Pastoral Support Data Analysis

January 2019-February 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 | 66 | 12 | 812 | 5888 | 6598 | Walk & Talk | 165 | 30.5 | 4527 | 12173 | 16298 | Return to Class | 249 | 46 | 4116 | 16566 | 24096 |
| Planned Intervention | 181 | 34 | 116 | 9150 | 17496 | Individual Behaviour Strategies | 154 | 28 | 2315 | 9964 | 14695 | 1:1 Intervention in class | 87 | 16 | 56 | 6271 | 87100 |
| Disruption | 120 | 22 | 2420 | 8873 | 11798 | Emotional Literacy | 118 | 22 | 1311 | 9278 | 11597 | 1:1 Intervention in pastoral | 183 | 34 | 31 | 128 | 180 |
| Crisis | 22 | 4 | 0 | 1254 | 20100 | Social Skills | 102 | 19 | 77 | 6362 | 10098 | Reflection | 9 | 1 | 0 | 111 | 444 |
| Dis-engaged | 147 | 27 | 4329 | 12584 | 14498 | Restorative Justice | 2 | 0.5 | 0 | 2100 | 0 | Meeting |  |  |  |  |  |
| Sensory Issues | 5 | 1 | 240 | 360 | 0 | Attendance | 0 |  | 0 | 0 | 0 | Willow Room | 16 | 3 | 638 | 1488 | 16100 |
| Total | 541 | 100 |  |  |  | Total | 541 | 100 |  |  |  | Total | 541 | 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 | 62 | 11 |
| English | 75 | 14 |
| Science | 44 | 8.5 |
| Accelerated Reader | 31 | 6 |
| History | 2 | 0.2 |
| RE | 24 | 4.5 |
| Citizenship | 22 | 4 |
| Geography | 38 | 7.6 |
| DT | 32 | 6.5 |
| PE | 11 | 2 |
| FT | 18 | 3 |
| Art | 7 | 1 |
| ICT | 18 | 3 |
| STEM | 22 | 4.5 |
| Forest School | 10 | 1.5 |
| Willow | 2 | 0.2 |
| Tutor | 48 | 8.5 |
| Assembly | 6 | 1 |
| Lunch | 28 | 5.5 |
| Various | 27 | 5 |
| SEAL/Reflection | 11 | 2.5 |
| Total | 541 | 100 |

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

**Whole School Data**

Pastoral intervention for de-escalating incidents – 98% of pupils settled in class by the next lesson, 88% ready to learn again within 20 minutes and 12% ready to learn again within 5 minutes.

Pastoral intervention for disruption of learning environment – 98% of pupils settled in class by the next lesson, 73% ready to learn again within 20 minutes and 20% ready to learn again within 5 minutes.

Pastoral intervention for pupils in crisis – 100% of pupils settled in class by the next lesson, 54% ready to learn again within 20 minutes.

Pastoral intervention for pupils dis-engaged from the learning environment – 98% of pupils settled in class by the next lesson, 84% ready to learn again within 20 minutes and 29% ready to learn again within 5 minutes.

Pastoral intervention for pupils dealing with sensory issues –60% of pupils ready to learn again within 20 minutes and 40% ready to learn again within 5 minutes.

**Types of Intervention**

The pastoral record the type of intervention undertaken

42% of pastoral time is planned interventions such as social skills work, emotional literacy, restorative justice, attendance support.

28% 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 – 95% pupils settled in class by the next lesson, 64% ready to learn again within 20 minutes & 15% ready to learn again within 5 minutes.

30% 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 – 98% pupils settled in class by the next lesson, 73% ready to learn again within 20 minutes & 28% 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, 66% ready to learn again within 20 minutes & 16% ready to learn again within 5 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

Large increase in planned interventions – positive role change due to Thrive. Incidents of pupil’s disengaging has increased but so has pupil numbers in this group. An extra member of staff was moved into this group recently, need to monitor impact.

**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

Large increase in planned interventions – positive role change due to Thrive. Two pupils on Thrive caseload need to be targeted for social skills interventions. Disengagement raised from last half term. Group needs to be targeted for pastoral support intervention in class to identify where issues lie in pupils engaging appropriately.

**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

Large increase in planned interventions – positive role change due to Thrive. 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 decreased despite being the largest group in school with the most variance in pupil needs.

**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

This group has increased in pupil size this term and maintained a low level of interventions comparatively. 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

**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

Reduction in overall interventions, over one third of these planned, very positive. Disengagement and Disruption decreased due to targeted approach from previous half term lie in pupils engaging appropriately – at present 1 pupil in group on pastoral caseload – 4 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

Large increase in planned interventions – positive role change due to Thrive. 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

**Group 6 – 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

The majority of interventions due to disengagement is one pupil individualised programme to support need. 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