

Attendance *first*; through the lens of disadvantage

Kate Richardson

Education Director

Cabot Learning Federation



Thank you.



Agenda

- 09.15 – 10.45 **Attendance First: through the lens of disadvantage**
- *Our approach, a framework for accountability, our culture, time to reflect.*
- 10.45 – 11.25 **COFFEE BREAK**
- 11.25 – 13.00 **Attendance First – *continued***

The CLF Attendance Playbook

Peppered with belonging, status and esteem....

Deeply human experience...



STATUS



BELONGING



ESTEEM

Enabling children to thrive in their place in the world, which they exploit because of a developed sense of self and agency that is built on an ability to seek meaning and make connections based on evolving understanding secured through a foundation of knowledge and skills

Who am I?

- Kate Richardson
- Education Director, CLF- Bristol, Somerset.
- Not an expert – but learning about attendance.
- Ask me questions, happy to share.

Belonging – the science

- Biological fact ... hormonal condition.
- Back to working together through time – social beings - isolation does not equal survival.
- Organisms are chemical machines that run on energy.
- Sense of belonging is a basic need, fundamental motive, and human right, particularly important in education.
- Sense of belonging refers to **feeling accepted, valued, respected, and included, just as we are.**
- Belonging strengthens brain connectivity and catalyzes neurotransmitter release, with positive effects.
- Beyond the family the place children belong is in the classroom. Huge influence of the teacher. “spiritual connection to the physical school space”... ..giving them a sense of belonging.
- One way: foster belonging by talking about our own stories.

My story...*(nothing better than telling a story)*

What bring me here?

- Stoke on Trent
- Plymouth
- Bodmin
- Rolle College - Exmouth
- London
- Bristol – 10 years
- My WHY links back to here. Roots. Disadvantage. Equity.



What's your story – what brings you here?

- How are you, x 2?
- What's your story **to here?**



Owen Eastwood | Belonging

- Mauri “do you know who I am?”
- “We know who you are and you belong here”
- Stories in the Mauri passed down through generations.
- Whakapapa (long line through time)... unbreakable line of people – this can be any community of human beings ... back to the origin story... and into the future.
- The sun moves down this line ... and shines on you for a time.
- “powerful culture, when the sun shines on you ... what are you the guardian of ... your inheritance ... values and stories ... rituals and traditions.
- You are a guardian when the sun shines on you.
- Consider “what needs mending” ... as a guardian the role is to protect.
- We have a role to create for those that come next ... transmission of power to the next generation.

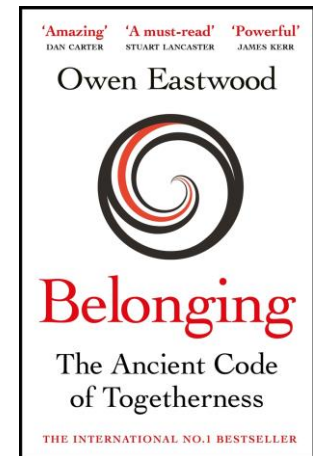


Belonging | an exercise in leadership



“To feel a sense of belonging is to feel accepted, to feel seen and to feel included by a group of people... **to not feel belonging is to experience the precarious and insecure sense of an outsider.**”

(Owen Eastwood, 2021)



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2090

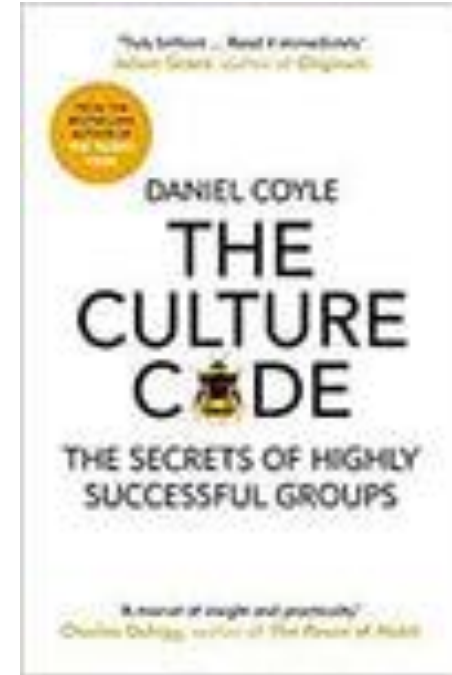
Colleagues

Daniel Coyle

“Our social brains light up when we receive a steady accumulation of almost invisible cues: we are close, we are safe, we share a future,”

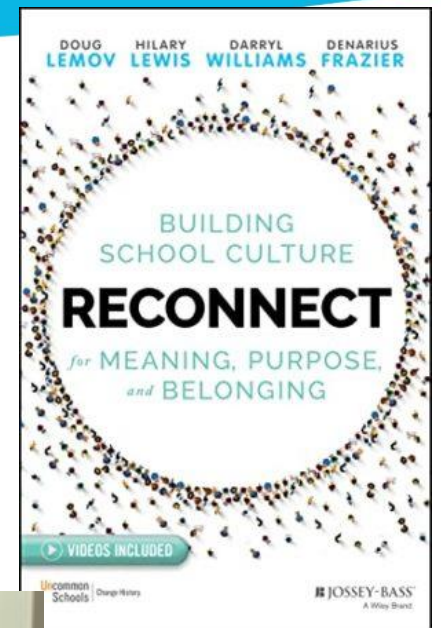
But it’s not a one-time thing.

Belonging is a flame that needs to be continually fed by signals of connection.

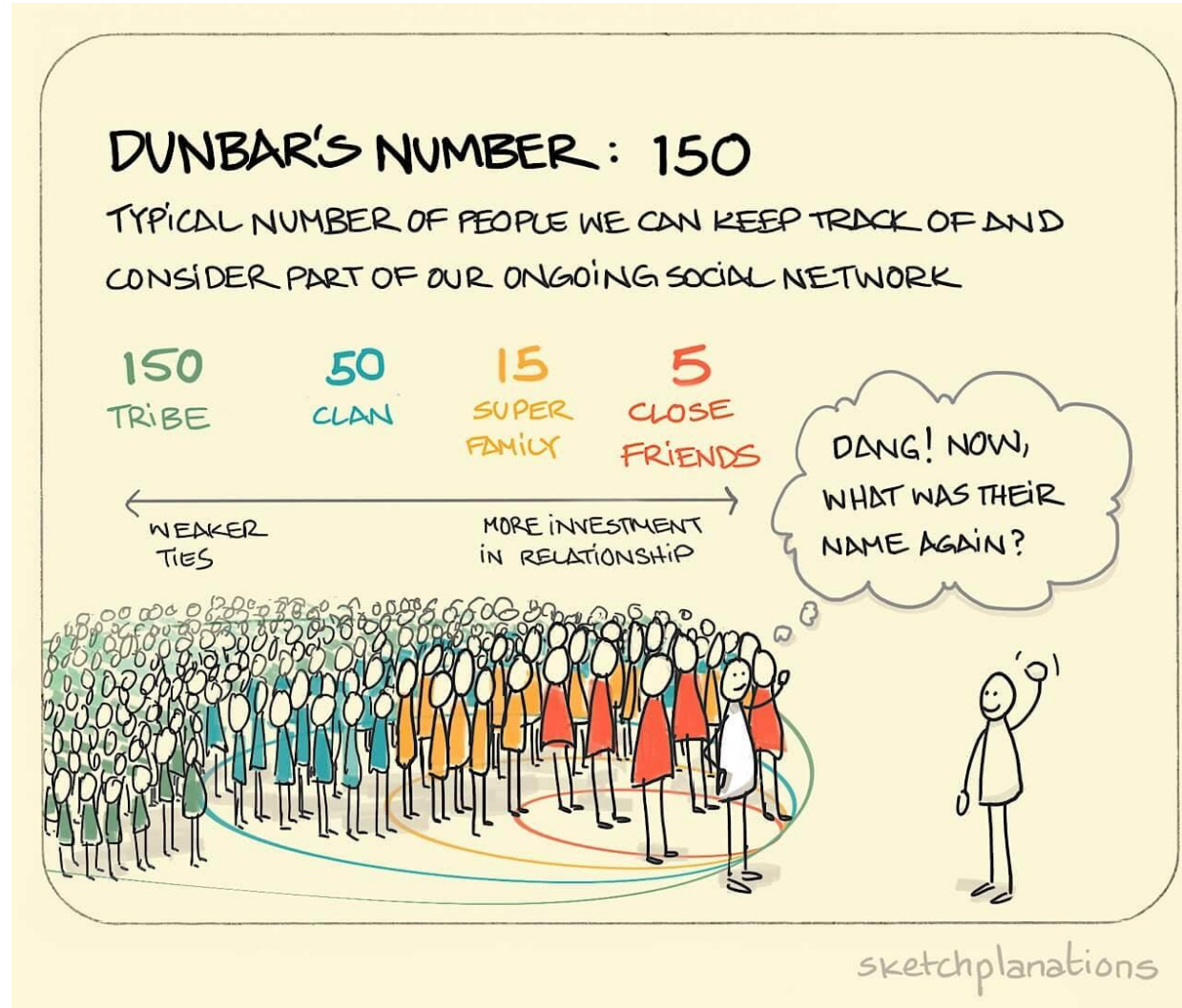


Doug Lemov

- Smiling and making eye contact are two of the most important belonging cues.
- *Imagine Vanessa in a room full of averted, disinterested gazes. If she was smart—and if she was like most young people—she'd have known better than to have raised her hand in the first place.*



How do we foster belonging in Secondary schools?



The INVISIBLE

TOM PERCIVAL



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Before long, Isabel was completely invisible.

She drifted silently down the streets,
as pale and thin as the wind.

And nobody saw her at all.

But now that Isabel was invisible, she noticed something
she hadn't seen before – other invisible people.
LOTS of them.

My earliest memory is of peering into a small cupboard in a caravan. I didn't know it at the time, but that caravan in rural South Shropshire was going to be my home for the next six years.

The caravan was old and the doors made a hollow, unsatisfying sound as you closed them. We had no television and we had gas lamps on the wall that you lit with a match. We got our drinking water from a spring in the garden, which was all well and good until the day we found a dead frog in it.

I shared a small room in a caravan with my older brother and I can still picture the ice glistening on the metal bedposts on cold winter mornings. In the depths of winter, it was literally freezing.

However, despite our lack of money, despite the jumble sale clothes and hand-me-down shoes, there were two things that I had plenty of – love and books.

There was a mobile library service which parked up nearby. I would walk down the road clutching my pink library slips and be GIVEN as many books as I needed. But some people aren't as lucky as I was. Some people don't have access to that literary lifeline and the beauty and wonder of the countryside that I had free rein over as a child. Some people don't have love.

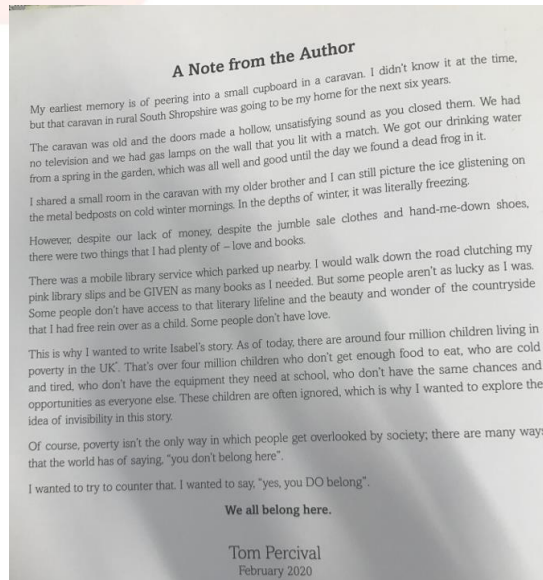
This is why I wanted to write Isabel's story. As of today, there are around four million children living in poverty in the UK. That's over four million children who don't get enough food to eat, who are cold and tired, who don't have the equipment they need at school, who don't have the same chances and opportunities as everyone else. These children are often ignored, which is why I wanted to explore the idea of invisibility in this story.

Of course, poverty isn't the only way in which people get overlooked by society; there are many ways that the world has of saying, "you don't belong here."

I wanted to try to counter that. I wanted to say, "yes, you DO belong."

We all belong here.

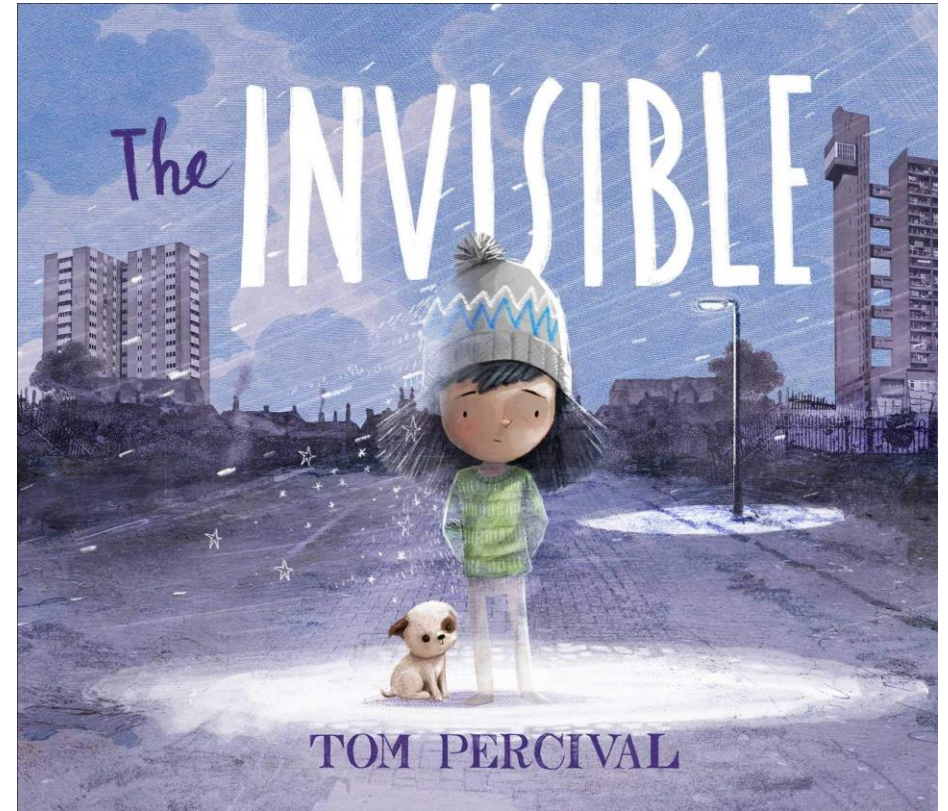
Tom Percival (2020), taken from his book, The Invisible.



