Learning Academy Partnership
ATTENDANCE & ABSENCE
IN TERM TIME POLICY

Policy Reference No	AC001
Review Frequency	Annual
Reviewed	June 2024
Next Review Date	Autumn 2025
Approved by	TLT

FLOURISHING FUTURES
Empower, Excel, Together

Change Log

Date	Changes to Policy
July 2024	Updates to reflect new Statutory Guidance 'Working together to improve school attendance' Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk) Includes reference to National Research through Impact Education https://www.evaluation.impactedgroup.uk/research-and-resources/understanding-attendance Section 5: Absence coding significantly updated with new coding detail. Policy structure updated as Trust policy with the following Annexes: Annex added: Annex 1: Parent Guide: School Attendance Information (per school) Annex 2: Parent Guide: Accessing your child's attendance information from MCAS Annex 3: Calendar of Actions and Roles regarding Attendance Annex 4a: Quality Assurance for Senior Attendance Champions (to be completed half termly, termly and annually) Annex 4b: Example of Quality Assurance for Senior Attendance Champions (to be completed half termly, termly and annually)
August 2023	Section 3 Updated in line with KCSIE 23: "to state that 'children missing education **or those with patterns of absence,** can be a vital warning sign to a range of safeguarding issues: neglect, sexual abuse and child and sexual exploitation and therefore will always be robust in our approach towards good attendance."
August 2022	Updated in line with 'Working together to improve attendance' DfE 2022 More info on Introduction and purpose with more clarity from DfE More clarity of roles of school and those with responsibility in school Clearer process re: attendance follow up, including exact times of day/ registers. More detail on monitoring and evaluations, including MAT expectations of best practice and oversight (Trust Director oversight and reports) More detail in how we will encourage good attendance. More info on how we will support those with barriers. More detail on PA and sever PA. More detail on Vulnerable Pupils More detail on expectation of sharing of info with local schools, agencies and LA
Autumn 2021	Addendum – Recording attendance in relation to Covid during 21-22

Contents

1. Rationale

The Learning Academy Partnership is an inclusive Schools Trust, committed to enabling 'Flourishing Futures' for all in the communities which our schools serve. We believe that if pupils are to benefit from education, pupil's attendance is part of improving the pupil's overall welfare and therefore, their flourishing. As such, we prioritise attendance through a wide range of strategies, including but not limited to, inclusion, SEND, behaviour, safeguarding, supporting all pupils and our Pupil Premium Strategy. This work is underpinned by our shared core belief of Sense of Belonging, in all schools, for all pupils and families which sets out to support all to feel safe, cared for and valued by our schools. From this, our work on attendance is based on research (such as Impact Ed report https://www.evaluation.impactedgroup.uk/research-and-resources/understanding-attendance) and principles of best practice so systems and processes, underpinned by culture, all enable pupils to attend well and flourish.

DfE Guidance 'Working together to improve attendance.' states:

Attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%).

We are committed to providing an education of the highest quality for all our pupils and endeavour to provide an environment where all pupils and families feel safe, valued and that they belong. All pupils have the right to access the education to which they're entitled. Everyone plays a part in this: Parents, pupils, school staff and other agencies, including the Local Authority. In short, Parents, pupils, school staff and other agencies, share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

We recognise that some pupils find it harder to feel that they belong within a school and there are therefore barriers.
to good attendance and punctuality. We strive to work to create a culture of belonging in all that we do in schools and build strong and trusting relationships with pupils and their families. From this, we strive to listen and understand the barriers to attendance, in a timely way to support early intervention wherever possible. In doing so, we aim to work jointly to remove these barriers to support pupils to attend well, supporting their wider wellbeing.

Attendance is everyone's business; pupils, all staff and leaders, parents and the Local Authorities in which schools are located. Every opportunity will be used to support to pupils and their parents or carers to understand the importance of regular and punctual attendance, supported by all staff.

