Pastoral Support Data Analysis

February 2019-April 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 | 31 | 14 | 3  10 | 24  77 | 28  90 | Walk & Talk | 34 | 15 | 4  12 | 34  100 |  | Return to Class | 78 | 35 | 5  6 | 72  92 | 76  97 |
| Planned Intervention | 65 | 29 | 3  5 | 42  65 | 63  97 | Individual Behaviour Strategies | 73 | 33 | 1  1 | 55  75 | 68  93 | 1:1 Intervention in class | 27 | 12 | 1  4 | 23  85 | 27  100 |
| Disruption | 46 | 21 | 1  2 | 37  80 | 41  89 | Emotional Literacy | 75 | 33 | 2  3 | 57  76 | 69  91 | 1:1 Intervention in pastoral | 100 | 45 | 2  2 | 73  73 | 96  96 |
| Crisis | 2 | 0.5 | 0 | 1  50 | 2  100 | Social Skills | 38 | 17 | 2  5 | 27  71 | 37  97 | Reflection | 10 | 4 | 0 | 9  90 | 10  100 |
| Dis-engaged | 76 | 34 | 2  3 | 70  92 | 73  96 | Restorative Justice | 4 | 2 | 0 | 4  100 |  | Meeting | 7 | 3 | 0 | 5  71 | 7  100 |
| Sensory Issues | 4 | 1.5 | 0 | 4  100 |  | Attendance | 0 |  |  |  |  | Willow Room | 2 | 1 | 0 | 1  50 | 2  100 |
| Total | 224 | 100 |  |  |  | Total | 224 | 100 |  |  |  | Total | 224 | 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.

Total

|  |  |  |
| --- | --- | --- |
| **Subject** | **No.** | **%** |
| Maths | 22 | 10 |
| English | 34 | 15 |
| Science | 31 | 14 |
| Accelerated Reader | 15 | 7 |
| History | 12 | 5 |
| RE | 5 | 2 |
| Citizenship | 11 | 5 |
| Geography | 13 | 6 |
| DT | 11 | 5 |
| PE | 5 | 2 |
| FT | 5 | 2 |
| Art | 4 | 2 |
| ICT | 11 | 5 |
| STEM | 14 | 6 |
| Forest School | 5 | 2 |
| Willow | 0 | 0 |
| Tutor | 13 | 6 |
| Assembly | 2 | 1 |
| Group | 1 | 0.33 |
| Lunch | 8 | 4 |
| Various | 1 | 0.33 |
| SEAL/Reflection | 1 | 0.33 |
| Total | 224 | 100 |

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

**Whole School Data**

Pastoral intervention for de-escalating incidents – 90% of pupils settled in class by the next lesson, 77% ready to learn again within 20 minutes and 10% ready to learn again within 5 minutes.

Pastoral intervention for disruption of learning environment – 89% of pupils settled in class by the next lesson, 80% ready to learn again within 20 minutes

Pastoral intervention for pupils in crisis – 100% of pupils settled in class by the next lesson, 50% 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

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

29% of pastoral time is planned interventions such as social skills work, emotional literacy, restorative justice, attendance support.

33% 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

15% 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.

33% of pastoral time is responding to pupils who have become dis-engaged with the learning environment – 96% pupils settled in class by the next lesson, 92% ready to learn again within 20 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 - 93% pupils settled in class by the next lesson, 75% ready to learn again within 20 minutes.

The rebranding of the pastoral room and the focus towards positive interventions with nearly 100% success rate 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

Pupils numbers in this group has increased again this term. However interventions halved. Positive impact of strategies evident. Pupils on caseload in this group decreased to 1 pupil.

**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

Disengagement dropped to a third of previous teNumber of interventions halved. Positive impact of strategies evident. Pupils on caseload in this group decreased to 1 pupil (on CAF).

**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 of interventions 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 decreased despite being one of the largest group in school with the most variance in pupil needs.

Disruption dropped to a third of previous term, one pupil on CAF.

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

This group has increased in pupil size again this term, however reduced the need for intervention by nearly 2 thirds. A good indication of the positive impact of support on the group – at present 2 pupil 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

The largest decrease in interventions across the school, yet one of the largest groups in school with the most variance in pupil needs. Disengagement and Disruption decreased due to maintaining targeted approach from previous half term lie in pupils engaging appropriately – 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

Group has halved the need for pastoral interventions. 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. However, the number pupils becoming disengaged from learning has not changed much. Need to observe a variety of lessons for cause.

**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

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.