Pastoral Support Data Analysis

April 2019 - May 2019

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 | 40 | 12 | 1  2.5 | 33  83 | 40  100 | Walk & Talk | 75 | 23 | 29  39 | 74  99 | 75  100 | Return to Class | 112 | 35 | 33  29 | 108  95 | 112  100 |
| Planned Intervention | 119 | 37 | 15  13 | 82  69 | 118  99 | Individual Behaviour Strategies | 148 | 46 | 7  5 | 115  78 | 145  98 | 1:1 Intervention in class | 62 | 19 | 4  7 | 55  89 | 62  100 |
| Disruption | 83 | 26 | 8  10 | 69  83 | 79  95 | Emotional Literacy | 54 | 17 | 1  2 | 44  81 | 54  100 | 1:1 Intervention in pastoral | 140 | 43 | 3  2 | 91  65 | 137  98 |
| Crisis | 10 | 3.5 | 9  90 | 10  100 | 0  0 | Social Skills | 47 | 14 | 4  9 | 29  62 | 46  98 | Reflection | 7 | 2 | 0 | 5  71 | 6  86 |
| Dis-engaged | 63 | 19 | 15  24 | 59  94 | 63  100 | Restorative Justice | 0 |  | 0 | 0 | 0 | Meeting | 0 |  | 0 | 0 | 0 |
| Sensory Issues | 8 | 2.5 | 1  13 | 7  88 | 0  0 | Attendance | 0 |  | 0 | 0 | 0 | Willow Room | 3 | 1 | 1  33 | 2  66 | 3  100 |
| Total | 324 | 100 |  |  |  | Total | 324 |  |  |  |  | Total | 324 |  |  |  |  |

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.

Total

|  |  |  |
| --- | --- | --- |
| **Subject** | **No.** | **%** |
| Maths | 33 | 11 |
| English | 28 | 7.5 |
| Science | 50 | 16 |
| Accelerated Reader | 28 | 7.5 |
| History | 10 | 3 |
| RE | 10 | 3 |
| Citizenship | 13 | 4 |
| Geography | 17 | 5 |
| DT | 32 | 10 |
| PE | 13 | 4 |
| FT | 10 | 3.6 |
| Art | 4 | 1.2 |
| ICT | 10 | 3 |
| STEM | 14 | 4 |
| Forest School | 6 | 1.8 |
| Willow | 1 | 0.03 |
| Tutor | 35 | 13 |
| Assembly | 0 | 0 |
| Group | 0 | 0 |
| Lunch | 8 | 2.4 |
| Various | 0 | 0 |
| SEAL/Reflection | 2 | 0.06 |
| Total | 324 | 100 |

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

**Whole School Data**

Pastoral intervention for de-escalating incidents – 100% of pupils settled in class by the next lesson, 83% ready to learn again within 20 minutes

Pastoral intervention for disruption of learning environment – 95% of pupils settled in class by the next lesson, 83% ready to learn again within 20 minutes

Pastoral intervention for pupils in crisis – 100% of pupils settled in class within 20 minutes., 90% ready to learn again within 5 minutes.

Pastoral intervention for pupils dis-engaged from the learning environment – 100% of pupils settled in class by the next lesson, 94% ready to learn again within 20 minutes & 24% ready to learn within 5 minutes.

Pastoral intervention for pupils dealing with sensory issues – 88 % of pupils ready to learn again within 20 minutes & 13 % are ready to learn within 5 minutes.

**Types of Intervention**

The pastoral record the type of intervention undertaken

31% of pastoral time is planned interventions such as social skills work, emotional literacy, restorative justice, attendance support.

46% 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 – 93% pupils settled in class by the next lesson, 75% ready to learn again within 20 minutes

23% 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 – 100% pupils ready to learn again within 20 minutes & 12% 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, 78% ready to learn again within 20 minutes.

The focus towards positive interventions and the thrive programme has ensured a success rate of nearly 100% in getting pupils back to class ready for the next lesson.

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**

All groups have improved in behaviour, decreasing disruptive incidents and increasing the number of incidents planned positive interventions

**Group 1 – Year 7s**

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

Half Term 3 - Group 1 – 87 interventions - 23 planned, 7 crisis, 8 de-escalation, 27 disengaged, 21 disruption, 1 sensory issues

Half Term 4 - Group 1 – 32 interventions - 8 planned, 0 crisis, 5 de-escalation, 8 disengaged, 11 disruption, 0 sensory issues

Half Term 5 - Group 1 – 21 interventions – 11 planned, 0 crisis, 0 de-escalation, 6 disengaged, 4 disruption, 0 sensory issues

Pupils numbers in this group has increased again this term. However, interventions continue to reduce. Positive impact of strategies evident. Pupils on caseload in this group increased to 3 pupils due to the arrival of new pupils.

