



St Paul's Way

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Interventions

Diagnostic Tools

Strategy Monday

Year Team Leaders and Student Achievement Coordinators meet every Monday to review key data and information from the previous week:

- Attendance:
 - Absences
 - Tracker meeting minutes/actions
 - Focus group updates
 - PA student updates
- Behaviour data:
 - Top 10 students year to date
 - Top 10 previous week
 - Cross reference with the intervention tracker to check whether suitable support is in place
- Behaviour interventions:
 - Behaviour focus groups progress review and updating of targets
 - Behaviour monitoring reports progress update
- Wellbeing:
 - CPOMS review
 - Key students update

From triangulating the above, YTLs will determine which students need further discussion at the next Year Inclusion Meeting (see below).

Year Inclusion Meetings (YIMs)

Year Inclusion Meetings (YIM) are held fortnightly for each year group where pastoral leads discuss key students.

Attendees for all meetings are:

- Senior Pastoral Leader (chair)
- Safeguarding officer
- SENCO
- Year Team Leader
- Director of Learning (SLT lead for the cohort)

Attendees by invite are:

- Deputy Head teacher
- Student Achievement Co-ordinator
- Parent Engagement lead
- Learning Support Base lead
- Attendance officer

Each week the meeting has a different theme:

Week 1 – Attendance

Week 2 – Behaviour

Week 3 – Key students

Week 4 – Actions to be completed in teams.

Week 5 – Key students

Week 6 – Actions to be completed in teams.

The first week of the half term is always dedicated to a review of Persistently Absent students. This involves looking at which stage they are at within the stepped system, what support is currently in place, is it being effective and if new strategies are needed.

Each meeting starts with a review of the previous actions. This robust system enables all leads to provide input and strategies to improve individual student's behaviour by exhausting all avenues of support before excluding.

Below is an example of how we record YIM notes:

Name	TG	SEN Code	Interventions to Date	Reason for Referral / context	Actions	RAG and Updates
Autumn 1 - Week 1						

Round Robins

Round Robins are a valuable diagnostic tool used to gather insights from multiple teachers about a student's attendance, behaviour, attitude, and engagement across subjects. By collecting consistent feedback, they help to identify patterns, for example whether concerns are isolated to a specific class or widespread across the curriculum.

This holistic view supports early identification of barriers to participation and underlying issues such as learning difficulties, social challenges, wellbeing concerns, or disengagement. The information can then be used to tailor interventions.

Identification:

The following measures assist in identification of barriers to participation and learning:

- Analysis of KS2 data for SEND in the new year 7 cohort
- Reading Assessment in September of year 7 - with follow up reading assessments for targeted students in Autumn 1
- Year 7 'Settling In Check' in Autumn 1 - completed by all class teachers
- CATs tests at the start of year 7 - with follow up cognitive assessments for targeted students identified by CAT scores
- Partnership work with LA to highlight students entering SPW with SEN through transition, Fair Access Protocol or mid-phase admission
- Use of whole school progress data to highlight students who are not making expected progress and may have additional needs and need further support
- Teacher/Tutor/YTL identification using the AEN Referral Form
- Round robins
- Lesson observations
- Language Link assesses students' English proficiency in speaking, listening, reading, and writing, helping identify EAL needs, inform targeted support, and monitor language development

Attendance Interventions

Attendance group	Praise letter	Monitor through attendance tracker	Home visits	Stage one - (supportive) letter	Stage 2 - SAC meeting	Stage 3 - YTL & attendance officer meeting	Stage 4 - AWA pre referral phone call	Stage 5 - AWA referral	SAC focus group	Attendance officer focus group	KS3 mentoring programme	KS4 Text messaging programme
100% - 97%												
97% - 95%												

95% - 93%												
93% - 90%												
<90%												

Attendance Focus groups

Attendance Focus groups are created each half term across all year groups. The Student Achievement Co-ordinators (SACs) and Attendance Officers (AOs) each lead one group each with 8 groups in total.

Students are selected to be in the group with the SAC if they are 90-93% with the aim of early intervention to ensure they do not come PA. The Attendance officer group is from 87-90% for students who have recently become PA to try and quickly address this.

