

SERVICE IMPACT REPORT

2021/2022

PATHS[®] Programme for Schools (UK & NI Version)



SERVICE IMPACT REPORT

St Helens - 2021/2022

PATHS[®] Programme for Schools (UK & NI Version)

What is *PATHS[®]* Programme?

The *PATHS[®]* Programme is an evidence-based **social and emotional learning programme** aimed at 4 – 11 year olds (primary age), that teaches pro-social skills, emotion understanding, social problem-solving and self-control.

Measuring Impact

- Pre and Post Teacher Surveys
- Pupil Voice Survey
- SLT/Teacher Survey
- Fidelity Ratings
- Training Evaluations
- Case Studies

Programme Support

We worked with: **Who received:**

13 Schools	Curriculum Packs & Training for all teaching Staff	Whole-school training for non-teaching staff and parent workshops	Additional supports for principals and ISCs for self-evaluation and auditing SEL in school
114 Teachers	1:1 Support for planning & mentoring	In-class Support, modelling, team teaching, peer support	Cluster Meetings for in-school coordinators
3122 Pupils	Universal PATHS lessons in every classroom	Targeted support for pupils in nurture units / special needs settings	Bespoke training for B's Buddies in Year 5 / 6



Believe in
children
Barnardo's

PATHS[™]
The PATHS[™] Programme for Schools (UK Version)
Promoting Alternative Thinking Strategies

Service Impact

1. Data Collection

Data Collection Method	Number Sampled	Total Number	% Represented
Pre & Post Surveys	939	3122	30%
Pupil Voice Surveys	360	1784	20%
HT/ISC Surveys	11	13	85%
Teacher Surveys	44	114	39%

2. Questionnaire Results

Pre and Post Questionnaire Results

2021-2022

Survey Results for 13 Schools (2021-2022)

52% of pupils showed improved **empathy**

Aggression and Disruptive Behaviour



Reduced Stable

Concentration and Attention



Improved Stable

Social and Emotional Competence



Improved Stable

Figure 1: Overall Results for 13 Schools between 2021-2022 (939 responses)

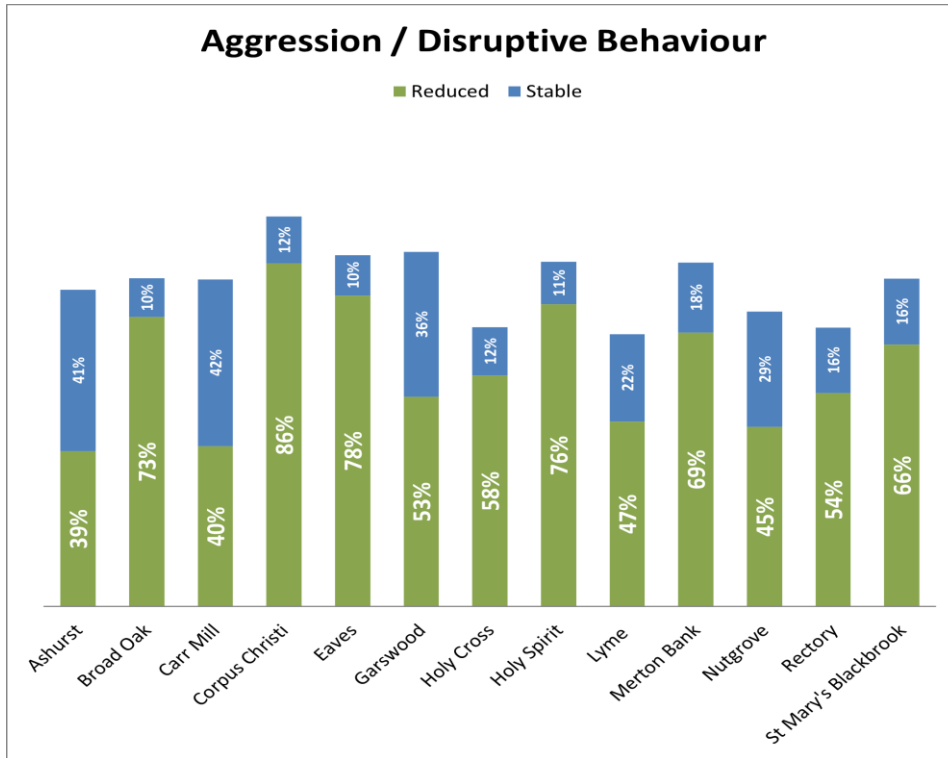


Chart 1: PATHS® Results from St Helens for **Reduced** aggression / disruptive behaviour (939 pupils)

