Pastoral Support Data Analysis

January 2020 – February 2020

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 | 57 |  |  | 39 | 53 | Walk & Talk | 83 |  | 12 | 77 | 83 | Return to Class | 192 |  | 14 | 111 | 190 |
| Planned Intervention | 211 |  | 7 | 82 | 202 | Individual Behaviour Strategies | 161 |  | 1 | 79 | 146 | 1:1 Intervention in class | 32 |  | 1 | 27 | 32 |
| Disruption | 62 |  | 6 | 43 | 55 | Emotional Literacy | 85 |  | 6 | 53 | 78 | 1:1 Intervention in pastoral | 163 |  | 3 | 85 | 151 |
| Crisis | 2 |  | 0 | 2 | 2 | Social Skills | 77 |  | 0 | 18 | 76 | Reflection | 14 |  | 1 | 4 | 5 |
| Dis-engaged | 80 |  | 6 | 67 | 76 | Restorative Justice | 5 |  | 0 | 4 | 4 | Thrive Intervention | 10 |  | 0 | 6 | 9 |
| Sensory Issues | 1 |  | 0 | 1 | 1 | Attendance | 0 |  |  |  |  | Willow Room |  |  |  |  |  |
| Total | 413 |  |  |  |  | Total | 413 |  |  |  |  | Total | 413 |  |  |  |  |

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 | 58 |  |
| English | 82 |  |
| Science | 43 |  |
| Accelerated Reader | 22 |  |
| History | 21 |  |
| RE | 9 |  |
| Citizenship | 20 |  |
| Geography | 12 |  |
| Music | 18 |  |
| PE | 9 |  |
| FT | 16 |  |
| Art | 11 |  |
| Computing/ICT | 17 |  |
| PFWL | 5 |  |
| Learning Resource | 0 |  |
| STEM | 7 |  |
| Forest School | 13 |  |
| Willow | 0 |  |
| SEAL | 15 |  |
| Tutor | 20 |  |
| Lunch | 3 |  |
| Assembly | 1 |  |
| Various | 12 |  |
| Total |  |  |

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

**Whole School Data**

Pastoral intervention for de-escalating incidents – 100% pupils settled in class by the next lesson, 88% ready to learn again within 20 minutes.

Pastoral intervention for disruption of learning environment – 93% pupils settled in class by the next lesson, 83% ready to learn again within 20 minutes and 8% ready to learn again within 5 minutes.

Pastoral intervention for pupils in crisis – 100% pupils ready to learn again within 20 minutes.

Pastoral intervention for pupils dis-engaged from the learning environment – 98% pupils settled in class by the next lesson, 87% ready to learn again within 20 minutes and 8% 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

30% 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 – 94% pupils settled in class by the next lesson, 75% ready to learn again within 20 minutes

24% 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, 95% ready to learn again within 20 minutes & 12% ready to learn again within 5 minutes.

**Next Steps**

Walk and Talk intervention and 1:1 intervention in class has the highest success rate for responding to low level behaviours, getting pupils ready to learn again in the quickest time.

1:1 intervention in class – 100% pupils settled in class by the next lesson, 87% ready to learn again within 20 minutes.

1:1 intervention in the pastoral room - 97% pupils settled in class by the next lesson, 67% ready to learn again within 20 minutes.

**Groups**

Interventions have improved term on term last academic year.

I have compared each group data with the group data from half term 2 last year (2018-19).

This will highlight not only changes in approaches to interventions (proactive rather than reactive) but how settled groups are when moving up the school. The school has increased the number of pastoral staff to reflect increase in pupil numbers (Currently 71).

As data sets increase, I will compare term on term.

Group 1 (Year 7 Cohort) HT 3 – 55 interventions - 33 planned, 0 crisis, 9 de-escalation, 10 disengaged, 3 disruption, 0 sensory issues

Group 1 (Year 7 Cohort) HT 2 – 33 interventions - 20 planned, 0 crisis, 3 de-escalation, 7 disengaged, 3 disruption, 0 sensory issues

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

New to school, group is the largest cohort (12) Also had 2 new pupils this half term. At present 3 pupils in group on pastoral caseload – 5 on willow room caseload over 2 thirds of interventions planned – No concern over rise in overall number

Group 2 - (Spring 2 2019-20) – 92 interventions - 53 planned, 1 crisis, 9 de-escalation, 15 disengaged, 14 disruption, 0 sensory issues

Group 2 - (Spring 2 2018-19) – 87 interventions - 23 planned, 7 crisis, 8 de-escalation, 27 disengaged, 21 disruption, 1 sensory issues

Group 2 (Autumn 2 2019-20) – 71 interventions - 27 planned, 1 crisis, 13 de-escalation, 17 disengaged, 13 disruption, 0 sensory issues

Group 2(Autumn 2 2018-19) – 38 interventions - 5 planned, 1 crisis, 2 de-escalation, 12 disengaged, 18 disruption, 0 sensory issues