For our children to take full advantage of the educational opportunities offered it is vital all children are at the academy, on time, every day the academy is open unless the reason for the absence is unavoidable. The routines children develop around attendance and punctuality at the school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

This sets out the approach for supporting all pupils to attend well:

Expect

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand

When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

Formalise support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

2. Purpose of our Policy

We recognise that whole school culture, underpins all work on attendance and this is supported by clear expectations, procedures and responsibilities. This Attendance Policy sets the core approach to attendance, to ensure clarity of role and expectations for all: leaders, staff, pupils and parents understand these expectations.
In line with DFE policy, this Trust Attendance Policy details:

- The attendance and punctuality expectations of pupils and parents, including start and close of the day, register times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence. (See School Attendance Information - Annex 1 for individual schools and close of day and register closing time).
- The name and contact details of the school's Senior Attendance Champion. (See School Annex 1 for individual school's Champion)
- Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis (administrators or class teacher) and for more detailed support on attendance (such Family Support, SENDCO the Senior Attendance Champion, or other senior leaders. (See School Annex 1 for individual school's more detailed support.)
- The school's day to day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.
- How the school is expecting and supporting good attendance and punctuality (See School Annex 1 for individual school's additional approaches, which go further than Trust approaches.)
- The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The school's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.
- Details of the Formal Support, including Enforcement through the National Framework for Penalty Notices and when Notices to Improve, penalty notices or other legal interventions will be sought if support is not appropriate (e.g. for a holiday in term time), not successful, or not engaged with.

3. Rights, Responsibilities and Roles

Schools

1. Recognise that a strong sense of belonging in all aspects of school, is vital to supporting good attendance for all pupils. As such, school leadership is central to managing and improving attendance. Whilst Headteachers have overall responsibility for improving attendance, they may delegate to a designated Senior Attendance Champions with oversight to championing and improving attendance.
2. Senior Attendance Champions will be supported in schools by others, including administrators, SENDCOs and Designated Safeguarding Leads and any Family Support members of staff.
3. Leaders ensure they use Trust wide systems to tracking attendance, including of groups currently and previously with low attendance. In doing so, they continually consider the effectiveness of the school's strategies and processes.
4. Leaders ensure that they monitor the efficacy of attendance approaches, as per 'Section 8 Monitoring', as a minimum.
5. School staff will be supported, through professional development, to understand the drivers of attendance, and how they can support good attendance within their roles. This includes understanding the importance of continually supporting the culture of belonging for all pupils and parents, alongside specific attendance approaches in school.
6. Staff working within Attendance Teams will be able to use Trust Attendance Report packages to support their evaluations.
7. Schools will work in partnership with parents on attendance in easy-to-understand formats.
   This will include:
   • What is expected of attendance both a day-to-day basis and overall good attendance.
   • Clarity on short and long-term consequences of poor attendance e.g. how many sessions/ lessons missed can impact.
   • Expectations of good attendance is communicated regularly through all available channels: social media, newsletters, face to face conversations and parents' meetings.
   • Communicate to parents their child's attendance across the school year, typically at Parent Consultations/ End of Year Report.
   • Regular information on whole school and class attendance e.g. through school newsletters or class newsletters etc.

8. Make attendance everyone's priority with high visibility given, through assemblies, posters, celebration events, certificates etc. Schools recognise that this needs to be done sensitively so that these praises and rewards improvements or good attendance but does not shy away from this as attendance is so vital for pupils to have 'flourishing futures.
9. Staff will ensure that registers are completed in accordance with this policy.
   All registers will be completed accurately at the beginning of each morning and afternoon session through the School Management System.
10. Schools have clear procedures to identify and follow up all absence and lateness allocating individual staff roles and responsibilities.
11. Schools will ensure there is supported to improve attendance, including working with families, conduct home visits and work in partnership with the Local Authority and others.
12. Schools understands the link between good attendance and wider academy improvement plans, including supporting pupils with medical conditions or disabilities, safeguarding, mental health or wellbeing and support for otherwise disadvantage or vulnerable pupils.
13. Schools understand that children missing education or those with patterns of absence, can be a vital warning sign to a range of safeguarding issues: neglect, sexual abuse and child and sexual exploitation and therefore will always be robust in our approach towards good attendance.
14. Schools recognise that attendance is never 'solved' and will regularly (at least annually) review processes, procedures and strategies, including the sharing of best practice across our Trust.