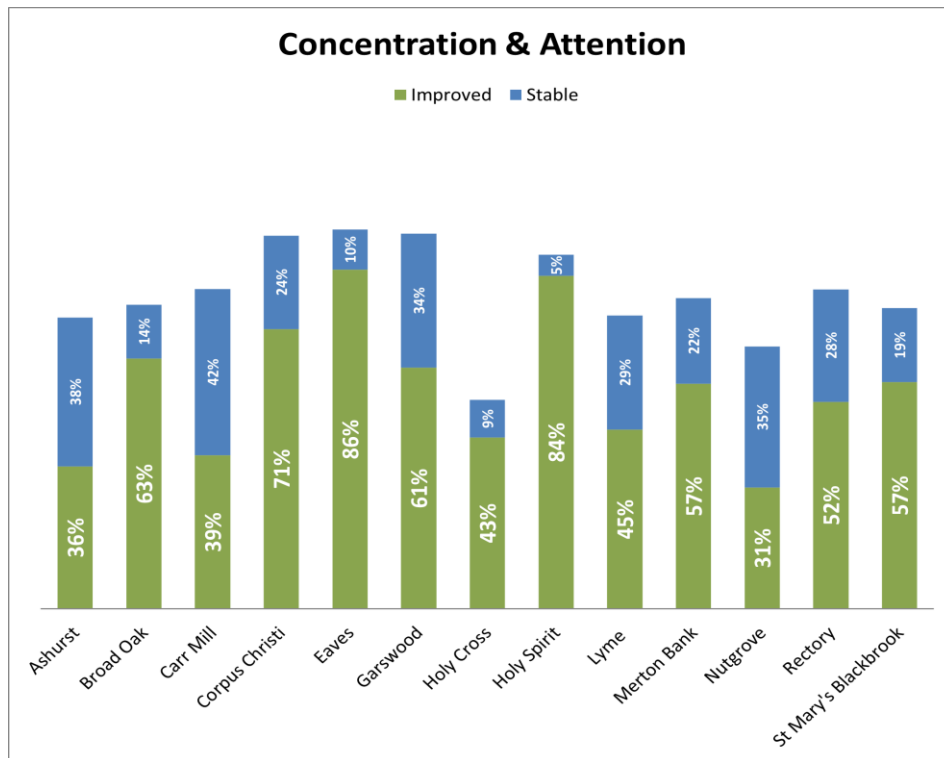


Chart 2: PATHS® Results from St Helens for **Improved** concentration and attention (939 pupils)