Concluding the story

- We (humans) want to belong.
- Each of you are immortal, before and after. What did you do when the sun shone on you?
- The change will be our own legacy.
- Small behaviours support belonging and psychological safety.

Belonging anchors the values, and our behaviours..



How far do pupils feel they belong in your school?

Attendance *first*; through the lens of disadvantage

*'We are bound by a sense of shared belonging and collective responsibility; about strong local communities, active citizens and the devolution of responsibility. ...ensuring that **everyone has a fair chance to make the most of their capacities and their lives.**'*

(Jonathan Sacks, 2020)



A thinking prompt...



Summary table of responsibilities for school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Published: May 2022

Applies from: September 2022



What the guidance says schools are responsible for:	Some prompts	What next – idea sharing for your settings
<p>All pupils</p> <ul style="list-style-type: none"> Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Actively complete attendance and absence registers. Have rules of discipline to follow up absence. Have a dedicated senior leader with overall responsibility for championing and improving attendance. 	<p>How do you support a positive attendance culture – what does it mean when we say it is everyone's responsibility?</p> <p>How do you reinforce status, belonging and esteem with those who need it most? What are your values for supporting your most disadvantaged low attendees? How are these enacted?</p>	
<p>Pupil at risk of becoming PA</p> <ul style="list-style-type: none"> Proactively use data to identify pupils at risk of poor attendance. Work with each identified pupil and their parents to understand and address the reasons for absence, including any external barriers to attendance. Where out of school barriers are identified, signpost and support access to appropriate services, at the request of the senior person, take an active part in the multi-agency effort with the local authority and other partners. As far as the local authority allows all parties agree that the school is the best place to lead action. Where this is not possible, the school should continue to work with the local authority. 	<p>How do you use attendance data?</p> <p>How effectively are you able to work with the LA? Who holds responsibility for these relationships?</p> <p>How well do you work <i>with</i> parents and families?</p>	
<p>PA pupils</p> <ul style="list-style-type: none"> Identify support for pupils at risk of becoming persistently absent and: Have an action plan to support, not additional support, to those at risk of becoming persistently absent. Where there is a lack of engagement, take more formal action. Where there is a lack of engagement, take more formal action. Where there is a lack of engagement, take more formal action. Where there is a lack of engagement, take more formal action. <p>SA pupils</p> <ul style="list-style-type: none"> Continued support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority. 	<p>What impact have you had on reducing PA/SA over time? What works in your setting/doesn't?</p> <p>How effective are the flags for PA/SA to enable colleagues to act quickly and proactively?</p>	
<p>Support for cohorts with lower attendance than their peers</p> <ul style="list-style-type: none"> Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to develop effective practice where there are common barriers to attendance. 	<p>Do you know who these pupils are? Do you know what their barriers are?</p> <p>How well do you collaborate with other schools with similar attendance barriers?</p>	
<p>Support for pupils with medical condition or SEND and/or social worker</p> <ul style="list-style-type: none"> Identify the care condition for attendance and work with pupils and parents to ensure attendance. Ensure follow-up with parents and where required, put in place additional support and adjustments, such as an individualised attendance plan and if applicable, ensuring the provision outlined in the pupil's EHCP is followed. Consider additional support from wider services and external partners, including charity schools. Regularly review data for each group, including at board and governing body meetings, and with local authorities. Social workers follow the pupil's social worker if there are any safeguarding concerns and if there is no social worker, then the school. 	<p>When do joint conversations between SEND/pastoral/safeguarding and attendance leaders happen? What impact do they have?</p> <p>How well do we communicate attendance with social workers and organisations that sit beyond the school gates?</p>	

All pupils

- Have a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Develop and maintain a whole school culture that promotes the benefits of good attendance.
- Accurately complete admission and attendance registers. Have robust daily processes to follow up absence.
- Have a dedicated senior leader with overall responsibility for championing and improving attendance

Summary table of responsibilities for school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Published: May 2022

Applies from: September 2022



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Pupil at risk of becoming PA

- Proactively use data to identify pupils at risk of poor attendance.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Where out of school barriers are identified, signpost and support access to any required services in the first instance. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners.
- Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the LA and partners.

Summary table of responsibilities for school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Published: May 2022

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PA pupils

- Continued support as for pupils at risk of becoming persistently absent and:
- Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.
- Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.
- Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.
- Where there are safeguarding concerns, intensify support through statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.

Summary table of responsibilities for school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Published: May 2022

Applies from: September 2022



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SA pupils

- Continued support as for persistently absent pupils and:
- Agree a joint approach for all severely absent pupils with the local authority.

Summary table of responsibilities for school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Published: May 2022

Applies from: September 2022



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Support for cohorts with lower attendance than their peers

- Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.
- Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.

Summary table of responsibilities for school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Published: May 2022

Applies from: September 2022

Support for pupils with medical condition or SEND and/or social worker

- Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals.
- Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.
- Social worker: Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.

Summary table of responsibilities for school attendance

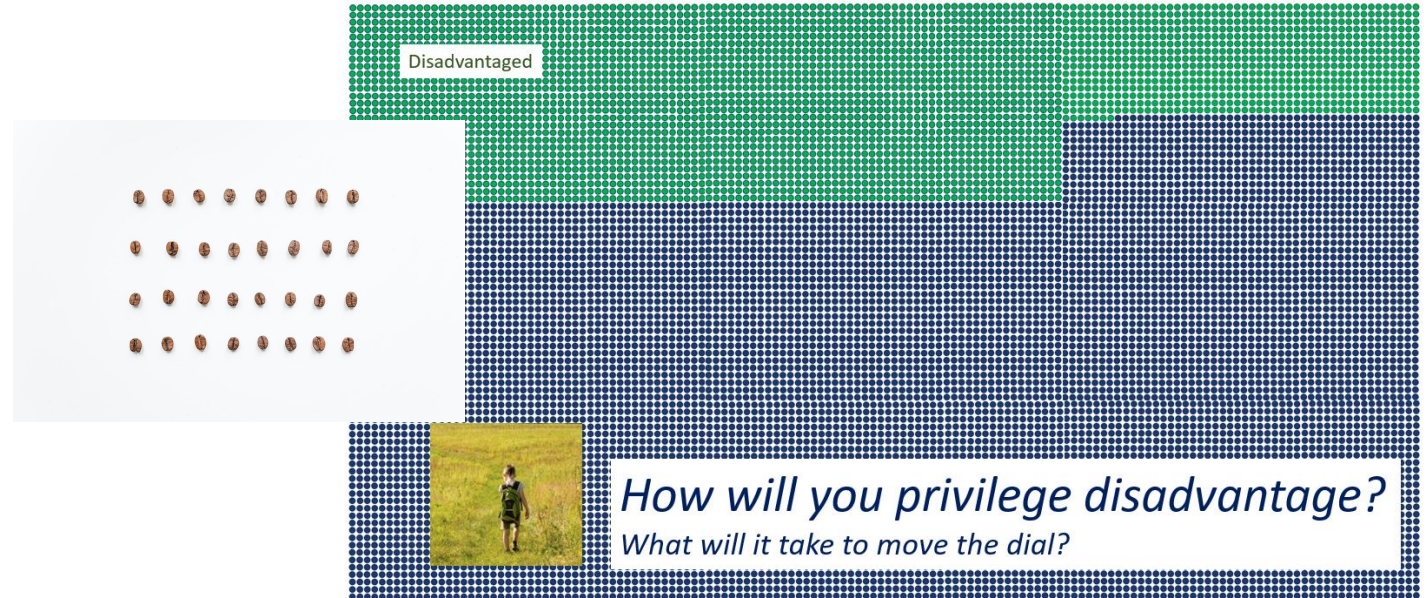
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local authorities

Published: May 2022

Applies from: September 2022

What the guidance says schools are responsible for:	Some prompts	What next – idea sharing for your settings
<p>All pupils</p> <ul style="list-style-type: none"> Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Actively promote attendance and address any barriers. Have clear daily processes to follow up absence. Have a dedicated senior leader with overall responsibility for improving and improving attendance. 	<p>How do you support a positive attendance culture – what does it mean when we say it is everyone's responsibility?</p> <p>How do you reinforce status, belonging and esteem with those who need it most? What are your values for supporting your most disadvantaged low attendees? How are these enacted?</p>	
<p>Pupil at risk of becoming PA</p> <ul style="list-style-type: none"> Proactively use data to identify pupils at risk of poor attendance. Work with pupils identified as being at risk of poor attendance and address the reasons for absence, including any external barriers to attendance. Where any of the barriers are identified, support and targeted interventions at the first instance of the issue, rather than waiting until the end of the term to address the issue. As a first step, where all parties agree that the school is the best place to lead, support, where the best partnership is in place, the school should lead the work with the local partners. 	<p>How do you use attendance data?</p> <p>How effectively are you able to work with the LA? Who holds responsibility for these relationships?</p> <p>How well do you work <i>with</i> parents and families?</p>	
<p>PA pupils</p> <ul style="list-style-type: none"> Continued support for pupils at risk of becoming persistently absent and Where there are barriers to attendance, get additional support to help the school to address any barriers. Where necessary, this could include working with parents. Where there is a risk of escalation, hold a formal meeting with the local authority to discuss the potential for escalation. Where there is a risk of escalation, hold a formal meeting with the local authority to discuss the potential for escalation. Where there are ongoing barriers, identify support to help the school to address the barriers. <p>SA pupils</p> <ul style="list-style-type: none"> Continued support for pupils at risk of becoming persistently absent and Where there are barriers to attendance, get additional support to help the school to address any barriers. Where necessary, this could include working with parents. 	<p>What impact have you had on reducing PA/SA over time? What works in your setting/doesn't?</p> <p>How effective are the flags for PA/SA to enable colleagues to act quickly and proactively?</p>	
<p>Support for cohorts with lower attendance than their peers</p> <ul style="list-style-type: none"> Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the area and the local authority to share the reasons for absence and common barriers to attendance. 	<p>Do you know who these pupils are? Do you know what their barriers are?</p> <p>How well do you collaborate with other schools with similar attendance barriers?</p>	
<p>Support for pupils with medical condition or SEND and/or social worker</p> <ul style="list-style-type: none"> Establish the care plan for a condition and work with pupils and parents to ensure attendance. Where there are barriers to attendance, get additional support and interventions, such as an individualised plan and if possible, ensuring the plan is outlined in the pupil's ECP or care plan. Consider additional support from other services and external partners, including the local authority. Regularly review data for each group, including at board and governing body meetings and with local authorities. Local schools follow the pupil's social worker if there are any unexplained absences and if there is a risk of escalation from the region. 	<p>When do joint conversations between SEND/pastoral/safeguarding and attendance leaders happen? What impact do they have?</p> <p>How well do we communicate attendance with social workers and organisations that sit beyond the school gates?</p>	

Why do we exist? | Our Core Purpose across our trust



*Our collective endeavour
& shared responsibility*

CLF – as we are today



+26 academies
+2,600 employees
+14,200 pupils aged 3-19

3-11: 3,500

11-16: 9,600

16+: 1,100

+200 volunteer governors



Empowering Learning

A strategic commitment to disadvantage



"One measure of poverty is how little you have. Another is how difficult you find it to take advantage of what others try to give you." (Michael Lewis, 2021)

"What provokes our outrage depends on what surrounds us - on what we consider *normal*." (Cass Sunstein, 2021)



A wicked problem



In policy research, 'wicked problems' are defined as social issues which are hard or even impossible to define, to which solutions are not clear, and which cannot be fully solved.

Dark Ages

The global pandemic, Brexit, standards in public life (Nolan Principles), high inflation, high interest rates, energy costs, mortgage rates, loan rates, cost of living, AI, inaccessible first homes, decline in living standards, shifting employment types and longevity, climate change, political turmoil, social media, conflicts across the world (including Europe), long waiting lists, funding crisis, erosion of local services and multi-agency services, mental health challenges, public service strikes, recruitment, retention...

“How to live in a world where profound uncertainty is not a bug, but a feature?”

Yuval Noah Harari

"Before Covid, I was all about getting the kids into school. Education was a major thing. After Covid, I'm not going to lie to you, my take on attendance now is like I don't really care anymore. Life's too short."

Listening to, and learning from, parents in the attendance crisis

September 2023

Dr Sally Burtonshaw
& Ed Dorrell

PUBLICFIRST 
in partnership with:


Impetus



khulisa


shs

- 14. **Finding 1:** Covid has caused a seismic shift in parental attitudes to school attendance – that is going to take a monumental, multi service effort to change
- 17. **Finding 2:** It is no longer the case that every day matters - at least from the perspective of parents
- 20. **Finding 3:** There has been a fundamental breakdown in the relationship between the school system and parents across the socioeconomic spectrum.
- 24. **Finding 4:** Attendance currently has an Other People's Children challenge
- 26. **Finding 5:** The mental health crisis in young people is a huge, compounding issue around attendance
- 28. **Finding 6:** Term-time holidays are now entirely socially acceptable across all socioeconomic groups
- 31. **Finding 7:** The cost-of-living crisis is driving more families into poverty and this is an underlying driver of poor attendance in families from lower / no income groups
- 34. **Finding 8:** Despite popular political and media opinion, the increase in parents working from home is not driving the attendance crisis
- 36. **Finding 9:** School level attendance systems feel increasingly draconian to families and yet they are not sufficiently robust or accurate, which undermines the relationship between school and families
- 38. **Finding 10:** Sanctions are seen as both irrelevant and antagonistic across all parent groups

Deeply human experience...