The Trust Board

Improving attendance requires constant focus, and effective whole school approaches require regular ongoing support, guidance, and challenge. Therefore, we ensure that our Trust Borad, supported by Ethos and Advisory Committees:
   • Recognise the importance of school attendance and promote it across the school's ethos and policies.
   • Ensure school leaders fulfil expectations and statutory duties.
   • Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
   • Ensure school staff receive adequate professional development on attendance.

4. Expect and Monitor: Attending School Every Day
Parents/Carers Lateness

1. **Parents/Carers have a legal responsibility to ensure their child regularly attends the academy at which they are registered. Failure to fulfil this duty may result in the Local Authority taking legal action in accordance with s444 Education Act 1996.**
2. Parents/Carers are responsible for ensuring that their child has good attendance and punctuality and, as far as possible is 'ready' for the school day.
3. Parents/Carers are responsible for immediately informing the academy of any absence by phone call, or where possible, in person on the first morning of any absence and thereafter- see First Day reporting and School Annex 1.
4. Parents should not arrange family absences, visits away or holidays in term time.
5. Parents should try to make medical appointments outside of school hours.
6. Parents/Carers can expect the school to keep them fully informed of their child's attendance/punctuality record (parents can at any time access their child's attendance information on the schools MCAS- see Annex 2.
7. Parents/Carers should not take their child on holiday in term time and are to be made aware of the potential consequences of this.
8. If parents have concerns relating to their child's attendance, they should contact in the first instance talk to their child's teacher. If further support is required, see School Annex 1 for individual school information.

Good attendance is essential for pupils, and they are expected to attend school every day. Schools have effective daily procedures and systems to track and follow up any absence and poor punctuality.
These daily procedures are standard across schools (see School Annex 1 for individual timings for each school):

- School gates open and pupils should arrive at school.
- Registers 'open', class teachers monitor which pupils are physically in school on the register.
- School gates close and learning starts at the same time each day.
- Pupils arriving after this will need to enter via the school office and will be marked as 'L' Late.
- Registers 'close' at a set time every day (30 minutes after they open).
- Any pupil arriving after registers close but before the end of the session (morning or afternoon) will be marked as 'U' and will count as an ABSENCE.

Arriving after the register has closed (See School Annex 1 for individual school information), has a negative impact on the welfare of pupils; that of the pupil who is late, as well as their classmates. A pupil is marked as 'L' for late, if they arrive after the school gates have closed and have to enter via the school office. Registers are formally 'open for 30 minutes and any pupils arriving after this time (See Annex 1 for individual school) will be marked as 'U'. The pupil will be marked as physically present on site (for fire purposes etc) and will be welcomed into class, but for your child's attendance data, as per DFE guidance, this will be counted as an unauthorised absence (code U). There may be some rare circumstances where a pupil attends a medical appointment at the very start of the session- see Medical/ dental appointments for information on this coding.

Schools monitor pupils arriving late (both L and U codes) due to the significant impact this can have on a pupil and class. Where these 'U' lates accumulate and is having impact on their learning, the school will send a letter to the parents/carers of the pupil in question to discuss any support needs and ways of accessing support.
There are clear systems and approaches to supporting pupils who have low attendance or punctuality, it is vital that all parents understand the importance of being on time at school.

- **Parents must contact school before the start of the school day, if their child in not going to attend school that day- see section 6.**
- The school admin team monitor who is not physically in school and contact parents of any pupils not in school without explanation.
- The school monitor any pupil who arrives or leaves during the school day e.g. for a dental appointment.
- There is an afternoon registration after lunch which monitors pupils who are physically in school.

