

Review of impact on specific, identified, vulnerable children at Highcliffe Primary School through our emphasis on the emotional and mental health of our children.

Spring 2017

- Children are identified through well-being tracking and through regular communication between class teachers and Well-Being lead.
- A Feeling Good questionnaire, which provides quantitative data, is completed by the class teacher as near to the beginning of specific, personalised well-being groups as possible. This is also completed again a while after the phase is complete rather than immediately afterwards, to determine whether skills have been maintained over time.
- A This is Me questionnaire is completed by identified children in the same manner as the above. This is partly quantitative.

Feeling Good questionnaire

86.5% of children are perceived by their class teachers to have improved since participation in both Spring well-being groups and extra, class-based well-being activities, particularly in Year 5.

This is Me

During the same phase, on analysis of the quantitative data, **81%** of children have improved their self-perception.