**Pastoral Support Data Analysis**

**January 2022 – February 2022**

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 3 Spring 2021-22**

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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 | 24 | 5% | 1 | 4% | 18 | 75% | 24 | 100% | 2 | 8% |
| De-escalation | 29 | 6% | 2 | 7% | 24 | 83% | 28 | 97% | 2 | 7% |
| Disengaged | 136 | 27% | 93 | 68% | 125 | 92% | 136 | 100% | 1 | 1% |
| Disruption | 78 | 15% | 24 | 31% | 64 | 82% | 78 | 100% | 3 | 4% |
| Planned Intervention | 241 | 47% | 3 | 1% | 28 | 12% | 241 | 100% | 119 | 49% |
| Sensory Issues | 4 | 1% | 2 | 50% | 4 | 100% | 4 | 100% | 0 | 0% |
| **Totals** | **512** |  | **125** |  | **263** |  | **511** |  | **127** |  |

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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 | 69 | 14% | 1 | 1% | 37 | 54% | 69 | 100% | 11 | 16% |
| Basic Skills | 18 | 4% | 1 | 6% | 2 | 11% | 18 | 100% | 13 | 72% |
| Individual Behaviour Strategies | 63 | 13% | 17 | 27% | 46 | 73% | 63 | 100% | 7 | 11% |
| Life Skills | 40 | 8% | 0 | 0% | 4 | 6% | 40 | 63% | 14 | 22% |
| Restorative Justice | 3 | 1% | 0 | 0% | 3 | 100% | 3 | 100% | 0 | 0% |
| Social Skills | 135 | 28% | 0 | 0% | 5 | 4% | 135 | 100% | 0 | 0% |
| Team Building | 6 | 1% | 0 | 0% | 0 | 0% | 6 | 4% | 0 | 0% |
| Walk & Talk | 147 | 31% | 105 | 71% | 144 | 98% | 147 | 100% | 0 | 0% |
| **Totals** | **481** |  | **124** |  | **241** |  | **481** |  | **45** |  |

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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 | 42 | 9% | 0 | 0% | 26 | 62% | 42 | 100% | 0 | 0% |
| 1:1 Intervention in Pastoral | 70 | 15% | 6 | 9% | 31 | 44% | 70 | 100% | 0 | 0% |
| Change of Face | 4 | 1% | 0 | 0% | 3 | 4% | 4 | 6% | 0 | 0% |
| Learning Resource | 1 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% |
| Reflection | 15 | 3% | 0 | 0% | 12 | 80% | 15 | 100% | 0 | 0% |
| Willow Room | 11 | 2% | 2 | 18% | 9 | 82% | 11 | 100% | 0 | 0% |
| Pastoral Room | 33 | 7% | 4 | 36% | 22 | 200% | 32 | 291% | 0 | 0% |
| Return to Class | 284 | 62% | 112 | 39% | 152 | 54% | 284 | 100% | 0 | 0% |
| **Totals** | **460** |  | **124** |  | **255** |  | **459** |  | **0** |  |

Discrepancies in the totals are due to staff entry errors logging in correct format on an individual column on spreadsheet . The total number of incidents of pastoral support over half term 3 is 513

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.

The higher percentages in English, Maths and Science correlate appropriate with the higher number of lessons these subjects have on the timetable compared to other curricular subjects.

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| **Period** | **No of Incidents** | |
| Reg | 6 | 1% |
| 1 | 99 | 20% |
| 2 | 89 | 18% |
| 3 | 83 | 16% |
| 4 | 67 | 13% |
| Lunch | 11 | 2% |
| 5 | 79 | 16% |
| 6 | 70 | 14% |
| 7 | 0 | 0% |
| **Total** | **504** |  |

**Total**

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| **Subject** | **No of Incidents** | |
| Accelerated Reader | 57 | 12% |
| Art | 22 | 4% |
| Assembly | 1 | 0% |
| Careers | 18 | 4% |
| Computing | 49 | 10% |
| Citizenship | 17 | 3% |
| Design Technology | 29 | 6% |
| English | 48 | 10% |
| Enrichment | 6 | 1% |
| Forest School | 0 | 0% |
| Food Technology | 16 | 3% |
| Humanities | 12 | 2% |
| Maths | 39 | 8% |
| Nurture | 11 | 2% |
| Drama | 6 | 1% |
| PE | 37 | 8% |
| RE | 16 | 3% |
| Science | 74 | 15% |
| Wellbeing | 24 | 5% |
| Tutor | 11 | 2% |
| **Total** | **493** |  |

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

**Whole School Data**

Pastoral intervention for disruption of learning environment – 100% pupils settled in class by the next lesson, 82% ready to learn again within 20 minutes, 31% ready to learn again within 5 minutes.

