

Pupil Premium Strategy Review 2024-2025

Review of Progress Towards Intended Outcomes on the Three Year Pupil Premium Strategy

Key for success criteria: **Exceeded** **Met** **On track** **Some progress** **No progress**

| | Intended outcome | Success criteria | Evaluation and Next Steps (for strategy revision) |
|---|--|--|---|
| 1 | <p>Children who are disadvantaged at Wellstead will be understood academically and pastorally by all staff who work with them.</p> <p>Staff will have a greater understanding of their specific cohort of pupil premium children, with their support and teaching of these pupils adapted.</p> | <p>School has a thorough understanding of their cohort of disadvantaged pupils, including their barriers to success. The pupil premium strategy is adapted to focus on the specific challenges faced by the Wellstead PPG cohort, with impact beginning to be seen on overcoming focus barriers <i>by the end of summer term 2025</i>.</p> | <ul style="list-style-type: none"> The Inclusion Leader (Pupil Premium Lead) and AHT completed the HIAS led Pupil Premium strategy course, including a supportive visit from a HIAS inspector. This visit was positive, and identified strength in our analysis of barriers and strategic planning for impact. Staff understanding of wider barriers faced by pupils they worked with was strong. Staff are very aware of who their pupil premium learners are. Staff training has delivered understanding of disadvantage, and potential barriers to learning, based on research, national data and school-specific information. School has made significant steps in unpicking barriers to learning for our disadvantaged children. Teaching staff have completed a wider barrier analysis of children in receipt of pupil premium, looking at aspects such as frequency of reading at home, language barriers, family dynamics etc. analysis of this indicated some key areas which tend to be higher for our pupil premium recipients who are not currently on track academically. Higher correlated factors included reported challenging behaviour at home, homework rarely completed, 3 or more children in the household, and English as an additional language. SDQs were completed for all disadvantaged pupils. Wider, pastoral and familial barriers are well understood. Further steps now need to be taken in understanding the specific academic barriers to learning for pupils. |
| 2 | <p>Children and families will feel a strong sense of belonging with the school, and see attending school as a positive. Absenteeism is reduced, particularly those who are persistently absent.</p> | <p>Rates of low absence (<95%) for disadvantaged children are inline with school pupil premium percentage (currently 20%). Rates of persistent absence (<90%) for disadvantaged children</p> | <p>Low absence:</p> <ul style="list-style-type: none"> 109 children were recorded as low absence last academic year (attendance between 90% and 95%). Of these, 33 children were disadvantaged. Percentage disadvantaged of low absence = 30.3% <p>Persistent absence:</p> |

