Pastoral Support Data Analysis

September 2018 - October 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 | 73 | 10 | 7  10 | 55  75 | 70  96 | Walk & Talk | 263 | 37 | 97  37 | 250  95 | 260  99 | Return to Class | 302 | 42 | 105  35 | 282  93 | 301  99.5 |
| Planned Intervention | 174 | 24 | 12  7 | 148  85 | 170  98 | Individual Behaviour Strategies | 175 | 24 | 13  7 | 143  82 | 171  98 | 1:1 Intervention in class | 90 | 13 | 9  10 | 75  83 | 88  98 |
| Disruption | 185 | 26 | 52  28 | 171  92 | 181  98 | Emotional Literacy | 109 | 15 | 7  6 | 88  81 | 101  93 | 1:1 Intervention in pastoral | 298 | 42 | 12  4 | 237  80 | 282  95 |
| Crisis | 71 | 10 | 4  6 | 51  72 | 60  85 | Social Skills | 143 | 20 | 8  6 | 121  85 | 142  99 | Reflection | 7 | 1 | 0 | 3  43 | 4  57 |
| Dis-engaged | 197 | 28 | 46  23 | 176  89 | 195  99 | Restorative Justice | 20 | 3 | 1  5 | 9  45 | 13  65 | Meeting | 2 |  | 0 | 0 | 2  100 |
| Sensory Issues | 15 | 2 | 5  33 | 13  87 | 14  93 | Attendance | 5 | 1 | 0 | 5  100 | 0 | Willow Room | 16 | 2 | 1  6 | 15  94 | 16  100 |
| Total | 715 | 100 | 126  18 | 614  86 | 690  97 | Total | 715 | 100 |  |  |  | Total | 715 | 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 | 85 | 12 |
| English | 88 | 12 |
| Science | 62 | 9 |
| Accelerated Reader | 24 | 3 |
| History | 11 | 1.5 |
| RE | 27 | 4 |
| Citizenship | 82 | 11 |
| Geography | 8 | 1.5 |
| DT | 56 | 8 |
| PE | 22 | 3 |
| FT | 10 | 1.3 |
| Art | 32 | 4.3 |
| ICT | 31 | 4.3 |
| Horticulture | 36 | 5 |
| Drama | 56 | 8 |
| Forest School | 10 | 1.8 |
| Willow | 5 | 0.6 |
| Tutor | 67 | 9.3 |
| Lunch | 3 | 0.4 |
| Total | 715 |  |

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

**Whole School Data**

Pastoral intervention for de-escalating incidents – 96% pupils settled in class by the next lesson, 75% ready to learn again within 20 minutes.

Pastoral intervention for disruption of learning environment – 98% pupils settled in class by the next lesson, 92% ready to learn again within 20 minutes and 28% ready to learn again within 5 minutes.

Pastoral intervention for pupils in crisis – 85% pupils settled in class by the next lesson, 72% ready to learn again within 20 minutes.

Pastoral intervention for pupils dis-engaged from the learning environment – 99% pupils settled in class by the next lesson, 89% ready to learn again within 20 minutes and 23% ready to learn again within 5 minutes.

Pastoral intervention for pupils dealing with sensory issues –93% pupils settled in class by the next lesson, 87% ready to learn again within 20 minutes and 33% ready to learn again within 5 minutes

**Types of Intervention**

The pastoral record the type of intervention undertaken

39% of pastoral time is planned interventions such as social skills work, emotional literacy, restorative justice, attendance support.

24% 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 – 98% pupils settled in class by the next lesson, 82% ready to learn again within 20 minutes

37% 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, 95% ready to learn again within 20 minutes & 37% ready to learn again within 5 minutes.

**Next Steps**

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.

1:1 intervention in class – 98% pupils settled in class by the next lesson, 83% ready to learn again within 20 minutes.

This is similar to 1:1 intervention in the pastoral room - 95% pupils settled in class by the next lesson, 80% ready to learn again within 20 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.

**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.

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

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

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

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

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

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

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

**Impact of Intervention on Pupil Progress - Pastoral Team Actions**

**Re-Brad to Thrive team – Positive intervention programme for 1:1 and small groups. Complete Thrive Profiles on case load pupils**

**Compare Group data analysis at end of Autumn Term**

**Identify where reduction in incidents since receiving planned interventions**

**Intent - planned interventions increase in volume, reduction in pastoral time spent responding to pupils being disruptive or disengaging from the learning environment.**