Pastoral intervention for pupils in crisis – 100% pupils settled in class by the next lesson, 75% ready to learn again within 20 minutes.

Pastoral intervention for pupils dis-engaged from the learning environment – 100% pupils settled in class by the next lesson, 92% ready to learn again within 20 minutes, 68% ready to learn again within 5 minutes.

Pastoral intervention for pupils in need of de-escalation strategies – 97% pupils settled in class by the next lesson, 83% ready to learn again within 20 minutes.

**Types of Intervention**

The pastoral record the type of intervention undertaken

28% 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 – 100% pupils settled in class by the next lesson, 73% ready to learn again within 20 minutes, 27% ready to learn again within 5 minutes.

31% 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% ready to learn again within 40 minutes, 98% ready to learn again within 20 minutes, 71% 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, 62% ready to learn again within 20 minutes.

1:1 intervention in the pastoral room - 100% pupils settled in class by the next lesson, 44% ready to learn again within 20 minutes, 9% ready to learn again within 20 minutes.

Positive interventions in the pastoral room and across the school has improved pupils ability to engage independently in their own support strategies – supporting pupils positive mind-set and helping them to become ready to return to work in the quickest time. There continues to be a large uptake of pupils asking for positive pastoral activities during sensory breaks.

Planned interventions are less than normal for first half term as staff used on the floor to support settling in transition pupils for first few weeks of term.

**Groups**

HT 1 - Group 1 – 70 interventions - 18 planned, 9 de-escalation, 26 disengaged, 10 disruption, 3 crisis, 4 sensory issues

HT 2 - Group 1 - 64 interventions - 15 planned, 7 de-escalation, 21 disengaged, 20 disruption, 1 crisis, 0 sensory issues

HT 3 - Group 1 - 43 interventions - 23 planned, 4 de-escalation, 10 disengaged, 2 disruption, 4 crisis, 0 sensory issues

A reduction in the amount of interventions that are responding to incidents. Pastoral have increased planned interventions to support transitioning pupils. Due to the success of Thrive interventions it is now on par with the rest of Key Stage 3. A good indication of the positive impact of support on the group.

HT 1 - Group 2 – 103 interventions - 31 planned, 9 de-escalation, 39 disengaged, 23 disruption, 0 crisis, 1 sensory issues

HT 2 - Group 2- 69 interventions – 11 planned, 7 de-escalation, 33 disengaged, 10 disruption, 2 crisis, 0 sensory issues

HT 3 - Group 2 - 112 interventions - 31 planned, 9 de-escalation, 51 disengaged, 17 disruption, 3 crisis, 1 sensory issues

A large majority of interventions are from pupils disengaged with the learning environment. This group has grown in cohort number by 3 pupils this term which has impacted the amount of interventions. Pastoral have increased planned interventions to support transitioning pupils, this will have a positive impact upon data to follow.

HT 1 - Group 3 – 78 interventions - 31 planned, 9 de-escalation, 16 disengaged, 21 disruption, 0 crisis, 1 sensory issues

HT 2 - Group 3- 53 interventions - 43 planned, 1 de-escalation, 4 disengaged, 1 disruption, 1 crisis, 0 sensory issues

HT 3 - Group 3 - 93 interventions - 51 planned, 5 de-escalation, 10 disengaged, 25 disruption, 6 crisis, 0 sensory issues

Disruption has caused biggest concern to learning environment. Majority of these incidents of staff responding to need is for a small minority of pupils. The intervention strategy plans for these pupils has been reviewed with an increase of individual interventions timetabled as shown on the increase in planned interventions this term. Pastoral staff to target this group with in class support next term.

