

## **Impact Data for School Pupil Support**

### **Context**

Following Emotional Logic support from the Exciting Education team, we asked a member of staff from each school to complete an online survey to assess the impact of the intervention on each of the children we supported.

We received responses from 18 schools for a total of 65 pupils who had recently received support on a 1:1 basis from one of our coaches.

The staff member who completed the survey was asked to answer only the questions that were relevant to the individual pupil and ignore questions that were not.

This survey was carried out over the summer term 2022.

The 18 schools who responded to this survey included 10 primary schools and 8 secondary schools from across Devon, Cornwall and Plymouth. The schools were located in a wide range of different socio-economic areas.

The pupils were all aged between 9 and 16 years old and most pupils took part in 4-6 sessions, lasting up to an hour each.

## Headline Data – Summer Term 2022

**98.2%** reported an improvement in **behaviour in school**.

**85.4%** reported an improvement in **behaviour at home**.

**87.7%** reported an improvement in the pupil's **ability to focus on their learning**

**68.5%** report an **improvement in attendance**

**86.5%** reported an improvement in **relationships with peers**

**96.6%** reported an improvement in the pupil's **relationships with members of staff**.

**95.1%** reported an increase in the pupil's **level of confidence**.

**96.2%** reported an increase in the pupil's **ability to manage their anxiety**.

**We have arranged the detail under the following headings. Click on the links to take you to a page directly or alternatively scroll down to look at all of the data.**

[Impact on the pupil's \*\*behaviour\*\*](#)

[Impact on the pupil's ability to \*\*focus on learning\*\*](#)

[Impact on the pupil's \*\*attendance\*\*](#)

[Impact on the \*\*quality of relationships\*\* with peers and staff](#)

[Impact on the pupil's \*\*level of confidence\*\*](#)

[Impact on the pupil's \*\*ability to manage anxiety\*\*](#)

**We also asked the following questions:**

[Have you noticed any other changes you would like to mention?](#)

[Is there anything else you would like to add about the service you have received or the impact on pupils?](#)

[If additional funding were available, do you have other children in your school who would benefit from Emotional Logic sessions?](#)

[If funding was available, do you have members of staff who would be interested in completing Emotional Logic training?](#)

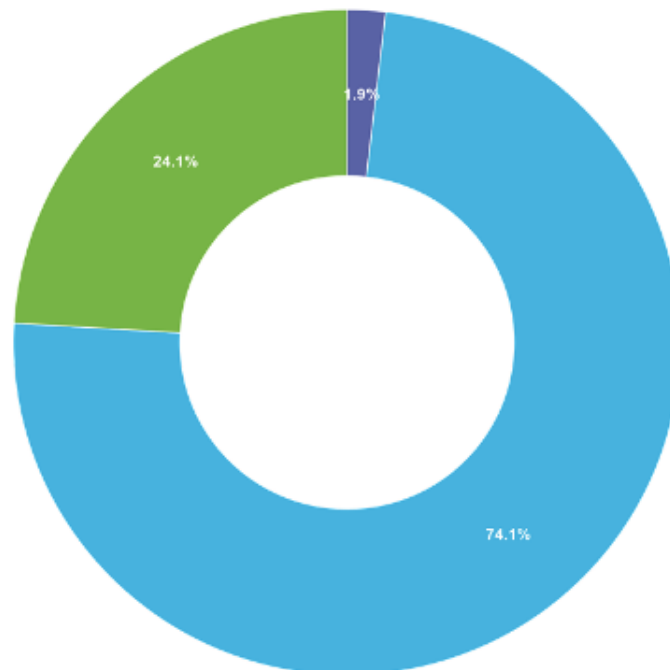
[Would you recommend Emotional Logic support to other schools?](#)

## Impact on pupil behaviour

**Q 1 of 2** If behaviour in school was identified as a concern, have you noticed any change following the Emotional Logic support?

**98.2%** reported an improvement or significant improvement in behaviour in school.

**Q 1 of 2** If behaviour in school was identified as a concern, have you noticed any change following the Emotional Logic support?