STATUS



BELONGING



ESTEEM

Enabling children to thrive in their place in the world, which they exploit because of a developed sense of self and agency that is built on an ability to **seek meaning** and make connections based on evolving **understanding** secured through a foundation of **knowledge** and **skills**

self-esteem

a belief and confidence in your own ability and value.

A **Duty of Care** (Peter Hennessy): You must take reasonable care to avoid acts or omissions which you can reasonably foresee would be likely to injure your neighbour (persons who are so closely and directly affected by my act(s)).

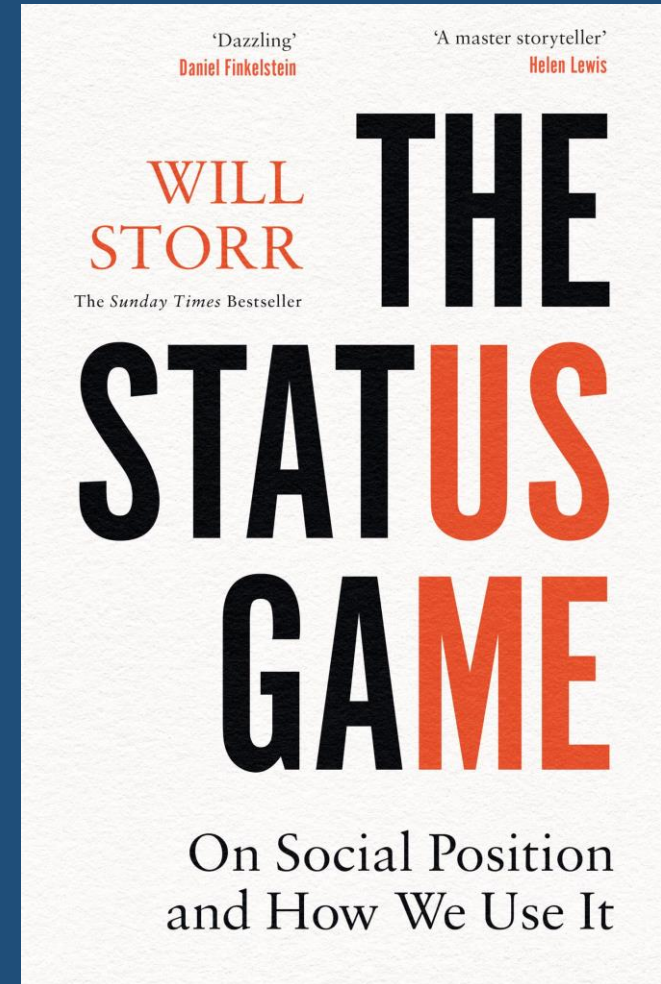
...we need a redistribution of esteem... to live lives of decency and dignity, winning social esteem. ...we can travel the road to 2045 with purpose, dignity and accomplishment.

...we need a decade of real, shared accomplishment. **We have sovereignty over our care of duty. It is a matter of shared purpose and sustained application.**



It is easy to forget we have status to give, that it costs nothing and it never runs out. ...Allowing others to feel statusful makes it more likely they'll accept our influence. (Will Storr, 2021)

It's probably not a surprise to discover that feeling deprived of status is a major source of anxiety and depression. When life is a game we're losing, we hurt. ...To our brains, status is a resource as real as oxygen or water. When we lose it, we break. (Will Storr, 2021)



Given that **we measure our status against those with whom we spend time**, our classrooms are *crucibles of comparative status*. **Our classroom cultures must level status upwards** and not inadvertently reinforce disadvantage or status based on early advantage and current attainment.

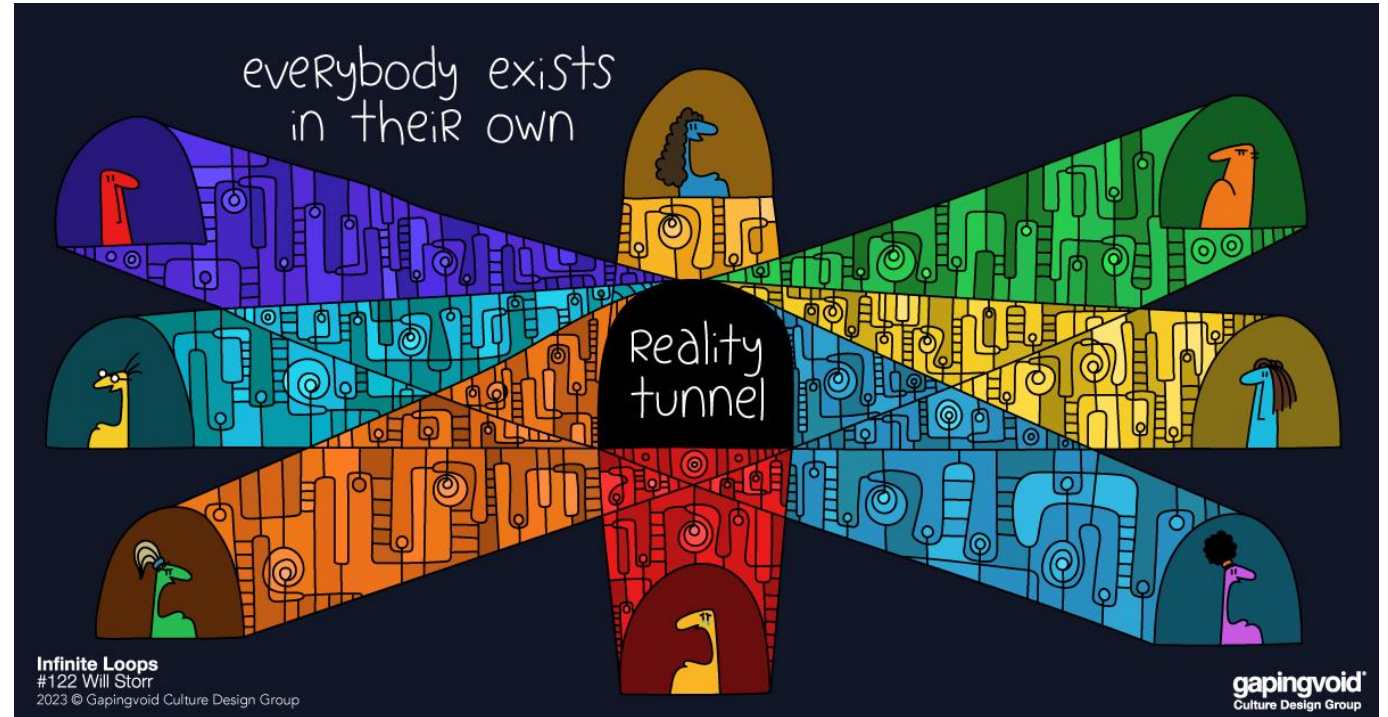
“We can’t help leaking expectations, through our gazes, our body language and our voices. My expectations about you define my attitude towards you.” (Rutger Bregman)

Classrooms are crucibles of comparative status

Status: A thinking prompt – to revisit

In a school day, what opportunities are there to give status to those who need it most?

How do we reinforce status in our behaviours? How do we support our teachers to do this?

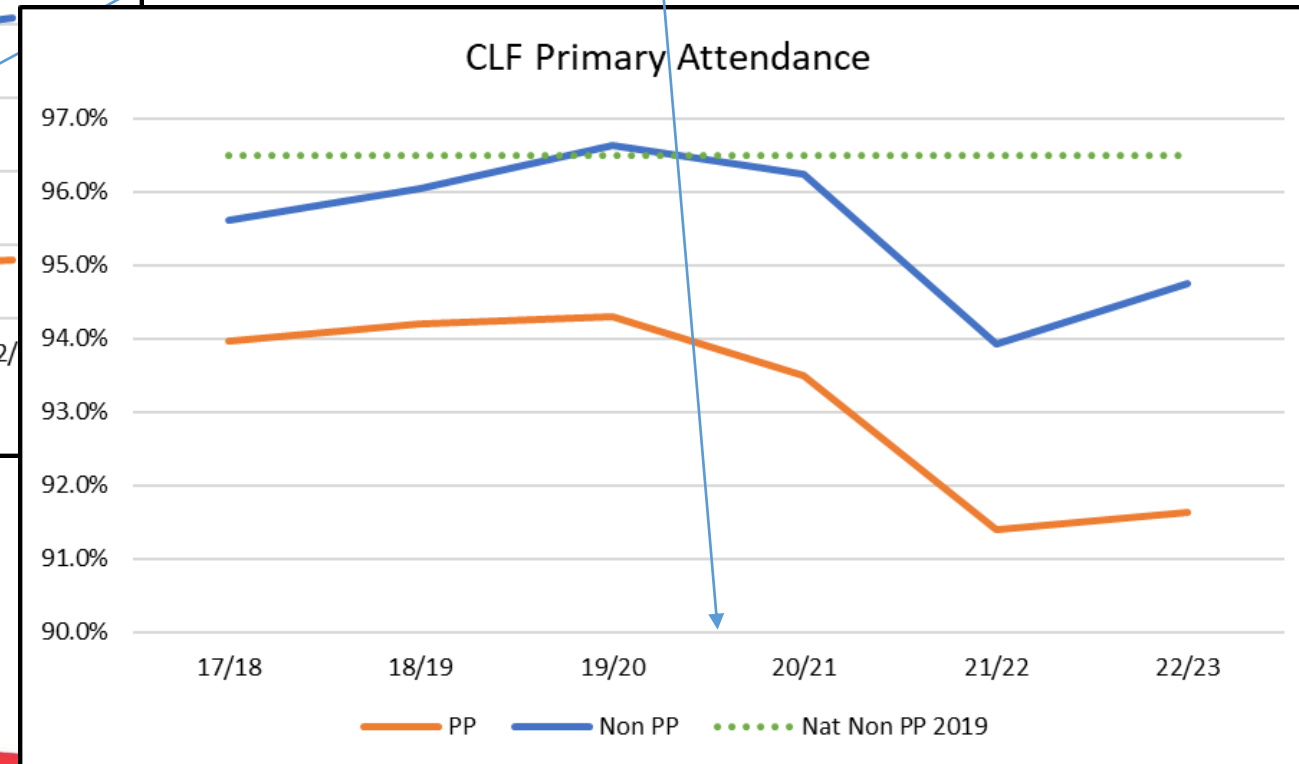
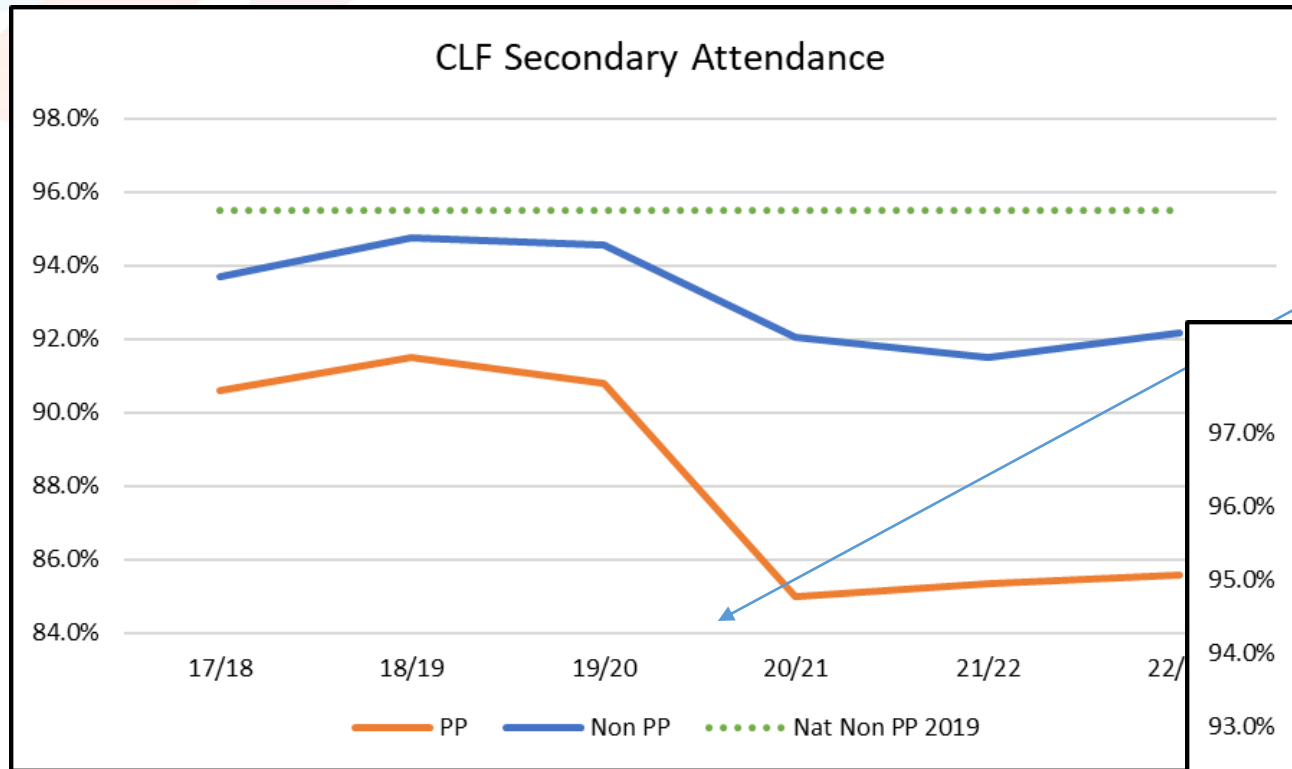


A bit about us...



Our attendance journey

Fiona Lightwood
(attendance lead)
appointed as
pandemic started.