Pupils' attendance is monitored by the statutory school registers which are taken electronically at the start of the morning session and the start of the afternoon session, every day.

These monitor which pupils are PHYSICALLY in school and code any pupil not in school according to the Statutory codes. The coding of pupil attendance and absence has been significantly updated, see Chapter 7 of the DFE Guidance https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance__applies_from_19_August_2024_.pdf are under the broad headings of:
- Leave of absence (authorised absence such as illness or medical appointment)
- Absent (unauthorised absence such as term time holiday)

- Not a possible attendance.

Training supports school staff with this update, and this is also communicated to parents.

5. Absence (not physically in school) coding

Pupils are expected to attend school every day and this is key for children's education as well as their mental health. All absences must be explained by a parent/carer see section below on First Day Reporting. Registers monitor all pupils who are physically in school and for any who are not, there are **Codes** that all schools must use to categorise the reason.
The use of each code is specific, standardised and statutory across ALL schools in England, the full list of codes is outlined in Chapter 8 of the DFE Guidance.

For the purpose of our schools, the main codes likely to be used for pupils who are not physically in school, are set out below. See the DFE guidance for specific terms and use of every code.

Attending a place other than the school

Code B*: Attending any other approved educational activity, arranged by the school and ensured safeguarding checks e.g. (Alternative Provision). Schools must record reasons for this.
Code D**: Dual registered at another school (such as attending a special school or hospital school on a temporary basis), used where pupils are not due to attend, as they are due at the other school.
Code K*: Attending education provision arranged by the local authority (such as in Alternative Provision, or Section 19 Medical Tuition Service). Schools must record reasons for this.
Code V*: Attending an educational visit or trip (arranged by, attended by and safeguarded by school staff, including residentials)
*For statistical purposes, the above codes are classified as **'attending an approved educational activity'**.
** *For statistical purposes, the above code is classified as '**not a possible attendance to avoid double counting**.'

Absent - leave of absence.

Code C***: Leave of absence for exceptional circumstance (See detail below on Exceptional Circumstances)
Code C1***: Leave of absence – participating in a regulated performance or undertaking regulated employment abroad.
Code C2***: Leave of absence for a compulsory school age pupil subject to a part-time timetable (arranged for temporary basis to meet individual needs in line with statutory processes) for exceptional circumstances.
Code E***: Suspended or Permanently excluded (before 'Day 6' provision by the LA has been put in place)
Code M***: Leave of absence for the purpose of attending a medical or dental appointment (See detail below on Medical or Dental Appointment)
Code X*: non-compulsory school age pupil not required to attend school e.g. transition at the very start of the school year. Nursery and Reception pupils who are due to be attending a session, should be coded as per all other pupils using the wider codes.
***For statistical purposes, the above codes are classified as **'authorised absence'.**
* not included in statistics, as not due to attend.

Absent - other authorised reasons

Code T***: For a 'Mobile' pupil, who has no fixed abode **and** whose parent is engaged in a trade or business of such a nature as to require them to travel from place to place.
Code R***: Religious observance (such as the Muslim celebration at Eid), if the religious observance set by a religious body is only for 1 day, then only 1 day can be coded as R.
Code I***: Illness – both physical and mental health related (not medical or dental appointment), (see detail below on Illness).
***For statistical purposes, the above codes are classified as **'authorised absence'.**

Absent- unable to attend school because of unavoidable cause****.

Code Q: Lack of transport which was legally due to be provided by local authority
Code Y1: Unable to attend due to transport failure, provided by the local authority.
Code Y2: Pupils (but not **whole school**) unable to attend due to widespread disruption to travel (such as a red weather warning deeming 'risk to life'.
Code Y3: Unable to attend to part of the school premises being shut and pupils cannot be accommodated in part that remains open.
Code Y4: Unable to attend due to **whole school** being unexpectedly closed (such as adverse weather)
Code Y5: Unable to attend due police detention.