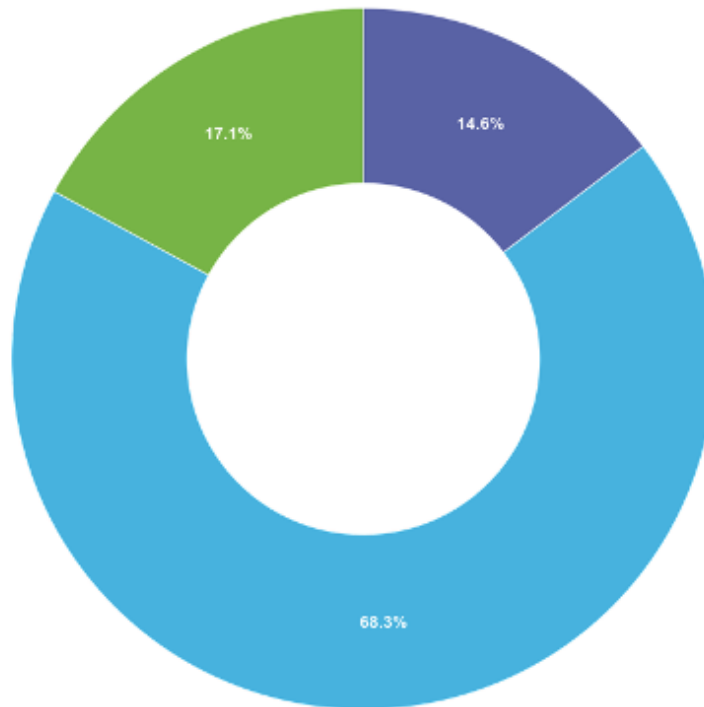
	Choice	Totals
●	No	1
●	Improvement	40
●	Significant improvement	13

**Responses 65   Answered 54   Unanswered 11**

**Q 2 of 2** If behaviour at home was a concern, have you been informed of any changes in this area?

**85.4%** reported an improvement or significant improvement in behaviour at home.

**Q 2 of 2** If behaviour at home was a concern, have you been informed of any changes in this area?



	<b>Choice</b>	<b>Totals</b>
●	No	6
●	Improvement	28
●	Significant improvement	7

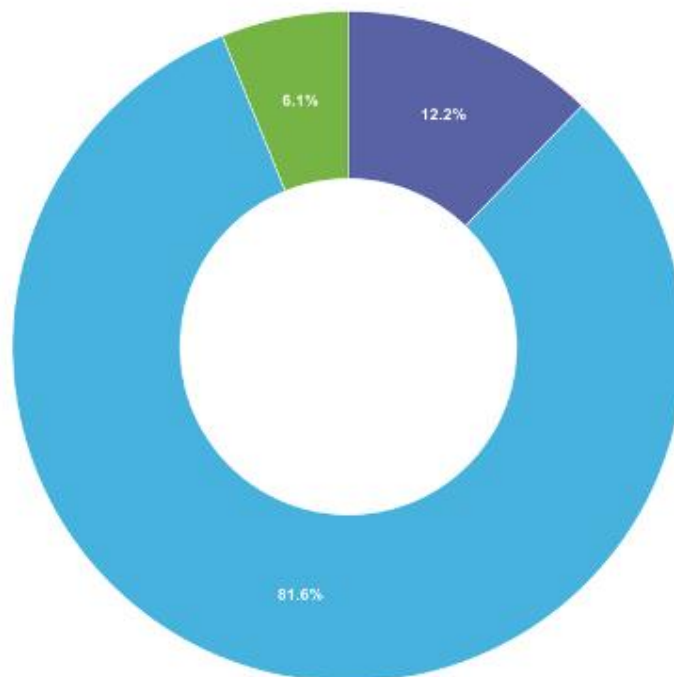
**Responses 65   Answered 41   Unanswered 24**

## Impact on ability to focus on learning

Q Have you noticed any change in the pupil's ability to focus on their learning in the classroom?

**87.7%** reported an improvement or significant improvement in the pupil's ability to focus on their learning in the classroom.

Q Have you noticed any change in the pupil's ability to focus in class?



