**Pastoral Support Data Analysis**

**September 2020 - October 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.

The data include numbers and percentages of incidents across the whole school:

Intervention Reason – Planned, unplanned, responding to need / crisis.

Intervention types – Individual behaviour strategies, social skills work, emotional literacy, restorative justice, attendance support

We use this data to target future planning for whole group and individual strategy.

Next Steps

Walk and Talk, 1:1 intervention in class, 1:1 intervention in pastoral, Reflection, Returned to class

We use this data to judge the impact of the intervention to inform the plan, do, review cycle with regards to meeting need

Preparing pupils to return to Learning

Less than 5 mins - meaning pupil was back in class ready to learn within 5 minutes

Less than 20 mins - meaning pupil was back in class ready to learn within 20 minutes

Less than 45 mins - meaning pupil was back in class ready to learn next lesson

**Total School – Half Term 1 Autumn 2020-21**

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| **Intervention Reason** | **No of Incidents** | | **Less than 5 mins** | | **Less than 20 mins** | | **Less than 45 mins** | | **More than 45 mins** | |
| Crisis | 5 | 1% | 4 | 80% | 3 | 60% | 4 | 80% | 1 | 20% |
| De-escalation | 43 | 10% | 0 | 0% | 36 | 84% | 43 | 100% | 0 | 0% |
| Disengaged | 113 | 27% | 12 | 11% | 96 | 85% | 111 | 98% | 3 | 3% |
| Disruption | 99 | 24% | 5 | 5% | 68 | 69% | 89 | 90% | 13 | 13% |
| Planned Intervention | 138 | 33% | 7 | 5% | 45 | 33% | 135 | 98% | 42 | 30% |
| Sensory Issues | 16 | 4% | 0 | 0% | 16 | 100% | 16 | 100% | 0 | 0% |
| **Totals** | **414** |  | **28** |  | **264** |  | **398** |  | **59** |  |

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| **Intervention Type** | **No of Incidents** | | **Less than 5 mins** | | **Less than 20 mins** | | **Less than 45 mins** | | **More than 45 mins** | |
| Emotional Literacy | 126 | 32% | 5 | 4% | 81 | 64% | 121 | 96% | 25 | 20% |
| Individual Behaviour Strategies | 148 | 37% | 11 | 7% | 94 | 64% | 143 | 97% | 15 | 10% |
| Restorative Justice | 8 | 2% | 2 | 25% | 6 | 75% | 8 | 100% | 0 | 0% |
| Social Skills | 45 | 11% | 0 | 0% | 9 | 20% | 44 | 98% | 0 | 0% |
| Walk & Talk | 70 | 18% | 10 | 14% | 67 | 96% | 70 | 100% | 0 | 0% |
| **Totals** | **397** |  | **28** |  | **257** |  | **386** |  | **40** |  |

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| **Next Steps** | **No of Incidents** | | **Less than 5 mins** | | **Less than 20 mins** | | **Less than 45 mins** | | **More than 45 mins** | |
| 1:1 Intervention in Class | 106 | 26% | 3 | 3% | 82 | 77% | 106 | 100% | 0 | 0% |
| 1:1 Intervention in Pastoral | 140 | 34% | 9 | 6% | 79 | 56% | 128 | 91% | 0 | 0% |
| Reflection | 12 | 3% | 0 | 0% | 5 | 42% | 9 | 75% | 0 | 0% |
| Return to Class | 156 | 38% | 16 | 10% | 98 | 63% | 155 | 99% | 0 | 0% |
| **Totals** | **414** |  | **28** |  | **264** |  | **398** |  | **0** |  |

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.

Discrepancies in the totals are due to failure to log lesson or period. The total number of incidents of pastoral support over half term 1 is 414.

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| **Period** | **No of Incidents** | |
| Reg | 35 | 9% |
| 1 | 80 | 20% |
| 2 | 77 | 19% |
| 3 | 51 | 13% |
| 4 | 50 | 12% |
| Lunch | 3 | 1% |
| 5 | 61 | 15% |
| 6 | 51 | 13% |
| 7 | 0 | 0% |
| **Total** | **408** |  |

**Total**

|  |  |  |
| --- | --- | --- |
| **Subject** | **No of Incidents** | |
| Accelerated Reader | 0 | 0% |
| Art | 20 | 5% |
| Careers | 16 | 4% |
| Computing | 28 | 8% |
| Citizenship | 7 | 2% |
| Design Technology | 40 | 11% |
| English | 51 | 14% |
| Forest School | 0 | 0% |
| Food Technology | 9 | 2% |
| Humanities | 10 | 3% |
| Maths | 51 | 14% |
| Music | 18 | 5% |
| PE | 23 | 6% |
| PFWL | 6 | 2% |
| RE | 11 | 3% |
| Science | 40 | 11% |
| Safeguarding | 1 | 0% |
| Tutor | 38 | 10% |
| **Total** | **369** |  |

**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, 84% ready to learn again within 20 minutes.

Pastoral intervention for disruption of learning environment – 90% pupils settled in class by the next lesson, 69% ready to learn again within 20 minutes

Pastoral intervention for pupils in crisis – 80% 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 – 98% pupils settled in class by the next lesson, 85% ready to learn again within 20 minutes and 11% ready to learn again within 5 minutes.

Pastoral intervention for pupils dealing with sensory issues – 100% settled in class and ready to learn again within 20 minutes

**Types of Intervention**

The pastoral record the type of intervention undertaken

35% of pastoral time is planned interventions such as social skills work, emotional literacy, restorative justice, attendance support.

37% 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, 64% ready to learn again within 20 minutes

18% 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 & 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 – 100% pupils settled in class by the next lesson, 77% ready to learn again within 20 minutes.

1:1 intervention in the pastoral room - 91% pupils settled in class by the next lesson, 56% ready to learn again within 20 minutes.

The rebranding of the pastoral room and the focus towards positive interventions has improved the success rate in getting pupils back to class within 20 minutes.

**Groups**

Group 1 – 72 interventions - 26 planned, 9 de-escalation, 7 disengaged, 30 disruption, 0 crisis, 0 sensory issues

Group 2 – 35 interventions - 20 planned, 2 crisis, 5 de-escalation, 9 disengaged, 7 disruption, 3 sensory issues

Group 3 – 22 interventions - 5 planned, 3 disruption 13 disengaged, 2 sensory issues, 0 de-escalation, 0 crisis

Group 4 – 62 interventions – 21 planned, 6 de-escalation, 19 disengaged, 11 disruption, 1 sensory issues, 0 crisis

Group 5 - 43 interventions – 9 planned, 1 crisis, 7 de-escalation, 19 disengaged, 5 disrution, 3 sensory issues

Group 6 - 54 interventions - 19 planned, 2 crisis, 8 de-escalation, 6 disengaged, 15 disruption, 5 sensory issues

Group 7 - 56 interventions - 18 planned, 0 crisis, 5 de-escalation, 25 disengaged, 9 disruption, 0 sensory issues

Group 8 - 57 interventions - 19 planned, 0 crisis, 3 de-escalation, 15 disengaged, 0 disruption, 2 sensory issues

Group 1 are struggling with transition into school systems which is why disruption biggest issue in group and need to be targeted with in class support and modelling of appropriate in class behaviours.

**Impact of Intervention on Pupil Progress**

**Need to compare at end of Autumn Term – List pupils reduction in incidents since receiving planned interventions, hope to see vast improvement on planned interventions and reduction in pastoral time being spent responding to pupils being disruptive or disengaging from the learning environment.**