St John's Foundation

IMPACT EVALUATION REPORT

NOVEMBER 2025

www.impactedgroup.uk

Contents

1.Executive Summary

2024/25 is the fourth year of the partnership between St John's Foundation (SJF) and ImpactEd Evaluation (IEE). IEE is evaluating the impact of SJF's Best Start in Life (BSiL) programme. This programme targets under-served children from birth up to 12 years old in Bath and North East Somerset (BaNES), with the aim of providing them with the best opportunities in life. In this evaluation, the term 'under-served pupils' is defined as pupils with Pupil Premium (PP) status, which means they have had access to Free School Meals (FSM) in the past six years, and/or have been previously looked after by the state.

Like in 2023/24, the 2024/25 evaluation is exclusively focused on the Primary Empowerment Programme (PEP) strand of BSiL. This is to facilitate a deeper exploration of how individual delivery partners and interventions are impacting pupils across the whole school. This evaluation will answer the following research questions (RQs):

- **RQ1:** Are the right pupils (under-served pupils) receiving support from the PEP?
- **RQ2:** To what extent is the PEP contributing to sustainable systemic change among education settings?
- **RQ3:** To what extent is the PEP improving the outcomes of under-served children in BaNES?

Overall Impact

The 2024/25 evaluation demonstrates the PEP programme is reaching under-served pupils, building teacher confidence, and creating new holistic practices that combine targeted interventions with whole-school strategies. Teacher feedback highlights positive impacts on pupil confidence and attainment progress. The programme's focus on both academic and social-emotional development is well-aligned with research evidence.

However, weaknesses remain in the continued gaps between under-served (PP) and non-PP pupils' non-cognitive and attainment outcomes, which are larger than the national and BaNES averages. Whilst school staff reflect positively on the impact of the programme on pupil academic attainment, this isn't currently reflected in the attainment data that is collected. Stronger evidence is therefore needed on actual rather than perceived improvement in attainment. The programme would also benefit from a clearer understanding of the time required for attainment-focused interventions to show results, and work with schools to plan the capacity needed to lead and deliver interventions.

Below we summarise the key findings by each research question, followed by potential implications for SJF to consider. From a programme perspective, these include considering how to optimise the reach of the programme to target groups of under-served pupils, approaches to maximise the intervention design appropriateness and impact of programme support for schools in any future interventions.

Following a strategic review at St John's Foundation, the funding for the Primary Empowerment Programme will finish in July 2026. As this report highlights, the training, tools, and practices developed through the programme are now part of everyday practice in schools, meaning the benefits of the Primary Empowerment Programme will carry on well

beyond St John's direct involvement. We hope that this report can form useful learning for any future programmes in schools, or initiatives specifically targeting the attainment gap.

Key Findings by Research Question

RQ1. Are the right pupils receiving support from the Primary Empowerment Programme?

The PEP is reaching under-served pupils. This is largely through operating in schools with a high proportion of pupils from disadvantaged backgrounds, indicated by most schools having a higher than national average population receiving FSM.

Where interventions were delivered direct to pupils (direct reading support, direct Thrive support, and educational psychologist support), between 55-59% of these pupils were in receipt of FSM. Whilst in most PEP supported schools this is greater than the percentage of FSM pupils on roll, only just over half of pupils receiving direct support are in receipt of FSM. Even though other strategies (such as teacher training and support) are being used to support pupils towards closing the attainment gap, this may be perceived as the PEP having been less successful in targeting direct support to under-served pupils.

Case studies demonstrate how reading funding has allowed for additional 1:1 reading support, leading to pupils greatly improving their reading ability. Another case study noted that support from Forest School (through Brighter Futures) allowed additional support for vulnerable pupils whose needs might otherwise go unrecognised. These demonstrate valuable targeting of support for pupils in need, although these pupils might be outside of the current under-served (FSM eligible) definition.

> ### Data headlines
>
> - Across the whole group of schools, the percentage of pupils that receive FSM is 47% (compared to a BaNES regional average of 16.6%).
> - Educational psychologists are supporting the largest proportion of FSM pupils (59.1%), followed by Thrive practitioners (58.0%). The lowest proportion of FSM pupils supported through direct support is by reading support (55.4%).

Potential conclusions

In the future, St John's Foundation should consider how it best reaches under-served pupils to have the most impact. The following are different suggestions for this:

- **Intentional eligibility targeting:** St John's Foundation may benefit from applying explicit eligibility criteria to the pupils who receive support. Giving schools eligibility criteria for pupils and routinely tracking which pupils have received support would enable this.
- **Revisit the project aims and consider a wider definition of disadvantage:** There will be pupils who require additional support who are not included in the existing definition of disadvantage and therefore 'fly under the radar'. These pupils would benefit from bespoke support which responds to individual needs to help them fulfil their potential. This would involve reconsidering closing the attainment gap as the central project aim.

RQ2. To what extent is the Primary Empowerment Programme contributing to sustainable systemic change among education settings?

Across the PEP supported schools, teachers generally agree they are being equipped with the knowledge and skills to better support pupils with reading, writing, oracy and speech and language.

Over 90% of staff have implemented a new practice as a result of support from delivery partners and the majority indicated they felt confident in their ability to sustain these practices independently of the PEP support. The exception is where an additional member of staff had been provided by the funding.

Schools have seen systemic school improvements. 42% of senior leaders have implemented new whole school practices over the past year. Coherent school approaches and new whole school policies are building towards observed cultural change and are underpinned by the long-term cumulative benefits of deepening understanding and embedding new programme practices enabled by the PEP.

Case studies reference how support from delivery partners have helped build confidence and capability for teachers, particularly those new in their role or with more challenging cohorts.

Case studies also talk about long-term, sustainable changes to schools that are impacting on wider factors, such as other schools in the MAT and recognition from Ofsted.

📊 Data headlines

- Over 90% of staff have implemented a new practice as a result of support from delivery partners. 97% of staff indicated they felt confident to sustain these practices.
- Over 90% of staff agreed that delivery partners helped them provide support to their pupils.
- 21% of senior leaders had implemented new school policies, and 89% of these believed these policies had been fully integrated into daily practice.

Potential conclusions

- **Capability building intervention designs:** Continue to use intervention designs that build capability and provide structured support. These have worked well for setting up education practitioners with the confidence and skills to successfully and sustainably support pupils in new ways.
- **Capacity for seeding new practice and embedding whole school change:** In the future, work with schools at the start of a programme to understand who needs to be involved and when, so that this aligns with the capacity that is available from schools. This is important for both programme leadership within the school and for putting interventions into practice day to day.
- **Strategic focus and prioritisation:** In the future, St John's Foundation could be more intentional about which interventions to prioritise, and do fewer interventions better to optimise strategic focus, existing capacity, and additional resources.
- **Time for embedding and maturation:** New practice development and embedding has built over several years. In the future, St John's Foundation should carefully consider programme length and impact intentions so that expectations of what change will happen and how long this will take are clear.
- **Legacy planning:** Undertake programme legacy planning with Headteachers to collaboratively decide on the most effective interventions for each school setting and action plan for continuous opportunities, to reduce funding cliff-edge scenarios.
- **Intervention designs for sustaining impact:** St John's Foundation should continue to think about two different approaches to creating lasting impact; using interventions which can create sustainable changes, i.e. that are feasible over the long term, and using interventions which target some of the wider determinants of pupil attainment outside of the school's direct influence. The latter would encourage a new way of schools working with the school community to support under-served pupils. This would potentially increase the added value of support to schools, by helping them to work with the wider school community in ways they otherwise would not be able to.

RQ3. To what extent is the Primary Empowerment Programme improving the outcomes of under-served children in BaNES?

There is a mixed picture for the programme's performance in improving outcomes for under-served pupils.

Schools have experienced improved phonics progress year on year since the beginning of PEP, but the gap between PP and non-PP pupils remains and is wider than the national and BaNES gap. PP pupils' average PSC pass rate reduced slightly from 54% to 53% over the course of the PEP, whilst the national pass rate for FSM pupils increased over the same time. The attainment gap in phonics is 17% nationally, compared to 36% in PEP schools.

Non-cognitive skills outcomes were mixed. They either stayed very similar or saw decreases over the course of 2024/25 and between 2021 and 2025 (comparing a non-matched sample). Trends for FSM and non-FSM pupils regarding non-cognitive skills were similar, however over time demonstrate an important closing of the gap for under-served pupils in self-efficacy and resilience.

Case studies reference examples of individuals who have seen great improvement in their non-cognitive outcomes, including resilience, teamwork and wellbeing, and the knock-on impact on pupil behaviour.

Data headlines

- Across the whole group, 76% of pupils passed the Phonics Screening Check. For PP pupils, this was a pass rate of 53%, compared to a pass rate of 89% for non-PP pupils.
- 88% of teachers agreed that delivery partners had improved pupil confidence and skills in reading, and 74% in maths. A large proportion of teachers also agreed delivery partners had improved pupils' phonics (79%) and vocabulary (64%).
- Pupil non-cognitive outcomes stayed very similar or saw small decreases over the course of 2024/25 and between 2021 and 2025.
- Across the different non-cognitive outcomes, between 2021 and 2025 the gap between FSM and non-FSM pupils narrowed in self-efficacy (a reduction of 1.63 percentage points) and resilience (2.04 percentage points).
- Pupil attendance has slightly increased over the course of PEP, with an overall pupil attendance of 93% in 2024/25 compared to 92% in 21/22. However, the gap between PP and non-PP pupils remains, with an average attendance of 95.1% for non-PP pupils and 90.3% for PP pupils in 2024/25.

Potential conclusions

- **Whole school phonics improvements:** There are indicators that phonics interventions are contributing to tangible whole-school improvements for pupils and having a wider impact on reading progress and pupil confidence, according to teacher feedback. However, increased focus should be put on reducing the gap between PP and non-PP pupils. The integration of phonics learning should be considered an area of practice for the PEP going forward.

- **Reading support:** Directly addressing the attainment gap without the provision of dedicated reading support is a challenge to consider, as this is perceived to be an important way of impacting pupil progress.

- **Lead in time for impact:** The evaluation partnership has demonstrated that change takes time. Going forward, St John's Foundation should consider the relationship between the foundational role of SEMH alongside the longer effect time of attainment focused interventions, particularly for under-served pupils and those with higher or more complex support needs.

- **Critical ingredients for understanding impact:** A Theory of Change describes how a programme creates its intended impact. Having a Theory of Change would set clear expectations about which specific interventions would create specific pupil outcomes, and how. It would also create a theory for the time it would take for changes (outcomes) to come about. A Theory of Change would be an essential ingredient to deepen future evaluations' understanding of the interventions that work for under-served pupils. It would also help to ensure the best fit between expected outcomes and the measures being used to assess whether these changes have taken place.

2.Introduction

SJF and PEP

In 2020, SJF launched their ambitious strategy to narrow the attainment gap for KS2 across BaNES. SJF's vision for BSiL is to ensure all children - regardless of their background - grow into healthy, happy, educated members of their communities. Through investment in organisations, charities and direct funding to schools, specific interventions have been implemented with the aim of reducing the attainment gap while providing wraparound support to aid the social and emotional development of children from lower socioeconomic backgrounds.

In 2021/22 and 2022/23, IEE evaluated BSiL's three strands of activity which contribute to the common overall aim of reducing the attainment gap in BaNES:

- **The Primary Empowerment Programme (PEP):** Supporting pupils in BaNES primary schools through academic attainment interventions and wellbeing support.
- **Early Years:** Supporting pre-school pupils in speech and language (Language for Life) and in social and emotional wellbeing (Early Nurture Service), and new mothers experiencing mild-to-moderate mental health needs (Perinatal Emotional Wellbeing Partnership).
- **Nutritious Food and Safe Places Programmes:** Improving access to affordable, nutritious food in BaNES and providing safe communal places in areas local to pupils.

As in 2023/24, the 2024/25 evaluation is only focused on the PEP strand and will not use KS2 attainment as a measurement of success. These changes have been made to facilitate a deeper exploration of how individual interventions are impacting pupils and to interrogate the medium-term outcomes, (such as exploring non-cognitive outcomes more deeply), rather than focusing on long-term outcomes such as KS1 and KS2 attainment.

BaNES' Context and the Need for Support

Understanding the BaNES landscape, and the place of the PEP schools within it, reveals the need for SJF's BSiL. Although BaNES is one of the least income deprived areas in the country, this masks pockets of disadvantage. For example, of the 115 neighbourhoods in BaNES, 5 were among the 20 percent most income-deprived in England.[1]

Table 1 captures the national, BaNES and PEP level picture of disadvantage through FSM eligibility. There is a lower percentage of BaNES pupils who are eligible for FSM (16.6%) than nationally (25.7%). However, every PEP school has a higher percentage of pupils who are eligible for FSM when compared to the BaNES and national averages (apart from Castle, who have FSM % percentage in line with the national average).

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[1] Exploring local income deprivation

Table 1

	(% of) Pupils eligible for FSMs
National	25.7%
BaNES (Primary only)[2]	16.6%
Castle Primary School	25.60%
St Martin's Garden Primary School	47.50%
St Keyna Primary School	25.80%
St Michael's Junior Church School	71.00%
St Mary's CofE Primary School	38.90%
Twerton Infant	52.70%
Roundhill Primary School	48.30%

This level of disadvantage in schools negatively affects pupils' attainment.[3] Outcomes for this under-served regional cohort are amongst the lowest of all local authorities in England. Nationally, 55% of PP pupils achieve their learning goals at age five, compared to just 46% of PP pupils in BaNES. This is compared to 73% of all other pupils nationally, and 78% of pupils in BaNES.[4] In 2023/24, at Key Stage 2 (KS2), 33% of under-served pupils in BaNES reached the expected standards, compared to 46% nationally.[5] Despite significant work over the years to close the gap, 'this pattern is proving difficult to shift'.[6]

School Context

Along with the pupil demographic context, we believe it is important to highlight the context of the participating schools, particularly the changes and challenges they have faced over the past four years.

