**Respite and Intervention Analysis 2018-2019**

The following data is for the students who completed respite and intervention programmes in the period 2018-2019. For the purpose of this data an intervention programme is for a period of six weeks or less. A respite programme is one of six weeks or more. We have also hosted a number of short term Behaviour workshops for students who had potentially been at risk of permanent exclusion.

Our aim is to work in partnership with schools to provide a safe, secure and stimulating environment for students at risk of exclusion. We offer a high quality teaching and learning programme with a mentoring and a Behaviour Improvement Programme focused on students’ individual needs. We respond quickly to requests for student placements from a range of LA panels and individual schools. We arrange admission meetings with the school and parent and carers to identify intervention requirements. We aim to be an interim setting for the majority of our referrals– we place or return young people to settings as quickly as possible and ensure the required support is given to ensure the move is successful. On completion of the programme we provide an overview of the young persons time with us which covers interventions and impact.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2017-2018 | 2018-2019 | Summer 19 |
| Number of students reintegrated to school following PEX or Behaviour assessment places | 17 | 19 | 6 |
| Number of students on intervention programmes | 57 | 64 | 15 |
| Number of students on respite programmes | 32 | 31 | 5 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Total**  **Number of students Autumn**  **2018**  **28** | **Total**  **Number of students**  **Spring**  **2019**  **37** | **Total**  **Number of students**  **Summer**  **2019**  **20** |
| Number of females | **6** | **8** | **8** |
| Number of males | **22** | **29** | **12** |
| Number of CLA | **3** | **5** | **3** |
| Number with SEN statements | **1** | **2\*** | **1** |
| Number of Pupil Premium | **10** | **17** | **12** |

\*The pavilion worked with the mainstream placements to achieve EHC plans for four students during this period.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Group** | Autumn Term 2018 | Spring 2019 | Summer 2019 |
| Year 7 | 0 | 1 | 2 |
| Year 8 | 7 | 7 | 4 |
| Year 9 | 10 | 13 | 7 |
| Year 10 | 6 | 9 | 5 |
| Year 11 | 5 | 7 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 2018 % Attendance** |  | **Spring 2019 % Attendance** |  | **Summer 2019 % Attendance** |  |
| **Intervention**  **( less than 6 weeks )** | **85%** | **Intervention**  **(less than 6 weeks)** | **86 %** | **Intervention**  **(less than 6 weeks)** | **86%** |
| **Respite**  **( more than 6 weeks )** | **90%** | **Respite**  **(more than 6 weeks)** | **77 %** | **Respite**  **(more than 6 weeks)** | **81 %** |
| **Pupil Premium**  **( 10 students)** | **74%** | **Pupil Premium**  **(17 students)** | **76 %** | **Pupil Premium**  **(12 students)** | **79 %** |

**Referrals by Secondary Schools**

|  |  |
| --- | --- |
| **Mainstream placement \*** | Referring Behaviour  Respite (> 6wks)  Intervention(< 6wks)  2018-19 |
| **Ashmole** | 1 |
| **Archer Academy\*** | 7 |
| **Bishop Douglas** | 1 |
| **Canons High School** | 0 |
| **Christ’s College \*** | 9 |
| **The Compton\*** | 3 |
| **Copthall** | 3 |
| **East Barnet\*** | 10 |
| **Friern Barnet\*** | 8 |
| **Finchley Catholic** | 4 |
| **Hampstead** | 0 |
| **Hasmonean\*** | 3\* |
| **Hendon** | 2 |
| **JCoSS\*** | 3 |
| **JFS** | 1 |
| **London Academy** | 8 |
| **Mill Hill** | 0 |
| **QEG** | 2 |
| **Saracens** | 1 |
| **St Andrew the Apostle** | 1 |
| **St Marys and St Johns** | 2 |
| **St James** | 1 |
| **The Totteridge Academy** | 2 |
| **Whitefield School** | 5 |
| **Wren Academy** | 0 |
| **Southgate School** | 1 |
| **Virtual School** | 1 |
| **Other** | 2 |

**\* Includes separate intervention placements across the academic year.**

**Impact 2018-2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of intervention students (less than 6 weeks) | Number of respite students  (6 weeks or more) | Successful return to mainstream placement or equivalent. | Still currently placed at the pavilion | Permanently excluded following placement) |
| 64 | 31 | 92 | 3 | 2 |

93 students at risk of permanent exclusion in the academic year 2018-19 prior to an intervention or respite placement at the Pavilion Study Centre were not permanently excluded (98 %).

This was recorded as four students as of 17/1/20.

**Reintegration**

In the period September 2018 – July 2019 Nineteen students were reintegrated into mainstream schools via IYFA or as a result of an assessment place. Ten of these students remain on dual roll as of the 1st of September 2019. Three students have returned to us following a dual roll placement.

**85 % 0f students reintegrated in this period remain in a mainstream placement.**

**54 % of these students reintegrated are pupil premium.**

**One student was LAC.**

|  |  |
| --- | --- |
| **Mainstream placement** | Sept 18 – July 19 |
| **Archer Academy** | 1 |
| **Christ’s College** | 1 |
| **The Compton** | 1 |
| **Copthall** | 1 |
| **East Barnet** | 1 |
| **Friern Barnet** | 1 |
| **Hendon** | 4 |
| **JCoSS** | 1 |
| **London Academy** | 1 |
| **Mill Hill** | 2 |
| **St Marys and St Johns** | 1 |
| **The Totteridge Academy** | 1 |
| **Whitefield School** | 3 |

**Next Steps**

* **Costings reviewed and shared completion of SLA**
* **Tracking post reintegration to include destinations.**
* **Formal Tracking of behaviour data at fixed points following return to mainstream placements to further measure impact.**
* **In line with SEF improvement objectives to build and staff further capacity in local schools to manage and successfully educate young people with challenging behaviour and for this to be reflected in lower fixed term and permanent exclusions. ( Ongoing)**

**Feedback**

Strategies used by the students and the support provided to schools is reflected in the above figures. Schools have continued to comment on the wide range of interventions used and tracked and our ability to provide personalised support programmes. Evidence of this has included students moving from part time to full time timetables and remaining in school to complete GCSE programmes of study. Parents have also spoken of the excellent feedback and support provided via home contact and parental support programmes.

Some feedback from our partner schools.

“The best PRUs (like the ones I have worked with in Barnet and Redbridge) do an awe-inspiring job in transforming the life chances of the most vulnerable learners who are often on a path to self-destruction prior to this vital intervention. It requires the best skilled and focused input from highly skilled and emotionally resilient teachers to inspire such change and it is a privilege to work with the people and schools who make this possible. There has never been a more challenging time to work with the most vulnerable in education and examples of such outstanding practice as we have in Barnet need to be acknowledged, understood and celebrated.”

**Headteacher at Christ’s College, Finchley**

“If I’m being honest, I’m not sure how we would manage without the help, support, advice and guidance from all associated with the PRU. The PRU offers us the facility to be able to intervene and refer students before they become involved in more serious issues, be it gangs, drugs or the risk of PEx.  We can evidence many success stories where the preventative work of the PRU have got students back on track and engaged in full time mainstream education.They are a huge asset to the borough”

**Deputy Headteacher at East Barnet School**

“ Staff are experts at managing vulnerable young people by creating personalised packages of support which are tailored to meet individual needs. Staff always take a balanced approach to this support-making sure that they balance the needs of the individual with the needs of the whole school. Their tailored support is always built around aspiration and achievement and includes support for emotional health and wellbeing and how young people can keep themselves safe-as individuals in the community and in the broader social context.”

**Associate Headteacher at The Compton School**