Pastoral Support Data Analysis

October 2018 - December 2018

Pupils access pastoral support for: Planned interventions; Social Skills work; as part of de-escalation procedures; or during crisis.

Pastoral Support records next steps for pupils after intervention to help measure success.

B 5 = Below 5 mins meaning pupil was back in class ready to learn within 5 minutes

B 20 = Below 20 mins meaning pupil was back in class ready to learn within 20 minutes

B 45 = Below 45 mins meaning pupil was back in class ready to learn next lesson

Total School

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Intervention Reason** | **No.** | **%** | **B**  **5** | **B**  **20** | **B**  **45** | **Intervention Type** | **No.** | **%** | **B**  **5** | **B**  **20** | **B**  **45** | **Next Steps** | **No.** | **%** | **B**  **5** | **B**  **20** | **B**  **45** |
| De-escalation | 47 | 10 | 0 | 39  83 | 42  89 | Walk & Talk | 146 | 31 | 55  38 | 142  97 | 145  99 | Return to Class | 194 | 43 | 38  20 | 172  89 | 190  98 |
| Planned Intervention | 82 | 18 | 0 | 52  63 | 81  99 | Individual Behaviour Strategies | 102 | 22 | 3  3 | 67  66 | 93  91 | 1:1 Intervention in class | 49 | 12 | 1  2 | 41  84 | 48  98 |
| Disruption | 172 | 37 | 41  24 | 147  85 | 167  97 | Emotional Literacy | 131 | 28 | 2  1.5 | 99  76 | 124  95 | 1:1 Intervention in pastoral | 150 | 33 | 1  0.6 | 113  75 | 146  97 |
| Crisis | 21 | 4.5 | 0 | 16  76 | 20  95 | Social Skills | 79 | 17 | 1  1.3 | 65  82 | 75  95 | Reflection | 22 | 0.5 | 0 | 10  45 | 11  50 |
| Dis-engaged | 139 | 30 | 18  13 | 119  86 | 128  92 | Restorative Justice | 4 | 1.3 | 0 | 3  75 | 3  75 | Meeting | 37 | 9 | 21  57 | 32  86 | 36  97 |
| Sensory Issues | 3 | 0.5 | 1  33 | 3  100 | 3  100 | Attendance | 2 | 0.6 | 0 | 0 | 2  100 | Willow Room | 12 | 2.5 | 0 | 10  83 | 12  100 |
| Total | 465 | 100 |  |  |  | Total | 465 | 100 |  |  |  | Total | 465 | 100 |  |  |  |

Pastoral Support records the lesson pupils require intervention work to help identify areas of need, however rewards and social skills lessons tend to be allocated during the enhanced curriculum to ensure Core curriculum subjects and academic progress is not hampered by pastoral intervention.

**Unable to complete this term due to incomplete data field**

Total

|  |  |  |
| --- | --- | --- |
| **Subject** | **No.** | **%** |
| Maths |  |  |
| English |  |  |
| Science |  |  |
| Accelerated Reader |  |  |
| History |  |  |
| RE |  |  |
| Citizenship |  |  |
| Geography |  |  |
| DT |  |  |
| PE |  |  |
| FT |  |  |
| Art |  |  |
| ICT |  |  |
| Horticulture |  |  |
| Drama |  |  |
| Forest School |  |  |
| Willow |  |  |
| Tutor |  |  |
| Lunch |  |  |
| Total |  |  |

**What data shows – Impact of Pastoral Intervention**

**Whole School Data**

Pastoral intervention for de-escalating incidents – 89% of pupils settled in class by the next lesson, 83% ready to learn again within 20 minutes.

Pastoral intervention for disruption of learning environment – 97% of pupils settled in class by the next lesson, 85% ready to learn again within 20 minutes and 24% ready to learn again within 5 minutes.

Pastoral intervention for pupils in crisis – 95% of pupils settled in class by the next lesson, 76% ready to learn again within 20 minutes.

Pastoral intervention for pupils dis-engaged from the learning environment – 92% of pupils settled in class by the next lesson, 86% ready to learn again within 20 minutes and 13% ready to learn again within 5 minutes.

Pastoral intervention for pupils dealing with sensory issues –100% of pupils ready to learn again within 20 minutes

**Types of Intervention**

The pastoral record the type of intervention undertaken

47% of pastoral time is planned interventions such as social skills work, emotional literacy, restorative justice, attendance support.