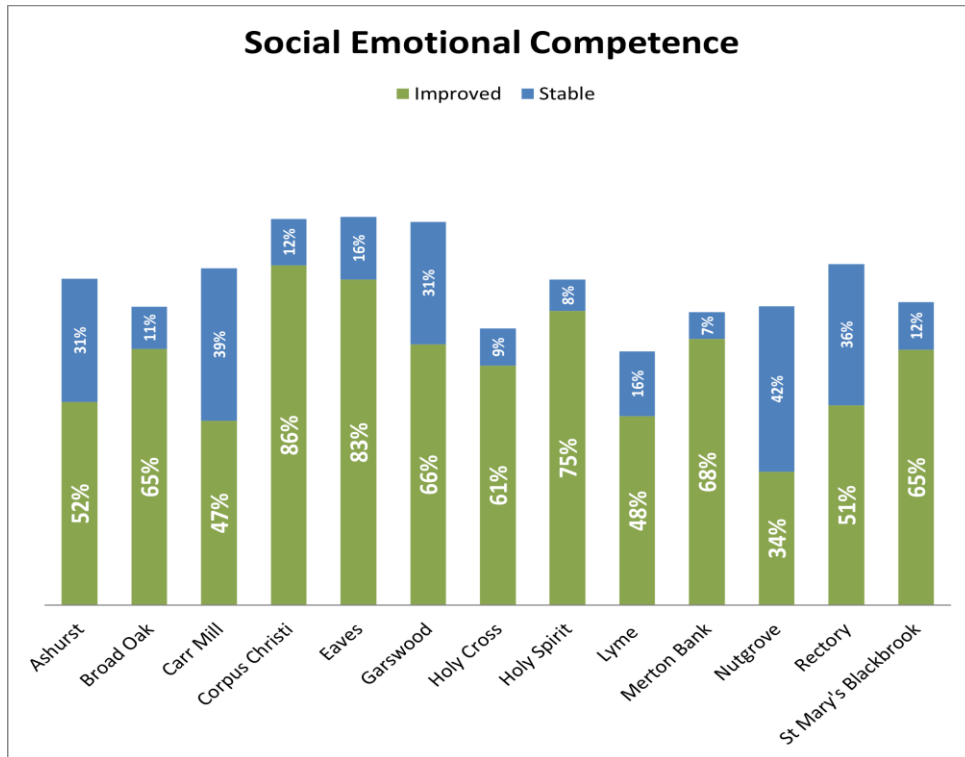


Chart 3: PATHS® Results from St Helens for **Improved** social emotional competence (939 pupils)

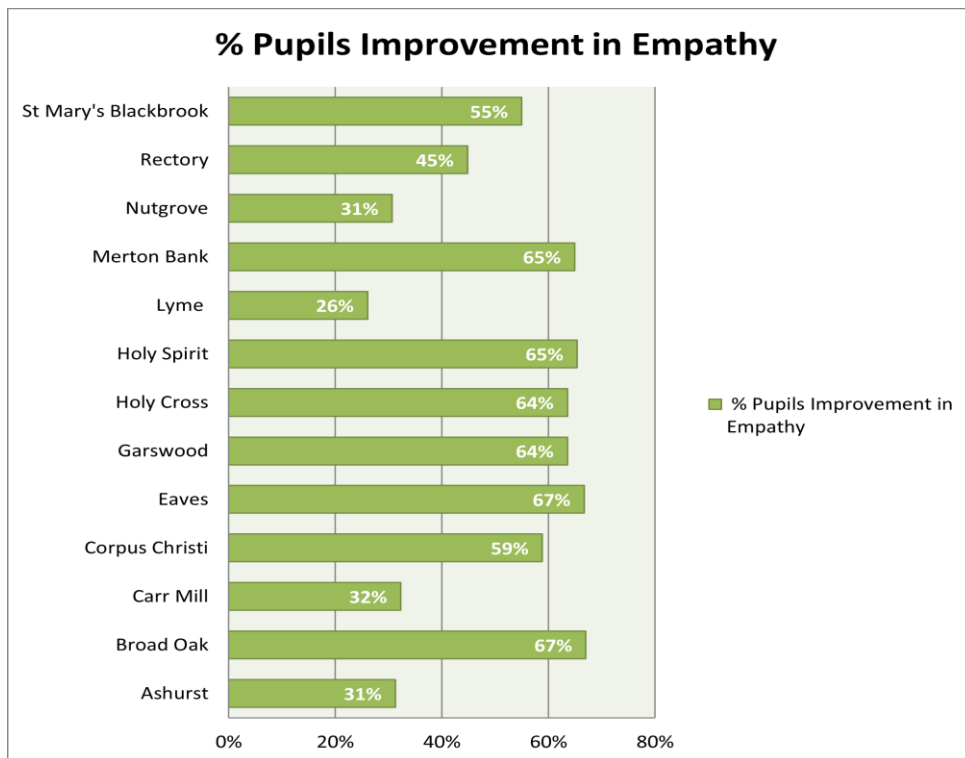







Chart 4: PATHS® Results from St Helens for **Improved** empathy (939 pupils)

