and identification of who is most at risk.</p> <p>Liaison between the Welfare Officer and SLT with those families</p> <p>Identifying barriers to punctuality and strategies to address them</p>

To strengthen the link between attendance, SEND and disadvantage, the school will implement more targeted, data-led monitoring for pupils who sit within more than one vulnerable group. This includes:

- Early identification of attendance concerns for PP/SEND pupils using half-termly tracking
- Coordinated communication between Welfare Officer, SENCo and class teachers to address emerging barriers
- Rapid deployment of early-help strategies where attendance falls below 93%



- Adaptive teaching and planned classroom support for pupils with both SEND and PP status to ensure curriculum access and emotional readiness

These systems will help ensure attendance, punctuality and access to learning improve for pupils whose needs intersect across both PP and SEND categories

### **Refined Measures of Success for Disadvantaged Pupils**

To support accurate monitoring and evaluation, the following measurable indicators will be used alongside qualitative evidence:

- Reduce the combined PP/non-PP attainment gap in Reading, Writing and Maths from 11.8% to 10% by July 2026.
- Increase the proportion of PP pupils achieving Expected in Writing by at least 10 percentage points.
- Improve PP attendance so that the proportion of disadvantaged pupils who are persistently absent reduces by at least 3 percentage points.
- TLAC observation and teacher-rating evidence will show improved habits of attention for at least 80% of disadvantaged pupils.
- At least 90% of PP pupils will engage in an enrichment opportunity funded or facilitated by school.



## 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: £20,000

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 adaptive teaching. The CPD and impact are to be recorded.             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 work with subject leaders and teachers to use coaching and training to enhance the teaching of English and ensure a rich and varied curriculum and clear</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>



progression of skills.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vulnerable children to be identified</p> <p>The provision of a learning mentor to help pupils learn how to learn and take responsibility for themselves and alleviate barriers to learning</p> <p>Training and implementation of nurture groups</p>	<p>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></p>	2, 3, 5

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

Budgeted cost: £ 11,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a welfare officer to support the needs of families identified as vulnerable</p> <p>Employment of a welfare officer to monitor and address punctuality. Headteacher to ensure the expectations for attendance are clearly communicated and contact families where late arrivals become higher than 90%</p>	<p>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></p> <p>Deployment of staff to support families to improve attendance and 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>	3, 6



<p>Funding of extra-curricular activities to provide pupils with wider experiences. Free access is offered for PP children</p> <p>The opportunity to experience wide-ranging learning experiences</p> <p>Each year group to plan a range of experience days and trips throughout the year</p> <p>Opportunities for funding for after-school clubs</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>.</p> <p>Education Endowment Trust Toolkit</p>	<p>4</p>
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**Total budgeted cost: £ 42,420**



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

### Pupil Premium strategy outcomes

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  2 x £2570	£37000 +  £5140



2025-26	256	28	28 x £1515	£42,420
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### Pupil Premium progress 2024-25

There were 27 children eligible for Pupil Premium in 2024-25.

TGMS aims to ensure disadvantaged (Pupil Premium) pupils achieve in line with their peers by providing targeted, inclusive and accessible support. Although attainment gaps remain—currently averaging 11.8% across reading, writing and maths—these gaps are narrowing, particularly in reading, where the difference has reduced to 4.2%. Writing and maths outcomes are also improving, but PP pupils still require accelerated progress to match whole-school outcomes. Alongside academic support, the strategy focuses on developing pupils’ independence and lifelong learning skills, while also offering a broad range of enriching experiences in areas such as sport, art, trips and culture.

For the majority of other subjects, over 75% were also secure or above. 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 addition, few Pupil Premium children achieved above in any of these subjects (4.8% in Art and History), suggesting that this also should be focused on to narrow the attainment gap.

### Evaluation of 2024–25 Strategy and Impact

The most impactful elements of last year’s strategy included:

- Mentoring support, which had a demonstrable impact on pupils’ self-regulation, confidence and readiness to learn, as evidenced through case studies and pupil voice.
- Reading interventions and structured reading aloud contributed significantly to the narrowing of the reading gap.
- Funded enrichment experiences, which increased participation and supported emotional well-being.

Elements requiring refinement included the writing provision, where disadvantaged pupils made progress but did not close the gap sufficiently. As a result, writing will form a strengthened focus this year, and staff CPD and classroom routines will be adapted



accordingly. Welfare Officer time will also be refocused to improve targeted family engagement and reduce lateness.