HT 1 - Group 4 – 33 interventions - 9 planned, 0 de-escalation, 19 disengaged, 4 disruption, 1 crisis, 0 sensory issues

HT 2 – Group 4 – 45 interventions - 20 planned, 11 de-escalation, 11 disengaged, 3 disruption, 0 crisis, 0 sensory issues

HT 3 - Group 4 -34 interventions - 21 planned, 0 de-escalation, 9 disengaged, 4 disruption, 0 crisis, 0 sensory issues

The majority of interventions are positive planned interventions. The continuing downward trend of the occurrence of incidents that negatively affect the learning environment, is evidence of the impact of whole school’s behaviour policies, successful transition into Hope High School and excellent individual intervention provision and delivery.

HT 1 - Group 5 – 45 interventions - 13 planned, 5 de-escalation, 19 disengaged, 6 disruption, 0 crisis, 02 sensory issues

HT 2 - Group 5 - 88 interventions - 46 planned, 3 de-escalation, 23 disengaged, 14 disruption, 2 crisis, 0 sensory issues

HT 3 - Group 5 - 66 interventions - 36 planned, 5 de-escalation, 13 disengaged, 10 disruption, 2 crisis, 0 sensory issues

The majority of interventions are positive planned interventions. The continuing downward trend of the occurrence of incidents that negatively affect the learning environment, is evidence of the impact of whole school’s behaviour policies, successful transition into Hope High School and excellent individual intervention provision and delivery.

HT 1 - Group 6 – 52 interventions - 21 planned, 5 de-escalation, 17 disengaged, 8 disruption, 0 crisis, 1 sensory issues

HT 2 - Group 6 – 66 interventions - 29 planned, 3 de-escalation, 22 disengaged, 10 disruption, 2crisis, 0 sensory issues

HT 3 - Group 6 - 63 interventions - 29 planned, 3 de-escalation, 20 disengaged, 5 disruption, 4 crisis,2 sensory issues

Interventions are required for pupils disengaged with the learning environment. Pastoral to target this group with increased in class support. Pastoral team have increased planned interventions in this group to cater for the changes to expectation in KS4 which will impact peers. Nearly half of interventions are positive planned interventions. The intervention strategy plans for these pupils has been reviewed with an increase of individual interventions timetabled.

HT 1 - Group 7 – 33 interventions - 12 planned, 0 de-escalation, 10 disengaged, 6 disruption, 0 crisis, 2 sensory issues

HT 2 - Group 7 - 18 interventions - 7 planned, 3 de-escalation, 5 disengaged, 3 disruption, 0 crisis, 0 sensory issues

HT2 – Group 7 - 17 interventions - 11 planned, 1 de-escalation, 3 disengaged, 1 disruption, 1 crisis, 0 sensory issues

The majority of interventions for this group are planned positive interventions. This is evidencing that group continues to do well, taking ownership of own individual and supported behaviour strategy plans.

HT 1 - Group 8 – 30 interventions - 12 planned, 3 de-escalation, 8 disengaged, 9 disruption, 1 crisis, 0 sensory issues

HT2 - Group 8 - 17 interventions - 2 planned, 3 de-escalation, 13 disengaged, 1 disruption, 0 crisis, 0 sensory issues

HT 3 - Group 8 - 34 interventions - 10 planned, 0 de-escalation, 15 disengaged, 8 disruption, 1 crisis, 0 sensory issues

An increase on last term due to changes in the pupil cohort and new staff. Pastoral team have increased planned interventions in this group to cater for the changes which will impact peers. Pastoral to target this group with increased in class support

HT2 - Group 9 - 34 interventions - 12 planned, 13 de-escalation, 8 disengaged, 1 disruption, 0 crisis, 0 sensory issues

HT 3 - Group 9 - 11 interventions - 7 planned, 1 de-escalation, 1 disengaged, 1 disruption, 1 crisis, 0 sensory issues

The majority of interventions for this group are planned positive interventions. This is evidencing that group continues to do well, taking ownership of own individual and supported behaviour strategy plans.