Multiple schools participating in the PEP have experienced significant turnover in senior leadership positions. For example, two schools have each had three different headteachers over the period of the programme. In September 2025, one of these schools had a new Headteacher, deputy Headteacher and SENCo all starting at the same time. Another school experienced a Headteacher being promoted to an Executive Headteacher role across two

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[2] Create your own tables on schools, pupils, and their characteristics - Explore education statistics - GOV.UK

[3] Disadvantage - Education Policy Institute

[4] https://democracy.bathnes.gov.uk/documents/s66070/Narrowing%20the%20Gap.pdf

[5] MAKING A DIFFERNCE: Narrowing the Gap for Pupil's in B&NES Conference - Presentation Slides | The HUB

[6] https://democracy.bathnes.gov.uk/documents/s66070/Narrowing%20the%20Gap.pdf

schools and a separate school's Headteacher has experienced periods of long-term sick leave, leaving both schools stretched on the ground.

The remaining schools in the cohort have retained their Headteachers throughout the PEP, although they too have experienced substantial staff change at other levels. This turnover in staff leadership is important to note, as research shows that 'school leadership is vital in terms of classroom, school, and system improvement,' with studies showing a strong correlation between effective school leadership and school performance and learner outcomes.[7]

Two schools in the cohort have experienced poor Ofsted ratings over the course of the PEP and are currently being supported by the Department for Education's Regional Improvement for Standards and Excellence (RISE) programme. RISE teams work with around 200 schools and consist of officials from the DfE and advisors from schools, councils, and Trusts, working collaboratively to support schools with targeted interventions to enhance educational outcomes.

Delivery Partners

In 2024/25, SJF has engaged with five delivery partners to deliver interventions in some, or all, of the PEP schools. Table 2 shows which delivery partners were working in each school in 2024/25, and the area of support that each delivery partner provides.

Table 2

	Brighter Futures	HCRG	Voice 21	White Rose Education	Ruth Miskin
Focus of delivery partner	SEMH	Speech and language	Oracy	Maths	Reading (focus on phonics)
Castle Primary School	•	•		•	•
St Martin's Garden Primary School	•	•		•	
St Keyna Primary School	•	•		•	•
St Michael's Junior Church School	•	•	•	•	•
St Mary's CofE Primary School	•	•	•	•	
Twerton Infant School	•	•		•	•

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[7] [Full article: The importance of school leadership? What we know](link)

Roundhill Primary School	•	•			•

In addition to support from delivery partners, each school also received funding directly from SJF to support with reading. Schools had flexibility on how this was spent. It was used in a variety of ways, such as through employing additional teaching assistants, developing their library or buying new books or phonics resources.

Methodology

This section outlines the research approach and data collection methods used to evaluate the impact of the PEP's interventions. The methodology was designed to capture both quantitative outcomes and qualitative insights, ensuring a comprehensive assessment of the PEP's impact.

This evaluation does not have a formal Theory of Change, but there is a shared understanding of the assumptions for how the interventions are expected to drive change. The main problem SJF's PEP aims to address is the persistent educational disparities and an attainment gap between under-served children and their less under-served peers caused by the high income inequality in BaNES. SJF's solution involves funding five key delivery partners (plus the reading funding) to work across seven local schools to improve support for SEMH, maths, oracy, reading and speech and language for under-served pupils. Research shows that strong non-cognitive outcomes lead to better academic results. For example, grit has been correlated with attainment and a higher likelihood of graduation at the secondary school level (Duckworth and Quinn, 2009), and self-efficacy is correlated with positive life outcomes such as psychosocial functioning in children, higher academic achievement, and persistence (Gutman & Schoon 2013). The Education Endowment Foundation report that metacognition and self-regulation are associated with an average of seven months of additional progress (Higgins et al., 2018), and wellbeing is associated with a range of positive outcomes, including improved academic performance (Davidson, 2004).

Due to the holistic nature of SJF's PEP programme, outcomes have not been broken down by individual delivery partner, but instead we are looking at the impact of all delivery partners collectively on pupils and schools. This decision also reflects conversations with schools, with many schools noting that interventions have overlapping impacts and often impact an area unintended by their initial focus. For example, some schools noted that support for pupils' oracy has had a knock-on impact on pupils' behaviour and wellbeing, as they are more able to articulate their feelings. Similarly, support with reading has had a knock-on impact on maths, with pupils more able to understand the questions asked in maths assessments.

Table 3 shows what data was used to measure each research question and intended outcome.

Table 3

Research Question	Intended Outcome	Measurement	Benchmark
RQ1: Are the right pupils receiving support from PEP?	Schools with a high percentage of pupils from disadvantaged backgrounds are receiving additional support from education specialists	Delivery Partner Data (n = 6)	n/a
		FSM data for each school (n = 7)	National, BaNES
	Where interventions are delivered directly to pupils (1:1 interventions), these are supporting pupils from disadvantaged backgrounds	Data on pupils that have received 1:1 support (n = 356)	National, BaNES
RQ2: To what extent is the PEP contributing to sustainable systemic change among education settings?	Improved confidence among educational professionals in their ability to implement new practices with children in SEMH, oracy, maths, reading, speech and language	Education Practitioner Survey (n = 42)	n/a
		Data shared from delivery partners (n = 4)	
		Semi-structured interviews with school leaders (n = 5)	
		Focus groups with staff (n = 13)	
	School leaders are confident they have the skills and knowledge to continue to implement the interventions in the future without the Foundation Fund	Education Practitioner Survey (n = 42)	
		Focus groups with staff (n = 13)	
		Semi-structured interviews with school leaders (n = 5)	
	Education practitioners implement new strategies and practices to improve support for	Education Practitioner Survey (n = 42)	
		Focus groups with staff (n = 13)	

	children in SEMH, oracy, maths, reading, speech and language	Semi-structured interviews with school leaders (n = 5)	
RQ3: To what extent is the PEP improving outcomes of under-served children in BaNES?	Children meet age-related expectations at KS1 phonics screening	Y1 Phonics (n = 174)	National, BaNES
	Children experience improvements in maths	Education Practitioner Survey (n = 42)[8]	N/A
	Children meet age-related expectations in reading	Reading data for Y2 and Y6 (n = 328)	N/A
	Children improve their confidence and skill in reading	Education Practitioner Survey (n = 42)	N/A
	Children improve their vocabulary	Education Practitioner Survey (n = 42)	N/A
	Children improve their study skills, including self-regulation	Emotion Regulation Survey (n = 573)	N/A
	Children's resilience improves	Grit Survey (n = 573)	National
	Children's anxiety is reduced, and wellbeing improves	Wellbeing Survey (n = 570)	National
	School attendance improves	School attendance data (n = 1053)	National, BaNES
	Children's self-efficacy and aspirations improve	Self-efficacy Survey (n = 572)	National
	Children's metacognition improves	Metacognition Survey (n = 572)	N/A

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[8] We attempted to collect maths attainment data from schools, but unfortunately this wasn't possible.

Table 4 provides explanations to frequently used terms and concepts in the report.

Table 4

Frequently Used Terms	Explanation
Under-served, Pupil Premium and Free School Meals	In this report, under-served is used as an umbrella term to refer to both Pupil Premium pupils and those pupils who are eligible for Free School Meals. This report refers to both measures of being under-served and will compare the two because DfE national and local benchmarks do not report on PP status but do report on FSM status.
Whole-school change	This could either refer to: a) change in pupils across the whole school; b) change in teachers; c) both
2024/25 Analysis	Comparing matched baseline and endline data from 2024/25
Longitudinal Analysis	Data comparing across baseline in 2021/22, endline 2022/23, endline 2023/24 and endline 2024/25. This does not account for matched pupils – i.e., there is a different cohort of pupils included each time.
Statistically Significant	A result has statistical significance when it is very unlikely to have occurred given the null hypothesis. In other words, if a result is statistically significant, it is unlikely to have occurred due purely to chance.
P-Value	A p-value is a measure of the probability that an observed result could have occurred by chance alone. The lower the p-value, the greater the statistical significance of the observed difference. Typically, the p-value of ≤ 0.05 indicates that the change was statistically significant. A p-value higher than 0.05 (> 0.05) is not statistically significant and indicates strong evidence for the null hypothesis, i.e. that we cannot be confident that this change did not occur due purely to chance.

Table 5 provides explanations to key limitations in this report.

Table 5

Limitations	Explanation
Some small samples sizes	Most of the PEP primary schools only have one class per year.
No control group data	As the BSiL programme is operating at a whole-school level, this precluded the use of control groups in the evaluation design. To establish meaningful comparisons, regional and national benchmarks are being used where available.
Unmatched longitudinal data	The longitudinal data that is used is unmatched data for pupils between 2021/22 and 2024/25. The respondents completing the survey at different timepoints were likely to be different in some way and therefore analysis was not strictly comparing like-for-like cohorts.

3. RQ1: Are the right pupils receiving support from the Primary Empowerment Programme?

Findings summary

The Primary Empowerment Programme (PEP) is reaching under-served pupils, largely through operating in schools with a high proportion of pupils from disadvantaged backgrounds, indicated by most schools having a higher than national average population receiving FSM.

Where interventions were delivered directly to pupils (direct reading support, direct Thrive support, and educational psychologist support), between 55-59% of these pupils were in receipt of FSM. While other strategies are being used to support pupils towards closing the attainment gap, this may be perceived as the PEP being less successful in targeting support for under-served pupils through the direct models of support.

Key finding 1: The Primary Empowerment Programme is reaching a high proportion of young people from disadvantaged backgrounds

PEP is operating in schools with a high proportion of pupils from disadvantaged backgrounds, indicated by most schools having a higher than national average population receiving FSM. Across the whole group of schools, the percentage of pupils that receive FSM is 47% (compared to a national average of 25.7% and a BaNES regional average of 16.6%). The only school with below national average FSM is Castle Primary, which has 25.6% FSM. The school with the largest FSM percentage is St Michael's Junior, at 71%.

Figure 1: Average percentage of FSM pupils by school
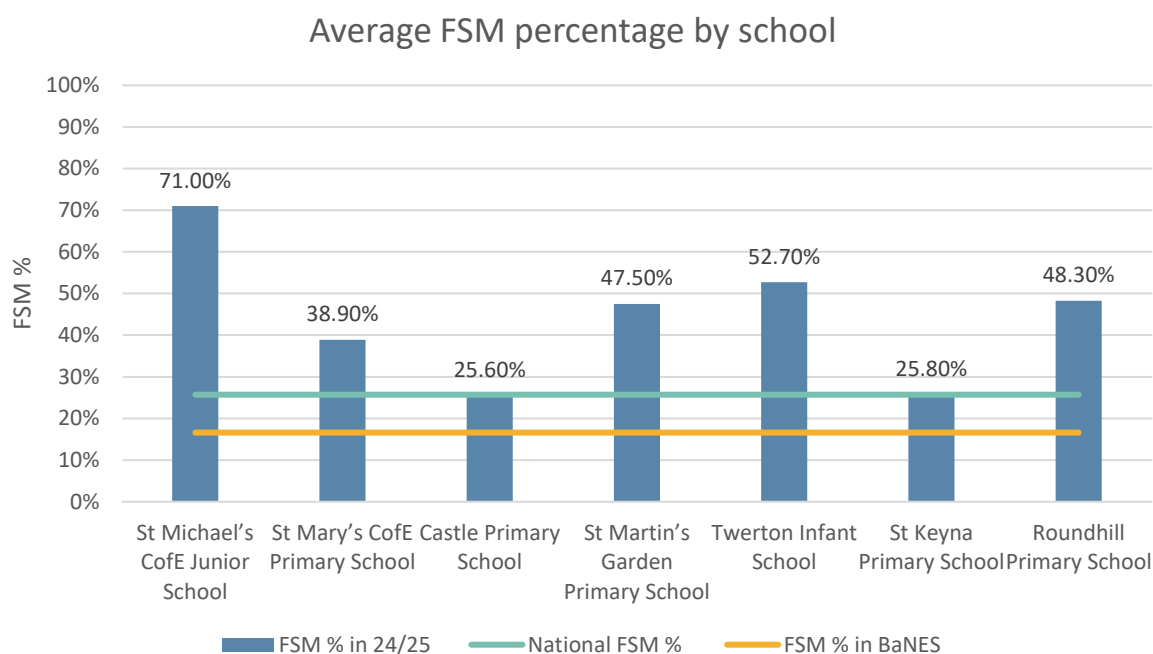
Figure 1: Data from Department for Education

Key finding 2: Where interventions are delivered directly to pupils, direct support is reaching under 60% of FSM pupils

During 2024/25, direct support was delivered to pupils through educational psychologists, from Thrive practitioners and through reading support. Across the whole programme, 54% of pupils who received direct support were in receipt of FSM.

Educational psychologists are supporting the largest proportion of FSM pupils (59.1%), followed by Thrive practitioners (58.0%). The lowest proportion of FSM pupils supported through direct support is by reading support (55.4%).[9]

All schools had a higher percentage of FSM pupils receiving direct support compared to the school's percentage of FSM pupils. Whilst Castle Primary has the lowest proportion of FSM pupils, at 26%, almost half of pupils who received direct support at this school were in receipt of FSM.

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[9] Some of the same pupils received direct support from a variety of delivery partners, hence the overall direct support percentage being lower than the individual delivery partner percentages.