22% of pastoral time is responding to and putting in place pupils individual behaviour strategies as detailed in PLPs and ECHPs to support pupils successfully accessing the learning environment

Individual Behaviour Strategies – 91% pupils settled in class by the next lesson, 66% ready to learn again within 20 minutes

31% of pastoral time is undertaking Walk and Talk intervention, where they respond to pupils who have left the learning environment, support resolving issues and return them to class.

Walk and Talk Intervention – 99% pupils settled in class by the next lesson, 97% ready to learn again within 20 minutes & 38% ready to learn again within 5 minutes.

**Impact of Intervention on Pupil Progress**

Walk and Talk intervention and 1:1 intervention in class has the highest success rate in getting pupils ready to learn again in the quickest time.

The data shows that more pupils are taking ownership of their behaviour strategies and returning to class without the need for further adult support after pastoral input - 98% pupils settled in class by the next lesson, 89% ready to learn again within 20 minutes & 20% ready to learn again within 5 minutes.

The rebranding of the pastoral room and the focus towards positive interventions has nearly doubled the success rate in getting pupils back to class within 20 minutes.

Interventions have decreased by around a third on the previous half term 465 compared to 715 in half term one.

Each member of the pastoral team have a caseload for 1:1 and group intervention strategies for which they are allocated 1 full day per week.

**Groups**

Group data analysis indicates that Group 4 was the most challenging group during half term 6. Walk and Talk and using Individual behaviour strategies were the most successful in settling pupils within 20 mins.

Half Term 1 - Group 1 – 95 interventions - 25 planned, 9 crisis, 18 de-escalation, 21 disengaged, 17 disruption, 3 sensory issues

Half Term 2 - Group 1 – 38 interventions - 5 planned, 1 crisis, 2 de-escalation, 12 disengaged, 18 disruption, 0 sensory issues

A good indication of the impact of support on the group – at present 1 pupils in group on pastoral caseload – 2 on willow room caseload.

Half Term 1 - Group 2 – 49 interventions - 7 planned, 11 crisis, 10 de-escalation, 8 disengaged, 13 disruption, 3 sensory issues

Half Term 2 - Group 2 – 49 interventions - 2 planned, 3 crisis, 3 de-escalation, 19 disengaged, 22 disruption, 3 sensory issues

Group needs to be targeted for pastoral support intervention in class to identify where issues lie in pupils engaging appropriately.

Half Term 1 - Group 3 - 126 interventions - 31 planned, 32 crisis, 11 de-escalation, 25 disengaged, 27 disruption

Half Term 1 - Group 3 - 75 interventions - 12 planned, 11 crisis, 13 de-escalation, 10 disengaged, 28 disruption, 1 sensory issues

A good indication of the positive impact of support on the group – at present 5 pupils in group on pastoral caseload – 2 on willow room caseload. Disruption remains a concern; however this is the largest group in school with the most variance in pupil needs.

Half Term 1 - Group 4 – 191 interventions - 45 planned, 7 crisis, 12 de-escalation, 66 disengaged, 57 disruption, 4 sensory issues

Half Term 2 - Group 4 – 135 interventions - 33 planned, 3 crisis, 12 de-escalation, 43 disengaged, 44 disruption, 0 sensory issues

A good indication of the positive impact of support on the group – at present 3 pupil in group on pastoral caseload – 2 on willow room caseload

Half Term 1 - Group 5 - 118 interventions - 20 planned, 5 crisis, 14 de-escalation, 39 disengaged, 28 disruption, 2 sensory issues

Half Term 2 - Group 5 - 116 interventions - 17 planned, 2 crisis, 16 de-escalation, 38 disengaged, 43 disruption, 2 sensory issues

Group needs to be targeted for pastoral support intervention in class to identify where issues lie in pupils engaging appropriately – at present 1 pupil in group on pastoral caseload – 4 on willow room caseload

Half Term 1 - Group 6 - 113 interventions - 32 planned, 8 crisis, 14 de-escalation, 28 disengaged, 33 disruption, 6 sensory issues

Half Term 2 - Group 6 - 39 interventions - 9 planned, 0 crisis, 1 de-escalation, 12 disengaged, 15 disruption, 2 sensory issues

A good indication of the positive impact of support on the group – at present 1 pupil in group on pastoral caseload – 2 on willow room caseload

Half Term 1 - Group 7 - 22 interventions - 9 planned, 2 de-escalation, 10 disengaged, 1disruption,

Half Term 2 - Group 7 - 10 interventions - 4 planned, 0 de-escalation, 5 disengaged, 0disruption, 1 Crisis

A good indication of the positive impact of support on the group – at present 2 pupils in group on pastoral caseload – 1 on willow room caseload