Code Y6: Unable to attend in accordance with public health law (such as when following guidance or legislation)
Code Y7: Unable to attend because of any other unavoidable cause (such as an emergency affecting the **pupil**). Schools would need to record reason for this.
****For statistical purposes, the above codes are classified as **'not a possible attendance'.**

<u>Absent- unauthorised absence*****</u>

Code G: Holiday not granted by the school, note that leave of absence cannot be granted retrospectively.
Code N: 'Holding code', reason for absence not known at time of registers being taken (every effort should be made to identify correct code, the correct code should then be entered, within 5 school days. If the reason is not established, Code O should be used.
Code O: Absent in other or unknown circumstances (including where the school is not satisfied that the reason given would be recorded using one classified as authorised)
Code U: Arrived late at school, after register has closed. (See School Annex 1 for specific register opening/ closing time for individual schools.)
*****For statistical purposes, the above codes are classified as **'unauthorised absence'.**

<u>Administrative Codes******</u>:

Code Z: Prospective pupil not on admission register (to enable schools to set up registers in advance of a pupil starting). It must be noted that the 'Expected First Day of School' (Section 7 of the DFE guidance) protocol is statutory and for the first day that a child is due to attend, the wider register code should be used.
Code #: Planned school closure (such as school holidays)
****** For statistical purposes, the above codes are not collected.

The above codes set out if, in line with the DFE statutory guidance, absence will be authorised or not.

Code M: Medical/Dental appointments.
All routine (non-emergency) appointments should be made, whenever possible, outside of academy hours, as set out by the Royal Collages of GPs. Should a child need to have an appointment during school hours, the pupil should only be out of school for the minimum amount of time necessary.

Code C: Exceptional Circumstances:
Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the school's discretion. **Generally, a need, desire and therefore request for a holiday or other absence for the purpose of leisure and recreation, would not constitute an exceptional circumstance, as per DFE statutory guidance.**

Code R: Religious Observance
This code supports pupils who are absent on a day that is exclusively set apart for religious observance by the religious body the parent(s) belong to (not the parents themselves). As a general rule, 'a day exclusively set apart for religious observance' is a day when the pupil's parents would be expected by the religious body to which they belong to stay away from their employment in order to mark the occasion. If their doubt, schools should seek advice from the parent's religious body about whether it has set the day apart for religious observance. If a religious body sets apart a single day for a religious observance and the parent applies for more than one day, the school may only record one day using this code; the rest of the time would need a leave of absence, and this is granted at the school's discretion as set out under Code C.

Code I: Illness
If a pupil is unable to attend due to illness (both physical and mental health related), parents must notify school on the first day the child is unable to attend due to illness. Parents will <u>not</u> be routinely requested to provide medical evidence to support illness absences but may do so in cases where they need clarification to accurately record absence in the attendance register – i.e. making a decision that code I is the absence code that accurately describes the reason the pupil is not in school for the session in question. In the majority of cases a parent's notification that their child is too ill to attend school will be that evidence and can be accepted without question or concern. Only where the school has genuine and reasonable doubt about the authenticity of the illness should medical evidence be requested to support the absence. Where medical evidence is deemed necessary, school should not be rigid about the form of evidence requested and should speak to the family about what evidence is available. Schools should be mindful that requesting additional medical evidence unnecessarily places pressure on health professionals, their staff and their appointment system, particularly if the illness is one that does not require treatment by a health professional. Where a parent cannot provide evidence in the form requested
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but can provide other evidence, schools should take this into account. Where a parent cannot provide any written evidence the school should have a conversation with the parent the pupil, if appropriate, which may in itself serve as the necessary evidence to record the absence.

6. Expect and Monitor: 'day to day processes'
It is schools' legal duty to have clear day to day processes to track and following up absences and poor punctuality for all pupils on the school admissions register.