Figure 2: Percentage of FSM pupils receiving direct support

FSM pupils who are receiving direct support
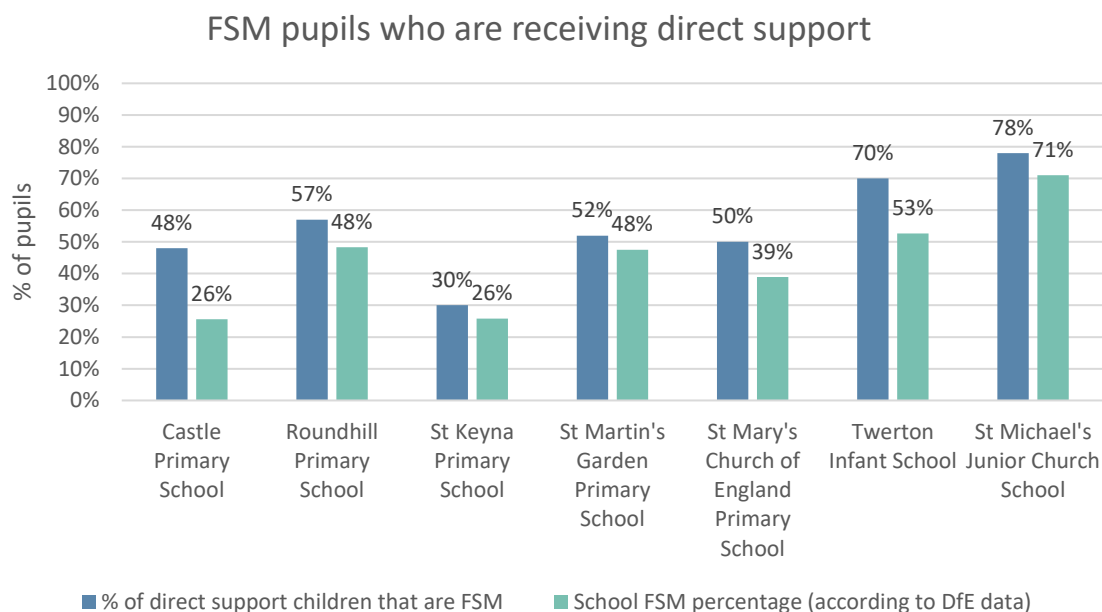
Figure 2: Total number of pupils receiving direct support = 393

The proportion receiving direct support remains above the national and regional averages for pupils receiving FSM. Examples shared by education practitioners and senior leaders demonstrate that direct support is effectively reaching those who need it most, providing the learning support and emotional conditions essential to pupils' learning engagement and progress. However, in light of the intention to target under-served pupils, particularly with the reading support intervention, direct support may be perceived as not fully reaching the right pupils.

Case study 1: Targeted reading support for Reception age pupils

A Senior Leader in one school discussed their approach to closing the attainment gap. This involved the strategic deployment of reading funding focused on targeting early intervention in Reception, employing additional teaching assistants for targeted support.

So, the reading money we have, we have been employing additional TAs or additional TA hours partly in Reception. And this is what we've been doing now for a number of years because if we can close the gap in Reception or prevent the gap from opening in Reception, obviously that makes things easier further in children's journeys."

While headline data may not always reflect the impact, the progress made is considerable, particularly when comparing the rate of progress between FSM and non-FSM pupils.

So, whilst attainment at the end of Reception, we still have a gap in attainment, actually looking at progress, our pupil premium children tend to make as much progress, if not more progress as their peers."

Case study 2: Life changing individual reading interventions

The reading funding has enabled life-changing individual interventions, supporting children who might otherwise leave primary school unable to read.

We've got one lad now who will leave us at the end of Year 6. He is going to a specialist provision. But he leaves us reading which he wasn't back in Year 3/4. And that's because of the extra hours and the TA who has read with him every day and used the fresh start materials... He leaves Year 6 now as a reader, which I don't think he probably would have done without the extra funding."

Another success story from the same school highlights the power of targeted interventions for those pupils who are in most need of more intensive direct support.

We've got a boy at the moment who was illiterate, completely illiterate when he came to school. And now that he's got that one-to-one time with me (the reading lead), and his teachers are sprinkling in the words he's learning during his class time. That's been brilliant. He's been improving in leaps and bounds."

Case study 3: Forest school support for 'invisible children'

Forest School interventions have provided crucial support for children who don't meet SEN criteria but need additional emotional and social development - the "invisible children" who might otherwise fall under the radar.

The Forest School interventions that we have in place are so valuable for our children... what I'm really liking at the moment is that the children that we're targeting are the children that don't necessarily get other interventions that, you know, they, they are the ones that sometimes fall under the radar. They're kind of the invisible middle children that they're not quite on the SEN register, but they need that additional support."

The programme has been particularly valuable for post-COVID recovery:

And I think that's been one of the biggest things since COVID that a lot of children come to us just really not able to share or take turns or to lose gracefully, and Forest School has really helped with that."

Potential conclusions

In the future, St John's Foundation should consider how it best reaches under-served pupils to have the most impact. The following are different suggestions for this:

- **Intentional eligibility targeting:** St John's Foundation may benefit from applying explicit eligibility criteria to the pupils who receive support. Giving schools eligibility criteria for pupils and routinely tracking which pupils have received support would enable this.
- **Revisit the project aims and consider a wider definition of disadvantage:** There will be pupils who require additional support who are not included in the existing definition of disadvantage and therefore 'fly under the radar'. These pupils would benefit from bespoke support which responds to individual needs to help them fulfil their potential. This would involve reconsidering the attainment gap as the central project aim.

4. RQ2: To what extent is the Primary Empowerment Programme contributing to sustainable systemic change among education settings?

Findings summary

Across the PEP supported schools, teachers generally agree they are being equipped with the knowledge and skills to better support pupils with reading, writing, oracy, and speech and language.

Over 90% of staff have implemented a new practice as a result of support from delivery partners, and the majority indicated they felt confident in their ability to sustain these practices independently of the PEP support. The exception is where an additional member of staff had been provided by the funding.

Schools have seen systemic school improvements. 42% of senior leaders have implemented new whole school practices in 2024/25. Coherent school approaches and new whole school policies are building towards observed cultural change and are underpinned by the long-term cumulative benefits of deepening understanding and embedding new programme practices enabled by the PEP.

Key finding 1: Education professionals are confident in their ability to implement new practices

Teachers generally agreed that support from the PEP has equipped them with the knowledge and skills to better support pupils.

Figure 3: Skills and knowledge to support pupils by outcome area
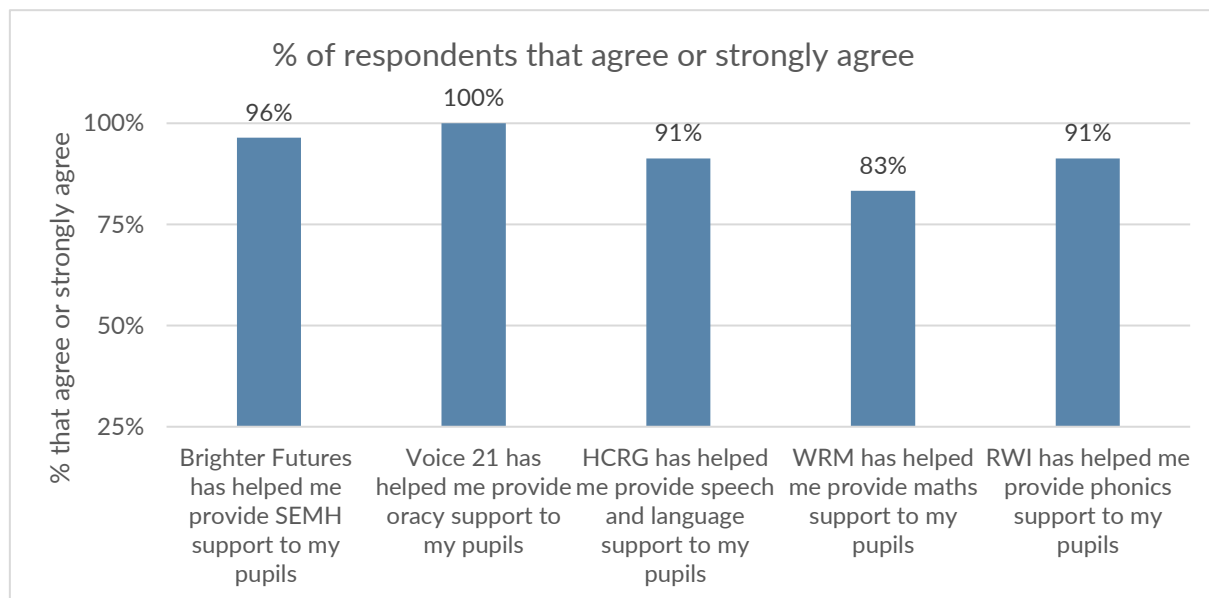
Figure 3, sample sizes: BF = 28, Voice 21 = 5, HCRG = 23, WRM = 24, RWI = 23

Across the outcome areas, all respondents agreed the support from Voice 21 had helped them provide oracy support (100%). Discussions with school staff highlighted the gradual build-up of groups, and teachers modelling, 'co-speaking' and inviting the use of talk tactics as critical ways staff are now supporting pupils.

96% of respondents agreed that support from Brighter Futures had helped them provide social emotional & mental health (SEMH) support. Education practitioners discussed how their engagement with senior leadership teams and increases in leadership capacity for SEMH is enabling on-going development and strategic SEMH practice within schools.

91% agreed the support from Read Write Inc helped them provide phonics support to pupils. Discussions with school staff highlighted the confidence in teachers' own practices, alongside the availability and use of supporting resources.

91% of respondents agreed HCRG had helped them provide speech and language support to pupils. Teachers discussed the support received from HCRG as being fundamental to their confidence, providing reassurance in how they were supporting pupils generally and particularly in their approach with children needing extra support.

![ImpactEd Evaluation logo]

Lastly, the lowest proportion of respondents (83%) agreed White Rose Maths had helped them provide maths support. An improvement in maths leaders' confidence to lead their subject across the school was reported by White Rose Maths, alongside increasing confidence in the EYFS and primary maths curriculum content.

Case study 4: Supporting early career teachers

Brighter Futures has provided crucial support for Early Career Teachers working with challenging cohorts, creating lasting classroom improvements and teacher confidence.

Our Year 5 teacher, she was an ECT, and she had a really challenging cohort. So Brighter Futures came in, did sort of consultations and offered support. And I guess the impact of that on pupils was the way that the class teacher set up her classroom with access to like a calm space and just built in provision for those pupils. And that's a legacy that now we see in her teaching, in her class."

Case study 5: Staff training for confidence & reassurance

One education practitioner discussed how the support from a delivery partner's staff member was transformational for reassuring teachers in their approach to supporting speech and language development.

The training from Lucie (HCRG) I think just really gave us reassurance we were doing the right thing and gave us permission for those children that have limited communication skills not to feel like we have to bombard them with speech. It's just paring it right back so that they can learn the real fundamentals. And I think practitioners are more confident to know they don't have to keep pouring loads of language in and actually sitting back and letting them show us what they know so we can follow their lead. I think that's made a big difference."

Key finding 2: Schools are implementing new practices and believe they have the skills and knowledge to sustain the interventions independently

Over 90% of staff have implemented a new practice because of support from delivery partners.

Figure 4: Percentage of respondents implementing new practices
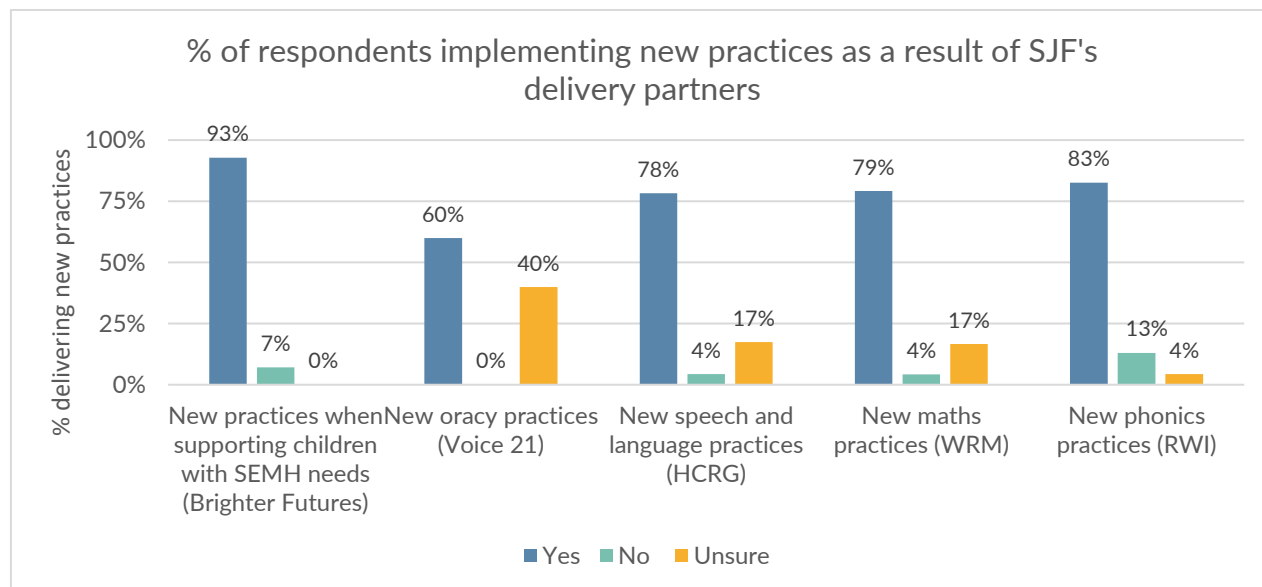
Figure 4, sample sizes: BF = 28, Voice 21 = 5, HCRG = 23, WRM = 24, RWI = 24

Over three quarters of education practitioner respondents have implemented new practices in social, emotional, and mental health, speech and language, phonics, and maths support for pupils.

Respondents provided examples of new practices they had implemented.