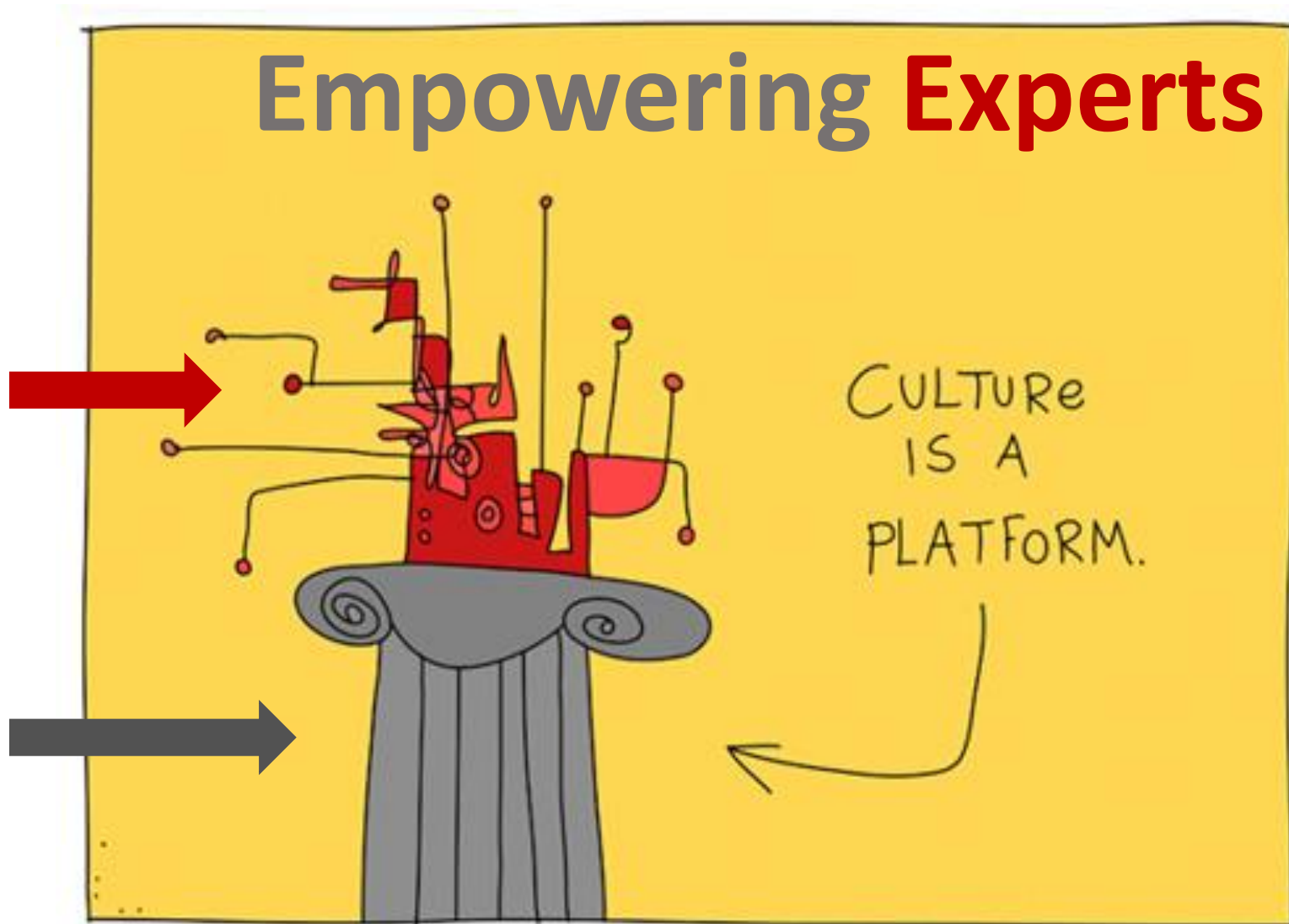


Red Dance: Empowering Teams and individuals

Collective responsibility and ownership for improvement

How we do things here

The areas that are standardised across the Trust and in the Academy that gives the platform for professionals to perform



How do we improve attendance?



Our approach to standards

Our mantra for attendance

Aligning many of
our approaches.

[illegible]

- structured "agendas" (rare)

Teaching

- Diffing into three kinds – content
 - Content (bookish) most distinctive (best?)
 - Regular classroom topics for students' self and academic interests

Activities and Assignments

- Content-oriented activities involving
 - Guided or free-association writing
 - Individual/individual free format
 - Guided structured exercises – not uncommon but limited in use and value as teaching
 - Guided exercises for class and small
 - Various structured formats
 - Model/learning activities
 - Students work in pairs
 - Group work
- Self-teaching
 - Self-teaching
 - Self-teaching/structured materials/assigned exercises – assignments
 - Learning as a consequence of self-teaching
 - Self-teaching a writing – students learn to write as process

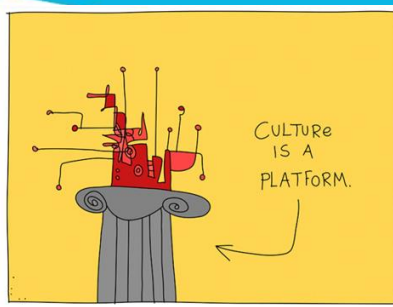
Keeping children safe is everyone's responsibility



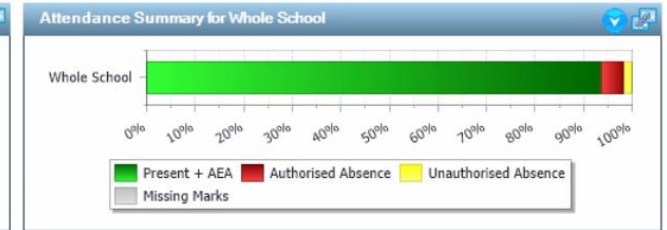
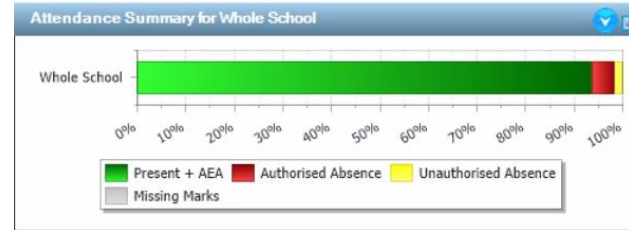
Attendance is everyone's responsibility



Our column



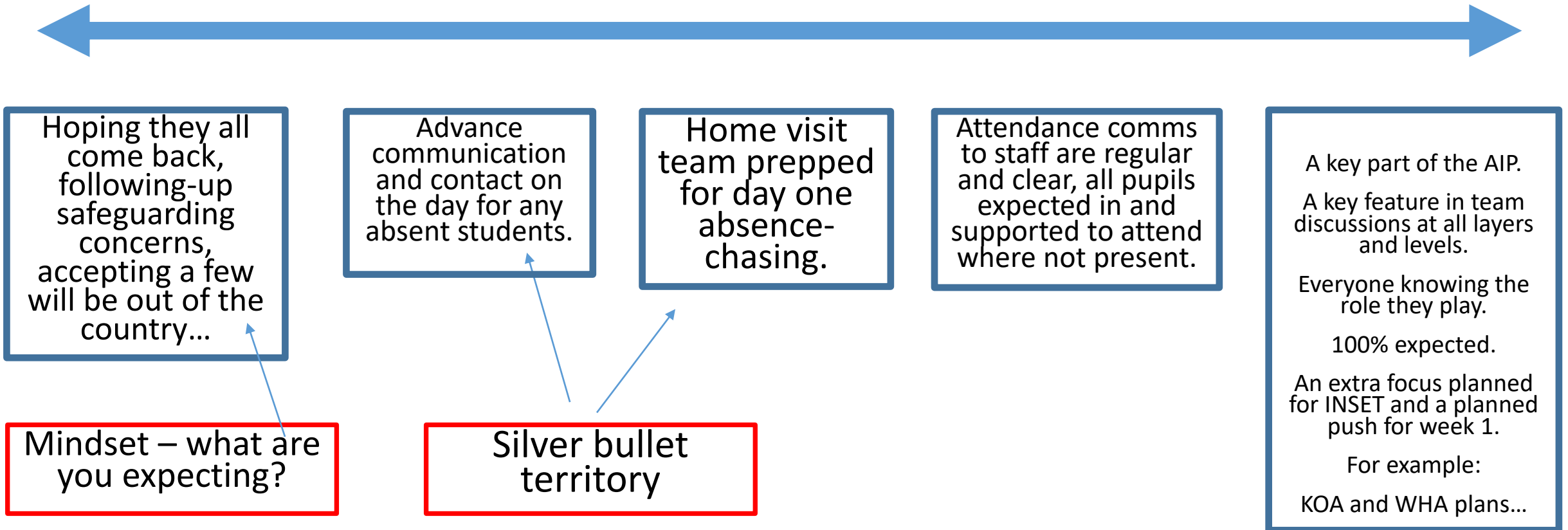
- Tracker
- Data
- Systems
- Policy and guidance
- Help at hand
- PD and support – networks, training, templates.



1. [Missing Registers Update](#)
2. [CLF Attendance Tracker Drop In Sessions](#)
3. [Term 6 CLF Attendance Network Meeting: 1-3pm Tuesday 28th June at the CLF Institute \(All academies\)](#)
4. [Term 6 Post-16 Attendance Network Meeting – Date tbc](#)

Academy	% of student with attendance of.....					
	0-60%	60-90%	90-95%	95-97%	97-99%	99-100%
BPA	0%	19%	32%	22%	15%	12%
EPA	4%	18%	20%	18%	26%	15%
FVA	1%	17%	28%	18%	24%	13%
HMA	1%	22%	33%	20%	17%	8%
HVA	1%	15%	37%	21%	19%	8%
KOAP	2%	16%	34%	23%	19%	7%
MPA	2%	22%	28%	17%	19%	12%
SA	1%	17%	28%	19%	21%	13%
WFA	1%	11%	34%	18%	22%	13%
UVA	0%	10%	41%	21%	18%	10%
CLF	1%	18%	32%	20%	19%	11%

A continuum of culture: the first week back



Attendance is one of our key measures






We have been focussing on the gap between PP and NPP pupils, comparing to the 2019 gap, which is aspirational.

(Primary = NPP/PP National 2019 gap = 2.1%)

(Secondary = NPP/PP National 2019 gap = 3.6%)

Key Measures (Considered at Trust to *within* Academy Level)

The following five measures are highly specific and chosen as key indicators for the quality of provision. They start a conversation that asks “why is this here...” and leads to other information, so that we assume less and enquire more. We choose disadvantage, quality of teaching and leadership, because these measures that highly indicative of the overall quality of provision.

	Key Measure
	The attainment of pupils experiencing disadvantage <i>The number* of disadvantaged students not** on track</i>
	The progress of pupils experiencing disadvantage <i>The number of underperforming compared to starting points disadvantaged students</i>
	The attendance of pupils experiencing disadvantage <i>The number of children under 96% (1°) and 95% (2°)</i>
	Quality of teaching* <i>Teaching that requires support to meet the standard</i>
	Effectiveness of Middle Leadership*** <i>Departments/Years that require support to be effective</i>

* The “number of” is deliberately chosen to understand the scale of the challenge. Percentages will support Trust analysis and comparison

** The deficit measures are a purposeful choice to focus on the gap to our standards.

*** The quality of middle leadership is tightly linked to the quality of senior leadership and the Trust.



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DfE names 9 more attendance hubs and expands mentoring

Ministers also seek views on 'missing' children as department publishes first data on home education and council enforcement



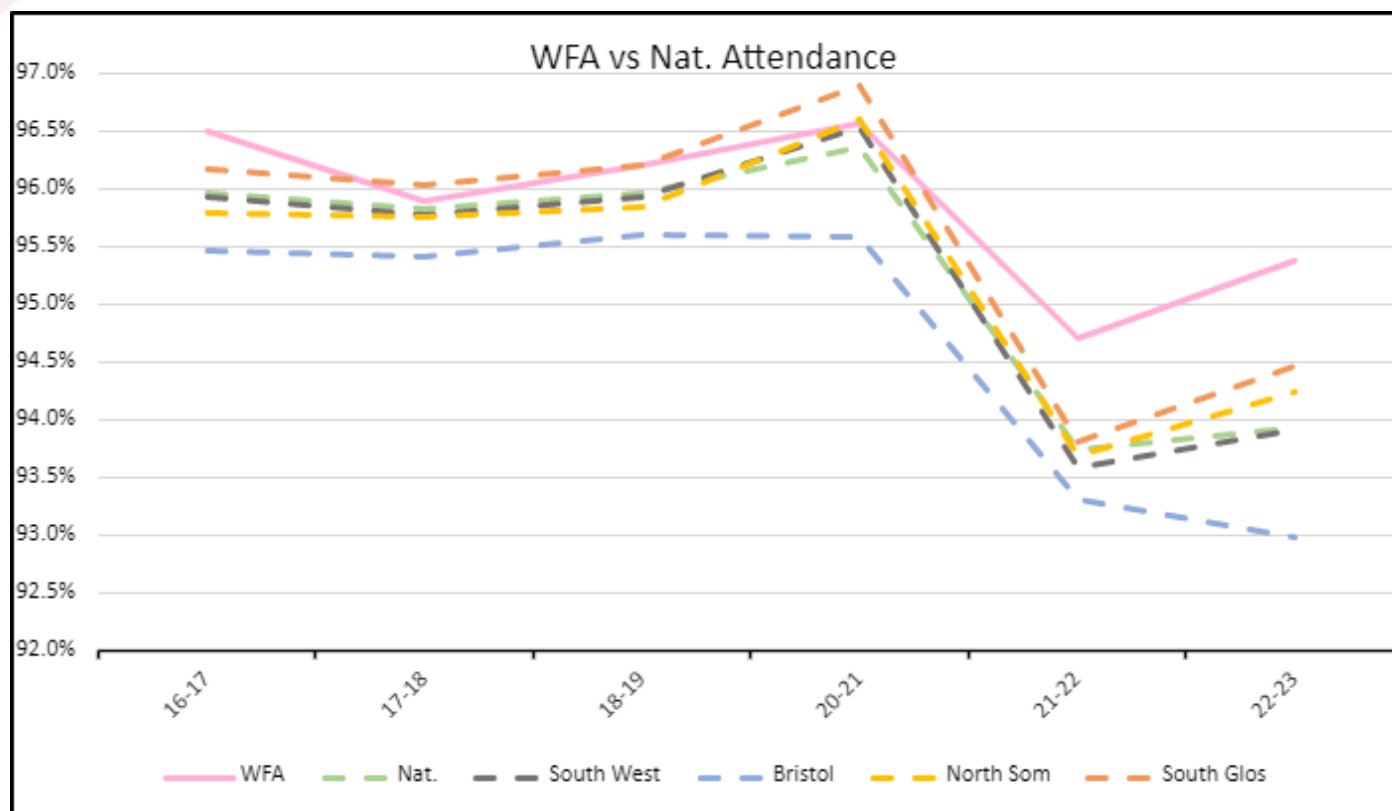
Freddie Whittaker
🕒 18 May 2023, 12:02
[More from this author](#)



[See discussion](#)



WFA's Attendance journey over time...



