

# Educational Psychology Service: Impact Report 2024/25

## About this report

This report shares the impact of North Somerset Educational Psychology Service during the 2024/25 academic year.

We've organised it around the three main ways we work: with schools and settings who purchase our services (traded work); alongside other teams to support children and families early on (preventative work); and through statutory assessments and reviews required by law.

The findings show a year of real, positive change for children, young people, and the school staff who support them. We've also seen growing demand for our services, which suggests our involvement is valued. Alongside celebrating these outcomes, we've identified where we can further improve to meet the needs of our community. You'll find links throughout to help you explore each area in more detail.



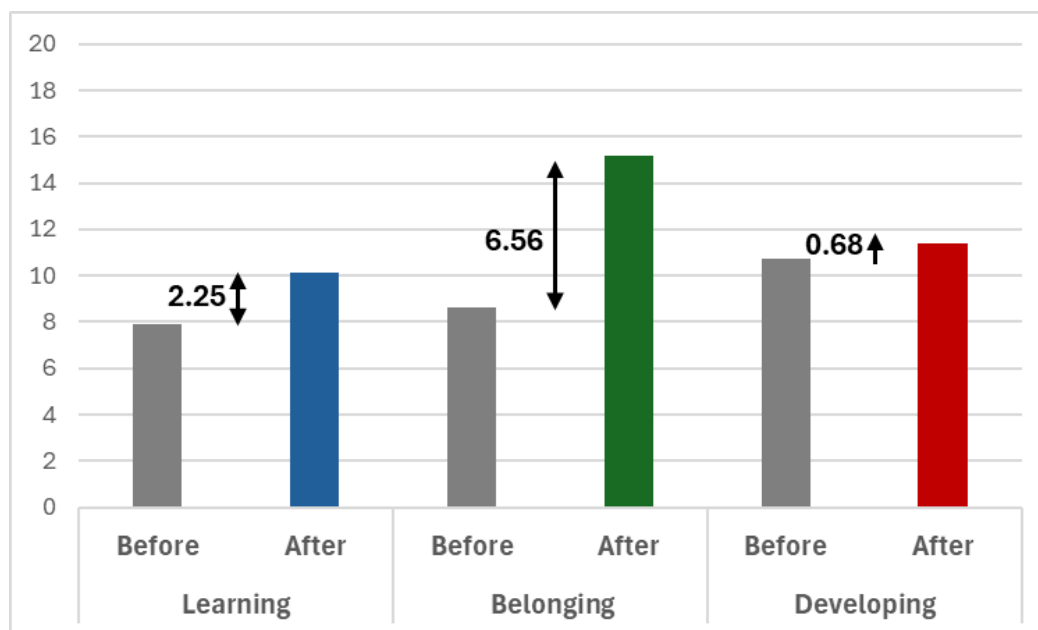
## Traded Work

Schools and other education settings can purchase our services directly. This work includes direct casework, training, and specialist programmes. ([Click Here](#) to learn more

- **Growing Demand and Reach:** The demand for our traded services continues to grow. The amount of time purchased by schools increased by 20% this year, with the number of schools buying our support rising from 57 to 62.



- **Impact on Pupils:** Our direct work with children and young people has contributed towards meaningful progress over a 2-3 month period following our involvement with schools. You can read more about how we measure this [here](#).
  - **Learning:** Pupils made significant progress in their learning:
    - Working together, educational psychologists and schools set specific learning targets for pupils. Achievement of those targets increased by 96.9% from where they started (using our Target Model of Evaluation).
    - School staff noticed pupils becoming more confident learners. Our new Learning Confidence measure showed an average increase of 28.4% – rising from 7.90 to 10.15 on a 20-point scale. This suggests a real shift in pupils' self-belief and how they engage with learning support
  - **Belonging:** Pupils felt more connected to their schools. Their sense of belonging increased by 1.78 points on average (from 11.22 to 13.00 on the Psychological School Membership scale). We also saw a substantial reduction in feelings of loneliness, with scores improving by 11.33 points. One student told us that our psychologist "made me feel that my dream could be possible".
  - **Development:** Pupils' overall difficulties decreased by 13.6% on the Strengths and Difficulties Questionnaire. At the same time, their prosocial skills – things like sharing, helping others, and being kind – increased notably by 1.0 point (from 3.86 to 4.86). This is particularly encouraging as this area showed no change last year.