	Choice	Totals
●	No	6
●	Improvement	40
●	Significant improvement	3

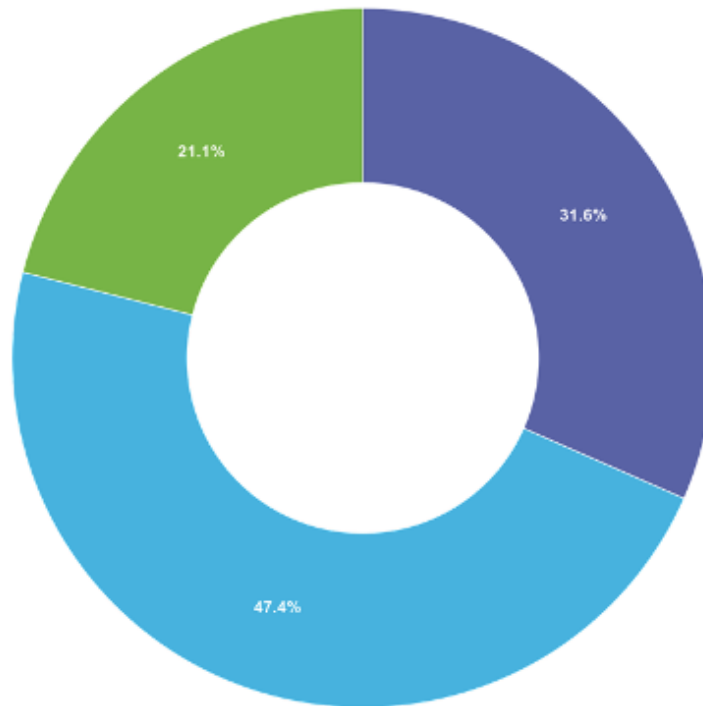
**Responses 65   Answered 49   Unanswered 16**

## Impact on attendance

Q Has there been any change in the pupil's attendance?

**68.5%** report an improvement or significant improvement in attendance

Q Has there been any change in the pupil's attendance?



	Choice	Totals
●	No	6
●	Improvement	9
●	Significant improvement	4

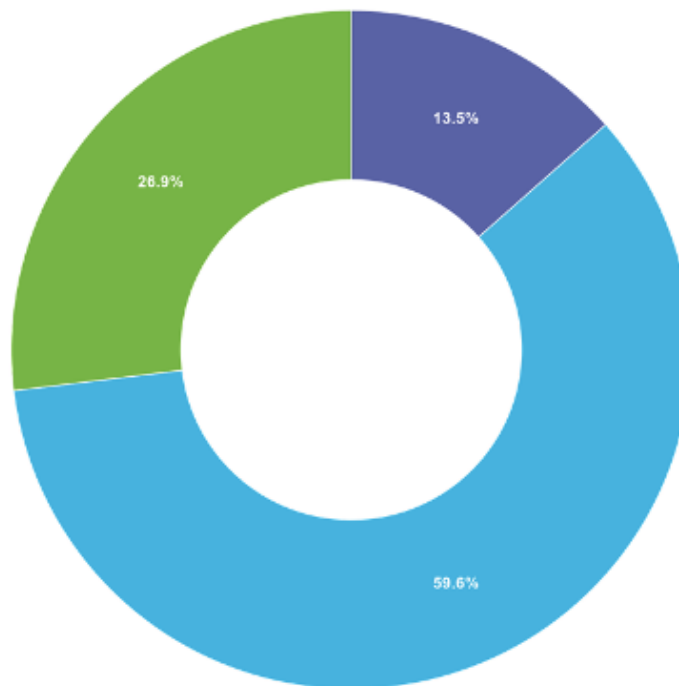
**Responses 65   Answered 19   Unanswered 46**