The 2022-23 data is as at Term 5 Week 3, WFA's data is from SIMS, compared with the Wonde LA, Regional and National data.

Attendance strategic aims – 2023/24

Growing

- **Supporting increased, effective capacity across 5 clusters** - *appointment and induction of new role, growing current capacity and developing an effective model of what good cluster support looks like.*
- **Developing a deeper understanding of how we use our time to collaborate at scale** – *download networks versus solution circles, empowering team members to support one another.*

Improving:

- **Secondary capacity and expertise** – *developing a shared understanding of what good looks like. Getting closer to Secondary leaders, empowering them to audit across in triads (sharing best practice and peer support), supporting recruitment to attendance vacancies.*
- **Supporting local authority decision-making to enable better support for our families.** *Being clear about what is and isn't expected of our schools, when to use EWS support and how, to prioritise the time of attendance teams.*
- **Embedding the mantra that attendance is everyone's responsibility** – *film, messaging.*

Attendance *first*: through the lens of disadvantage.

Use of data/target setting

Reviews and audits – stock takes.

Precision in coding

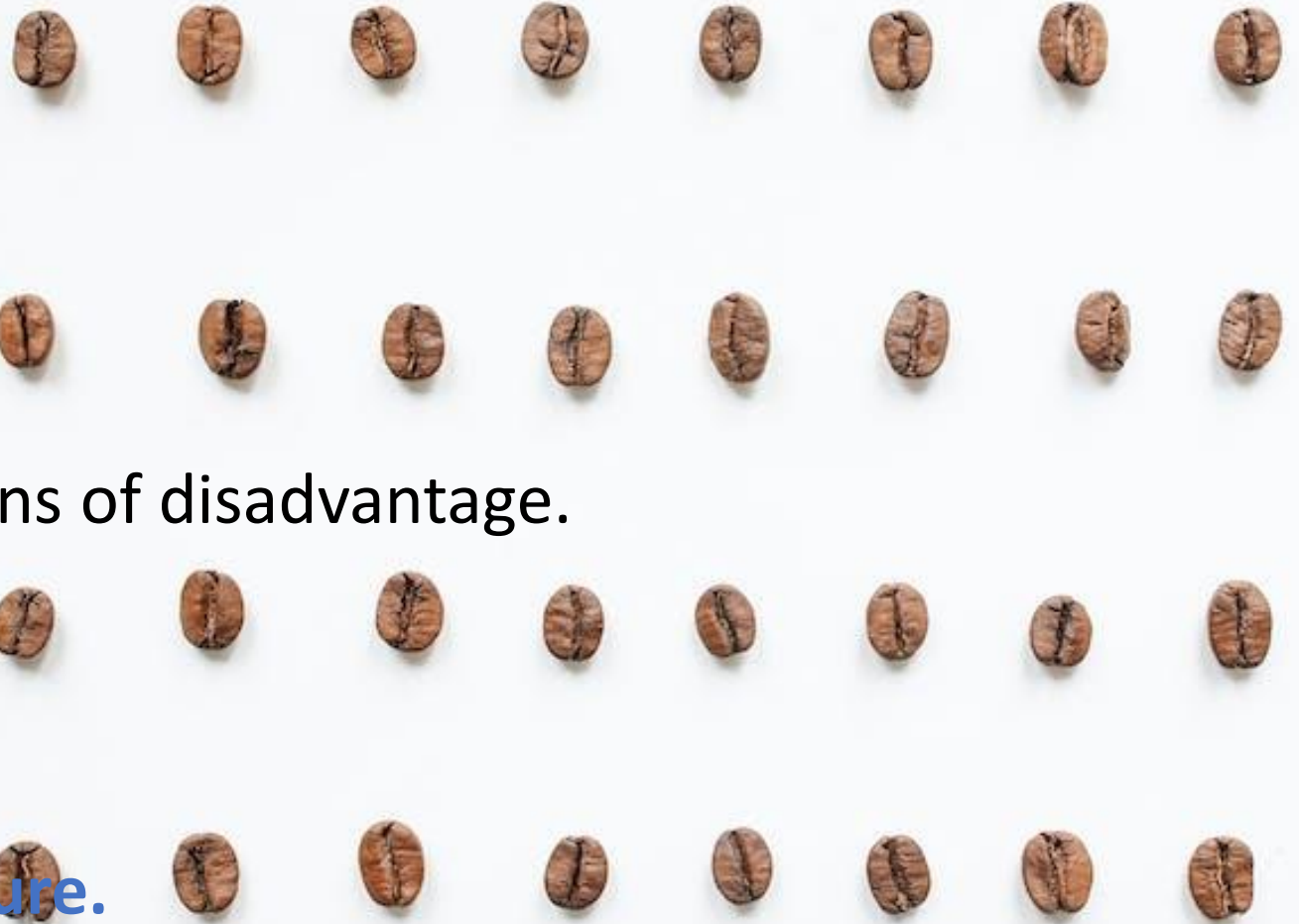
The proactive shift

Establishing routines through the lens of disadvantage.

Time and resource.

Team sport; individual focus.

Status, belonging and esteem: culture.



How we use data

- Daily
- Weekly
- Termly



Excel

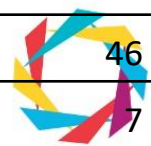


A new measure last year: a daily pupil target

- The “number of” is deliberately chosen to understand the scale of the challenge.
- The deficit measures are a purposeful choice to focus on the gap to our standards.
- Daily target is intended to be motivational – there is a new an opportunity to meet it every day.
- It is focussed at pupil level and deliberately highlights the number of pupils off-site every day to encourage action and understanding about every pupil absence.
- Supports whole school understanding of how many pupils a % equates to.

New: Daily targets

	Cohort	1 student counts for...	Number of students absent if.....								
			98%	97%	96%	95%	94%	93%	92%	91%	90%
BPA	498	0.20%	9	14	19	24	29	34	39	44	49
EPA	104	0.96%	2	3	4	5	6	7	8	9	10
FVA	158	0.63%	3	4	6	7	9	11	12	14	15
HMA	363	0.28%	7	10	14	18	21	25	29	32	36
SA	236	0.42%	4	7	9	11	14	16	18	21	23
UVA	271	0.37%	5	8	10	13	16	18	21	24	27
WFA	350	0.29%	7	10	14	17	21	24	28	31	35
BA	693	0.14%	13	20	27	34	41	48	55	62	69
BBA	1338	0.07%	26	40	53	66	80	93	107	120	133
JCA	862	0.12%	17	25	34	43	51	60	68	77	86
KOA	658	0.15%	13	19	26	32	39	46	52	59	65
WHA	514	0.19%	10	15	20	25	30	35	41	46	51
SVA	87	1.15%	1	2	3	4	5	6	6	7	8
LHA	19	5.26%	0	0	0	0	1	1	1	1	1



Secondary (Years 7-10)

	BA	BBA	BMA	CAB	DSSB	HPA	HWA	JCA	KOA	WHA	CLF
PP Cohort	284	498	354	468	49	384	144	250	188	149	2768
All Cohort	677	1335	1098	1005	181	1040	846	868	641	558	8249
Wednesday 13/09/2023											
PP	89.0%	87.8%	94.7%	90.2%	79.1%	88.9%	88.6%	86.0%	86.5%	91.1%	89.2%
All	93.2%	92.4%	96.0%	89.5%	82.7%	92.3%	92.9%	89.1%	93.2%	94.8%	92.3%
Non PP	96.2%	95.2%	96.6%	88.9%	84.0%	94.3%	93.8%	90.3%	96.0%	96.1%	93.9%
Diff to Target	-12	-26	6	-13	-7	-16	-6	-18	-12	-3	-107
Tuesday 12/09/2023											
PP	86.3%	86.4%	95.0%	89.8%	63.3%	91.4%	83.9%	88.8%	88.4%	78.2%	88.1%
All	91.7%	91.0%	95.8%	90.7%	74.3%	93.9%	91.4%	91.7%	91.9%	85.2%	91.4%
Non PP	95.5%	93.7%	96.2%	91.4%	78.4%	95.4%	92.9%	92.8%	93.3%	87.7%	93.1%
Diff to Target	-19	-33	7	-15	-15	-7	-13	-11	-8	-22	-136
Monday 11/09/2023											

Sharing the gaps

Secondary

?

		BA	BBA	BMA	CAB	DSS B	HPA	HW A	JCA	KOA	WH A	CLF
Weekly Attendance	PP	85.1 %	88.7 %	89.5 %	89.1 %	77.2 %	88.9 %	86.6 %	89.1 %	84.6 %	94.0 %	88.3 %
	<u>No</u>											
	<u>n</u>	92.7 %	93.6 %	94.5 %	92.3 %	87.5 %	95.9 %	93.2 %	92.9 %	94.3 %	97.2 %	93.8 %
	<u>PP</u>											
YTD Official Attendance	All	90.0 %	91.9 %	92.9 %	90.7 %	84.9 %	93.1 %	92.1 %	91.9 %	91.3 %	96.3 %	91.9 %
	Gap	7.6%	4.9%	5.0%	3.2%	10.4 %	7.0%	6.6%	3.8%	9.7%	3.2%	5.5%
	PP	83.7 %	88.5 %	90.3 %	88.4 %	81.5 %	84.3 %	87.2 %	89.5 %	85.1 %	93.9 %	88.1 %
	<u>No</u>											
YTD Official Attendance	<u>n</u>	92.9 %	93.5 %	93.9 %	92.4 %	86.6 %	91.6 %	93.2 %	93.5 %	94.3 %	96.1 %	93.6 %
	<u>PP</u>											
	All	89.6 %	91.8 %	92.7 %	90.4 %	85.3 %	89.3 %	92.2 %	92.4 %	91.5 %	95.5 %	91.7 %
	Gap	9.2%	5.0%	3.6%	4.0%	5.1%	7.3%	6.1%	4.0%	9.1%	2.1%	5.5%

Post 16 – a bit on this...

- Grey area
- Discrepancies within our trust
- Know what you are measuring and how
- Target vulnerable pupils and make sure they are in.



Notes

DSSB P16 has
15 missing marks on 19/04/2023
15 missing marks on 18/04/2023

ROBINS P16 has 45 missing marks on 19/04/2023

BSA has 67 missing marks on 31/03/2023

Post 16

		CLF P16	DSSB P16	ROBINS P16	BSA P16	Boom P16	WHA	
							WHA P16	Total
Weekly Attendance	PP	85.7%	82.0%	72.0%	82.1%	88.3%	76%	82.4%
	Non PP	89.3%	71.1%	80.3%	84.8%	91.9%	90.5%	86.6%
	All	87.8%	73.5%	78.7%	84.2%	91.4%	87.8%	85.4%
	Gap	3.5%	-10.9%	8.3%	2.7%	3.6%	14.7%	4.2%
YTD Official Attendance	PP	87.2%	89.7%	87.4%	78.2%	87.6%	90.0%	86.8%
	Non PP	88.0%	67.7%	84.7%	83.4%	92.4%	92.1%	88.1%
	All	87.7%	72.5%	85.2%	82.2%	91.8%	91.7%	87.8%
	Gap	0.9%	-22.0%	-2.6%	5.2%	4.7%	2.1%	1.3%

We also use attendance data in other conversations....