3. SEL Impact

Self-Awareness 	Self-Management 	Social Awareness 	Relationship Skills 	Responsible Decision-Making 
<p>98% of teachers reported that PATHS® has had a positive impact on the children in their class.</p> <p>95% of teachers agree that children are using a wide range of emotional vocabulary to talk openly about how they are feeling.</p> <p>76% of pupils reported that PATHS® has helped them to understand their own emotions moderately, very much or a great deal</p>	<p>98% of teachers agree children are able to use calming down strategies with support.</p> <p>69% of children reported that PATHS® has helped their understanding and management of feelings moderately, very much or a great deal.</p> <p>100% of SLT reported that the PATHS® Programme has had a positive impact on pupils' behaviour.</p>	<p>80% of pupils said PATHS® has helped them understand others' emotions moderately, very much or a great deal.</p>	<p>100% of SLT reported that the PATHS® Programme has had a positive impact on pupil relationships.</p> <p>75% of pupils stated that PATHS® has developed their friendship skills moderately, very much or a great deal.</p>	<p>98% of teachers agree that problem solving is being modelled and used during the school day.</p> <p>76% of pupils stated that PATHS® had helped their problem solving skills moderately, very much or a great deal.</p>



4. Feedback

Teacher Feedback

98%

of teachers reported that PATHS® has had a positive impact on the children in their class.

"PATHS has had a positive impact on most pupils in class. It has provided them with a common language to express their emotions and excellent structures to follow regarding self-control, fair play etc."

"The children in my class love it when Twiggle and the other puppets arrive and are eager to talk about how they feel and ways they can calm down. Compliments are loved by the children and their parents (as we share them via our app)."

Principal Feedback

100%

of principals reported that the majority of pupils are engaged in PATHS® lessons.

"Staff are fully on board with the programme and have seen the positive effects it has on classroom life and in the lives of our children and families."

"We see and hear the children using what they have learned in PATHS lessons, in their general interactions with each other. It has also been evident when we have adopted "restorative justice" approaches to resolve relational difficulties."

"Modelled lessons have made teachers feel confident in their own delivery."

Pupil Feedback

77%

of pupils reported that they enjoyed PATHS® lessons.

82%

of pupils believe PATHS® helps all children.

"The most useful thing I have learnt is the 3 steps to calming down and turtle."

"How to react when you feel mad, angry and sad."

"How to deal with situations in life and how to act when I am in am doing something."

"How to understand why I am feeling the emotions I am feeling."

"The golden rule. Treat others how you want to be treated."



5. Implementation Fidelity

Adherence to core competences

Pupil of the Day



100%

of teachers agree this is happening most days in classes

Feelings



95%

of teachers agree children are using a wide range of emotional vocabulary

Self-control



98%

of teachers agree strategies are modelled and used by children with support

Problem-solving



98%

of teachers agree this is modelled and used during the school day

Exposure and Quality

95% of teachers are teaching the lessons in sequence using the pacing guide and delivering 2 lessons per week, while **93%** are using the lesson script and following lesson objectives closely.

At the end of the academic year, **79%** of teachers had completed more than **75%** of their manual.

Conclusions

From the results of the surveys we can conclude that Head Teachers are:

Reporting high levels of engagement from teachers, staff and pupils

Reporting improvement in relationships and behaviour of pupils

Very happy with the coaching support provided by Barnardo's

In order to continue the excellent work which has already taken place, the PATHS® coach is encouraged to:

Keep providing 'tailored' support to schools and report directly to the HT /ISC regularly

Keep communicating effectively with schools, providing feedback

Offer additional staff training, parent sessions and playground support

NEXT STEPS...

Continued engagement, in particular with development of generalisation and cross curricular links; and increased use of additional SEL support materials

Roll-out support to new schools, including a PRU and pre-school

Training and Coaching support will continue to be provided by Barnardo's.

Connect with us

<https://www.barnardos.org.uk/what-we-do/services/paths>

<http://www.pathseducation.co.uk/>

paths@barnardos.org.uk

02890790133



/pathseducationuk



@PATHSEdUK