## Impact on quality of relationships

**Q 1 of 2** Has there been any change in the pupil's relationships at school with peers?

**86.5%** reported an improvement or a significant improvement in relationships with peers in school.

**Q** Has there been any change in the pupil's relationships at school with peers?



	Choice	Totals
●	No	7
●	Improvement	31
●	Significant improvement	14

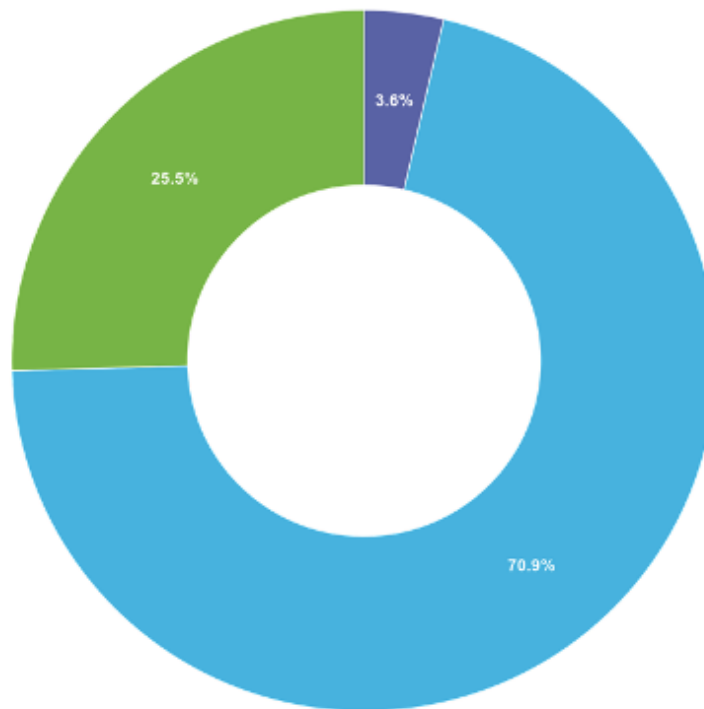
**Responses 65   Answered 52   Unanswered 13**



**Q 2 of 2** Has there been any change in the pupil's relationships at school with members of staff?

**96.6%** reported an improvement or significant improvement in the pupil's relationships with members of staff.

**Q** Has there been any change in the pupil's relationships at school with members of staff?



	<b>Choice</b>	<b>Totals</b>
●	No	2
●	Improvement	39
●	Significant improvement	14

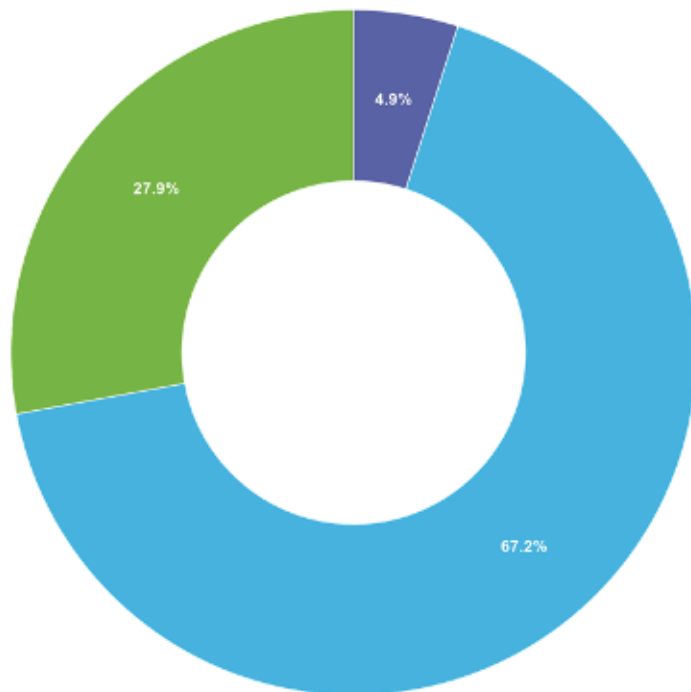
**Responses 65   Answered 55   Unanswered 10**

### Impact on the pupil's levels of confidence

Q Have you noticed a change in the pupil's level of confidence?

95.1% reported an increase or significant increase in the pupil's level of confidence.

Q Have you noticed a change in the pupil's level of confidence?



Choice	Totals
No	3
Improvement	41
Significant improvement	17

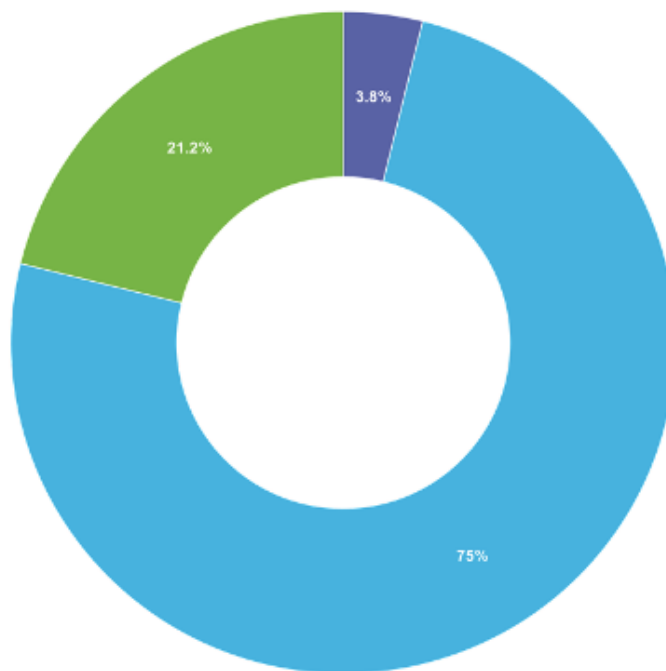
Responses 65 Answered 61 Unanswered 4

## Impact on the pupil's ability to manage anxiety

Q Has the pupil improved their ability to manage their anxiety?