During Tuesday morning line up the students meet their group lead. They have the opportunity to discuss their attendance, raise any potential barriers impacting their low attendance and receive support if needed.

Group leads will also track the progress of their students on a separate spreadsheet and at the end of each half term the data is analysed against individual progression and year group progression to review effectiveness. At the end of the intervention, students with the most improved attendance are rewarded with a pizza party.

Below is an example of the tracking sheet for attendance and behaviour focus groups in student planners:



Focus Group : Autumn 1

☐ Attendance ☐ Tutor
☐ Behaviour ☐ Year Team

Attendance/Average Behaviour: _____ Lead Staff Member: _____

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Overall
Target								
Actual								
Parent Signature								

Below is an example of the weekly tracking sheet:

Reg	PreIntervention	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
10C	90.22	100	100	96.15	97.22	95.65	96.43	96.88
10H	90.68	100	88.89	92.31	94.44	91.3	92.86	90.63
10U	90.2	100	100	100	100	100	100	100
10Y	90.06	100	100	100	94.44	95.65	96.43	96.88
10A	88.48	100	100	100	100	100	100	100
10P	89.56	100	100	100	97.22	97.83	98.21	98.44
10Y	88.98	100	100	100	100	100	96.43	96.88
10U	88.45	100	94.44	96.15	97.22	97.83	98.21	98.44
10A	90.66	100	100	100	100	100	100	100
10C	90.5	75	88.89	92.31	94.44	95.65	85.71	87.5
10S	88.8	100	100	100	100	100	100	96.88
10U	90.04	100	100	100	100	100	100	93.75
10C	89.89	100	100	92.31	94.44	95.65	96.43	90.63
10L	90	100	100	100	100	100	100	100
10U	89.23	100	100	100	100	100	100	100
10S	81.9	100	100	100	100	100	100	100
10Y	65.63	87.5	94.44	96.15	97.22	93.48	94.64	92.19
10H	88.33	100	100	92.31	88.89	82.61	82.14	84.38
	86.5	96.3	98.3	97.3	97.5	96.7	95.9	94.5

Below is an example of the half-termly impact evaluation:

Document name | Author | Date



Year group % pre intervention	95.0
Year group % during intervention	97.5
Difference	2.5
Group % pre intervention	86.5
Group % during intervention	94.5
Difference	8.0

Priority Door Knocks

Students are targeted who sporadic absences or absences on specific days or punctuality issues. This intervention particularly enables students to improve their morning routines, overcome lesson avoidance and improve parent engagement.

Persistent Absentees (below 90%) attendance certificates are analysed every half term. The analysis of the attendance certificates allows us to determine what day of the week they should receive a door knock. For example if a student is often absent or late on a particular day of the week then a meeting with the student and parent would be held to explore why that might be and then a supportive door knock will take place on that day moving forward This list is amended throughout the half term when we notice any new patterns reoccurring during the weekly attendance meetings.

The morning visits take place between 8am to 9am. These visits are short and are conducted by pastoral staff that are on route to work so that it does not cause any interruption to the school day.

Below is a template for priority door knocks:



Year Group: __ Home Visit List Term: 2022/23							
Name	Reg	% Attend	SEN Status	Additional Information	Address	Day	Staff

Priority Home Visits

The usual procedure in the school is that students receive a home visit on their 3rd day of absence however for some groups of students waiting until the 3rd day is not acting swiftly enough so vulnerable students receive home visits on their first day of absence. This may include students with a Social Worker, students with additional needs and persistently absent students. This list is created and amended every half term. It is populated on our MIS so that it is easier to check after morning registration. Home visits are supported by pastoral team throughout the day.

Key Stage 3 Mentoring

Research suggests that persistently absent students attend school more often if they have a keyworker. The Key Stage 3 mentoring programme involves pairs Student Support Assistants (SSAs), School mentor and Attendance Officer with students who consistently have attendance below 90% due to the impact of their mental wellbeing, social and emotional needs, peer issues or school refusal. The staff meet their mentee on a weekly basis but also check in with them throughout the week. They also become the first point of call for home visits and parent communication. The caseload of student is reviewed every half term with an evaluation each half term. For some students a short 6 week intervention is sufficient however for other a far longer period of mentoring is needed.

