Pastoral Support Data Analysis

September 2019 - October 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 | 35 | 13.8 | 0 | 31  89 | 34  97 | Walk & Talk | 50 | 20 | 5  10 | 48  96 | 50  100 | Return to Class | 123 | 49 | 5  4 | 101  82 | 123  100 |
| Planned Intervention | 128 | 51 | 0 | 91  71 | 128  100 | Individual Behaviour Strategies | 104 | 41 | 0 | 82  79 | 101  97 | 1:1 Intervention in class | 38 | 15 | 0 | 38  100 | 38  100 |
| Disruption | 52 | 21 | 3  6 | 47  90 | 51  98 | Emotional Literacy | 41 | 16 | 0 | 34  83 | 41  100 | 1:1 Intervention in pastoral | 84 | 33 | 0 | 58  69 | 82  98 |
| Crisis | 5 | 1 | 0 | 3  60 | 5  100 | Social Skills | 58 | 23 | 0 | 38  66 | 58  100 | Reflection | 8 | 3 | 0 | 5  63 | 7  88 |
| Dis-engaged | 32 | 13 | 2  6 | 29  91 | 31  97 | Restorative Justice | 0 |  | 0 | 0 | 0 | Meeting | 0 |  | 0 | 0 | 0 |
| Sensory Issues | 1 | 0.2 | 0 | 1  100 | 1  100 | Attendance | 0 |  | 0 | 0 | 0 | Willow Room | 0 |  | 0 | 0 | 0 |
| Total | 253 | 100 |  |  |  | Total | 253 | 100 |  |  |  | Total | 253 | 100 |  |  |  |

Pastoral Support records the lesson pupils require intervention work to help identify areas of need, however rewards, planned interventions 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 | 53 | 21 |
| English | 43 | 17 |
| Science | 24 | 9 |
| Accelerated Reader | 27 | 11 |
| History | 5 | 2 |
| RE | 11 | 4 |
| Citizenship | 15 | 6 |
| Geography | 2 | 0.8 |
| Music | 11 | 4 |
| PE | 8 | 3 |
| FT | 3 | 1.4 |
| Art | 5 | 2 |
| ICT | 8 | 3 |
| Learning Resource | 1 | 0.4 |
| STEM | 11 | 4 |
| Forest School | 2 | 0.8 |
| Willow | 1 | 0.4 |
| SEAL | 1 | 0.4 |
| Tutor | 12 | 5.4 |
| Lunch | 8 | 3 |
| Various | 2 | 0.8 |
| Total | 253 | 100 |

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

**Whole School Data**

Pastoral intervention for de-escalating incidents – 97% pupils settled in class by the next lesson, 89% ready to learn again within 20 minutes.

Pastoral intervention for disruption of learning environment – 98% pupils settled in class by the next lesson, 90% ready to learn again within 20 minutes and 6% ready to learn again within 5 minutes.

Pastoral intervention for pupils in crisis – 100% pupils settled in class by the next lesson, 60% ready to learn again within 20 minutes.

Pastoral intervention for pupils dis-engaged from the learning environment – 97% pupils settled in class by the next lesson, 91% ready to learn again within 20 minutes and 6% ready to learn again within 5 minutes.

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

41% 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 – 97% pupils settled in class by the next lesson, 79% ready to learn again within 20 minutes

20% 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 settled in class by the next lesson, 96% ready to learn again within 20 minutes & 10% 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 – 100% are ready to learn again within 20 minutes.

1:1 intervention in the pastoral room - 98% pupils settled in class by the next lesson, 69% ready to learn again within 20 minutes.

The rebranding of the pastoral room and the focus towards positive interventions has continued to improve the success rate of getting pupils back to class and ready to learn again within 20 minutes.

**Groups**

Interventions have improved term on term last academic year.

Rather than compare with summer term, which historically is the most settled term of the year, I have compared each group data with the group data from term 1 last year.

This will highlight not only changes in approaches to interventions (proactive rather than reactive) but how settled groups are when moving up the school. Autumn 1 –dealing with Year 7 transition and key stage challenges and changes of expectation, traditionally most difficult term.

Group 1 (Year 7 Cohort)– 17 interventions - 13 planned, 0 crisis, 2 de-escalation, 2 disengaged, 0 disruption, 0 sensory issues

Group 2 (Autumn 1 2019-20) – 38 interventions - 21 planned, 0 crisis, 4 de-escalation, 5 disengaged, 8 disruption, 0 sensory issues

Group 2 (Autumn 1 2018-19) – 95 interventions - 25 planned, 9 crisis, 2 de-escalation, 3 disengaged, 17 disruption, 3 sensory issues

Group 3 (Autumn 1 2019-20) – 31 interventions - 16 planned, 0 crisis, 5 de-escalation, 7 disengaged, 3 disruption, 0 sensory issues

Group 3 (Autumn 1 2018-19) – 49 interventions - 7 planned, 11 crisis, 10 de-escalation, 8 disengaged, 13 disruption, 3 sensory issues

Group 4 (Autumn 1 2019-20) - 44 interventions – 20 planned, 3 crisis, 11 de-escalation, 5 disengaged, 5 disruption, 0 sensory issues

Group 4 (Autumn 1 2018-19) - 126 interventions - 31 planned, 32 crisis, 11 de-escalation, 25 disengaged, 27 disruption, 0 sensory issues

Group 5 (Autumn 1 2019-20) – 50 interventions - 16 planned, 0 crisis, 3 de-escalation, 9 disengaged, 22 disruption, 0 sensory issues

Group 5 (Autumn 1 2018-19) – 191 interventions - 45 planned, 7 crisis, 12 de-escalation, 66 disengaged, 57 disruption, 4 sensory issues

Group 6 (Autumn 1 2019-20) - 41 interventions - 20 planned, 1 crisis, 7 de-escalation, 3 disengaged, 9 disruption, 1 sensory issues

Group 6 (Autumn 1 2018-19) - 118 interventions - 20 planned, 5 crisis, 14 de-escalation, 39 disengaged, 28 disruption, 2 sensory issues

Group 7 (Autumn 1 2019-20)-31 interventions - 22 planned, 1 crisis, 2 de-escalation, 1 disengaged, 5 disruption, 0 sensory issues

Group 7 (Autumn 1 2018-19) - 113 interventions - 32 planned, 8 crisis, 14 de-escalation, 28 disengaged, 33 disruption, 6 sensory issues