**96.2%** reported an increase or significant increase in the pupil's ability to manage their anxiety.

Q Has the pupil improved their ability to manage their anxiety?



	Choice	Totals
●	No	2
●	Improvement	39
●	Significant improvement	11

**Responses 65   Answered 52   Unanswered 13**

## Overall satisfaction with our service

**Q** If additional funding were available, do you have other children in your school who would benefit from Emotional Logic sessions?

**100%** of schools said yes.

**Q** If funding was available, do you have members of staff who would be interested in completing Emotional Logic training?

**100%** of schools said yes.

**Q** Would you recommend Emotional Logic support to other schools?

**100%** of schools said yes.

## **Q Have you noticed any other changes you would like to mention?**

Attendance is much improved with no day's absence since starting the Emotional Logic training. He becomes angry in school less frequently and he says he is worrying less about things.

The pupil says, 'I don't really get angry any more, I don't get into trouble like I used to.'

The pupil says, 'I've been answering more questions in class. I usually wouldn't do that.'

The pupil's teaching assistant says: 'I have seen an improvement in his anxiety since starting these sessions, especially as far as going into year 7 is concerned and with the fear of older children and around the possibility of bullying. He can use the cards well to explain to me how he is feeling and then we can talk and make a plan together.'

Their behaviour at lunchtime has improved and mealtime assistants have commented on this.

This child has formed friendships that are appropriate and has managed to maintain these. Her increased confidence level and happiness has enabled her to thoroughly engage in learning resulting in her being able to return to mainstream class in September. She is a much happier girl.

This child has been able to move on with their relationships at home in a positive way. They are now more able to focus and achieve in school as a result of this. They are much happier and more confident in themselves.

Since starting the EL intervention, she has attended more lessons and received a 5 for all of her report card grades. She has now been taken off report!

Significant improvement in confidence. Significant improvement in well-being. Significant improvement in friendships.

She has previously been very attention seeking, coming to pastoral support every lunchtime. This has completely stopped. She always checks in and has a chat in the corridor and it is nearly always a positive interaction rather than focusing on negatives

He has started to understand a little more about himself and what he would like in life. He has really felt supported and more confident since starting the work with you. He has fed back that life feels a little easier and he is able to ask when things go wrong. There is a notable positive difference with peers and fewer behaviour incidents in the college.

This is just a small selection of the 51 answers we received.

**Q Is there anything else you would like to add about the service you have received or the impact on pupils?**

The confidence he has gained through Emotional Logic has been amazing - his mum has shared she has noticed a difference and he is also trusting peers more - which will help him with future relationship building.

Members of school staff really want to do the Emotional Logic training

Service from the Emotional Logic coaches has been amazing - the children really value the support

The pupil says, "I've done two maths test this morning. In the past I would have just walked off but now I'm doing them, even though they were hard."

Overall, I feel that he has really felt supported by the emotional logic service and hopeful that he will continue to utilise the positives that have been developed through the sessions. Emotional Logic is AMAZING!! We highly recommend it!!

The pupil has improved their communication skills and developed deeper, trusting relationships with safe adults in school. This work has been shared with other supporting agencies and well received. Many thanks

She really took us all by surprise in how quickly she took the concepts on board and how self-motivated she was in identifying problems. The impact has been significant and because the coach involved school and family this is a long-lasting tool that we can all use to support the pupil.

The coach was very generous with his time and really went that extra mile to communicate with school so that we got the most out of the intervention.

The coach's willingness to share the concept and resources was so helpful. It's meant it was not a stand-alone piece of work in isolation but the children know we can use this in school and even their parents could use it at home.

Thank you. The pupil is much more able to understand her emotional world and is less disruptive in the classroom.

The service has been superb. The children enjoyed and learnt from the training and have shared successfully with parents. It worked best with the oldest child.

More Please!

This is just a small selection of the 38 answers we received.