![ImpactEd Evaluation logo]

New practice examples implemented in 2024/25

Practice examples	
Social, Emotional and Mental Health (Brighter Futures)	Educators are adopting new practices to build emotional literacy, support social-emotional development, and meet the needs of children with additional challenges (e.g., ADHD, SEMH). Collaboration with external practitioners further strengthens resources and assessments. *"Brighter Futures have been instrumental in setting up our new Nurture Base. The Thrive Practitioner has been a key driver of the project, supported by Brighter Futures."*
Oracy (Voice 21)	Educators use structured groupings, visual role aids, sentence stems, and interactive activities (e.g., "Ping Pong" discussions, mixed-ability partners) to strengthen children's verbal argumentation, collaboration, and inclusive participation. *"Having visuals for the children to use for 'instigator, building, challenging' etc to support their verbal arguments and using sentence stems. As well as talk counters to support children to identify who is speaking now."*
Maths (White Rose Maths)	Through the White Rose approach, teachers are using practical activities, small-step teaching, hands on resources, and targeted interventions. *"We use the scheme and resources alongside our pedagogy to inform our maths lessons. We also use their end of topic tests as part of our assessment."*
Speech and language (HCRG)	Teachers are enhancing speech and language development through dual coding, visual supports, simplified communication strategies, professional-led sessions, early interventions for complex needs, and expert training, all aimed at improving inclusivity and communication skills. *"I do weekly speech and language sessions with a group of children in my class. I am supported by the speech and language team and have access to a range of resources."*
Phonics (Read Write Inc)	Key strategies include daily group teaching, direct phonics coaching, tailored interventions, and the use of RWI resources such as structured planning, speedy reading, and online videos to support learning. Many staff members have undergone training, enabling them to better deliver lessons, refine practices, and provide targeted support for underachieving pupils. *"We have set up a team of 4 Reading Tutors to provide direct phonics coaching to pupils using the RWI Fast Track Tutoring Programme. As Reading Leader, I have also received coaching on leading and teaching phonics which I have been able to share with the teaching and support staff who are delivering phonics."*

Figure 5: Confidence in ability to sustain new practices
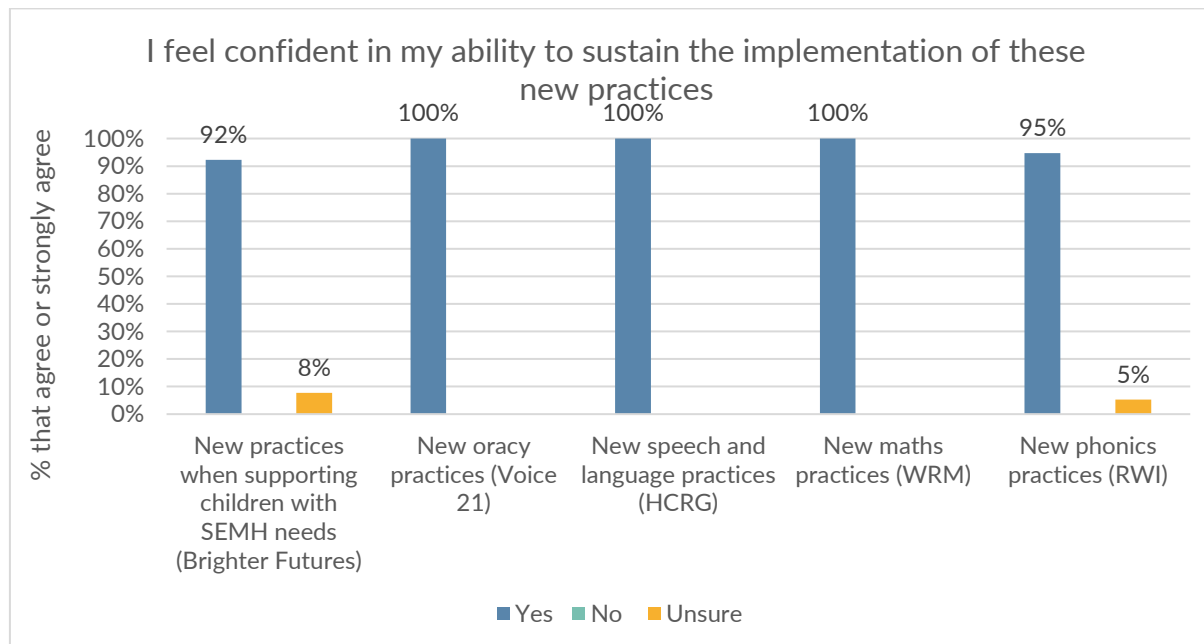
Figure 5, sample sizes: BF = 28, Voice 21 = 5, HCRG = 23, WRM = 24, RWI = 24

The highest levels of confidence were for the continuation of practices supporting pupils with oracy, speech & language, and maths. Interestingly, these were the three lowest areas where new practices have been implemented, perhaps suggesting a focus on the introduction of fewer, but more operationally feasible, changes.

Education practitioners' confidence in their school's ability to sustain practices was lower (67%). Where staff weren't confident practices could be sustained, this was largely where an additional member of staff or dedicated delivery partner individual were provided through programme funding. Without that additional pair of hands, they felt they would struggle to implement effectively.

Key finding 3: Schools had seen systematic school improvement with multiple interventions working together to create coherent, whole-school approaches

Systemic school improvements

In 2024/25, 21% of all staff and 42% of senior leaders reported having implemented new whole school practices. 21% of senior leaders had implemented new whole school policies.

Schools supported by the PEP have seen systemic school improvements, where multiple interventions are working together to create coherent whole school approaches. Of particular note was the enhanced consistency across schools with all staff "singing from the same hymn sheet" through implementing shared procedures, training and capacity building, and whole school practice approaches.

Systemic whole school practices in 2024/25

Systemic whole school practice examples	
Social, Emotional and Mental Health **(Brighter Futures)**	**Whole-class profiling and support** enabling teachers to understand and meet the needs of entire cohorts, with structured approaches to supporting different developmental stages.
Oracy **(Voice 21)**	**Year-group specific progression** providing clear frameworks for what children should achieve at each stage, creating focused rather than broad expectations.
Maths **(White Rose Maths)**	**Strong subject leadership support** through targeted training and mentoring, particularly valuable for new mathematics coordinators who received guidance on conducting learning walks, running staff meetings, and implementing changes.
Speech and language **(HCRG)**	**Curriculum integration support** helping schools develop their own curricula with accelerated language development at the heart of all learning, creating lasting legacy approaches.
Phonics **(Read Write Inc)**	**Data-driven decision making** using programme assessments to inform staffing decisions, intervention allocation, and strategic planning.

Case study 6: Speech & Language curriculum integration

HCRG's speech and language support extends beyond individual interventions to contribute to whole-school curriculum development, ensuring language development is central to all learning.

Lucie's (HCRG staff member) helped with the curriculum development as well. So, we're being brave and we're developing our own curriculum in school and speech and language is at the heart of that. The language development, accelerated language development, is key alongside everything that we're doing in the rest of the curriculum. So, she's been good to help shape the new curriculum, which will have a lasting legacy as well, we hope."

Policies

89% of senior leaders believe new policies have successfully been integrated into daily practice.

Senior leaders shared examples where the successful implementation of whole school approaches have led to the development of policies to enable systemic implementation across year groups and subjects.

Whole school policies in 2024/25

Systemic whole school practice examples	
Social, Emotional and Mental Health (Brighter Futures)	**Trauma-informed and Thrive-based positive behaviour policies** and **relational approaches** replacing behaviouralist approaches.
Maths (White Rose Maths)	**Emphasising family engagement in maths,** through policies of school-organised maths mornings for parents to access help to support their children at home.
Speech and language (HCRG)	**Introducing relational approaches** in addressing speech & language needs with pupils.

Case study 7: Oracy, from practice to policy

The Voice 21 programme has improved classroom discussions, enabling children to engage in sophisticated debates with confidence and appropriate vocabulary.

On a group or table, when you sit with the children who are doing maybe a lesson on RE. They are discussing about whether there's a God. And this is a very open-ended philosophical conversation. They've now got the words to argue, to agree, to put another point forward, to summarise, to take their learning forward. So, it actually allows them to explore their learning in a different way."

The programme's success has led to strategic expansion into a policy to create consistent practice across the school.

And so, we're writing an oracy policy now. So, it will actually get embedded throughout the school in the policy and we're taking it to yet another level."

Many schools spoke of **cultural changes** that are visible to visitors and are critical to sustainability over the long term, including mention of changed environments within schools being observed and recognised by Ofsted.

Case study 8: A behaviour management culture recognised by Ofsted

One school has experienced improved behaviour due to support particularly from Brighter Futures.

"*We have had no suspensions this year at all and behaviour in the school is exemplary. When I report to governors about serious behaviour issues, I have none. So, when you walk into this school you won't ever, ever hear people telling children off because you don't need to. The pupils in the school are settled and they are now able to access learning. We don't have any behaviours because children are more able to regulate through Forest School and the use of Thrive.*"

This transformation contributed to significant Ofsted improvement: "*And we've just been through Ofsted...Brighter Futures has had a huge impact and recognised by Ofsted. So that's been really good...we've just got goods and outstanding with Ofsted. So, you know the school was required improvement before so that's a huge change.*"

There appears to be a long-term cumulative impact with benefits building over time as understanding deepens and the interventions of the PEP become embedded in school practice. In some cases, successful practice is being scaled across multi-academy trusts.

Case study 9: Systemic change at a Multi-Academy Trust level

The success of oracy development at one school has prompted expansion across the entire multi-academy trust, with recognition of its potential to transform learning for disadvantaged children.

"*The impact of it has also gone trust wide. So now as a trust of 18 schools, everybody's debating and talking, and the headteachers and the central team, the directors of education, are talking about how we can utilise some of the oracy skills that we have here and in some of the other schools to have an expectation across all the schools in the trust that this is an area we want to develop.*"

The model of working with the family for reading and maths has been noted by a number of education practitioners as essential for supporting under-served pupils. Many see this as critical for tackling the broader factors affecting the attainment gap. These kinds of wider determinant

focussed interventions offer sustainable options where schools can look to engage and support the wider family as a route to supporting pupils. School leaders discussed this approach 'which serves the whole school community' as a way to better support under-served pupils by reaching beyond the immediate influence of the school.

Case study 10: Mathematics parent workshops

The mathematics parent workshops have specifically addressed generational mathematical anxiety, helping to break cycles of negative attitudes towards mathematics.

The family numeracy project with parents was so, so beneficial... We got really good feedback from the parents. There was a survey that the parents did and at the beginning of the session the parents said that they weren't really sure how maths was taught, how children learn maths at school. And then by the end, they were all like, yeah, we're really confident with how maths is taught at school, and we know how to support our children at home."

The programme addresses deep-rooted barriers:

And I think because across the school, maths is an area that we are a bit lower in academically and even in conversations with parents at parents evening they often say 'oh I was never very good at maths' and so by engaging them we're breaking that cycle... It's been really, really helpful."

Challenges to the sustainability of whole school approaches are largely around funding and time, but also leadership transitions.

- Many schools have used reading funding to pay for an additional staff member (for example, to read with individual pupils), which cannot be replicated in another way.
- Resource intensive parental engagement is difficult to replicate without funding for materials provided to families during successful maths and reading workshops.
- Specialist external provision like Forest School is becoming unaffordable for off-site, full-day experiences for groups of pupils.
- Leadership capacity constraints mean some schools are too stretched to expand successful approaches to the whole school due to lack of leadership capacity.
- The feasibility of models which support the broader school community are proven, but the sustainability of these are contingent on additional funding.

Case study 11: Leadership for capacity building and sustainability

For schools to take a whole school, strategic approach to new areas of practice, or where capacity building models are central to the design of support provided by delivery partners, the role of leadership capacity has been identified as fundamental to sustainability.

Significant changes and 'turbulence' in the leadership of several of the schools has made engagement difficult this year. As some of the work has been directly with children this can continue, up to a point. But reviewing this work and planning next steps is very difficult if the relevant school leaders have reduced capacity or aren't in post. This problem is exacerbated for 'capacity building' work, where SLT engagement is vital."

Potential conclusions

- **Capability building intervention designs:** Continue to use intervention designs that build capability and provide structured support. These have worked well for setting up education practitioners with the confidence and skills to successfully and sustainably support pupils in new ways.

- **Capacity for seeding new practice and embedding whole school change:** In the future, work with schools at the start of a programme to understand who needs to be involved and when, so that this aligns with the capacity that is available from schools. This is important for both programme leadership within the school and for putting interventions into practice day to day.

- **Strategic focus and prioritisation:** In the future, St John's Foundation could be more intentional about which interventions to prioritise, and do fewer interventions better to optimise strategic focus, existing capacity, and additional resources.

- **Time for embedding and maturation:** New practice development and embedding has built over several years. In the future, St John's Foundation should carefully consider programme length and impact intentions so that expectations of what change will happen and how long this will take are clear.

- **Legacy planning:** Undertake programme legacy planning with Headteachers to collaboratively decide on the most effective interventions for each school setting and action plan for continuous opportunities, to reduce funding cliff edge scenarios.

- **Intervention designs for sustaining impact:** St John's Foundation should continue to think about two different approaches to creating lasting impact; using interventions which can create sustainable changes, i.e. that are feasible over the long term, and using interventions which target some of the wider determinants of pupil attainment outside of the school's direct influence. The latter would encourage a new way of schools working with the school community to support under-served pupils. This would

potentially increase the added value of support to schools, by helping them to work with the wider school community in ways they otherwise would not be able to.

5. RQ3: To what extent is the Primary Empowerment Programme improving the outcomes of under-served children in BaNES?

Findings summary

There is a mixed picture for the programme's performance in improving outcomes for under-served pupils.

Whilst schools have experienced improved phonics progress year on year since the beginning of PEP, the gap between PP and non-PP pupils remains, and is wider than the national and BaNES gap. Teachers perceive pupils to be building their knowledge and confidence in a variety of subjects to a high degree, alongside other positive signs of improvement, although this isn't reflected in the attainment data so far.

Non-cognitive skill outcomes were mixed. Non-cognitive skills either stayed very similar or saw decreases over the course of 2024/25 and between 2021 and 2025 (comparing a non-matched sample). Trends for FSM and non-FSM pupils regarding non-cognitive skills were similar, however over time demonstrate an important closing of the gap for under-served pupils in self-efficacy and resilience.

Key finding 1: Whilst the school-level Phonics Screening Check (PSC) pass rate has grown, the pass rate for PP pupils in PEP schools has decreased

Looking across all the cognitive skill outcomes, the most notable improvement year on year is the progress in whole-school Year 1 pupils meeting age related expectations in phonics. Over time, there has been an 11% growth in Year 1 pupils meeting age related expectations, 76% in 2024/25 compared to 66% in 2021/22.

Despite this, however, the pass rate for PP pupils specifically has decreased since the beginning of the programme (from 54% to 53%), whilst the national pass rate for FSM pupils increased from 62% to 67% over the same time period. The overall gap between PP and non-PP pupils in PEP schools remains (in 2024/25, 53% of PP pupils passed, compared to 89% of non-PP pupils).

When comparing with national and with BaNES data, we can see that there is also an attainment gap between FSM pupils and their peers, both nationally and in the region. Nationally, this gap is 17% and in BaNES it is 28%.[10] The gap between FSM and non-FSM pupils in PEP schools is higher, at 36%, suggesting there is more work to be done to close the gap between PP pupils and their peers.

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[10] Phonics screening check attainment, Academic year 2024/25 - Explore education statistics - GOV.UK

Across the schools, St Keyna Primary School enjoyed the highest rate of PSC passes (93%) which correlates with high levels of teacher confidence in phonics discussed in the previous section.