- **Specialist Programmes and Training:**
  - **ELSA** ([Click Here to learn more](#)) and **Learning Mentor Networks** ([Click Here to learn more](#)): Attendees of our Emotional Literacy Support Assistant (ELSA) training reported a 28% increase in their skills and confidence. The number of ELSAs attending our supervision sessions grew from 47 to 71, and we're expecting the Learning Mentor Network to nearly double in size next year.
  - **Purchased AANTs** ([Click Here to learn more](#)): Schools continue to find our Analysis of Additional Needs Tool (AANT) consultation reports highly valuable; all respondents rated them as 'Very' or 'Extremely Valuable'. Schools told us they particularly value the "manageable, actionable targets" which they use to guide pupil support plans.

## Statutory Work

For this report, statutory work refers to our legal duty to provide psychological advice for children and young people undergoing an Education, Health and Care Needs Assessment (EHCNA). ([Click Here to learn more](#)).

- **High-Quality Advice Writing:** We completed 601 EHCNA reports this academic year. Our advice is timely – 96.3% of reports were delivered within the six-week legal timeframe, and on average we completed them 8.4 days ahead of the deadline.
- **Exceptional Quality and Parent Satisfaction:** The quality of our advice is one of our proudest achievements. Feedback from parents has been overwhelmingly positive, with an overall satisfaction rate of approximately 98%.
  - 100% of responding parents felt we listened to them.
  - 100% found our recommendations helpful and relevant.
  - 100% agreed that our involvement made a positive contribution to the EHCP.

### Parent Feedback:

- *"She was brilliant, really understanding and thorough, she took the time to listen to us and made a huge difference. Her report reflected my child's needs and has helped other people to understand his needs."*
- *"We have had quite a bit of involvement from the council, but he stood out. Clear expertise and understanding and showed he understood our concerns from the discussions we had."*

## Preventative Work

Our preventative work focuses on early intervention and building capacity within educational settings to support children and young people.

- **Early Years Support** ([Click Here to learn more](#)): Our work with Early Years settings has shown a clear positive impact. Children supported through our Springboard and Transition supervision were described as "calmer and more settled", with staff reporting growth in their own confidence and use of practical

strategies. The local authority multi-agency meeting for Early Years (MAISEY), which we chair, has seen year-on-year increases in attendance, reflecting sustained demand for collaborative early intervention support. Most settings that used our online consultations (AANTs) implemented the agreed next steps and reported positive changes for the children involved.

- **Virtual School Support:** We provide dedicated support for care-experienced children and the professionals around them. Our training in PACE (Playfulness, Acceptance, Curiosity, Empathy) has a lasting impact, with 100% of attendees at a follow-up session reporting they had used the learning in their practice. In total, the service delivered 107.25 hours of support through casework, supervision, and training for the Virtual School.
- **Critical Incident Response** ([Click Here to learn more](#)): We provide rapid support to schools following a critical incident. This year, we responded to 5 incidents across five different schools.
- **Conferences and CPD:** Our wider training offer is highly valued. 100% of attendees would recommend our SENCo Conference ([Click Here to learn more](#)), and our SENCo Network CPD reached nearly 30% more schools this year. Our online CPD videos ([Click Here to learn more](#)) were rated by 95% to be *very/extremely* relevant by users.

## Areas for Development

- **From advice to action:** Schools tell us our advice is valuable, but translating it into everyday practice isn't always straightforward. Time pressures, staffing challenges, and limited resources can make implementation difficult. We recognise that knowing what to do is only part of the picture; understanding how to make it work in a real classroom or school context is equally important. Next year, we'll be developing our approach to focus more on implementation support. This means working alongside schools to think through the practical steps needed to embed our recommendations into their existing systems and routines. Our goal is to ensure that our advice doesn't just inform practice, it changes it in ways that genuinely benefit children and young people.
- **Balancing Demand with Team Wellbeing:** The sustained growth in demand is creating pressure on the team. The Traded AANT service is being paused next year due to service capacity issues. Our high timeliness for statutory reports slipped from 99.0% to 96.3%, with data identifying February and May as the lowest-performing months, suggesting a period of potential burnout that needs proactive support.
- **Reviewing Our Impact on Parent Partnerships:** The strategic shift in how we deliver some services has had unintended consequences. The Early Years evaluation notes that the service's move from in-depth casework to a higher volume of consultative AANTs has "reduced" direct partnership work with parents. This highlights an opportunity to explore how we can enhance our engagement with families.

## The Year Ahead

The 2024/25 academic year has been one of considerable success and growth across all functions of our service. The data clearly shows the positive and tangible impact of our work. Moving forward, our focus will be on addressing these development areas while continuing to provide high-quality services. We'll work to give schools greater support in implementing our advice, manage service demand to protect team wellbeing, and seek new ways to strengthen our partnerships with parents and carers.

**The Educational Psychology Service, September 2025**