## 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	



## **Tylers Green Middle School Mentoring Evaluation Report 2024-2025**

Information in this report relates to the mentoring programme with pupils from Tylers Green Middle School from September 2024 to July 2025.

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. 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. Vulnerable and disadvantaged children are allocated mentoring sessions and meetings are regular.

I liaise closely with SLT, the SENDCO, teachers and other support staff in the school. Support staff have joined the sessions when time allows to help them develop their own mentoring skills and knowledge. The head teacher has created sufficient time for the programme to develop and to become embedded within the school. 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, and a programme is followed based on the student's strengths and needs and to help them to explore solutions that make sense to them:

- 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.
- 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. The approach helps 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.

### **Case Study – Student A Friendships, Social Skills and Self Esteem (PP)**

Work with Student A began in September 2023. The school wanted me to focus on developing Student A's self-confidence and self-esteem as she constantly needed reassurance with her work. She was struggling to form friendships and 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 – Student A often could not understand the problem she had caused. She was regularly isolated by the other students. Student A was also finding it difficult to cope with tricky home circumstances which caused high anxiety for her. She took everything to heart and was very negative even when the smallest things went wrong.

The mentoring focus was working with Student A 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. We worked together on unpicking her relationships with her peers and her social skills, how she was feeling in general and the impact these emotions were having on her. We slowly explored solutions that make sense to Student A and focused on making positive changes in her approach. We discussed how it felt to be brave when completing tasks in class and on creating friendships. Student A took control of this and bravely built-up new relationships. She joined lunchtime and after school clubs which helped and firmly took responsibility for her progress by coming into school early to work with her teacher. We set up an UNO club on a Thursday lunchtime and Student A invited students to join. 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 Student A slowly grow in confidence over time and she was successful in developing a small friendship group. She was always receptive to advice and strategies to help. We worked together on solutions to tackle the anxiety she felt about tricky family circumstances and Student A has become more empowered and self-confident. Student A is now better equipped to connect and manage her relationships with others. She had an ongoing personality clash with another student in her class and over time she has learned to manage this issue with dignity and maturity by taking advice on board. Student A said that 'working with Julie has helped me with friendships and dealing with conflict. I have more solid friendships especially with one person in Year 6. I can now deal better with conflict on my own and I don't make things into a big deal anymore. I have learned to manage a tricky personality clash, and it has helped to talk it through with Julie. I have developed as a person. I spent Year 3 and 4 crying, but in Year 5 I started to mature with Julie's help. I'm a lot happier in myself and I feel better about family stuff. I have enjoyed playing UNO and other games like cards, being able to handle myself and not having other people handle things for me. In class it is hard, but I'm more resilient and I have stopped comparing myself to others.' The feedback from her mother included 'thank you for your support, guidance and understanding. She has grown so well in the last two years with your help!'

### **Case Study – Student B Wellbeing and Mental Health**

Work with Student B began in September 2024 as the school was concerned that he wasn't coping with his mother's illness and disability following an operation. They felt he needed someone to talk to as he inwardly lacked confidence (often masked) and was not managing the changes at home. His relationship with his peers was very up and down and he sometimes found it difficult to manage his emotions but did not share the way he was feeling. Student B often got distracted in class and did not produce work that he was clearly capable of. He often drifted and did not complete tasks unless prompted or a consequence was suggested.

Together we:

- a) worked on solutions to tackle his anxiety and Student B has become more empowered to communicate his worries with me and to his teacher.
- b) just had a chat, had fun, laughed and played a lot of UNO which Student B loves. He is very sensitive but has been able to talk more freely about the way he feels about things, particularly about matters that make him feel overwhelmed and worried, especially his mother's disability.
- c) worked with the group to develop his social skills and his confidence in others. He is very receptive to strategies, and it has helped to listen to others and to some of the issues that they are facing. The sessions allow Student B the opportunity to explore his feelings or to ask questions about things.
- d) talked about friendship issues and how sensitive Student B is to any comments made. He has gained confidence in sharing issues with me and is happy for me to pass these on to be dealt with. He is more relaxed as a result and feels empowered.
- e) started to talk about his mother's disability (also with his teacher) and the impact on him e.g. her attendance at school events. Since his mother has acquired an electric wheelchair, she has been more able to attend school events. This has had a real positive impact on Student B, and he is much happier.