Type of pupil	2021/22	2022/23	2023/24	2024/25
PEP FSM	54%	64%	59%	53%
PEP non-FSM	76%	79%	79%	89%
BaNES FSM	54%	62%	57%	59%
BaNES non-FSM	83%	85%	87%	87%
National FSM	62%	66%	68%	67%
National non-FSM	79%	82%	84%	84%

Case study 12: Phonics outcomes

The systematic implementation of Read Write Inc has delivered improved phonics outcomes across many participating schools. One headteacher celebrates unprecedented success rates.

So equally it's been a really good scheme and really impactful for our school... we had Ofsted last year and early reading was highlighted as a real strength within our school. And at the end of last year, we had the highest phonics results that we've ever had... previously we're looking at kind of 70% of children passing, whereas last year 92% of our children passed the phonic screening."

Key finding 2: Teachers generally believe support from partners has improved pupils' confidence and skills in reading, maths, phonics, and speech & language

When asked, a large proportion of teachers reported that support from the PEP delivery partners had improved pupils' skills and confidence across a range of outcome areas.

At a whole programme level, teachers highly rated the perceived contribution of delivery partner support to pupils' confidence and skills; 88% agreed that delivery partners had improved pupil confidence and skills in reading and 74% in maths. A large proportion of teachers also agreed delivery partners had improved pupils' phonics (79%) and vocabulary (64%).

Reading confidence and ability to meet age related expectations in phonics screening were the areas teachers most strongly agreed that delivery partners had supported (62% and 50% respectively).

Whilst teachers reflect that delivery partner support has improved children's reading skills and confidence, FSM pupils consistently have lower reading results than their non-FSM peers. For example, at Roundhill, St Keyna and St Martin's Garden, the reading age in Y2 and Y6 is higher for non-FSM pupils than it is for FSM peers. Similarly, at Castle, St Mary's, Twerton and St Michael's, more pupils who were in receipt of FSM had reading skills below expected level. Therefore, whilst teachers might be seeing improvement in FSM pupils' reading skills and confidence, more time is needed to fully close the attainment gap in this measure.

Education practitioners have discussed the different changes they have observed and have shared examples of the cross-cutting impact of different interventions on pupils' reading and speech and language, in particular.

Pupil confidence & skills in reading, maths, phonics, and speech & language

Pupil confidence & skill examples	
Phonics	"Much improved phonics acquisition which then leads to them becoming more confident readers able to access the curriculum and achieve greater success."
Speech & language	"'More confident, better understanding of word problems"
Reading	"As Key Stage Two Leader, I have had support from a variety of experts, and this has shown particularly in our reading comprehension and accelerated reader results."
Maths	"Children are more confident with maths reasoning."

Case study 13: Supporting confidence & skills in speech & language

Speech and language support has transformed outcomes for a child with significant communication difficulties, enabling full classroom participation and learning access.

"Lucie (HCRG staff member) takes an individual from my class. She works with him specifically on his speech sounds. So, he has quite a significant speech impediment and at the beginning of the year... his speech impacted him so much that he didn't want to put his hand up. He was worried about getting it wrong... And so, he would just shy away from that. And it also meant that he was shying away from asking for help. We used to have lots of tears, and silent crying because that language barrier to ask for help was so huge. He worked with Lucie once a week and she also developed these 'I need help' cards, so he would just flip it over on the table."

The transformation has been remarkable: *"Now he doesn't use the cards that he initially had to use. We barely have any tears. He shares and puts his hand up all the time. He still sometimes finds it difficult to get his words and find them, but his speech is clearer and he's not afraid to try."*

The support provided by Lucie has also helped the individual teacher to support the pupil. She's *"given me prompts that I now use with him in class anytime we are reading a word."* The teacher shares that it's been particularly helpful to have Lucie consistently throughout the year, rather than only running one assessment at the beginning of the year. This has meant that each week she updates the teacher on progress, and the sounds that need to be focused on that week. It means *"we're constantly moving him on, and I know I'm not working on the same target from six months ago. And I think that's really helped him come on quickly."*

Key finding 3: Non-cognitive skills have remained stable across 2024/25, but gaps between FSM and non-FSM pupils are reducing in self-efficacy and resilience

While many of the non-cognitive skills measured in the evaluation stayed the same or reduced, what was importantly observed was a closing of the gap in self-efficacy and resilience between FSM and non-FSM pupils between 2021 to 2025.

Figure 6 below summarises the main changes in non-cognitive skills for pupils in 2024/25 measured at the start and end of the academic year, the difference observed in these outcome measures between FSM and non-FSM pupils, and the change over time since the start of the evaluation partnership with IEE in the 2021/22 academic year. Comparing data from 2021 to 2025, we see reductions in all non-cognitive measures, but it is important to note that this is a

non-matched cohort (i.e., different pupils completed the survey in 2021 and in 2025). This data is set out in fuller detail in the appendix.

The schools who saw the smallest reductions in non-cognitive outcomes over time between 2021 and 2025 were St Mary's CofE Primary School and St Michael's CofE Junior School (who also have the highest proportion of FSM pupils, at 71.0%). Those with the largest reductions in outcomes were Roundhill Primary and Castle Primary, who also have the lowest proportion of FSM pupils.

Figure 6: Non-cognitive outcome measures for 2024/25, by pupil FSM status and over time

Outcome	Outcome result (2024/25)[11]	FSM/non-FSM outcome change (2024/25)	Outcome change over time (2021/22 – 2024/25)
Self-Regulation *(Emotional regulation)*	A small reduction of 0.02%pts	A similar difference between FSM and non-FSM pupils. (Both -0.02%pts)	A reduction of 9%pts since 2021/22. More considerable for FSM pupils.
Resilience *(Grit)*	A small reduction of 0.02%pts	A similar difference between FSM and non-FSM pupils. (FSM -0.03% and non-FSM -0.01%pts)	A reduction of 2.4%pts since 2021/22. Less considerable for FSM pupils.
Well-being	A small reduction of 0.05%pts	A similar difference between FSM and non-FSM pupils. (FSM -0.05%pts and non-FSM -0.04%pts).	A reduction of 4.6%pts 2021/22. More considerable for FSM pupils.
Self-efficacy	A small reduction of 0.04%pts	A similar difference between FSM and non-FSM pupils. (FSM -0.05%pts and non-FSM -0.03%pts)	A reduction of 6.3%pts. Less considerable for FSM pupils.
Metacognition	A small reduction of 0.03%pts	A similar difference between FSM and non-FSM pupils. (FSM -0.04%pts and non-FSM -0.03%pts)	A reduction of 7.3%pts. More considerable for FSM pupils.

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11 Outcomes are measured at the start and end of the academic year using individual pupil matched data.

![ImpactEd Evaluation logo]

Non-cognitive outcomes by school in 2024/25

Non-cognitive skills either stayed very similar or saw decreases over the course of 2024/25 and between 2021 and 2025 (measured using a non-matched sample).

Showing an overall reduction of 0.02 percentage points in 2024/25, emotional regulation was observed as reducing at Castle and Roundhill Primary Schools and showed small increases in all other schools.

With a similar 0.02 percentage point reduction in resilience during 2024/25, St Martin's Garden Primary School was the only school to see a slight increase. All other schools showed minimal decreases in percentage points.

Wellbeing reduced by 0.05 percentage points. All schools showed a decrease with the most considerable being Roundhill.

Self-efficacy reduced by 0.04 percentage points during 2024/25. All schools showed a decrease in self-efficacy.

Metacognition reduced by 0.03 percentage points during 2024/25. All schools showed a decrease with the most considerable being Castle Primary.

Non-cognitive outcomes gap between FSM and non-FSM pupils

Trends for FSM and non-FSM pupils were similar across the non-cognitive outcomes, with FSM pupils generally experiencing slightly larger reductions in 2024/25, with the exception of emotional regulation.

Across the different non-cognitive outcomes between 2021 and 2025, the gap between FSM and non-FSM pupils narrowed in self-efficacy (a reduction of 1.63 percentage points) and resilience (2.04 percentage points).

Figure 6: Non-cognitive outcome skills gaps between FSM and non-FSM pupils by skill

% point change in gap in non-cognitive outcomes between FSM and non-FSM pupils
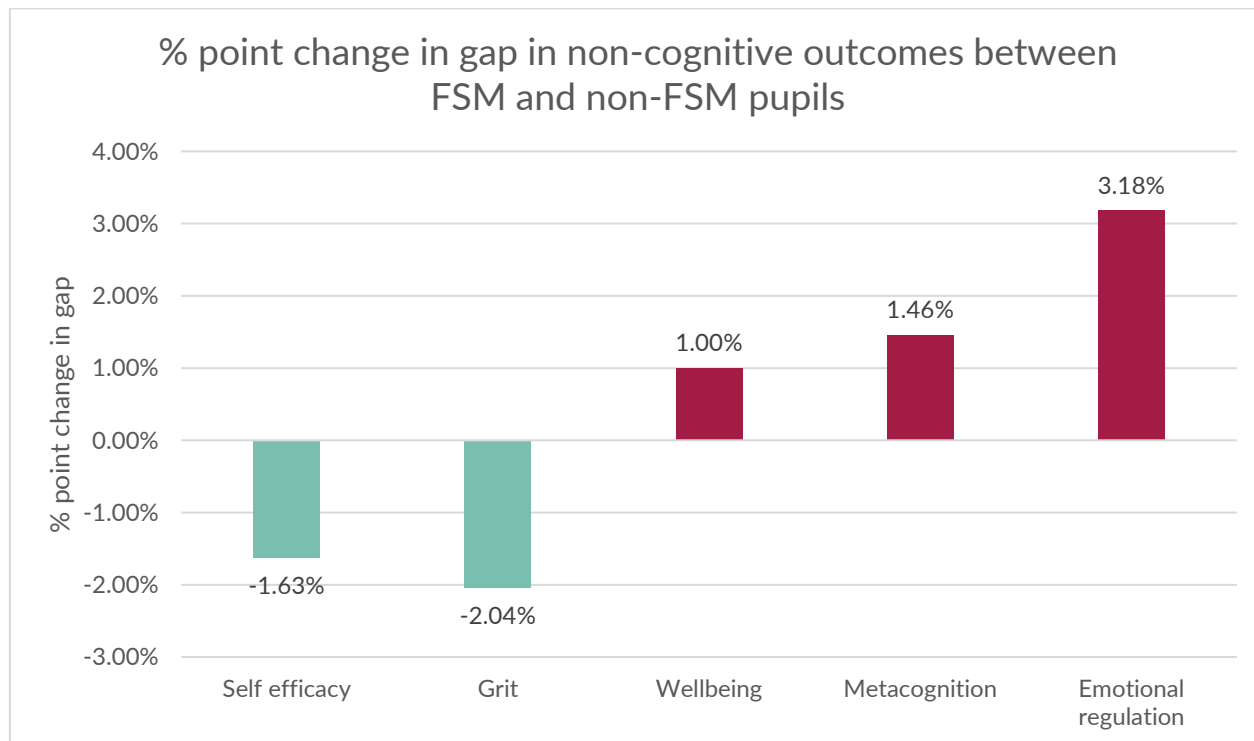
Figure 6, sample sizes: 2021/22 = 642, 2024/25 = 572

Despite changes in non-cognitive outcomes showing decreases between 2021 and 2025 across the whole PEP supported pupil cohort, discussions with teachers during interviews and focus groups show positive changes for individuals. Embedding SEMH practice within schools over time appears to be setting important foundations for pupils' broader engagement at school, and particularly for those in most need of additional support.

Pupil attendance

Pupil attendance has slightly increased over the course of the PEP, with an overall pupil attendance of 93% in 2024/25 compared to 92% in 2021/22. However, the gap between PP and non-PP pupils remains, with an average attendance of 95.1% for non-PP pupils and 90.3% for PP pupils in 2024/25, meaning an attendance gap of 4.8%. This is very similar to the wider BaNES picture, which shows an average attendance of 96.1% for non-FSM pupils and 91.3% for FSM pupils, which is also an attendance gap of 4.8%. Nationally, the gap between FSM and non-FSM pupils is smaller, with FSM pupils having an attendance rate of 92.1% compared to 95.7% for non-FSM pupils (gap of 3.6%).

Figure 7: Pupil attendance by PP status

Average attendance across 2024/25 by Pupil Premium eligibility
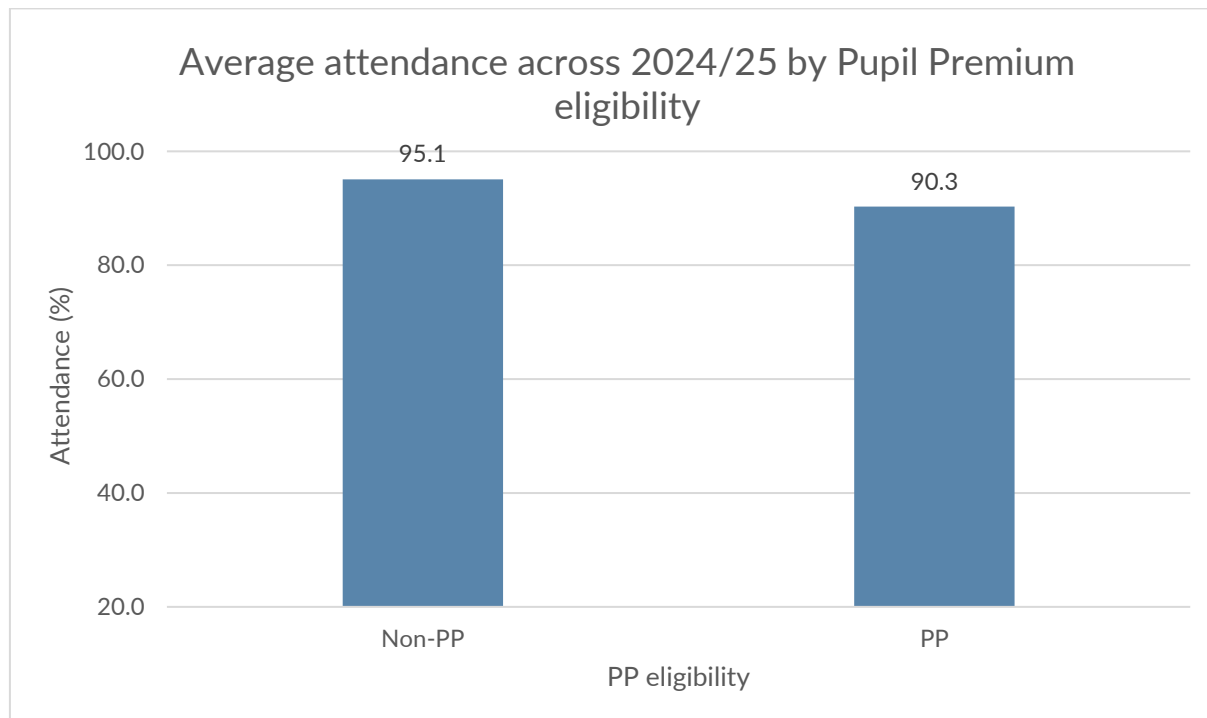
Figure 7, sample of 1053 pupils.