| | <p>School staff have a thorough understanding of the barriers to good school attendance for those pupil premium children whose attendance is low. Appropriate support and sanctions are put in place as effective and necessary.</p> | <p>are below 25% of the children who are persistently absent <i>by the end of summer term 2025.</i></p> | <ul style="list-style-type: none"> • 27 children were recorded as persistently absent last academic year (attendance below 90%). Of these, 14 children were disadvantaged. • Percentage disadvantaged of persistent absence = 51.9% <p>Other information:</p> <ul style="list-style-type: none"> • FSW supported vulnerable families who were persistently absent last year. • School continued to follow Hampshire guidance regarding appropriate sanctions for requests for holidays during term. • Some families on both lists contain siblings within the same household. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|--|--|--|----------------------|--|--|----------------------|------|------|------------|--------|------|-------|-----------------|--------|--------|------|----------------------|--------|--------|-------|-------------------|-------|--------|------|-------------------|-------|--------|-------|-----------------|-------|--------|-------|--------------------|-----|-------|------|----------------------------|--|------|--|-------------------|-------|--------|-------|-----------------|--------|--------|-------|---------------|--------|--------|-----|----------------------|------|------|-----|--------------------|-------|--------|-------|
| 3 | <p>Children who are disadvantaged will attain academic outcomes inline with their learning potential and the national picture. School staff at every level focus on the attainment and progress of pupil premium children as one of the core elements of <i>High Quality Inclusive Teaching.</i></p> | <p>Attainment for disadvantaged pupils at statutory markers is inline with national average for reading, writing, maths and phonics <i>by the end of summer term 2025.</i></p> <p>Progress gaps between disadvantaged and non-disadvantaged in Years 2-6 for reading will be 5% or less <i>by the end of summer term 2025.</i></p> | <p>Attainment:</p> <ul style="list-style-type: none"> • Analysis of data at statutory markers shows that, in some places, disadvantaged pupils at Wellstead exceed the attainment of disadvantaged pupils across the local authority. This is especially true at the end of KS2 statutory assessments. However, in many places, attainment at expected level is lower for Wellstead disadvantaged pupils than the LA average for these pupils. • There continues to be work to do to ensure that these are inline. <table border="1" data-bbox="994 826 1733 1369"> <thead> <tr> <th rowspan="2">Statutory Assessment</th> <th colspan="2">Disadvantaged Attainment Gap (school disadvantaged vs LA disadvantage)</th> <th rowspan="2">Difference 2022-2023</th> </tr> <tr> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD %</td> <td>-24.6%</td> <td>-12%</td> <td>+12.6</td> </tr> <tr> <td>Year 1 PSC WA %</td> <td>-14.2%</td> <td>-17.9%</td> <td>-3.7</td> </tr> <tr> <td>Year 2 PSC Retakes %</td> <td>+64.5%</td> <td>-10.8%</td> <td>-75.3</td> </tr> <tr> <td>KS1 Reading Exp %</td> <td>+4.8%</td> <td>-12.2%</td> <td>-7.4</td> </tr> <tr> <td>KS1 Writing Exp %</td> <td>+3.1%</td> <td>-13.4%</td> <td>-16.5</td> </tr> <tr> <td>KS1 Maths Exp %</td> <td>-5.5%</td> <td>-17.7%</td> <td>-12.2</td> </tr> <tr> <td>KS1 RWM Combined %</td> <td>-6%</td> <td>-9.3%</td> <td>-3.3</td> </tr> <tr> <td>Year 4 MTC (average score)</td> <td></td> <td>-0.4</td> <td></td> </tr> <tr> <td>KS2 Reading Exp %</td> <td>-5.3%</td> <td>+33.8%</td> <td>+39.1</td> </tr> <tr> <td>KS2 Maths Exp %</td> <td>-18.5%</td> <td>+18.4%</td> <td>+36.9</td> </tr> <tr> <td>KS2 GPS Exp %</td> <td>-12.7%</td> <td>+47.3%</td> <td>+60</td> </tr> <tr> <td>KS2 Writing TA Exp %</td> <td>-19%</td> <td>+46%</td> <td>+65</td> </tr> <tr> <td>KS2 RWM Combined %</td> <td>-4.6%</td> <td>+33.2%</td> <td>+37.8</td> </tr> </tbody> </table> | Statutory Assessment | Disadvantaged Attainment Gap (school disadvantaged vs LA disadvantage) | | Difference 2022-2023 | 2022 | 2023 | EYFS GLD % | -24.6% | -12% | +12.6 | Year 1 PSC WA % | -14.2% | -17.9% | -3.7 | Year 2 PSC Retakes % | +64.5% | -10.8% | -75.3 | KS1 Reading Exp % | +4.8% | -12.2% | -7.4 | KS1 Writing Exp % | +3.1% | -13.4% | -16.5 | KS1 Maths Exp % | -5.5% | -17.7% | -12.2 | KS1 RWM Combined % | -6% | -9.3% | -3.3 | Year 4 MTC (average score) | | -0.4 | | KS2 Reading Exp % | -5.3% | +33.8% | +39.1 | KS2 Maths Exp % | -18.5% | +18.4% | +36.9 | KS2 GPS Exp % | -12.7% | +47.3% | +60 | KS2 Writing TA Exp % | -19% | +46% | +65 | KS2 RWM Combined % | -4.6% | +33.2% | +37.8 |