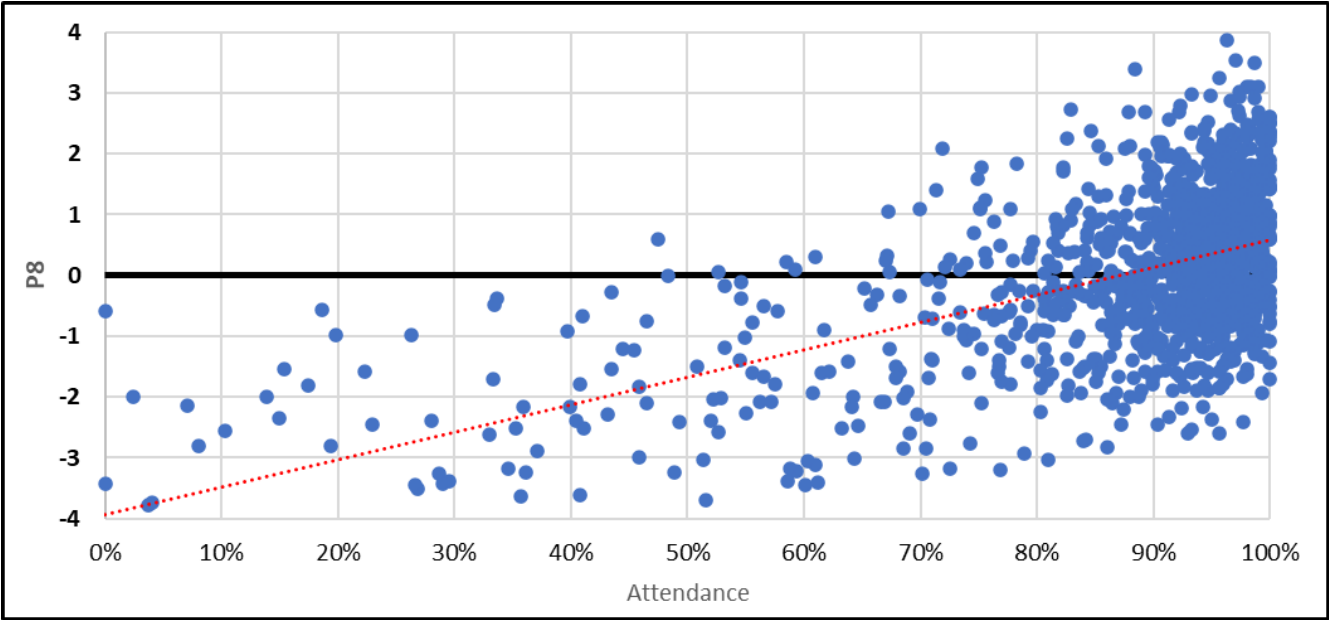
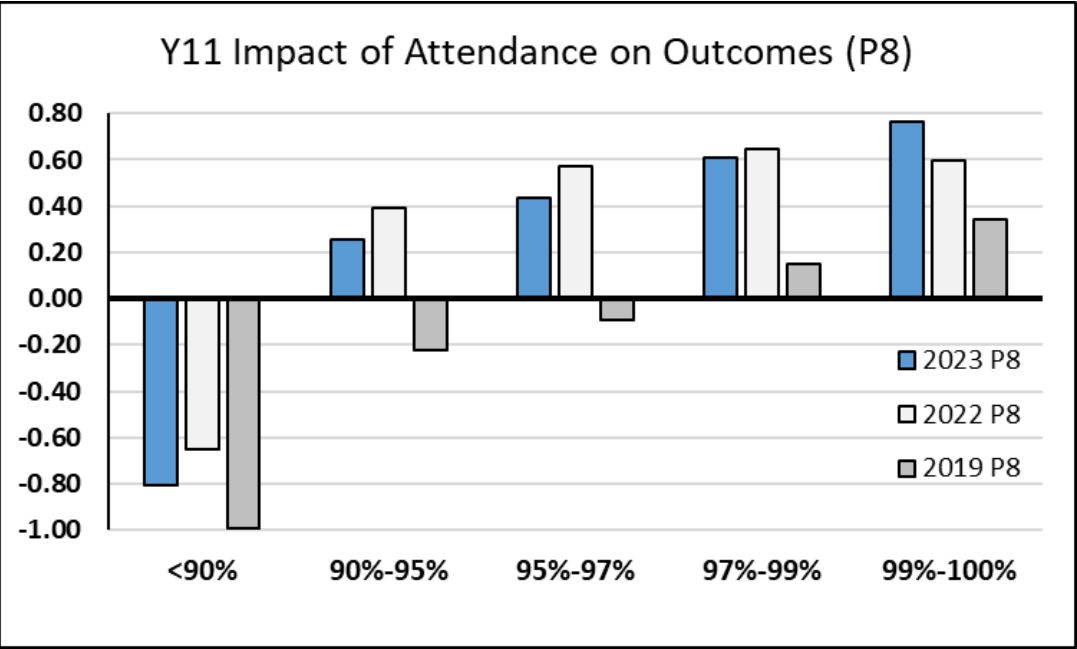
Link between Attendance and KS4 Outcomes

	Year 11				
	<90%	90%-95%	95%-97%	97%-99%	99%-100%
No.	414	323	214	219	88
2023 P8	-0.81	0.26	0.44	0.61	0.77
2022 P8	-0.65	0.39	0.57	0.65	0.59
2019 P8	-0.99	-0.22	-0.09	0.15	0.34
2018 P8	-0.77	-0.14	0.03	0.21	0.31

Difference between top attenders and persistent absentees is 1.57 (i.e. over one and a half grades per subject)

		PA	Non PA
Basics 9-4	2023	36%	71%
	2022	42%	78%
Basics 9-5	2023	16%	46%
	2022	22%	55%

Non-Persistent Absent students twice as likely to get Basics 9-4, and three times as likely to get Basics 9-5.



Review visits and audits...

- Distort resource to academies by risk
- Audit supports with intelligence
- Attendance capacity at ARVs

	with parents/carers or all pupils / If so, how and when? What does this						
Registration basics							
Expected arrival time							
Registration time							
Time registers close (U code)	When do registers close? Is this consistently applied?						
When are am and pm registration periods?	Is tutor group first thing or later in day or does the P1 mark = am reg? What about afternoon reg? When do registers close? Is this consistently applied?						
Missing registers	Is this a problem?						
Register coding - N codes	Do teachers amend register when a pupil arrives late?						
Punctuality (inc L and U code)	How many pupils are usually late each day? What follow up action is taken for lates? Notifying parents, sanctions, speaking to pupils, PN						
Late sanctions?	Are there any? Are they effective?						
Secondary only: Registration in tutor group or P1?	Is tutor group first thing or later in day or does the P1 mark = am reg? What about afternoon reg?						
Truancy							
Can/do pupils/students sometimes 'escape' the site?							
Internal truancy							
External truancy							

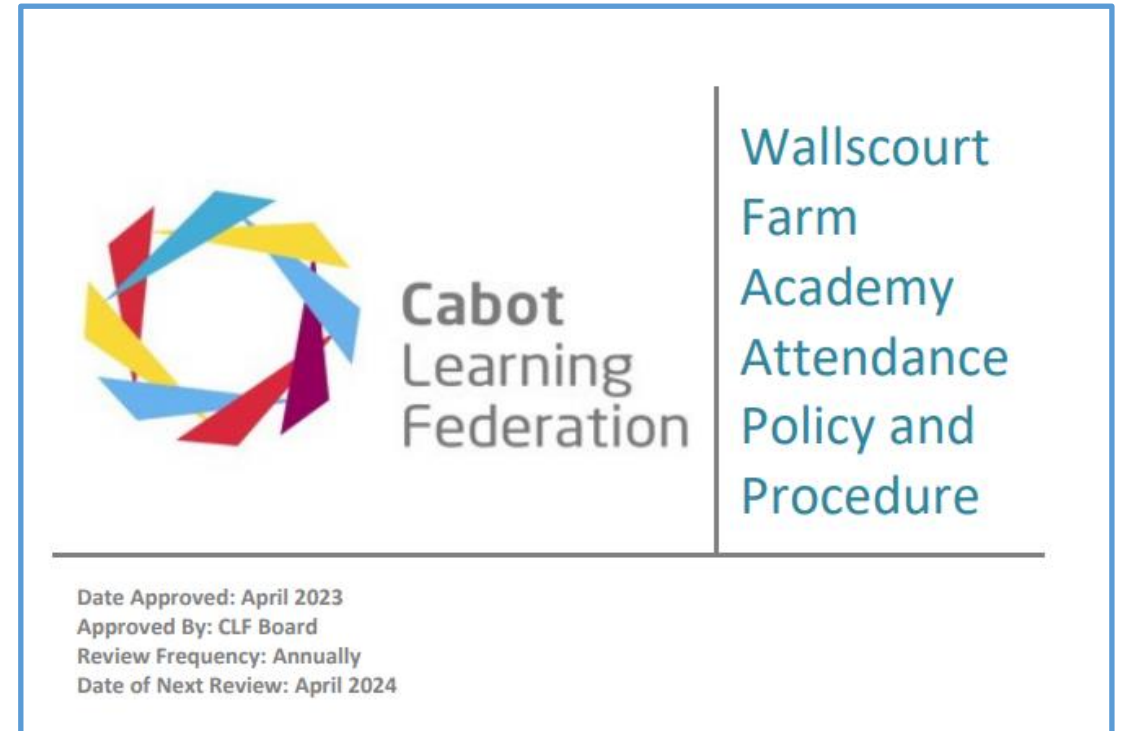
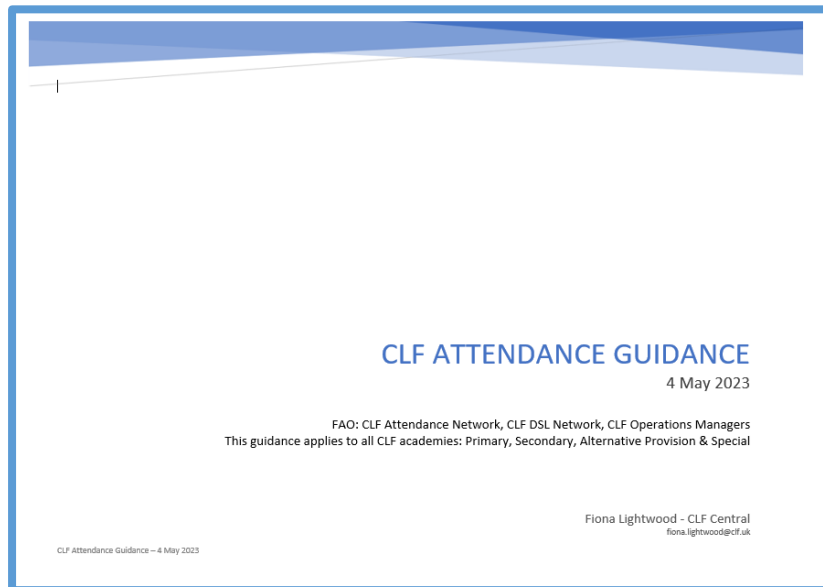
Precision in coding



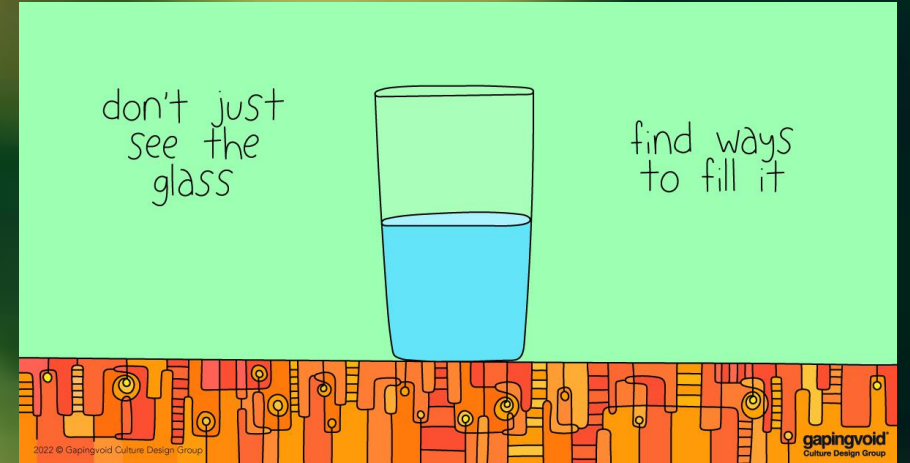
CLF attendance policy & guidance

The policy supports process and procedure/responsibility.

The guidance supports the culture.



Shifting behaviours



Attendance first – let's keep talking about it!

+ Della's conference session on *CLF Conference catch ups*.

The screenshot shows a Microsoft Forms survey titled "Coming back to school" with a "Send" button. The survey is displayed in a web browser window with several tabs open, including "CLF Navigator", "23_24 - Onedrive", "Email - Craig Jones - H&A", "Microsoft Forms", "Coming back to school", and "Calendar - Craig Jones". The survey content includes three questions:

- 5. How positive is your child feeling about returning back to school? (5 = really positive, 1 = Not positive at all) *
☆☆☆☆☆
- 6. How positive 'overall' was their summer holiday? (5 = really positive, 1 = Not positive at all) *
☆☆☆☆☆
- 7. Is there anything you would like to share with our teachers ahead of Tuesday 5th September, that our teaching team can be mindful of and consider as they support your child with the transition from school holidays to the return to school?
You may expand with reasons on the ratings given above, and/or share incidents or circumstances that negatively affected your children. Conversely, your child may have experienced something really positive, that you feel would great for the teaching team to know about.
Enter your answer

On the right side of the form, there is a "Add timer" pop-up that says "Add a 5 minute timer to monitor student focus and concentration." and "Estimated time to complete 4 mins". At the bottom right, there are buttons for "Add", "Cancel", and "Preview".

Deeply human experience...



STATUS



BELONGING



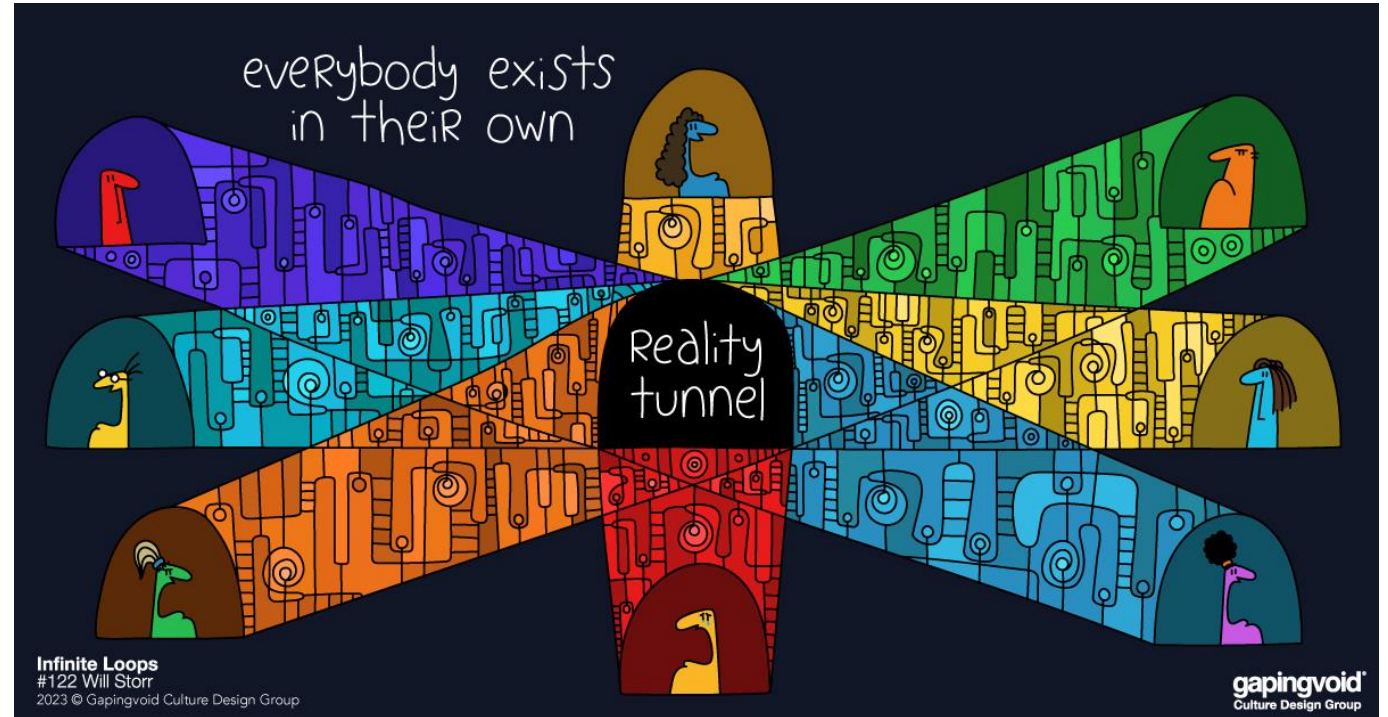
ESTEEM

Enabling children to thrive in their place in the world, which they exploit because of a developed sense of self and agency that is built on an ability to **seek meaning** and make connections based on evolving **understanding** secured through a foundation of **knowledge** and **skills**

Status: A thinking prompt – to revisit

In a school day, what opportunities are there to give status to those who need it most?