Case study 14: Forest school for self-efficacy

In many cases, Forest School is referred to as an example of the intervention support which has acted to enable pupils' non-cognitive skill development.

Forest School activities are specifically designed to develop resilience, teamwork, and positive attitudes towards making mistakes, with lasting impacts on classroom learning.

" *The resilience that we're seeing, the teamwork that they're developing while they're having this Forest School intervention... it makes such a difference to them being able to work together... So, the activities that they're doing, they're designed to help them to push their boundaries and to be brave and to work together and celebrate even when they make mistakes."*

The programme opens children's eyes to new possibilities: *"I think it's opened their eyes up to some of the activities that are available and just made some of the children more aware that they can push themselves in a way that they might not be able to in school."*

The transformation in participating children has been notable: *"There's been a few children that have had Forest School sessions... The teachers have told me about it, individual children who initially at the start the year, they wouldn't put their hand up, engage with anything... And they've returned from those interventions... with so much more willingness to be open and to share things and to take those risks and make mistakes and find the positive in making those mistakes."*

Case study 15: Teacher reflections on SEMH across PEP

" *We have a high level of children from disadvantaged backgrounds who find coming in to school extremely difficult for a variety of reasons. The training that has been given has allowed us to raise the children's confidence, self-esteem and perseverance."*

"Thrive has been a real asset and has enabled our children to be more regulated and ready to learn."

![ImpactEd Evaluation logo]

Case study 16: SEMH for pupil engagement

The intensive support provided through Thrive interventions has prevented a potential exclusion for a child with complex needs.

"I think pupil wise, there's one people who both Ed and Naomi (from Brighter Futures) have put a lot of work into, the pupil came into our Reception, who without the work that they've put in with supporting the staff with that, that child would probably be out of education by now. He probably would have been permanently excluded without all of that time that's been put in there."

Another school mentioned a similar example:

"The impact that Fred (from Brighter Futures) has had in EYFS, not only in supporting the ECT teacher to understand how she can support children with complex presentations of attachment in need, but also in supporting families...I know he's worked really closely with one family in particular in Reception trying to support getting the child into school and be more regulated. I doubt that child would be in school if Fred had not been involved."

Case study 17: Critical direct attention for pupils from large families

Schools shared that the Thrive programme provides crucial one-to-one attention for children from large families who rarely receive individual focus, with profound impacts on their emotional regulation and learning readiness.

"A lot of the children who go and access it (Thrive) don't ever get that one-to-one attention. I notice a lot of the children I send, a lot of them have a variety of needs but come from big families, and so them feeling valued and like they belong, that they're important and somebody's hearing their voice is huge. And I know that they always come back really settled and almost like at peace after those sessions."

Potential conclusions

- **Whole school phonics improvements:** There are indicators that phonics interventions are contributing to tangible whole-school improvements for pupils and having a wider impact on reading progress and pupil confidence, according to teacher feedback. However, increased focus should be put on reducing the gap between PP and non-PP pupils. The integration of phonics learning should be considered an area of practice for the PEP going forward.

- **Reading support:** Directly addressing the attainment gap without the provision of dedicated reading support is a challenge to consider, as this is perceived to be an important way of impacting pupil progress.
- **Lead in time for impact:** The evaluation partnership has demonstrated that change takes time. Going forward, St John's Foundation should consider the relationship between the foundational role of SEMH alongside the longer effect time of attainment focused interventions, particularly for under-served pupils and those with higher or more complex support needs.
- **Critical ingredients for understanding impact:** A Theory of Change describes how a programme creates its intended impact. Having a Theory of Change would set clear expectations about which specific interventions would create specific pupil outcomes, and how. It would also create a theory for the time it would take for changes (outcomes) to come about. A Theory of Change would be an essential ingredient to deepen future evaluations' understanding of the interventions that work for under-served pupils. It would also help to ensure the best fit between expected outcomes and the measures being used to assess whether these changes have taken place.

6. Appendices

Appendix: Additional Data

Literature Linking Non-Cognitive Outcomes to Academic Attainment

The connection between social and emotional learning and academic attainment is widely documented in academic literature. Evidence from longitudinal studies suggests that links between social-emotional skills and academic achievement - particularly in early schooling - are causal (Raver 2002). The development of these skills, such as children's relationships, communication, decision making, self-esteem and behaviour, plays a central role in educational success and can contribute to reducing the long-standing attainment gap between under-served pupils and their peers, as well as improve longer life wellbeing (Gedikoglu 2021). Durlak et al (2011) found that social and emotional learning - when implemented in a sequenced, active, focussed and explicit way - has significant impacts, particularly for younger students. The non-cognitive outcomes measured by ImpactEd and used to explore the outcomes of PEP draw on academic literature across the spectrum of social and emotional skills considered to be the critical enablers to academic performance in the UK context.

Data on Longitudinal Non-Cognitive Outcomes

This is the full table relating to non-cognitive outcomes.

Non-cognitive Outcomes	Type of Pupil	2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference between 2021/22 Baseline – 2024/25 Endline[12]	Statistical significance of 2021/22 to 2024/25% Point Difference	2021/22 Baseline Benchmark	2022/23 Endline Benchmark	2023/24 Endline Benchmark	2024/25 Endline Benchmark	% Point Difference between 2021/22 Baseline – 2024/25 Endline Benchmark
Emotion Regulation	PP	4.57	4.16	4.27	3.91	-10.89%	$p < 0.05$	n/a	n/a	n/a	n/a	n/a
	Non-PP	4.67	4.34	4.23	4.21	-7.71%	$p < 0.05$	n/a	n/a	n/a	n/a	n/a
Grit	PP	3.27	3.32	3.32	3.21	-1.44%	$p = 0.30$	3.16	3.22	3.02	3.13	-0.66%
	Non-PP	3.38	3.33	3.33	3.24	-3.48%	$p < 0.05$	3.32	3.26	3.19	3.22	-2.54%
Wellbeing	PP	3.58	3.43	3.51	3.37	-5.23%	$p < 0.05$	3.66	3.6	3.49	3.59	-1.80%
	Non-PP	3.64	3.57	3.49	3.47	-4.23%	$p < 0.05$	3.73	3.62	3.52	3.62	-2.74%
Self-efficacy	PP	4.91	4.64	4.78	4.57	-5.64%	$p < 0.05$	3.7	3.87	3.66	3.59	-1.87%
	Non-PP	5.19	4.98	4.84	4.76	-7.28%	$p < 0.05$	3.77	3.89	3.77	3.81	0.69%
Metacognition	PP	3.62	3.44	3.44	3.29	-8.17%	$p < 0.05$	n/a	n/a	n/a	n/a	n/a
	Non-PP	3.66	3.50	3.51	3.40	-6.71%	$p < 0.05$	n/a	n/a	n/a	n/a	n/a

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[12] This data relates to a non-matched sample

Appendix: Methodology

Research Questions

This year's evaluation, and its framework, is underpinned by the following research questions (RQs).

- **RQ1:** Are the right pupils (under-served pupils) receiving support from PEP?
- **RQ2:** To what extent is the PEP contributing to sustainable systemic change among education settings?
- **RQ3:** To what extent is the PEP improving the outcomes of under-served children in BaNES?

Central to all three research questions is St John's Foundation's aim to improve the educational and life outcomes of under-served children in BaNES.

Evaluation Design

The three RQs guide the outcomes measured and the data collected. The tables below show the outcomes linked to each RQ and data collection tools used.

RQ1: Are the right pupils (under-served pupils) receiving support from PEP?

Outcome	Measurement
Schools with a high percentage of pupils from disadvantaged backgrounds are receiving additional support from education specialists	Schools that each delivery partner is working in, and percentage of FSM in that school. Where these delivery partners are working with pupils and where they are working with teachers/staff.
Where interventions are delivered directly to pupils (1:1 interventions), these are supporting pupils from disadvantaged backgrounds	Information on which pupils have received direct support from: Educational Psychologist and Thrive practitioner (Brighter Futures), and direct Reading Support. Demographic information on whether these pupils are receiving FSM.

RQ2: To what extent is the PEP contributing to sustainable systemic change among education settings?

Outcome	Measurement
Improved confidence among educational professionals in their ability to implement new practices with children in SEMH, oracy, maths, reading, speech, and language	Education practitioner survey Education practitioner focus groups Delivery partner reports and case studies Delivery partner monitoring reports provided to SJF

	Education practitioner survey (inc. questions around skills, confidence, policy, and practice change)
School leaders are confident they have the skills and knowledge to continue to implement the interventions in the future without the Best Start in Life	Education practitioner focus groups
Education practitioners implement new strategies and practices to improve support for children in SEMH, oracy, maths, reading, speech, and language	Education practitioner survey (inc. questions about skills, confidence, policy, and practice change)
	Education practitioner focus groups
Education settings implement new whole-school policy changes	Interviews with school leaders

RQ3. To what extent is the PEP improving the outcomes of under-served children in BaNES?

Outcome	Measurement
Children improve their study skills, including self-regulation	Emotion Regulation Questionnaire: 10-item scale designed to measure respondents' tendency to regulate their emotions; data disaggregated by Pupil Premium status
Children's resilience improves	GRIT-S scale: 8-item scale designed to measure respondents' resilience/grit; data disaggregated by Pupil Premium status
Children's anxiety is reduced, and wellbeing improves	Short Warwick-Edinburgh Mental Wellbeing Scale: 7-item scale designed to measure respondents' wellbeing; data disaggregated by Pupil Premium stat
Children's self-efficacy and aspirations improve	MSLQ Self-Efficacy Scale: 9-item scale designed to measure respondents' self-efficacy; data disaggregated by Pupil Premium status
Children's metacognition improves	MSLQ Metacognition Scale: 9-item scale designed to measure respondents' metacognition; data disaggregated by Pupil Premium status
School attendance improves	Attendance records (IE Platform and National data); data disaggregated by Pupil Premium status
	Number of persistent absences (IE Platform data); data disaggregated by Pupil Premium status
Children meet age-related expectations at KS1 phonics screening	Year 1 phonics scores; data disaggregated by Pupil Premium status
Children experience improvements in maths	Maths attainment data in White Rose Maths (wasn't able to collect)

Children meet age-related expectations in reading	Reading ages
Children improve their confidence and skill in reading	Education practitioner survey
Children improve their vocabulary	Education practitioner survey

Data Analysis

This evaluation used the following analysis methods:

Descriptive statistics: Descriptive statistics were used to evaluate the impact of the programme on the key outcomes. Collecting data at two time points (baseline and endline data) allowed us to measure change over the course of the programme for each specific outcome. We looked at change within-year (September 2024 – August 2025) and, in some cases, over the course of four years (September 2021 – August 2025).

Statistical analysis (t-tests): A t-test was performed on pre/post data to identify whether there was a significant difference between the baseline and final scores for each outcome. When reporting on statistical significance, we use the standard social science convention of a 'significant' p-value being less than 0.05. This means that the likelihood of observing changes at least as severe as those observed, if it were, in fact, the case that the intervention had no impact, is less than 5% (i.e. highly improbable). This supports the rejection of the hypothesis that the intervention has no impact, but it does not mean that the probability of the intervention having no impact is, itself, less than 0.05. If a finding is not statistically significant, this does not rule out an effect but means that we cannot confidently say that the changes observed were not due to random chance.

Thematic coding: The qualitative data was analysed using a deductive thematic approach, meaning that we systematically 'coded' the data to find common themes and presented these, drawing on examples where appropriate. Exploring and framing specific themes within the analysis, several specific teacher experiences or stories that came out of the interviews have been highlighted in the report as well.

Benchmarking: Wherever possible, we compared results to relevant BaNES regional and national benchmarks in the analysis to contextualise the results. Comparing to a pre-existing national benchmark provides us with a means of contextualising results against national and local trends and helps us to understand the significance of any observed differences. National and regional benchmarks were derived from government datasets, whilst the 'ImpactEd benchmarks' were derived from data collected from a sample of over 100,000 pupils nationally who have completed the surveys on the ImpactEd platform.

The table below shows the analysis approach taken for each piece of data collected.

Data	Approach to Analysis	Benchmarks / Comparison Data
Year 1 Phonics Data	Percentage change in the number of PP pupils and non-PP pupils achieving age related expectations (ARE) in Year 1 phonics	% of pupils (FSM pupils and non-FSM pupils) achieving ARE in Year 1 phonics in BaNES and at a national level. Comparison of data from 2021/22 to 2024/25.
KS2 Pupil Survey Data	Descriptive statistics were used to calculate: • Average baseline and endline scores • Percentage point change in overall scores This was conducted for 2024/25 (for all pupils who had a baseline and endline). This was also conducted longitudinally on data from the 2021/22 baseline, and endline in 2022/23, 2023/24 and 2024/25. This data was not for matched pupils. T-tests were used to see if the change was statistically significant.	National benchmarks for KS2 pupils (from the ImpactEd platform)
Attendance	Overall % of attendance scores calculated by each pupil's daily AM and PM attendance scores over the course of 2021/22, 2022/23, 2023/24 and 2024/25 academic years. This was aggregated to create an overall average for each school, split by PP and non-PP pupils.	National and local attendance data sourced from the DfE
One-to-one Interviews with School Leaders	Thematic coding was used to identify themes relating to key outcomes.	n/a
Education Practitioner Focus Group	Aggregate analysis and deductive thematic analysis.	n/a
Education Practitioner Survey	For quantitative results, descriptive statistics were used to calculate response averages, and then sub-group analysis was conducted by delivery partner or by outcome. For qualitative results, deductive thematic analysis was conducted.	n/a

Direct support data	Data was broken down by FSM and non-FSM pupils for those that received direct support.	n/a

* Age-related expectations (ARE) in primary school are based on what a child should have learned, or be able to do, at the end of each Key Stage. If a child is meeting age related expectations, then they are on track with the rest of the children in the country. A child is considered to have met age related expectations if they achieved 32 or more in their Year 1 phonics assessment.