**Group 2 – Year 7s**

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

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

Half Term 3 - Group 2 – 71 interventions - 15 planned, 0 crisis, 19 de-escalation, 39 disengaged, 8 disruption, 3 sensory issues

Half Term 4 - Group 2 – 36 interventions - 9 planned, 0 crisis, 5 de-escalation, 12 disengaged, 9 disruption, 1 sensory issues

Half Term 4 - Group 2 – 36 interventions - 9 planned, 0 crisis, 5 de-escalation, 12 disengaged, 9 disruption, 1 sensory issues

Half Term 5 - Group 2 – 60 interventions - 15 planned, 2 crisis, 16 de-escalation, 16 disengaged, 10 disruption, 1 sensory issues

Interventions have doubled, however a third of these are for 1 pupil who is currently under CAF, planned interventions and increased caseload to support pupil.

There has also been an increase in pastoral support to de-escalate social issues. Pastoral to monitor group and key pupils closely.

**Group 3 – Year 8s**

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

Half Term 3 - Group 3 - 82 interventions – 44 planned, 4 crisis, 10 de-escalation, 9 disengaged, 15 disruption, 1 sensory issues

Half Term 4- Group 3 - 44 interventions – 19 planned, 1 crisis, 9 de-escalation, 9 disengaged, 6 disruption, 2 sensory issues

Half Term 5- Group 3 – 43 interventions – 24 planned, 4 crisis, 6 de-escalation, 5 disengaged, 4 disruption, 0 sensory issues

Maintained low number of interventions reached in prior term, half of these are planned – positive role change due to Thrive. A good indication of the positive impact of support on the group – at present 2 pupils in group on pastoral caseload – 2 on willow room caseload.

Disruption, de-escalation and dis-engagement incidents continue to decrease showing positive impact of interventions and strategies

**Group 4 – Year 8s**

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

Half Term 3 - Group 4 – 125 interventions - 43 planned, 3 crisis, 12 de-escalation, 29 disengaged, 35 disruption, 0 sensory issues

Half Term 4 - Group 4 – 48 interventions – 10 planned, 1 crisis, 6 de-escalation, 17 disengaged, 13 disruption, 1 sensory issues

Half Term 5 - Group 4 – 70 interventions – 29 planned, 2 crisis, 6 de-escalation, 15 disengaged, 18 disruption, 0 sensory issues

A jump up in interventions due to the loss of a 1:1 TA in the group and pastoral planning more, and responding to interventions– third of all interventions

This was the most challenging group in the school. Due to the success of Thrive interventions it is now on par with the rest of Key Stage 3. A good indication of the positive impact of support on the group – at present 2 pupils in group on pastoral caseload – 2 on willow room caseload.

**Group 5 – Year 9s**

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

Half Term 3 - Group 5 - 90 interventions - 34 planned, 1 crisis, 8 de-escalation, 18 disengaged, 25 disruption, 2 sensory issues

Half Term 4 - Group 5 - 27 interventions - 10 planned, 0 crisis, 1 de-escalation, 11 disengaged, 5 disruption, 0 sensory issues

Half Term 5 - Group 5 - 70 interventions - 20 planned, 2 crisis, 10 de-escalation, 7 disengaged, 28 disruption, 3sensory issues

Interventions have more than doubled, however a third of these are for 1 pupil who is currently under CIN, planned interventions and increased caseload to support pupil.

one of the largest groups in school with the most variance in pupil needs. De-escalation and Disruption intervention responses with largest increase, Pastoral to monitor group and key pupils closely – at present 2 pupils in group on pastoral caseload – 3 on willow room caseload

**Group 6 – Year 10s**

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

Half Term 3 - Group 6 - 69 interventions - 28 planned, 2 crisis, 5 de-escalation, 20 disengaged, 14 disruption, 2 sensory issues

Half Term 4 - Group 6 - 28 interventions – 7 planned, 2 crisis, 3 de-escalation, 16 disengaged, 2 disruption, 2 sensory issues

Half Term 5 - Group 6 - 49 interventions – 17 planned, 2 crisis, 2 de-escalation, 11 disengaged, 17 disruption, 2 sensory issues

One quarter of these interventions are for 1 pupil who is currently under CAF, planned interventions and increased caseload to support pupil.

As a group, interventions remain on par with previous half term. This is also the largest group in school – at present 1 pupil in group on pastoral caseload – 2 on willow room caseload.

Disruption to learning incidents have increased. Pastoral will need to observe a variety of lessons to support intervention plans.

**Group 7 – Year 11s**

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

Half Term 3 - Group 7 - 17 interventions - 2 planned, 1 de-escalation, 12 disengaged, 2 disruption, 0 Crisis

Half Term 4 - Group 7 - 9 interventions - 6 planned, 1 de-escalation, 2 disengaged, 0 disruption, 0 Crisis

Half Term 5 - Group 7 - 11 interventions - 6 planned, 0 de-escalation, 3 disengaged, 2 disruption, 0 Crisis

The majority of interventions are planned interventions for one pupil who is also on CAF due to external issues. A good indication of the positive impact of support on the group – at present 1 pupil in group on pastoral caseload.