Key Stage 4 Text message

The text message intervention is an evidence-based intervention supported by the DFE. Persistent Absentees (PAs) students in KS4 receive text messages to help improve their engagement with school by keeping them informed of weekly events and their attendance achievements. The text messages are sent to both the student and parents. We send one text message on Monday morning outlining key priorities for the week which is pre-populated by their Head of Year. A second text message is sent on a Friday afternoon to review the week. We track the progress each week and evaluate the group after each half term. An example of the text messages are:

1st message: *'We are really looking forward to seeing you in school this week. It is an important week as your mock exams begin today'.*

2nd message:

'Well done on having 100% attendance this week. Attending everyday will make a big difference in you achieving your GCSEs'.

Alternative suggestion *'Well done on having 100% attendance this week. Students who have 100% attendance are 30% more likely to pass their GCSEs'.*

3rd text suggestion for students who did not have 100%. *'You had 80% attendance last week, your fellow students had 96% and are really improving their chances of achieving well in their GCSEs. We look forward to seeing you make a positive shift and having 100% again next week'.*

Before intervention % Attend	Wk1 19.09	Wk2 26.09	Wk3	Wk4	Wk5	Wk 1 -5 Ave	Difference
64.8	84.6	100	60	100	100	89.1	24.3
89.4	84.6	100	100	80	100	90.6	1.2
84.4	84.6	100	90	40.0	50.0	76.6	-7.8
87.2	100	100	100	100	100	100	12.8
87.8	92.3	100	100	100	100	96.9	9.1
89.4	100	100	100	100	100	100	10.6
97.3	100	100	100	100	100	100	2.7
75	100	100	80	100	75	93.8	18.8
79.3	84.6	80	80	80	100	84.4	5.1
89.9	100	100	100	100	100	100	10.1
89.9	100	100	100	80	75	93.8	3.9
85.4	100.0	100.0	60.0	100	50	87.5	2.1
86.3	100	100	100	100	100	100	13.7
77.3	84.6	100	40	100	100	84.4	7.1
89.3	100	100	100	100	100	100	10.7
87.6	92.3	100	100	100	0	84.4	-3.2
72	100	80	100	70	50	85.9	13.9
84.3	94.6	97.6	88.8	91.2	82.4	92.2	7.9

Year group % pre intervention	94.60%
Year group % during intervention	96.90%
Difference	2.30%
Group intervention pre intervention	84%
Group intervention during intervention	92.20%
Difference	7.90%

Behaviour Interventions

Tutor Behaviour Focus Groups

The intervention sets clear, personalised weekly behaviour point targets for selected students. Progress is reviewed weekly, providing both accountability and opportunities to recognise and celebrate success.

This approach allows staff to:

- Identify and address barriers to positive behaviour early
- Reinforce and reward improvement
- Support students in developing sustained positive habit

Aims:

- Reduce low-level disruption across lessons
- Intervene early to support students showing an upward trend in behavioural incidents
- Prevent escalation of mid-range behaviour concerns into more serious issues
- Engage parents as partners in promoting positive behaviour and progress

Students are identified through an analysis of the previous half-term's behaviour data.

Selection is based on the following criteria:

- Maximum of three students per tutor group
- Students displaying a mid-range level of behaviour points
- Consistent increase in behaviour points over the previous 3-4 weeks
- No prior behaviour intervention currently in place

Timeline:

Week	Activity	Focus
Week 1	Allocation and initial communication	Student and parent informed of focus and targets
Weeks 2-4	Ongoing monitoring and conversations	Regular tutor-student check-ins; review of weekly behaviour points
Week 5	Review and closure	Option 1: Celebrate success – student removed from focus group. Option 2: Limited progress – escalate to next intervention level

Year Team Behaviour Focus Group

This intervention follows a similar structure to the Tutor Behaviour Focus Group but is targeted at students with a higher number of behaviour points and/or those who did not show improvement during the initial intervention. Led by the Year Team, this stage carries increased significance and accountability.