** In this evaluation the attainment gap is defined as the percentage point difference between the proportion of PP and non-PP pupils achieving ARE or the percentage point difference between the proportion of FSM and non-FSM pupils achieving ARE. An attainment gap greater than 0 means that more non-PP pupils are achieving ARE than PP pupils, whilst an attainment gap less than 0 means that more PP pupils are achieving ARE than non-PP pupils. For instance, if the attainment gap has increased by 7 percentage points between 2024 and 2025, this means that the difference between the proportion of PP and non-PP pupils achieving ARE has increased by 7 percentage points in favour of non-PP pupils.

Sample

This section contains details on the sample used to evaluate the PEP.

Demographic, pupil survey, attendance and direct support data were collected on pupils across the seven PEP schools. The following tables show the total number of pupils, and number of PP and non-PP pupils, data was collected from in each school in 2021/22, 2022/23, 2023/24 and 2024/25. Data varies by each dataset (e.g., the attendance data sample is different to the sample that completed the survey, hence different tables).

The table shows the sample size data analysed for the **2024/25 analysis of non-cognitive data.**

		Emotion Regulation	Grit	Wellbeing	Self-efficacy	Metacognition
Overall	FSM	243	243	240	241	241
	Non-FSM	267	266	263	262	260
Castle Primary	FSM	36	36	35	34	34
	Non-FSM	72	72	69	68	66
Roundhill	FSM	33	33	33	33	33
	Non-FSM	29	29	29	29	29
St Keyna	FSM	36	36	35	36	36
	Non-FSM	64	64	64	64	64
St Martin's Garden	FSM	27	27	27	27	27
	Non-FSM	24	23	23	23	23
St Mary's	FSM	26	26	26	26	26

	Non-FSM	42	42	42	42	42
	FSM	85	85	84	85	85
St Michael's	Non-FSM	36	36	36	36	36

The table below shows the sample for the longitudinal data set (non-matched). We have referenced the measure with the lowest sample size in each year, but as can be seen above samples in all measures are very similar.

		2021/22 Baseline	2022/23 Final	2023/24 Final	2024/25 Final
Overall	FSM	294	283	269	263
	Non-FSM	334	302	277	288
Castle Primary	FSM	68	25	37	36
	Non-FSM	78	44	59	74
Roundhill	FSM	67	55	55	35
	Non-FSM	75	65	55	30
St Keyna	FSM	46	43	41	38
	Non-FSM	90	84	66	66
St Martin's Garden	FSM	0	43	14	37
	Non-FSM	0	26	22	37
St Mary's	FSM	28	26	28	28
	Non-FSM	49	47	43	43
St Michael's	FSM	85	91	94	89
	Non-FSM	42	36	32	38

For attendance data, data was pulled on average attendance for pupils in EYFS, KS1 and KS2 in 2021/22, 2022/23, 2023/24 and 2024/25 (unmatched pupils). **The following table outlines the number of pupils whose attendance data contributed to this analysis**.

Year	Longitudinal attendance data sample size between 2021/22 and 2024/25		
	All pupils	PP	Non-PP
2021/22	338	158	180
2022/23	199	95	104
2023/24	379	158	221
2024/25	1053	430	623

The table below shows the data for 2024/25 by school.

School	No. of pupils with attendance data in 2024/25		
	All pupils	PP	Non-PP
Castle Primary	308	87	221
	29%	**20%**	**35%**
Roundhill	158	84	74
	15%	**20%**	**12%**
St Keyna	174	56	118
	17%	**13%**	**19%**
St Martin's Garden	148	74	74
	14%	**17%**	**12%**
St Mary's CofE	100	35	65
	9%	**8%**	**10%**

St Michael's	138	78	60
	13%	**18%**	**10%**
Twerton Infant	27	16	11
	3%	**4%**	**2%**
Total	1053	430	623
	100%	**41%**	**59%**

For attendance national benchmarks, data was sourced from the Department of Education website on nationwide statistics associated with school absences. From this data, it was possible to determine the national average benchmark on all primary school average attendance scores. From this data set, it was also possible to calculate the local BaNES average attendance scores. Furthermore, to obtain a benchmark for PP pupils, we created a benchmark obtained from pupils eligible for Free School Meals (FSM). The DfE national datasets do not publish data relating to PP status, and so in the absence of this data, we have taken FSM as a proxy for PP for attendance benchmarking.

30-minute one-to-one interviews were conducted with Headteachers from the following PEP schools:

- Castle Primary School
- St Martin's Garden Primary School
- St Mary's CofE Primary School
- St Michael's Junior Church School

The headteacher at Twerton Infants also attended a focus group with staff.

Staff focus groups

The focus groups were attended by a total of 14 participants across 4 different sessions. The table below summarises the number of teachers and the range of schools they represented.

Schools	Number of teachers that attended
St Michael's	3
St Mary's	3
Castle Primary	2
St Martin's Garden	0
Twerton Infant	3
St Keyna	1
Roundhill	2

Education Practitioner Survey

There were 42 respondents who completed the whole survey. The figures below show the number of types of education practitioners, their length of service in schools.

No. of types of responses (some teachers selected multiple options)

- Middle leader
- Teacher
- Senior leadership team
- Non-teaching support staff
- Pastoral / SEMH support role
- Teaching support staff
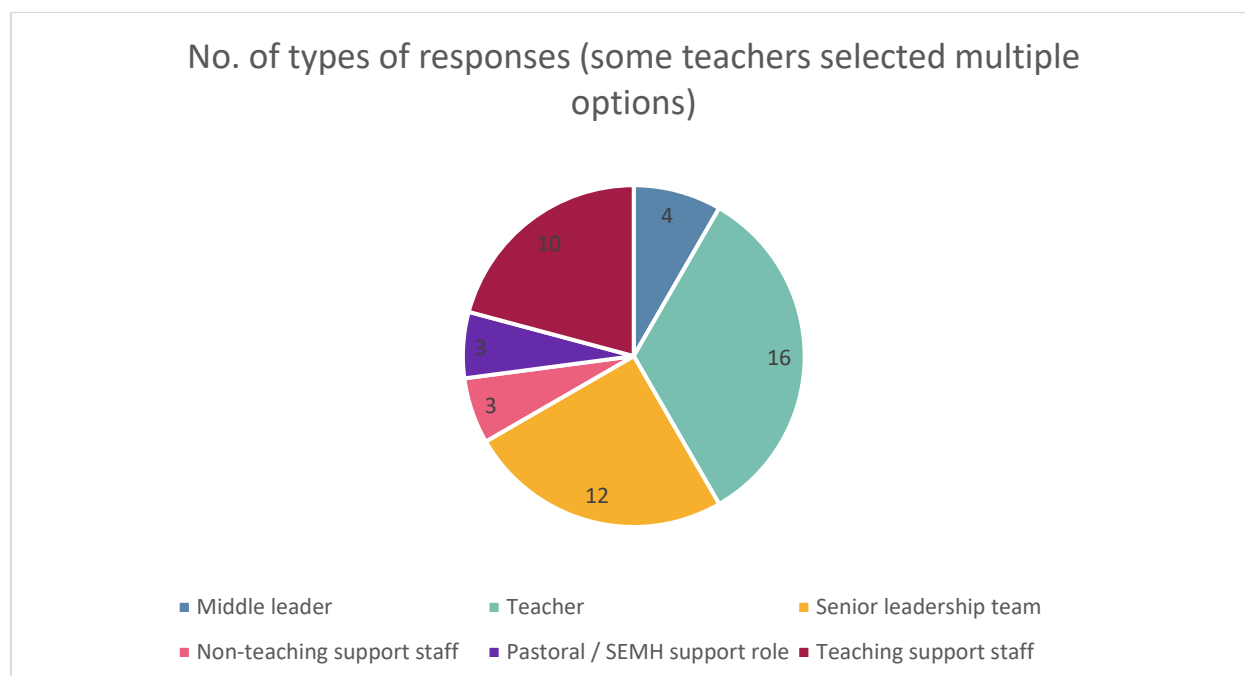
Breakdown of length of service of respondents

Legend:
- 1 year or less
- 11-15 years
- 1-2 years
- 16 - 20 years
- 20+ years
- 3-5 years
- 6-10 years
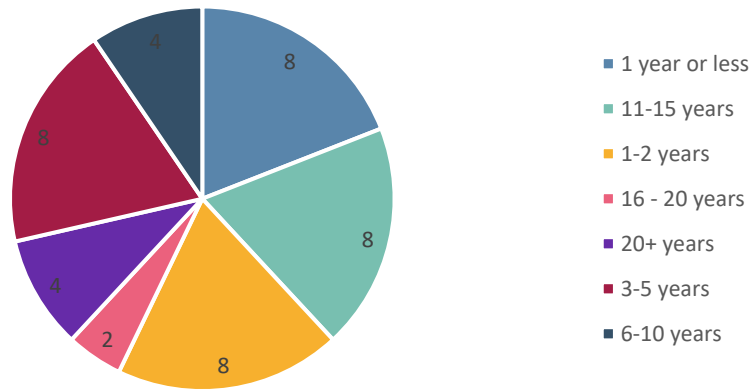
Appendix: Individual School Breakdown Reports

2024/25 Non-cognitive Outcomes by School

Castle Primary

Non-cognitive Outcomes	Type of Pupil	2024/25 Baseline	2024/25-Endline	% Point Difference	2024/25 Benchmark	Endline % Point Difference to Benchmark
Emotion Regulation	FSM	4.26	3.64	-0.10	n/a	n/a
	Non-FSM	4.21	3.72	-0.08	n/a	n/a
Grit	FSM	3.28	2.96	-0.08	3.13	-4.33%
	Non-FSM	3.17	3.11	-0.02	3.22	-2.88%
Wellbeing	FSM	3.60	3.17	-0.11	3.59	-10.61%
	Non-FSM	3.39	3.15	-0.06	3.62	-11.77%
Self-efficacy	FSM	4.64	4.14	-0.08	3.59	9.12%
	Non-FSM	4.63	4.41	-0.04	3.81	9.93%
Metacognition	FSM	3.54	3.14	-0.10	n/a	n/a
	Non-FSM	3.51	3.18	-0.08	n/a	n/a

Roundhill Primary

Non-cognitive Outcomes	Type of Pupil	2024/25 Baseline	2024/25 Endline	% Point Difference	2024/25 Benchmark	% Point Difference Benchmark
Emotion Regulation	FSM	3.66	3.41	-0.04	n/a	n/a
	Non-FSM	3.87	3.60	-0.04	n/a	n/a
Grit	FSM	3.24	3.04	-0.05	3.13	-2.26%
	Non-FSM	2.99	3.17	0.05	3.22	-1.14%

Wellbeing	FSM	3.50	3.02	-0.12	3.59	-14.30%
	Non-FSM	3.28	3.11	-0.04	3.62	-12.69%
Self-efficacy	FSM	4.57	4.38	-0.03	3.59	13.17%
	Non-FSM	4.44	4.29	-0.03	3.81	8.02%
Metacognition	FSM	3.56	3.32	-0.06	n/a	n/a
	Non-FSM	3.22	3.24	0.01	n/a	n/a

St Keyna

Non-cognitive Outcomes	Type of Pupil	2024/25 Baseline	2024/25 Endline	% Point Difference	2024/25 Benchmark	% Point Difference Benchmark
Emotion Regulation	FSM	4.21	4.09	-0.02	n/a	n/a
	Non-FSM	4.22	4.35	0.02	n/a	n/a
Grit	FSM	3.25	3.26	0.00	3.13	3.32%
	Non-FSM	3.46	3.34	-0.03	3.22	2.96%
Wellbeing	FSM	3.66	3.55	-0.03	3.59	-1.01%
	Non-FSM	3.68	3.58	-0.03	3.62	-1.05%
Self-efficacy	FSM	5.04	4.95	-0.02	3.59	22.62%
	Non-FSM	5.08	4.93	-0.02	3.81	18.70%
Metacognition	FSM	3.38	3.21	-0.04	n/a	n/a
	Non-FSM	3.38	3.38	0.00	n/a	n/a

St Martin's Garden

Non-cognitive Outcomes	Type of Pupil	2024/25 Baseline	2024/25 Endline	% Point Difference	2024/25 Benchmark	% Point Difference Benchmark
Emotion Regulation	FSM	3.93	4.02	0.01	n/a	n/a
	Non-FSM	4.49	4.63	0.02	n/a	n/a
Grit	FSM	3.32	3.28	-0.01	3.13	3.64%

Non-cognitive Outcomes	Type of Pupil	2024/25 Baseline	2024/25 Endline	% Point Difference	2024/25 Benchmark	% Point Difference Benchmark
	Non-FSM	3.40	3.53	0.03	3.22	7.74%
Wellbeing	FSM	3.72	3.44	-0.07	3.59	-3.71%
	Non-FSM	3.94	3.60	-0.08	3.62	-0.39%
Self-efficacy	FSM	5.41	4.66	-0.13	3.59	17.80%
	Non-FSM	5.34	5.08	-0.04	3.81	21.12%
Metacognition	FSM	3.56	3.36	-0.05	n/a	n/a
	Non-FSM	3.81	3.57	-0.06	n/a	n/a