| Statutory Assessment | Disadvantaged Attainment Gap (school disadvantaged vs LA disadvantage) | | Difference 2022-2023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2022 | 2023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS GLD % | -24.6% | -12% | +12.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 PSC WA % | -14.2% | -17.9% | -3.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 PSC Retakes % | +64.5% | -10.8% | -75.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 Reading Exp % | +4.8% | -12.2% | -7.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 Writing Exp % | +3.1% | -13.4% | -16.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 Maths Exp % | -5.5% | -17.7% | -12.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 RWM Combined % | -6% | -9.3% | -3.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 MTC (average score) | | -0.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 Reading Exp % | -5.3% | +33.8% | +39.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 Maths Exp % | -18.5% | +18.4% | +36.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 GPS Exp % | -12.7% | +47.3% | +60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 Writing TA Exp % | -19% | +46% | +65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 RWM Combined % | -4.6% | +33.2% | +37.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | <p>Progress:</p> <ul style="list-style-type: none"> Progress for pupil premium learners has been accelerated in reading and writing, and also for maths in some year groups. In many cases, the data shows that disadvantaged pupils are making better progress than non disadvantaged pupils. <table border="1"> <caption>Progress Gaps (Non-SEND) Summer 2022 - Summer 2023</caption> <thead> <tr> <th>Year Group</th> <th>READING % Progress Gap between non disadvantaged and disadvantaged</th> <th>WRITING % Progress Gap between non disadvantaged and disadvantaged</th> <th>MATHS % Progress Gap between non disadvantaged and disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>9</td> <td>6</td> </tr> <tr> <td>3</td> <td>21</td> <td>3</td> <td>16</td> </tr> <tr> <td>4</td> <td>1</td> <td>1</td> <td>-40</td> </tr> <tr> <td>5</td> <td>3</td> <td>3</td> <td>-4</td> </tr> <tr> <td>6</td> <td>7</td> <td>14</td> <td>-2</td> </tr> <tr> <td>Whole School</td> <td>11</td> <td>9</td> <td>0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Regular pupil progress meetings, and setting of specific targets around pupil premium progress for both teaching and support staff, have meant that pupil premium progress is a high priority for the school. The school now needs to continue to accelerate the progress of these learners, so that attainment gaps are gradually reduced. | Year Group | READING % Progress Gap between non disadvantaged and disadvantaged | WRITING % Progress Gap between non disadvantaged and disadvantaged | MATHS % Progress Gap between non disadvantaged and disadvantaged | 2 | 2 | 9 | 6 | 3 | 21 | 3 | 16 | 4 | 1 | 1 | -40 | 5 | 3 | 3 | -4 | 6 | 7 | 14 | -2 | Whole School | 11 | 9 | 0 |
|--------------------|---|---|--|---------------|--|--|--|------------|-----|----|----|--------------------|-----|----|-----|---|---|---|-----|---|---|---|----|---|---|----|----|--------------|----|---|---|
| Year Group | READING % Progress Gap between non disadvantaged and disadvantaged | WRITING % Progress Gap between non disadvantaged and disadvantaged | MATHS % Progress Gap between non disadvantaged and disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 9 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 21 | 3 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 1 | 1 | -40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 3 | 3 | -4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 7 | 14 | -2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Whole School | 11 | 9 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | <p>Children who are disadvantaged but do not have an SEND make more than expected progress when supported by boosters or interventions.</p> <p>Children who are disadvantaged and also have SEND are well-supported in school, and make good progress</p> | <p>Interventions, including boosters, are effective at showing good progress for at least 95% of children who access them, relevant to targets set.</p> | <p>Tutoring:</p> <ul style="list-style-type: none"> The impact of the National Tutoring Programme was good. In all cases, children who were disadvantaged in the programme made inline with or better progress than non-disadvantaged children. For reading and maths, a greater percentage of disadvantaged children made accelerated progress (more than expected) compared to non-disadvantaged, <table border="1"> <caption>Summary of PP Progress Gaps Following Tutoring Summer 2023</caption> <thead> <tr> <th>Progress gaps</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Expected +</td> <td>16%</td> <td>5%</td> <td>7%</td> </tr> <tr> <td>More than expected</td> <td>23%</td> <td>2%</td> <td>17%</td> </tr> </tbody> </table> | Progress gaps | Reading | Writing | Maths | Expected + | 16% | 5% | 7% | More than expected | 23% | 2% | 17% | | | | | | | | | | | | | | | | |
| Progress gaps | Reading | Writing | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expected + | 16% | 5% | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| More than expected | 23% | 2% | 17% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