Students receive two scheduled check-ins each week, conducted during line-ups, to monitor progress and provide consistent support:

- Monday: Review the previous week's performance and agree on a new target
- Thursday: Review progress towards the current week's target and identify any support needed

An example of the tracker sheet used by staff:



Spring 2

TG	Gender	SEN	Previous HT (Aut Behaviour Points)	Previous Week HT Average	Initial Parent C Made?	Week 6 - 10.1.25	Target Week	Week 13.01	Target Week	Actual Week	Target Week	Actual Week	Target Week	Actual Week	Target Week	Actual Week	Term Average	Pass/Fail	Next Steps for end of half term	Closing Parent Cal Made?
9A	N		7.3	Y	6	6	6	5	6	3	5	6	6	4	6	7.0	-0.3	FAILING		
9B	N		10.2	Y	9	8	7	8	7	2	5	4	5	12	6	7.0	-3.2	PASSING	yes	
9B	N		8.3	Y	7	6	5	10	5	5	4	3	4	6	4	6.0	-2.3	PASSING	yes	
9B	N		8.0	Y	7	1	4	14	5	1	3	8	5	6	5	6.2	-1.8	PASSING	yes	
9C	N		10.3		9	2	1	10	5	7	5	5	2	3	1	5.4	-4.9	PASSING		
9C	N		10.3		9	6	4	14	9	2	1	13	10	4	2	7.8	-2.5	PASSING		
9C	N		8.8		7	6	4	14	9	5	3	13	10	8	5	9.2	0.4	FAILING		
9D	N		7.7	Y	6	2	4	5	5	2	4	8	7	7	6	5.0	-2.7	PASSING	yes	
9D	N		7.7	Y	6	2	3	8	7	1	4	6	5	5	4	4.4	-3.3	PASSING	yes	
9D	N		8.0	Y	7	4	4	7	7	3	4	4	4	3	3	4.2	-3.8	PASSING	yes	
9E	N		9.2	Y	8			16	10	9	7	11	7	4	5	10.0	0.8	FAILING	yes	
9E	N		7.8	Y	6			17	10	5	7	7	5	8	5	9.3	1.4	FAILING	yes	
9F	N		8.2	Y	7	13	18	11	9	3	1	13	10			12.0	3.8	FAILING		
9G	N		7.2	Y	6	8	6	8	6	5	4					7.0	-0.2	FAILING		
9H	N		6.5	Y DONE	5	7	4	8	5	4	4	3	3	6	4	4.7	-2.5	PASSING	yes	
9I	N		9.0	Y DONE	8	13	8	7	6	12	8	8	7	7	8	8.8	2.3	FAILING	Yes	

Behaviour Monitoring Reports

This intervention is targeted at students who have escalated from the Year Team Behaviour Focus Group and require more intensive support. Targets can be personalised based on the context of the student and the student is expected to show the report to the lead staff member each day. There are stepped reports from SAC to YTL then SLT level.

Below is an example of our behaviour report cards:

Behaviour & Progress Report

Name:		Form:	
Start date:		On report to:	
Report Targets:			
1.			
2.			
3.			

	Period 1	Period 2	Period 3	Period 4	Tutor Time	Period 5	Period 6	Signatures
Monday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Parent/carer:
Teacher signature:								Teacher:
Tuesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Parent/carer:
Teacher signature:								Teacher:
Wednesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Parent/carer:
Teacher signature:								Teacher:
Thursday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Parent/carer:
Teacher signature:								Teacher:
Friday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Parent/carer:
Teacher signature:								Teacher:

Teacher instructions:

1. Add a ✓ to the boxes if student has met their target

2. Add a ✗ to the boxes if a student has not met their target

3. Additional feedback can be added to the back of the report

Student reminder:

Missing signatures or lost report = Central Reflection

Not reporting to report lead = Central Reflection

Positive report = Positive feedback to parent/carer and Character Points



	Positive Feedback	Areas of Development
Monday		
Tuesday		
Wednesday		

Interventions for both attendance and behaviour

Pastoral Support Plan (PSPs)

A Pastoral Support Plan is a process designed to support any pupil for whom the regular school-based strategies have not been effective. A PSP is a structured and coordinated 16-week school intervention designed to support students. It can cover behaviour or attendance, however often it will be used where support for both areas is needed. It involves regular meetings with the student and their family to set agreed SMART targets, explore potential barriers in meeting the targets and put in place a robust support package. Review meetings take place weekly in the first instance and then moving to bi-weekly. They start by reviewed the targets but then the bulk of the meeting is spent on reviewing the effectiveness of the support strategies and if any additional strategies are needed.