This cohort has increased number in cohort from 5 to 9 pupils since last year’s HT2 rise in interventions, particularly considering half are planned is not concerning. One third of interventions in group are due to 2 pupils, both on intensive Thrive

Group 3 - (Spring 2 2019-20) – 72 interventions - 29 planned, 1 crisis, 20 de-escalation, 11 disengaged, 11 disruption, 0 sensory issues

Group 3 - (Spring 2 2018-19) – 71 interventions - 15 planned, 0 crisis, 19 de-escalation, 39 disengaged, 8 disruption, 3 sensory issues

Group 3 (Autumn 2 2019-20) – 113 interventions - 67 planned, 1 crisis, 12 de-escalation, 13 disengaged, 15 disruption, 0 sensory issues

Group 3 (Autumn 2 2018-19) – 49 interventions - 2 planned, 3 crisis, 3 de-escalation, 19 disengaged, 22 disruption, 3 sensory issues

This cohort has increased number in cohort from 5 to 10 pupils since last year’s HT3. Nearly half of the interventions are planned interventions to meet individual need not responding to poor behaviour. This cohort has doubled in number and continued to decrease inappropriate behaviours from previous half term.

Group 4 - (Spring 2 2019-20) - 53 interventions – 25 planned, 0 crisis, 8 de-escalation, 8 disengaged, 11 disruption, 1 sensory issues

Group 4 - (Spring 2 2018-19) - 82 interventions – 44 planned, 4 crisis, 10 de-escalation, 9 disengaged, 15 disruption, 1 sensory issues

Group 4 (Autumn 2 2019-20) - 50 interventions - 24 planned, 0 crisis, 7 de-escalation, 10 disengaged, 9 disruption, 0 sensory issues

Group 4 (Autumn 2 2018-19) - 75 interventions - 12 planned, 11 crisis, 13 de-escalation, 10 disengaged, 28 disruption, 1 sensory issues

Decreased interventions responding to poor behaviours, over half are planned interventions to meet individual need. Cohort remains 10 pupils with large need differentiation. Positive impact of role of Thrive.

Group 5 - (Spring 2 2019-20) – 56 interventions - 27 planned, 0 crisis, 6 de-escalation, 17 disengaged, 6 disruption, 0 sensory issues

Group 5 - (Spring 2 2018-19) – 125 interventions - 43 planned, 3 crisis, 12 de-escalation, 29 disengaged, 35 disruption, 0 sensory issues

Group 5 (Autumn 2 2019-20) – 88 interventions - 24 planned, 0 crisis, 10 de-escalation, 36 disengaged, 18 disruption, 0 sensory issues

Group 5 (Autumn 2 2018-19) – 135 interventions - 33 planned, 3 crisis, 12 de-escalation, 43 disengaged, 44 disruption, 0 sensory issues

Large decrease in interventions, compared to both last half term and H3 from last academic year. Over half of the interventions are planned interventions to meet individual need not responding to poor behaviour. This group currently has 8 pupils, 1 new to class this half term.

Group 6 - (Spring 2 2019-20) - 21 interventions - 45 planned, 0 crisis, 1 de-escalation, 13 disengaged, 10 disruption, 0 sensory issues

Group 6 - (Spring 2 2018-19) - 90 interventions - 34 planned, 1 crisis, 8 de-escalation, 18 disengaged, 25 disruption, 2 sensory issues

Group 6 (Autumn 2 2019-20) - 30 interventions - 9 planned, 0 crisis, 2 de-escalation, 7 disengaged, 11 disruption, 1 sensory issues

Group 6 (Autumn 2 2018-19) - 116 interventions - 17 planned, 2 crisis, 16 de-escalation, 38 disengaged, 43 disruption, 2 sensory issues

Decreased interventions responding to poor behaviours From H3 of last academic year. Nearly half of the interventions are planned interventions to meet individual need not responding to poor behaviour. Cohort remains 10 pupils with large need differentiation. Positive impact of role of Thrive.

Group 7 - (Spring 2 2019-20) - 40 interventions - 23 planned, 0 crisis, 4 de-escalation, 6 disengaged, 7 disruption, 0 sensory issues

Group 7 - (Spring 2 2018-19) - 69 interventions - 28 planned, 2 crisis, 5 de-escalation, 20 disengaged, 14 disruption, 2 sensory issues

Group 7 (Autumn 2 2019-20) -31 interventions – 12 planned, 0 crisis, 2 de-escalation, 4 disengaged, 12 disruption, 1 sensory issues

Group 7 (Autumn 2 2018-19) - 39 interventions - 9 planned, 0 crisis, 1 de-escalation, 12 disengaged, 15 disruption, 2 sensory issues

Over half of the interventions are planned interventions to meet individual need not responding to poor behaviour.23 of the interventions are for 1 pupil on intensive Thrive,