relative to their starting points and SEND.

Staff plan and deliver relevant, high quality interventions and tailor additional support for disadvantaged pupils.

SEND Progress:

- SEND children with lower levels of learning made good progress on their standardised testing through the year. All SEND children made good or better progress in their reading accuracy. Almost all made good or better progress in their reading comprehension.

| | Jan - Jul 23 | Jan - Jul 23 | Jan - Jul 23 |
|------------|----------------------------------|------------------------------|---------------------------------|
| Year Group | Salford Accuracy Good + Progress | Salford Comp Good + Progress | Vernon Spelling Good + Progress |
| 2 | 100% | 100% | 63% |
| 3 | 100% | 67% | 100% |
| 4 | 100% | 100% | 82% |
| 5 | 100% | 100% | 100% |
| 6 | 100% | 60% | 80% |
| TOTAL | 100% | 91% | 85% |

- In analysis of progress on the comprehension test and Vernon spelling, pupil premium SEND pupils did slightly better than non-pupil premium SEND pupils.

| | % good or better progress on Salford Comp | % good or better progress on Vernon |
|-------------------|---|-------------------------------------|
| Disadvantaged | 93% | 88% |
| Non-Disadvantaged | 90% | 82% |
| GAP | 3% | 6% |

- There were 8 blocks of the precision teaching delivered to disadvantaged children last academic year. All blocks (100%) showed progress towards their precision teaching target as meeting or exceeding their target. 50% of the blocks showed progress as exceeding targets. Precision teaching continues to be a very impactful intervention.