How do we reinforce status in our behaviours? How do we support our teachers to do this?



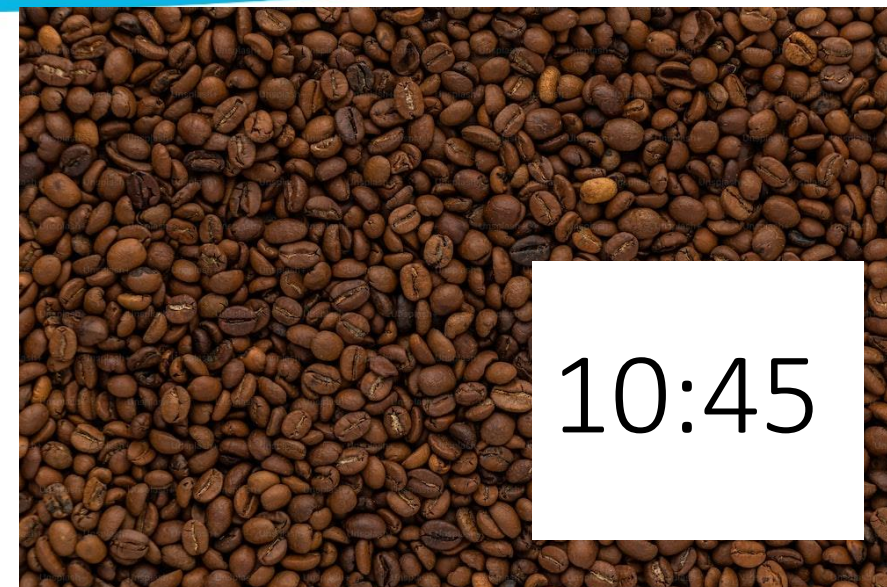
Over to you

- Reflections and questions
- Completing of prompt sheet
- Time to connect on attendance
- I am keen to hear your views.

Status: A thinking prompt – to revisit

In a school day, what opportunities are there to give status to those who need it most?

How do we reinforce status in our behaviours? How do we support our teachers to do this?



10:45

What the guidance says schools are responsible for:	Some prompts	What next – idea sharing for your settings
<p>All pupils</p> <ul style="list-style-type: none"> Have a clear understanding of the school's policy on attendance and the role of all staff in promoting it. Challenge and reinforce a positive school culture that promotes the benefits of good attendance. Ensure that all pupils are aware of the school's policy on attendance and the consequences of poor attendance. Have a clear understanding of the school's policy on attendance and the role of all staff in promoting it. 	<p>How do you support a positive attendance culture – what does it mean when we say it is everyone's responsibility?</p> <p>How do you reinforce status, belonging and esteem with those who need it most? What are your values for supporting your most disadvantaged low attenders? How are these enacted?</p>	
<p>Pupil at risk of becoming PA</p> <ul style="list-style-type: none"> Identify pupils who are at risk of becoming PA or SA and provide them with the support they need to improve their attendance. Work with the LA to identify pupils who are at risk of becoming PA or SA and provide them with the support they need to improve their attendance. Identify pupils who are at risk of becoming PA or SA and provide them with the support they need to improve their attendance. 	<p>How do you use attendance data?</p> <p>How effectively are you able to work with the LA? Who holds responsibility for these relationships?</p> <p>How well do you work <i>with</i> parents and families?</p>	
<p>PA pupils</p> <ul style="list-style-type: none"> Ensure that all PA pupils are aware of the school's policy on attendance and the consequences of poor attendance. Work with the LA to identify pupils who are at risk of becoming PA or SA and provide them with the support they need to improve their attendance. Identify pupils who are at risk of becoming PA or SA and provide them with the support they need to improve their attendance. 	<p>What impact have you had on reducing PA/SA over time? What works in your setting/doesn't?</p> <p>How effective are the flags for PA/SA to enable colleagues to act quickly and proactively?</p>	
<p>SA pupils</p> <ul style="list-style-type: none"> Ensure that all SA pupils are aware of the school's policy on attendance and the consequences of poor attendance. Work with the LA to identify pupils who are at risk of becoming PA or SA and provide them with the support they need to improve their attendance. Identify pupils who are at risk of becoming PA or SA and provide them with the support they need to improve their attendance. 	<p>Do you know who these pupils are? Do you know what their barriers are?</p> <p>How well do you collaborate with other schools with similar attendance barriers?</p>	
<p>Support for cohorts with lower attendance than their peers</p> <ul style="list-style-type: none"> Identify pupils who are at risk of becoming PA or SA and provide them with the support they need to improve their attendance. Work with the LA to identify pupils who are at risk of becoming PA or SA and provide them with the support they need to improve their attendance. Identify pupils who are at risk of becoming PA or SA and provide them with the support they need to improve their attendance. 	<p>When do joint conversations between SEND/pastoral/safeguarding and attendance leaders happen? What impact do they have?</p> <p>How well do we communicate attendance with social workers and organisations that sit beyond the school gates?</p>	

Routines that privilege

- The importance of the playbook
- Daily processes
- Absence response plans
- Letter formats and banks
- Happy to share.

KEY ATTENDANCE DAILY PROCESSES

(Based on cohort of 970 students, staggered start times of 8.35 and 8.45, Tutor Period after P2 and P5&6 after lunch)

TIME	PROCESS	STAFFED BY (HPA)	STAFFED BY (BMA)
8.00 - 9.00am	<ul style="list-style-type: none"> Collect absence info from answer-phone, absence line, incoming text message system. Where absence line is not used, answer calls and record marks and reasons in SIMS. If answering calls, provide challenge for unacceptable absence, minor illness, med appts etc. and encourage student return asap 	Recep/Office/Att Admin	Att Admin/Office
	<ul style="list-style-type: none"> Refer any issues by email to relevant staff member to provide advice/guidance or if a concern 	Recep/Office/Att Admin to Att Mgr/Colleg Ldr	Office/Recep/Att Admin to Head of House/ Asst HOH
	<ul style="list-style-type: none"> Enter any known absence info from diary notes, emails, trip lists, exam lists, other events where students may be out of regular lessons 	Att Admin	Att Admin/ HOH/AHOH
	<ul style="list-style-type: none"> Use red flag comments facility in am register box to record useful information which others can see 	Att Admin and any MOS with useful info	Att Admin/ HOH/ AHOH
	<ul style="list-style-type: none"> Check marks for students out of lessons elsewhere in school, eg. seclusion, Engage/Hub, 1:1 mentoring sessions etc to ensure accuracy. 	Att Admin	Att Admin
	<ul style="list-style-type: none"> Record any known Covid absence (isolating students) info only so that marks can be checked later, parents can be contacted 	Att Admin	Att Admin
	<ul style="list-style-type: none"> Check for any scheduled meetings with parents and record expected time of arrival of student. 	Att Admin / MOS holding mtg	
	<ul style="list-style-type: none"> Answer attendance enquiries from parents in person or by phone/email and deal with or pass on to relevant members of staff 	Recep/Office/Att Admin to Att Mgr/College Ldr	Recep to HOH/AHOH
	<ul style="list-style-type: none"> Targeted students get early calls including wake-up calls (assigned to particular members of staff) 	College Leaders/Mentors	
	<ul style="list-style-type: none"> Collection in minibus for targeted students (limited during Covid period) eg. school refusers, exam students, students with no transport/injury etc. 	College Leaders/Mentors/ Safeguarding & Attendance support worker (PSA?)	
	<ul style="list-style-type: none"> Late arrivals sign in at reception from 8.36 onwards. Time and reason is recorded. 	Recep	Recep
	<ul style="list-style-type: none"> Pre-Covid pickups for refusers as and when required 	Att Mgr/ S&ASW (PSA?)	

WFA playbook - detail

9:00 'call back anyway.'

Contact all families who have notified us of their child's absence but who we have not have a conversation with to ensure we are challenging unacceptable absence, minor illness, medical appointments etc and encouraging return asap ensuring medication administration procedures advised.

WFA Daily Attendance Playbook

TIME	PROCESS	STAFFED BY	FOLLOW UP BY
7.45 – 8.00	- Early/Wake up calls to pre-arranged families	Welcome Zone/Attendance Administrator	N/A
8.00 – 9.00	- Collect absence info from answerphone and incoming emails and add to attendance One Note (accessible to attendance team) and SIMS.	Attendance Administrator	N/A
	- Answer calls and complete attendance One Note and SIMS with details of reason for absence, details of contacting adult and conversation had, ensuring challenging unacceptable absence, minor illness, medical appointments etc and encouraging return asap ensuring medication administration procedures advised.	Attendance Administrator	Attendance Administrator /SLT – read and confirm any additional actions required
	- Enter any known absence info from absence spreadsheet, to one drive and ensure SIMS is updated with this.	Welcome Zone/Attendance Administrator	Attendance Administrator /SLT – read and confirm any additional actions required
	- Ensure red flag comments in SIMS are completed on all absences with details of conversation held	Welcome Zone/Attendance Administrator	Teaching staff read and follow up with Welcome Zone/Attendance Administrator if applicable
	- Late arrivals are greeted and sign in via Welcome Zone from 8.50 am and are escorted into school. Time and reason recorded onto SIMS.	Welcome Zone/Attendance Administrator	N/A
	- Early arrivals (pre-arranged) greeted and welcomed into school	Welcome Zone/Attendance Administrator	Class teacher check in with child and all staff in area to acknowledge presence
9.00 – 10.00	- N codes on SIMS are contacted via text and email requesting urgent contact from families	Welcome Zone/Attendance Administrator	Attendance Administrator/SLT to offer support/guidance re next steps if applicable
	- Pickups arranged for learners needing support to attend as and when required	Attendance Lead & a second member of staff	N/A
	- Phone calls to absent vulnerable children's families at 9.00 to confirm absence and reasons for this	Welcome Zone/Attendance Administrator	Attendance Officer/SLT to follow up any concerns immediately
	- 9.00 registers printed and displayed in fire safety area	Welcome Zone/Attendance Administrator	Welcome Zone/Attendance Administrator update any changes as they occur
	- 9:00 'call back anyway.' Contact all families who have notified us of their child's absence but who we have not have a conversation with to ensure we are challenging unacceptable absence, minor illness, medical appointments etc and encouraging return asap ensuring medication administration procedures advised.	Welcome Zone/Attendance Administrator	Attendance Administrator /SLT – read and confirm any additional actions required
10.45	- Any remaining N codes are recalled and if still no response emergency contacts are called. If still no response this is flagged to SLT/Attendance Officer for home visit	Welcome Zone/Attendance Administrator	Attendance Administrator + 1 additional member of staff complete home visits with pre-prepared letter to be posted through door if no response. Outcome of home visit to be documented on the Attendance OneNote and SIMS.