Student B has a real need to feel secure and comfortable, and the mentoring sessions provide this. Student B himself commented that 'working with Julie has helped me to grow in self-confidence; now I'm more confident



talking about my mum's condition. Also, my self-esteem has grown, and I have now agreed for my mum to sign me up to a club where parents/family members have disabilities. – Young Carers (mostly at weekends). It has also helped with my friendship issues, and I now talk about it with Julie, and she passes it on. My focus in class is better as I can get things off my chest. I have enjoyed being able to talk about things and getting used to the fact it's my reality – I used to think it was a dream. I have learned to adapt. My favourite things are playing games like UNO and being in the group. In Year 6 I want to work on being less embarrassed by mum's disability.'

### Case Study – Student C ADHD

Work with Student C began in September 2023. He has ADHD and I was asked to work with him as he struggled with very low self-esteem. He couldn't focus on lessons, was very demanding of staff time, not productive and did not enjoy the experience of school. The main aim of the mentoring work was for him to learn to take responsibility for overcoming the challenges that this presented. It was also an opportunity for Student C to unpick the challenges for himself with support. The work began having an impact on him as he started developing a better understanding of his diagnosis and what that meant for him e.g., a focus on impulse control and anger and emotional regulation. There was a mix of sessions, including 1:1 work and small group sessions. The group sessions helped with social skills in targeted areas such as controlling (self-regulation) his impulsive actions and anger (especially when losing games) and avoiding negative thoughts about being in school. It provided opportunities for Student C and the other students to model, and role play target social skills in game situations. The 1:1 work allowed Student C to feel empowered in school. The focus in particular was on problem times; subjects he just didn't enjoy, writing in depth, finding the work tricky, Mathematics, less structured lessons and personal organisation. Prior warning was given when the daily routine was going to alter and short breaks were introduced when required.

We also focused on Student C taking personal responsibility and making good decisions. We continued to introduce other strategies, e.g. Student C learned how to:

- a) tell his teachers and other staff at an appropriate time when he was frustrated or unable to manage a situation without help. For example, when writing in depth instead of being negative about it to embrace it and show his abilities. Student C enjoyed this approach and became motivated and proud to achieve. His work went from strength to strength, especially in Year 6.
- b) initiate self-imposed "thinking" – to focus on the things he enjoyed during the school day rather than clock watch and dwelling on the things he disliked.
- c) organise himself better and use the early morning support for homework on a Tuesday to help with this.

Student C now has a sense of accomplishment for his progress which has also built up his resilience and confidence. Best of all, he has learned to monitor and manage his own behaviour and knows what to do if his medication has worn off e.g. at home he finds somewhere quiet to chill. He has shown more pride in his learning and is proud to achieve. He commented that 'I understand myself better and know how to manage my ADHD e.g. I recognise when I'm starting to feel angry (the triggers and when my medication is wearing off.' The feedback from his parents includes 'we just wanted to say a huge, heartfelt thank you for all the support you've given Student C over the past two years. It has truly made such a difference. We're incredibly grateful!'

### Pupil Feedback

"I have more solid friendships...I'm a lot happier in myself and I feel better about family stuff."

"Working with Julie has helped me to talk about things, to share things about myself and to take advice in dealing with things. I now understand the way I feel better."

"I've learned to perform better in class."

"It has helped with my maths, revision and other homework in the early morning sessions. I understand myself better."



“In class I put my hand up more, answer questions and concentrate better on my work.”

“I now have no worries about coming to school.”

### **Key outcomes**

The case studies above show impact of the mentoring programme on individual students. The outcomes below highlight the importance of SEMH support and guidance across the school:

- improved performance by raising aspirations and helping students with routines, homework and study habits.
- emotional growth by helping to build resilience and emotional strength and stability. Students gain tools to handle things better and to make better decisions.
- improved mental health as students have someone consistent who listens without judgment.
- increased self-esteem and confidence by celebrating success however small and encouraging students to try again after setbacks, developing self-worth.
- healthier peer relationships and friendships and improved social skills by building stronger relationships and better personal boundaries.
- assistance for staff to create a supportive environment and to implement strategies that help to address student needs.
- development of staff mentoring skills to enhance student growth.