Below is an example of a meeting template:

Meeting 1

Meeting Date	
Attendees	

Areas of Concern

	Area theme	Description	Evidence supporting this as an area for development
1			
2			

Targets

Target	Reason for target	Evidence to be used to assess target	Time scale for target	Target Met? Complete at next review

Support Strategies

Strategy Name	Description	Target relevant to	Key stakeholder responsible	Start and end date

Accessibility: Good to go

Below is an example of support strategies to help a student achieve their PSP targets:

Strategy Name	Description	Target relevant to	Key stakeholder responsible	Start and end date
Planner	PSP targets and key advice to student written in planner. Year Team to check in on lessons that this is being displayed	No exclusions Complete report card	Student A YTL/SAC/SSA	1 week



Email teachers	Share PSP targets, advice on interacting with Student A, expectations of teachers to sign report	No exclusions Complete report card	YTL	1 week
Report card	Stapled in planner. Times to see YTL written on report card	Complete report card	Student A Parent YTL	1 week
Parental communication	Weekly call for update	All	YTL	1 week
Mentoring	Weekly scheduled mentoring sessions with Mr Jeffrey	No exclusions Attend school	Student A Mr Jeffrey	1 week
Break and lunch check ins	Check ins with YTL towards end of break and lunch to check readiness for attending next lesson	No exclusions	YTL	1 week
Stress ball	Student provided with stress ball for lessons	No exclusions	YTL	1 week
Cover lessons removal	Work in year team office or parking room for external cover lessons	No exclusions	YTL Student A	1 week
Seating plan change in English	Move away from current distractive peers	No exclusions	YTL English Teacher	1 week
Restorative conversation with science teacher	Improve relationship with teacher	No exclusions	YTL Science Teacher	1 week
Lesson drop-ins	Drop-ins to key lessons – Science, English and History	No exclusions	YTL	1 week
Reminders of sanctions	Form tutor to inform/remind in every PM registration session Parent to remind student if they have a CR the next day	No exclusions	YTL Form Tutor Parent	1 week
CR pick-ups	Walked to CRs at the end of p6	No exclusions	YTL/SAC/SSA	1 week
Detention leads guidance	Email with guidance to detention leads e.g. where to sit, peers to avoid, notify year team if student on 2 reminders	No exclusions	YTL Detention leads	1 week
Parental daily drop off	To support with getting to school	Attend school	Parent	1 week

Late exemption	Able to arrive up until 8.30am without receiving a late detention	Attend school	Student A YTL	1 week
AWA	TH Attendance & Welfare will support with attendance	Attend school	Boddrull Islam Parent	1 week

Mentoring

We have an in-house mentor who also serves as the Reset Room Lead, who focusses on students at risk of exclusion. In addition, full-time tennis and basketball coaches from Greenhouse combine mentoring with sports training. We also work with a mentor from Lifeline who support students at risk of youth violence.

Learning Support (LS)

The Learning Support base (LS) is a designated safe place for all students. The LS consists of a team that are experienced in supporting students with a range of reasons that mean they cannot access a full timetable, particularly for students with mental or physical health needs. This ranges from a student who is having peer issues in one lesson so needs an alternative space whilst they are being resolved to a student who has been severely absent and is reintegrating after a period away from the school. The team nurture students by creating a calming and therapeutic environment.

Students who are transferred to our school as a mid-phase admission start their schooling in the LS to complete their induction and be assigned a buddy to ensure their transition to SPW is successful. The LS team lead on meeting all families of student who join the school and communicate with their previous school to ensure that all new pupils have the right support in place to meet their needs as soon as they arrive to SPWT.