

St. Begh's Catholic Junior School Case Study

Harnessing Pupil Voice to Address Attendance and Anxiety

Insight

Identification

Introduction

St. Begh's Catholic Junior School is located in Whitehaven, West Cumbria, a coastal town with deep community roots. The school serves 245 pupils, many from families who have lived locally for generations.

Nearby, Sellafield, a large nuclear decommissioning site and one of the area's biggest employers, provides stable, well-paid jobs for some local families. However, many others do not benefit from this employment, creating a stark economic divide.

As a result, the school community includes both children from relatively secure households and those facing significant financial hardship and social disadvantage. This disparity contributes to a complex wellbeing landscape across the pupil population.

Staff have observed a notable shift in pupil behaviour over the past decade, worsened by the COVID-19 pandemic. Increasingly, children present with anxiety, which affects their behaviour, attendance, and ability to engage in learning.

Implementation

To deepen their understanding of pupil wellbeing, St. Begh's introduced BounceTogether as a way to collect structured feedback and spot issues that might otherwise go unnoticed.

One key development was the integration of Bounce Alerts with CPOMs, allowing concerning survey responses to trigger automatic safeguarding notifications - ensuring timely follow-up without adding admin pressure.

As the system became embedded, the school used it to evaluate specific initiatives - such as a Monday morning curriculum change aimed at easing anxiety and improving attendance - and to identify pupils needing more support.

BounceTogether became a practical tool for moving from observation to action, strengthening the school's overall approach to mental health.

The pupil voice data collected showed a positive response to these sessions, particularly among children who had previously been reluctant attenders.



Insight

Once surveys were up and running, pupil voice became a critical driver of change. The platform's ease of use - for both staff and pupils - allowed regular feedback to become embedded into the rhythm of school life. One standout example involved an initiative targeting Monday attendance in upper KS2 (Years 5 and 6).

Staff had observed that Mondays posed particular challenges for some children. In response, they introduced a curriculum innovation offering practical, experience-based sessions such as outdoor learning, cooking, and sports leadership on Monday mornings. This was designed to create positive anticipation and reduce weekend-related anxiety spikes.

At the end of the autumn term, BounceTogether surveys were used to evaluate the initiative's success.

This insight not only validated the intervention but empowered the leadership team to formally embed the sessions into the weekly timetable moving forward.

As a small school with a close-knit team, we've always had good instincts. What BounceTogether does is turn that instinct into evidence we can act on.



Identification

Perhaps the most significant value of BounceTogether at St. Begh's is its ability to flag concerns early, especially among children who may not outwardly show signs of distress.

Survey data has been used to identify pupils who benefit from early morning support, and to adjust intervention planning based on what pupils themselves say they need.

The integration with CPOMs has ensured that even subtle indicators are taken seriously and acted upon.

Rather than replacing existing relationships, it has enhanced the school's ability to respond with precision and confidence, helping staff make decisions that are grounded in evidence as well as care.

It would be a way to shine light on any issues being faced by children who may go unnoticed, even in a school that prides itself on knowing pupils well.

What St Begh's Achieved

BounceTogether has become a practical tool for strengthening that balance - helping staff understand pupil needs more clearly and identify issues earlier:



Insight - Enabled staff to understand patterns of anxiety and evaluate interventions through structured pupil voice data.



Identification - Helped flag vulnerable pupils early - especially those not visibly struggling - through survey alerts and CPOMs integration.



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