Cabot
Learning
Federation

Empowering Learning

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	<ul style="list-style-type: none"> Refer any issues by email to relevant staff member to provide advice/guidance or if a concern 	Recep/Office/Att Admin to Att Mgr/Colleg Ldr	Office/Recep/Att Admin to Head of House/ Asst HOH
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KEY ATTENDANCE DAILY PROCESSES

(Based on cohort of 970 students, staggered start times of 8.35 and 8.45, Tutor Period after P2 and P5&6 after lunch)

9.00 – 9.25am	<ul style="list-style-type: none"> Late arrival info to be transferred to SIMS with appropriate code, time of arrival and reason. NB. late marks to be recorded after P1 registers are input to avoid over-writing/write-back. If time of arrival is recorded this is a simple process but requires checking to maintain accurate late arrival information Behaviour point recorded in Behaviour Management (SIMS) 	<u>Att Admin/Recep</u> if time <u>Att Admin</u> <u>Att Admin</u>	<u>Att Admin/Recep</u> if time
	<ul style="list-style-type: none"> Check for any missing information/marks 	<u>Att Admin</u>	<u>Att Admin</u>
	<ul style="list-style-type: none"> Visit classes for any missing registers/paper registers from supply teachers or coding or anomalies and amend Monitor frequency of errors, remind staff of their responsibilities, refer for further action by Head of Dept/SLT 	<u>Att Admin</u> <u>Att Admin to Att Mgr to Middle Leaders/SLT</u>	<u>Att Admin</u>
	<ul style="list-style-type: none"> Correct any overwritten marks 	<u>Att Admin</u>	<u>Att Admin</u>
	<ul style="list-style-type: none"> Deal with any Covid discrepancies eg. child attending that should be isolating (this may take longer) 	<u>Att Admin</u>	<u>Att Admin</u>
9.30 – 10.30 am	<ul style="list-style-type: none"> Begin contacting parents of students with unexplained absence (approx. 40 per day) 	College Leaders	HOH/AHOH
	<ul style="list-style-type: none"> Prioritise vulnerable students, Year 7, targeted groups as appropriate using attendance widgets, User defined groups, Edit marks columns etc. 	<u>Att Mgr/Assigned mentors/Engage Leaders/ College Ldrs</u>	HOH/AHOH
	<ul style="list-style-type: none"> If texting is effectively used as first contact (or in absence of calls being made), this should be done as soon as possible to allow for further follow up. Monitor and record responses, check for incorrect contact numbers, send follow up emails, call back/refer any unacceptable or incomplete messages for further investigation. Remaining absentees referred on for calls 	<u>Att Admin</u> if College Leaders not available – refer on to <u>Att Mgr</u> or College Leaders	
	<ul style="list-style-type: none"> Evidence suggests calls are more effective than texts (HPA/BMA): Calls are made for first day contact (approx. 40 per day by 4 MOS); this allows for challenge of information, provision of support, offer of meetings, speedy resolution of issues – this is best done by a member of staff (Head of House/Year/Pastoral) with most knowledge of students/families/ friendships etc but <u>Att Team</u> act as back up if other staff are not available or if time is short Students can be encouraged to come to school after break/lunch time or the next day so length of absence is reduced 	College Leaders with support from <u>Att Mgr/Att Admin</u> Engage students (Hub) contact own cohort	HOH/AHOH

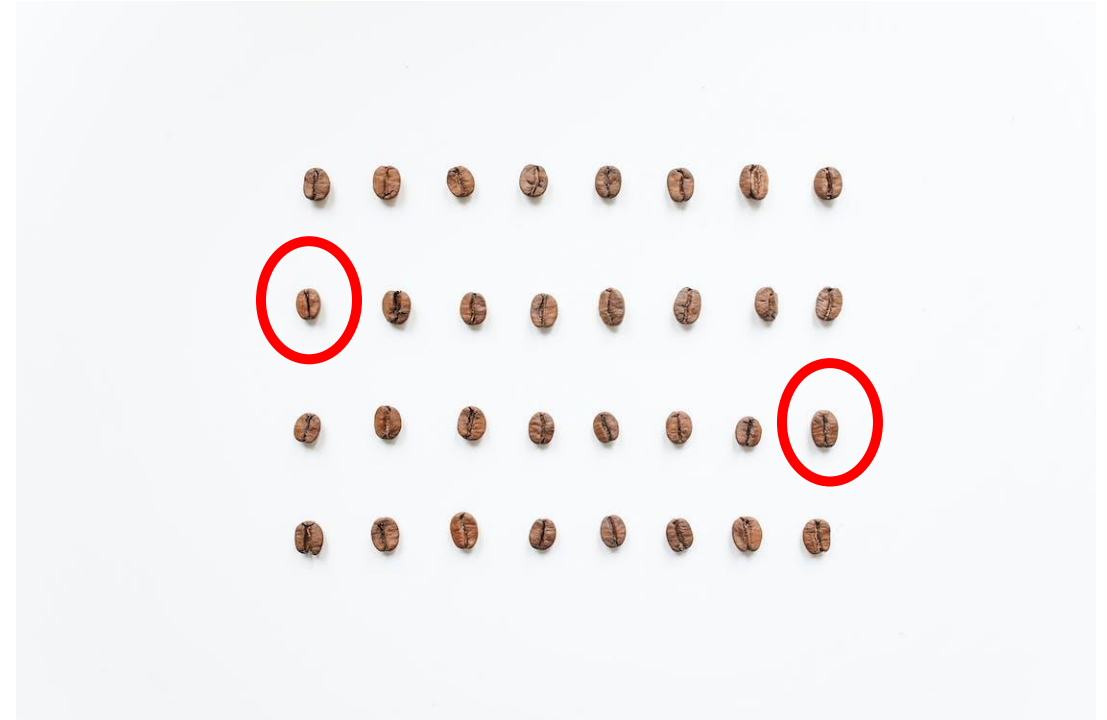
KEY ATTENDANCE DAILY PROCESSES



(Based on cohort of 970 students, staggered start times of 8.35 and 8.45, Tutor Period after P2 and P5&6 after lunch)

9.30am – 10.30am contd	<ul style="list-style-type: none"> Continue to log any absence information or late arrivals as received 	Recep/Office/Att Admin	Recep/Office/Att Admin
	<ul style="list-style-type: none"> Other staff to have access and training to allow immediate recording of information/marks which can be validated by Attendance Team if necessary. This saves time. 	Recep/Office/other	Recep/Office
10.30 - 11.00am	<ul style="list-style-type: none"> Send text messages and emails to any remaining unexplained absentees, students with continued illness absence and other as required - log responses 	Att Admin	Att Admin
10.30 – 11.00 am contd	<ul style="list-style-type: none"> Contact students with med appts whose parents have advised they will be taking whole day or students with minor illness to encourage in 	Att Mgr/Att Admin	
11.00	<ul style="list-style-type: none"> Produce daily fire registers (Shortcut report in SIMS will produce Tutor Group lists showing attendance/absence as at 11.00) At the time of a fire alarm, this report can be quickly produced again to be up to the minute as accurate as possible 	Office	
11.00 - lunch	<ul style="list-style-type: none"> Continue to check any register errors, enter miscellaneous information, monitor emails, enter any further late arrivals. Check on any reduced timetable students and make calls/send texts for those if absent. 	Att Admin	Att Admin
	<ul style="list-style-type: none"> Identify any students requiring home visits (1st day vulnerable/targeted, 3rd day unex, 3rd day illness, 3rd day u/a or suspected holiday (prepare paperwork, letters/notes to put through door with request for contact if no reply etc) Pupil premium FIRST. 	Att Admin with Att Mgr	HOH/AHOH make urgent home visits, others are referred to EWO
	<ul style="list-style-type: none"> Make extra calls if time allows to reduce home visit list if possible 	Att Admin/Att Mgr	
	<ul style="list-style-type: none"> Accompany other staff on home visits, deliver letters, collect med ev, record details, log outcomes Pre-Covid – collect students and bring to school 	Att Admin with S&ASW (PSA?) or Att Admin with Att Mgr	
	<ul style="list-style-type: none"> On return update Attendance Tracker/CPOMS/Edukey with results of home visits/General data entry/record keeping etc 	Att Admin	
	<ul style="list-style-type: none"> Check P3/4 morning marks for any missing data (this may happen after lunch) 	Att Admin	Att Admin
1.30pm onwards (after lunch)	<ul style="list-style-type: none"> Check pm registers for any missing students and follow up 	Att Admin	
	<ul style="list-style-type: none"> Students signing out at lunchtime are recorded by reception. Students may be required to produce medical evidence for appointments and slips are given to facilitate this. Without confirmation, medical appointments may not be authorised. 	Recep Recep Recep/Att Admin	

Re-write the playbook



Time and resource



Team sport; individual focus



An example...



Scenario A	Scenario B
<p>D decides to go home and sit this one out. School call and mum explains D missed their bus and now they feel a bit under the weather. School reinforces importance of attendance; key pastoral adult speaks with D and persuades them to come back tomorrow. The absence is not authorised but goes unchallenged other than by this call.</p> <p>1 day of school missed.</p> <p>Learning missed: 6 periods.</p> <p>At the end of the term D's parents receive a text saying that their attendance is below what is expected, and that the school would like to hold a meeting with them. D's parents do not attend.</p>	<p>D has already been spoken with about their attendance, as have their parents, by a member of the pastoral team. D was clear that they don't like science, so the pastoral team member has raised this directly with the teacher and teaching assistants, who have worked as a team to support D to enjoy and engage with the subject and the teacher better. These approaches are reviewed regularly in teacher/admin/pastoral team meetings. D had a check-in the day before with the teacher, and an extra reminder on the school gate that they are looking forward to seeing them tomorrow. Because of the good communication between the admin and teaching team, the teacher is waiting to see if D arrives to class, and when D is late, they raise this quickly with the pastoral team, who call D to find out they are on their way in- 'just a little late'. When D arrives late to class the teacher explains they had missed them and makes sure that they quickly catch them up on the content.</p> <p>30 minutes of school missed.</p> <p>Learning missed: 0.</p>

No-one actively misses the best party in town



How do we lift things up?



Adding advantage through
a rich curriculum



Empowering Learning

Why do we exist? | Our Core Purpose across our trust



*Our collective endeavour
& shared responsibility*

Attendance *first*: through the lens of disadvantage.

Evidence based

Intelligent use of data

The proactive shift

Establishing routines through the lens of disadvantage.

Time and resource.

Team sport; individual focus.

Status, belonging and esteem: culture.



What the guidance says schools are responsible for:	Some prompts	What next – idea sharing for your settings
<p>All pupils</p> <ul style="list-style-type: none"> Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Establish a complete system of attendance registers. Have robust daily processes to follow up absence. Have a designated senior leader with overall responsibility for championing and improving attendance. 	<p>How do you support a positive attendance culture – what does it mean when we say it is everyone's responsibility?</p> <p>How do you reinforce status, belonging and esteem with those who need it most? What are your values for supporting your most disadvantaged low attenders? How are these enacted?</p>	
<p>Pupil at risk of becoming PA</p> <ul style="list-style-type: none"> Establish a clear role for identifying pupils at risk of poor attendance. Work with pupils, parents and the school to understand and address the reasons for absence, including any external barriers to attendance. Where not of school age, support, support and support to ensure that the child is not at risk of becoming a PA. If the child is not of school age, support and support to ensure that the child is not at risk of becoming a PA. Let us be clear: where all parties agree that the child is not of school age, support and support to ensure that the child is not at risk of becoming a PA. 	<p>How do you use attendance data?</p> <p>How effectively are you able to work with the LA? Who holds responsibility for these relationships?</p> <p>How well do you work <i>with</i> parents and families?</p>	
<p>PA pupils</p> <ul style="list-style-type: none"> Establish a clear role for identifying pupils at risk of poor attendance. Work with pupils, parents and the school to understand and address the reasons for absence, including any external barriers to attendance. Where not of school age, support, support and support to ensure that the child is not at risk of becoming a PA. If the child is not of school age, support and support to ensure that the child is not at risk of becoming a PA. Let us be clear: where all parties agree that the child is not of school age, support and support to ensure that the child is not at risk of becoming a PA. <p>SA pupils</p> <ul style="list-style-type: none"> Establish a clear role for identifying pupils at risk of poor attendance. Work with pupils, parents and the school to understand and address the reasons for absence, including any external barriers to attendance. Where not of school age, support, support and support to ensure that the child is not at risk of becoming a PA. If the child is not of school age, support and support to ensure that the child is not at risk of becoming a PA. Let us be clear: where all parties agree that the child is not of school age, support and support to ensure that the child is not at risk of becoming a PA. 	<p>What impact have you had on reducing PA/SA over time? What works in your setting/doesn't?</p> <p>How effective are the flags for PA/SA to enable colleagues to act quickly and proactively?</p>	
<p>Support for cohorts with lower attendance than their peers</p> <ul style="list-style-type: none"> Establish a clear role for identifying pupils at risk of poor attendance. Work with pupils, parents and the school to understand and address the reasons for absence, including any external barriers to attendance. Where not of school age, support, support and support to ensure that the child is not at risk of becoming a PA. If the child is not of school age, support and support to ensure that the child is not at risk of becoming a PA. Let us be clear: where all parties agree that the child is not of school age, support and support to ensure that the child is not at risk of becoming a PA. 	<p>Do you know who these pupils are? Do you know what their barriers are?</p> <p>How well do you collaborate with other schools with similar attendance barriers?</p>	
<p>Support for pupils with medical conditions or SEND and/or social worker</p> <ul style="list-style-type: none"> Establish a clear role for identifying pupils at risk of poor attendance. Work with pupils, parents and the school to understand and address the reasons for absence, including any external barriers to attendance. Where not of school age, support, support and support to ensure that the child is not at risk of becoming a PA. If the child is not of school age, support and support to ensure that the child is not at risk of becoming a PA. Let us be clear: where all parties agree that the child is not of school age, support and support to ensure that the child is not at risk of becoming a PA. 	<p>When do joint conversations between SEND/pastoral/safeguarding and attendance leaders happen? What impact do they have?</p> <p>How well do we communicate attendance with social workers and organisations that sit beyond the school gates?</p>	

Deeply human experience...



STATUS



BELONGING



ESTEEM

Enabling children to thrive in their place in the world, which they exploit because of a developed sense of self and agency that is built on an ability to **seek meaning** and make connections based on evolving **understanding** secured through a foundation of **knowledge** and **skills**

A challenge...

*‘It is only through building a connected system, that we will be able to address the **multiple challenges facing our communities**’*

Leora Cruddas

Over to you

- Reflections and questions
- Completing of prompt sheet
- Time to connect on attendance
- I am keen to hear your views.



What the guidance says schools are responsible for:	Some prompts	What next – idea sharing for your settings
<p>All pupils</p> <ul style="list-style-type: none"> Have a clear school attendance policy on the school website and all staff should be given a copy Develop and maintain a school culture that promotes the benefits of good attendance Establish a system of rewards and sanctions to encourage positive attendance Have a clear policy on the consequences for failure to attend Have a clear policy on the consequences for absence Have a clear policy on the consequences for absence 	<p>How do you support a positive attendance culture – what does it mean when we say it is everyone's responsibility?</p> <p>How do you reinforce status, belonging and esteem with those who need it most? What are your values for supporting your most disadvantaged low attenders? How are these enacted?</p>	
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<p>Support for cohorts with lower attendance than their peers</p> <ul style="list-style-type: none"> Identify your pupils at risk of becoming PA Identify your pupils at risk of becoming PA Identify your pupils at risk of becoming PA Identify your pupils at risk of becoming PA Identify your pupils at risk of becoming PA 	<p>When do joint conversations between SEND/pastoral/safeguarding and attendance leaders happen?</p> <p>What impact do they have?</p> <p>How well do we communicate attendance with social workers and organisations that sit beyond the school gates?</p>	

Thank you.