| <p>5</p> | <p>Children in Year R will receive an enriching language experience, where their development in this area is fostered by a language-development focused curriculum.</p> <p>Children across the school with SLCN (speech, language and communication needs) will be identified, assessed and appropriate support and intervention put into place.</p> <p>Staff skill in supporting the development of language and communication will be improved; an increasing number of LSAs will have completed ELKLAN training and be working as a language champion within a year group, and wider staff will have received further training on supporting SLCN.</p> | <p>The gap between disadvantaged and non-disadvantaged pupils in Communication and Language and the for Literacy - Comprehension aspect at the end of EYFS will be narrowed over a three year period.</p> <p>Children with identified SLCN will make expedited progress towards their set language targets.</p> | <p>EYFS:</p> <ul style="list-style-type: none"> The gap for speaking and comprehension narrowed significantly between summer 2022 and summer 2023. However, the gap for listening, attention and understanding widened slightly. Two EYFS LSAs have completed the ELKLAN speech and language training course within the last two years. Makaton was taught weekly. An action plan has been drawn up for the coming academic year in joint collaboration between the Inclusion Leader, EYFS Leader and Speech and Language Therapist, with a focus on further enhancing the provision for language and communication in EYFS. <table border="1" data-bbox="999 582 1662 817"> <thead> <tr> <th>EYFS Aspect</th> <th>EOY 2022 % Gap PP and Non PP Expected</th> <th>EOY 2023 % Gap PP and Non PP Expected</th> <th>Change in gap</th> <th>EYFS Area</th> </tr> </thead> <tbody> <tr> <td>Listening, Attention and Understanding</td> <td>-15.2</td> <td>-23</td> <td>-7.8</td> <td>Communication and Language</td> </tr> <tr> <td>Speaking</td> <td>-22.9</td> <td>█</td> <td>+18.9</td> <td></td> </tr> <tr> <td>Comprehension</td> <td>-44.8</td> <td>█</td> <td>+36.8</td> <td>Literacy</td> </tr> </tbody> </table> <p>SLCN:</p> <ul style="list-style-type: none"> Three additional LSAs completed ELKLAN Level 3 accreditation this year, bringing the total number of LSAs with this accreditation to 6. Some children made good progress towards their SLCN targets. However, in some places, delivery and quality of language therapy sessions varied. Inclusion Leader and SaLT have now centralised SLCN interventions and allocated these directly to LSAs from autumn 2023. These will be reviewed termly, with support offered for staff development by the school-based speech and language therapist as needed. | EYFS Aspect | EOY 2022 % Gap PP and Non PP Expected | EOY 2023 % Gap PP and Non PP Expected | Change in gap | EYFS Area | Listening, Attention and Understanding | -15.2 | -23 | -7.8 | Communication and Language | Speaking | -22.9 | █ | +18.9 | | Comprehension | -44.8 | █ | +36.8 | Literacy |
|--|---|---|---|----------------------------|---------------------------------------|---------------------------------------|---------------|-----------|--|-------|-----|------|----------------------------|----------|-------|---|-------|--|---------------|-------|---|-------|----------|
| EYFS Aspect | EOY 2022 % Gap PP and Non PP Expected | EOY 2023 % Gap PP and Non PP Expected | Change in gap | EYFS Area | | | | | | | | | | | | | | | | | | | |
| Listening, Attention and Understanding | -15.2 | -23 | -7.8 | Communication and Language | | | | | | | | | | | | | | | | | | | |
| Speaking | -22.9 | █ | +18.9 | | | | | | | | | | | | | | | | | | | | |
| Comprehension | -44.8 | █ | +36.8 | Literacy | | | | | | | | | | | | | | | | | | | |
| <p>6</p> | <p>All children, including those who are disadvantaged, will have a developing toolkit of strategies to manage emotional and social challenges. The curriculum</p> | <p>Average SDQ scores for disadvantaged children over a three year period will show improvement from baseline average (Dec 2022).</p> | <ul style="list-style-type: none"> SDQs completed December 2022. This is the baseline assessment, and so we are unable to judge progress on this criteria until they are repeated later this academic year. Senior Mental Health Lead completed accredited training. An initial action plan has been devised for mental health. | | | | | | | | | | | | | | | | | | | | |