St Mary's CofE

Non-cognitive Outcomes	Type of Pupil	2024/25 Baseline	2024/25 Endline	% Point Difference	2024/25 Benchmark	% Point Difference Benchmark
Emotion Regulation	FSM	4.50	4.37	-0.02	n/a	n/a
	Non-FSM	4.74	4.81	0.01	n/a	n/a
Grit	FSM	3.51	3.32	-0.05	3.13	4.87%
	Non-FSM	3.31	3.23	-0.02	3.22	0.29%
Wellbeing	FSM	3.83	3.71	-0.03	3.59	2.88%
	Non-FSM	3.94	3.79	-0.04	3.62	4.14%
Self-efficacy	FSM	5.44	5.07	-0.06	3.59	24.63%
	Non-FSM	5.49	5.39	-0.02	3.81	26.28%
Metacognition	FSM	3.80	3.60	-0.05	n/a	n/a
	Non-FSM	3.71	3.70	0.00	n/a	n/a

St Michael's CofE

Non-cognitive Outcomes	Type of Pupil	2024/25 Baseline	2024/25 Endline	% Point Difference	2024/25 Benchmark	% Point Difference Benchmark
Emotion Regulation	FSM	3.91	3.97	0.01	n/a	n/a
	Non-FSM	3.99	4.09	0.02	n/a	n/a

Grit	FSM	3.35	3.30	-0.01	3.13	4.35%
	Non-FSM	3.16	2.95	-0.05	3.22	-6.67%
Wellbeing	FSM	3.54	3.50	-0.01	3.59	-2.37%
	Non-FSM	3.51	3.40	-0.03	3.62	-5.57%
Self-efficacy	FSM	4.66	4.51	-0.02	3.59	15.40%
	Non-FSM	4.73	4.43	-0.05	3.81	10.31%
Metacognition	FSM	3.29	3.27	0.00	n/a	n/a
	Non-FSM	3.39	3.26	-0.03	n/a	n/a

![ImpactEd Evaluation logo]

Longitudinal Non-cognitive Outcomes by School

Castle Primary

Non-cognitive Outcomes	Type of Pupil	2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference between 2021/22 Baseline – 2024/25 Endline	2021/22 Baseline Benchmark	2022/23 Endline Benchmark	2023/24 Endline Benchmark	2024/25 Endline Benchmark	% Point Difference between 2021/22 Baseline – 2024/25 Endline Benchmark
Emotion Regulation	FSM	4.49	4.32	4.22	3.64	-14%	n/a	n/a	n/a	n/a	n/a
	Non-FSM	4.67	4.46	4.38	3.74	-16%	n/a	n/a	n/a	n/a	n/a
Grit	FSM	3.17	3.29	3.14	2.96	-5%	3.16	3.22	3.02	3.13	-1%
	Non-FSM	3.43	3.27	3.25	3.1	-8%	3.32	3.26	3.19	3.22	-2%
Wellbeing	FSM	3.51	3.45	3.46	3.21	-8%	3.66	3.6	3.49	3.59	-2%
	Non-FSM	3.71	3.53	3.59	3.18	-13%	3.73	3.62	3.52	3.62	-3%
Self-efficacy	FSM	4.65	4.76	4.59	4.18	-8%	3.7	3.87	3.66	3.59	-2%

	Non-FSM	5.28	5.05	4.97	4.43	-14%	3.77	3.89	3.77	3.81	1%
Metacognition	FSM	3.53	3.44	3.45	3.14	-10%	n/a	n/a	n/a	n/a	n/a
	Non-FSM	3.7	3.47	3.49	3.21	-12%	n/a	n/a	n/a	n/a	n/a

Roundhill Primary

Non-cognitive Outcomes	Type of Pupil	2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference between 2021/22 Baseline – 2024/25 Endline	2021/22 Baseline Benchmark	2022/23 Endline Benchmark	2023/24 Endline Benchmark	2024/25 Endline Benchmark	% Point Difference between 2021/22 Baseline – 2024/25 Endline Benchmark
Emotion Regulation	FSM	4.72	4.02	3.97	3.42	-22%	n/a	n/a	n/a	n/a	n/a
	Non-FSM	4.67	4.26	3.77	3.61	-18%	n/a	n/a	n/a	n/a	n/a
Grit	FSM	3.48	3.41	3.25	3.07	-10%	3.16	3.22	3.02	3.13	-1%
	Non-FSM	3.24	3.27	3.27	3.18	-2%	3.32	3.26	3.19	3.22	-2%
Wellbeing	FSM	3.57	3.38	3.31	3.02	-14%	3.66	3.6	3.49	3.59	-2%
	Non-FSM	3.52	3.49	3.16	3.16	-9%	3.73	3.62	3.52	3.62	-3%
Self-efficacy	FSM	5.17	4.39	4.51	4.39	-13%	3.7	3.87	3.66	3.59	-2%

	Type of Pupil	2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference	Baseline Benchmark	Endline Benchmark	Endline Benchmark	Endline Benchmark	% Point Difference
	Non-FSM	4.92	4.81	4.5	4.29	-11%	3.77	3.89	3.77	3.81	1%
Metacognition	FSM	3.66	3.33	3.48	3.32	-9%	n/a	n/a	n/a	n/a	n/a
	Non-FSM	3.6	3.59	3.42	3.25	-9%	n/a	n/a	n/a	n/a	n/a

St Keyna

Non-cognitive Outcomes	Type of Pupil	2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference between 2021/22 Baseline – 2024/25 Endline	2021/22 Baseline Benchmark	2022/23 Endline Benchmark	2023/24 Endline Benchmark	2024/25 Endline Benchmark	% Point Difference between 2021/22 Baseline – 2024/25 Endline Benchmark
Emotion Regulation	FSM	4.94	4.84	4.07	4.11	-14%	n/a	n/a	n/a	n/a	n/a
	Non-FSM	4.58	4.18	3.96	4.34	-4%	n/a	n/a	n/a	n/a	n/a
Grit	FSM	3.27	3.39	3.28	3.28	0%	3.16	3.22	3.02	3.13	-1%
	Non-FSM	3.43	3.39	3.31	3.34	-2%	3.32	3.26	3.19	3.22	-2%
Wellbeing	FSM	3.85	3.72	3.72	3.54	-8%	3.66	3.6	3.49	3.59	-2%
	Non-FSM	3.65	3.61	3.49	3.58	-2%	3.73	3.62	3.52	3.62	-3%
Self-efficacy	FSM	5.31	5.15	4.79	4.87	-7%	3.7	3.87	3.66	3.59	-2%

		2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference between 2021/22 Baseline 2024/25 Endline	2021/22 Baseline Benchmark	2022/23 Endline Benchmark	2023/24 Endline Benchmark	2024/25 Endline Benchmark	% Point Difference between 2021/22 Baseline – 2024/25 Endline Benchmark
	Non-FSM	5.34	5.12	4.86	4.91	-7%	3.77	3.89	3.77	3.81	1%
Metacognition	FSM	3.91	3.45	3.44	3.21	-18%	n/a	n/a	n/a	n/a	n/a
	Non-FSM	3.73	3.7	3.24	3.37	-9%	n/a	n/a	n/a	n/a	n/a

St Martin's Garden

Non-cognitive Outcomes	Type of Pupil	2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference between 2021/22 Baseline 2024/25 Endline	2021/22 Baseline Benchmark	2022/23 Endline Benchmark	2023/24 Endline Benchmark	2024/25 Endline Benchmark	% Point Difference between 2021/22 Baseline – 2024/25 Endline Benchmark
Emotion Regulation	FSM	n/a	4.31	4.48	4.07	n/a	n/a	n/a	n/a	n/a	n/a
	Non-FSM	n/a	4.96	5.05	4.49	n/a	n/a	n/a	n/a	n/a	n/a
Grit	FSM	n/a	3.33	3.52	3.3	n/a	3.16	3.22	3.02	3.13	-1%
	Non-FSM	n/a	3.51	3.45	3.49	n/a	3.32	3.26	3.19	3.22	-2%
Wellbeing	FSM	n/a	3.66	3.6	3.33	n/a	3.66	3.6	3.49	3.59	-2%
	Non-FSM	n/a	3.9	3.75	3.54	n/a	3.73	3.62	3.52	3.62	-3%
Self-efficacy	FSM	n/a	4.85	5.21	4.68	n/a	3.7	3.87	3.66	3.59	-2%

Non-cognitive Outcomes	Type of Pupil	2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference	2021/22 Baseline Benchmark	2022/23 Endline Benchmark	2023/24 Endline Benchmark	2024/25 Endline Benchmark	% Point Difference
	Non-FSM	n/a	5.28	5.58	5.01	n/a	3.77	3.89	3.77	3.81	1%
Metacognition	FSM	n/a	3.63	3.7	3.38	n/a	n/a	n/a	n/a	n/a	n/a
	Non-FSM	n/a	3.76	3.84	3.56	n/a	n/a	n/a	n/a	n/a	n/a

St Mary's CofE

Non-cognitive Outcomes	Type of Pupil	2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference between 2021/22 Baseline - 2024/25 Endline	2021/22 Baseline Benchmark	2022/23 Endline Benchmark	2023/24 Endline Benchmark	2024/25 Endline Benchmark	% Point Difference between 2021/22 Baseline – 2024/25 Endline Benchmark
Emotion Regulation	FSM	4.21	4.37	4.51	4.43	4%	n/a	n/a	n/a	n/a	n/a
	Non-FSM	4.66	4.72	4.8	4.83	3%	n/a	n/a	n/a	n/a	n/a
Grit	FSM	3.13	3.37	3.48	3.33	5%	3.16	3.22	3.02	3.13	-1%
	Non-FSM	3.38	3.36	3.3	3.22	-4%	3.32	3.26	3.19	3.22	-2%
Wellbeing	FSM	3.59	3.66	3.51	3.76	4%	3.66	3.6	3.49	3.59	-2%
	Non-FSM	3.68	3.62	3.57	3.78	2%	3.73	3.62	3.52	3.62	-3%
Self-efficacy	FSM	4.95	5.07	5.12	5.16	4%	3.7	3.87	3.66	3.59	-2%

	Type of Pupil	2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference between 2021/22 Baseline – 2024/25 Endline	2021/22 Baseline Benchmark	2022/23 Endline Benchmark	2023/24 Endline Benchmark	2024/25 Endline Benchmark	% Point Difference between 2021/22 Baseline – 2024/25 Endline Benchmark
	Non-FSM	5.33	5.13	5.06	5.34	0%	3.77	3.89	3.77	3.81	1%
Metacognition	FSM	3.72	3.65	3.53	3.63	-2%	n/a	n/a	n/a	n/a	n/a
	Non-FSM	3.54	3.59	3.62	3.68	4%	n/a	n/a	n/a	n/a	n/a

St Michael's CofE

Non-cognitive Outcomes	Type of Pupil	2021/22 Baseline	2022/23 Endline	2023/24 Endline	2024/25 Endline	% point difference between 2021/22 Baseline – 2024/25 Endline	2021/22 Baseline Benchmark	2022/23 Endline Benchmark	2023/24 Endline Benchmark	2024/25 Endline Benchmark	% Point Difference between 2021/22 Baseline – 2024/25 Endline Benchmark
Emotion Regulation	FSM	4.41	3.67	3.79	3.98	-7%	n/a	n/a	n/a	n/a	n/a
	Non-FSM	4.92	3.84	4	4.14	-13%	n/a	n/a	n/a	n/a	n/a
Grit	FSM	3.48	3.22	3.26	3.34	-4%	3.16	3.22	3.02	3.13	-1%
	Non-FSM	4.18	3.15	3.12	2.94	-31%	3.32	3.26	3.19	3.22	-2%
Wellbeing	FSM	3.5	3.15	3.36	3.49	0%	3.66	3.6	3.49	3.59	-2%
	Non-FSM	3.65	3.3	3.32	3.41	-6%	3.73	3.62	3.52	3.62	-3%
Self-efficacy	FSM	4.64	4.25	4.48	4.53	-2%	3.7	3.87	3.66	3.59	-2%

	Non-FSM	5.02	4.48	4.4	4.46	-9%	3.77	3.89	3.77	3.81	1%
Metacognition	FSM	3.51	3.2	3.37	3.29	-5%	n/a	n/a	n/a	n/a	n/a
	Non-FSM	3.55	3.2	3.3	3.23	-8%	n/a	n/a	n/a	n/a	n/a

Across 2021/22, 2022/23, 2023/24 and 2024/25 Year 1 Phonics Data

School	Type of Pupil	2021/22 % achieved ARE	2022/23 % achieved ARE	2023/24 % achieved ARE	2024/25 % achieved ARE
Castle Primary	PP	67%	50%	92%	45%
	Non-PP	86%	83%	92%	93%
Roundhill Primary	PP	59%	58%	6%	50%
	Non-PP	69%	60%	38%	64%
St Keyna	PP	86%	100%	86%	80%
	Non-PP	100%	95%	95%	95%
St Martin's Garden	PP	44%	67%	53%	50%
	Non-PP	81%	78%	86%	67%
St Mary's CofE	PP	67%	83%	86%	50%
	Non-PP	67%	82%	70%	100%
Twerton Infants	PP	36%	61%	67%	56%
	Non-PP	27%	76%	93%	90%

School	2021/22 Attainment gap	2022/23 Attainment gap	2023/24 Attainment gap	2024/25 Attainment gap
Castle Primary	19%	33%	0%	48%
Roundhill Primary	10%	2%	32%	14%
St Keyna	14%	-5%	9%	15%
St Martin's Garden	37%	11%	33%	17%
St Mary's CofE	0%	-2%	-16%	50%
Twerton Infants	-9%	15%	26%	34%

Longitudinal KS2 Attendance Data

St Michael's is not included in this table as no 2021/22 attendance data was collected and therefore, they are not included in the longitudinal analysis.

School	Type of Pupil	2021/22 Attendance	2022/23 Attendance	2023/24 Attendance	2024/25 Attendance
Castle Primary	PP	93.76%	92.28%	91.26%	92.87%
	Non-PP	95.85%	94.94%	94.75%	95.91%
Roundhill Primary	PP	90.60%	90.41%	89.93%	86.86%
	Non-PP	93.70%	93.73%	93.08%	93.53%
St Keyna	PP	92.45%	93.10%	93.86%	92.04%
	Non-PP	94.38%	96.09%	95.74%	95.51%
St Martin's Garden	PP	91.30%	91.34%	92.89%	89.39%
	Non-PP	91.34%	91.20%	94.65%	94.73%
St Mary's CofE	PP	93.85%	85.20%	90.90%	87.75%
	Non-PP	94.68%	95.08%	95.29%	93.84%

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