| | | | |
|---|---|--|---|
| | <p>and school ethos, including learning values and behaviour-related policies, will support this development.</p> <p>Some children who need specific support will be identified and supported via appropriate pastoral support programmes (e.g. ELSA).</p> <p>Staff will be increasingly confident in identifying children who need social and emotional support, and more skilled in managing this effectively, especially where this relates to behaviour that challenges. A trained Senior Mental Health Lead will be in position.</p> | | <ul style="list-style-type: none"> • ELSA continues to be allocated, with a high proportion of children accessing this provision being disadvantaged. 14 out of the 42 (33%) children offered ELSA support last academic year were pupil premium. ELSA pre and post assessment shows positive impact of ELSA sessions. • Staff completed INSET training from the Primary Behaviour Service around managing behaviour that challenges. The behaviour policy has been re-written and implemented, incorporating appropriate, updated school values. • ABCC charts and IBMPs (Individual Behaviour Management Plans) are being used with greater consistency to support vulnerable children who may display behaviour that challenges, • School now needs to consider universal offerings for developing an emotional toolkit. |
| 7 | <p>Families who need support will receive it either directly from school, or via school signposting to relevant services.</p> <p>Parents of children who are in receipt of pupil premium will feel engaged with school, and attend relevant school-based community events.</p> | <p>Measurable increase in parental engagement for children who are in receipt of the PPG. This includes high (95%+) attendance at parents evenings, and also strong attendance at relevant parent workshops <i>by the end of summer term 2025</i>.</p> | <ul style="list-style-type: none"> • AHT and pastoral teacher completed HIAS parental engagement course. • Initial baseline measure of parental engagement taken across the school. This shows that, whilst some parents of children in receipt of pupil premium engage very well with the school, parents of pupil premium recipient children are more likely to have lower levels of parental engagement than is typical to the whole school cohort. Of the children whose parents demonstrated the lowest levels of engagement with school, 58.3% of them were pupil premium (well above the approx 20% pupil premium school percentage). • Further measures are needed to break down types of engagement e.g. parents evenings, workshops etc. A document to log this through the year has now been set up. |

Staff - including the wider pastoral team - will increasingly be able to support parental engagement in school.

- The Family Support Worker continues to have a good impact on vulnerable families in receipt of pupil premium. She has completed PEEP training, and school will be planning how to use this to engage harder to reach parents in younger year groups.

8 Children who are disadvantaged will access the same wider enrichment opportunities offered by school as those who are non-disadvantaged. In some cases, additional enrichment experiences (e.g. specific visits) will also be offered.

PPG pupil attendance at extra curricular clubs will be inline with school PP percentage (currently 20%) by end of summer term 2025.

School will develop its extra-curricular offering, and monitor the attendance of PPG pupils as part of this. Where attendance of PPG children is lower than expected, adaptations for the offering will be made to foster greater involvement.

- There has been an increased offering of extra curricular clubs, including some targeted specifically for children who are disadvantaged.
- Cub attendance at staff clubs last academic year averaged at 15%, which is below the approximately 20% pupil premium within school. The highest % attendance at clubs was during spring term, where a staff-run PP specific club included 100% PP children.
- There was a high percentage (60%) of children in receipt of pupil premium who attended the Honeypots residential last year. Other children included were identified as emotionally vulnerable. This received extremely positive feedback.

Post-Scores of 30 – may not be fully reliable, but a reflection of how they felt while at Honeypot and their experience of the SEAL break.

One child was not included in the data, due to absence during pre-school session.

- Improved wellbeing score
- score remained the same
- Decrease in wellbeing score

Emotional wellbeing: Q 9,10,11,12,14,15
(positive emotional state)

| Child | Pre score /30 | Post score /30 | Increase/decrease | % |
|---------------|---------------|----------------|-------------------|------|
| Girl, aged 10 | 15 | 20 | +5 | +17% |
| Girl, aged 10 | 23 | 28 | +5 | +17% |
| Girl, aged 10 | 20 | 28 | +8 | +26% |
| Girl, aged 9 | 19 | 24 | +5 | +17% |
| Girl, aged 9 | 18 | 23 | +5 | +17% |
| Boy, aged 10 | 22 | 23 | +1 | +3% |
| Boy, aged 9 | 15 | 23 | +8 | +26% |
| Boy, aged 10 | 23 | 26 | +3 | +10% |
| Boy, aged 9 | 19 | 23 | +4 | +14% |
| Boy, aged 9 | 16 | 26 | +10 | +34% |
| Boy, aged 10 | 12 | 16 | +4 | +14% |

12 /12 children had improved emotional wellbeing scores after the SEAL break. Some showing some particular increases with regards to viewing themselves more positively towards: 'I've been in a good mood' and 'I've been cheerful about things.'

Total mean average scores for emotional wellbeing:

Pre: 18/30 = 60%

Post: 24/30 = 79%

Increase of 19% from pre to post questionnaires.