1) Parents should notify the school of any pupil absences:
   - This should be done **before the start of the school day** (See School Annex 1 for individual contact details).
   - The reason for absence should be given and an indication of the likely period of absence.

2) Administration staff keep a log (using the school's Management Information System) of absence calls and reasons received each day.
3) Schools will track attendance and follow up any absences anywhere an explanation has not been given by contacting parents on the first day of absences.
4) Schools will effectively communicate to class teacher and any other relevant staff (such as SEND/ DSL) where necessary so that they ensure effective safeguarding, as a minimum, this would be recorded on CPOMS.
5) Schools will also contact foster carers, social workers, and safeguarding teams where a child and or family, has a Social Worker or is Looked After **
6) The school will always seek to have more than one contact detail for each pupil e.g. family members/ parents, work, etc., and will seek to contact these if they are unable to contact the parents. If there is no reply from parents, a message will be sent from the schools Management System – BROMCOM (MCAS)
7) If any member of staff is concerned about an absence, they will liaise with the administration staff to clarify any reasons or knowledge for the absence. If still concerned they should relay their concern to the Headteacher, DSL or member of SLT.
8) **If there are still concerns re the pupil's absence, a home visit may be conducted <u>that day</u> by school staff and / or the police may be contacted for a welfare check. The school will always be led by its duties to safeguard pupils, in line with Keeping Children Safe in Education.**
9) If a child remains absent for three days without any notification, a member of staff will seek to visit, the home address or sooner, if necessary, as well as continuing to make daily contact. Again, the school will continue to have due regards for its safeguarding duties in tandem with this, which may include contacting the Police to request a welfare check.
10) Where absence is recorded as unexplained, the correct code should be input as soon as the reason established and no more than 5 school days after the session.
    *** If the child has a Social Worker or if the academy has particular safeguarding concerns and feels the child is at risk of immediate harm, the academy will immediately notify social worker or the Local Authority Safeguarding Hub, without delay.*

DfE's guidance on Children Missing Education sets out the expectations for schools and local authorities in respect of making reasonable efforts to find out a pupil's location and circumstances.

7. Listen and Understand: supporting good attendance
Supporting pupils to attend school well is fundamental to pupil's wellbeing and is central to the school's vision and culture. Leaders work to ensure that, underpinned by the Trust vision of 'Flourishing Futures' all pupils and their families feel that they belong, within the school community. In addition to this, school staff have training and support to families to feel safe, valued and that they belong. This includes specific training on attendance so that staff understand the factors involved in attendance and have clarity on how they can, in their role, play a part in supporting good attendance at school.

As part of our duty set out in Section 3: rights, roles and responsibility, our processes include (but are not limited to):

- Expect good attendance and regularly informing parents about their child attendance in ways which support parents understanding e.g. number of lessons missed or impact on pupils, not just percentages and data.
- Listen and understand barriers by talking with pupils and parents.
- Facilitate support at an early stage.
- Formalise support including making referrals and working with other agencies in timely ways.
- Support pupils back from lengthy or unavoidable absence and provide support to build confidence.
- Make the necessary statutory returns to the local authority and Secretary of State

Our Trust good practice, to support all pupils, to attend well.

This comes from National, regional and local research. *This includes but is not limited to learning from: Impact Ed, 'Listening to and learning from parents, after a crisis, The Good childhood Report, learning from the Southwest Attendance Network, Peer enquiry (across 3 Trusts), Pupil conferencing, Headteacher and staff feedback.*

- ➢ Culture, led by leaders, where all families are welcomed and supported to feel that they belong.
- ➢ Sense of belonging through Trauma Informed approach of Protect, Relate, Regulate and Repair (see Positive Behaviour Policy.)
- ➢ Highest aspirations for all pupils.
- ➢ Curriculum in their widest sense to support, engage and inspire all pupils.
- ➢ Honest, authentic and compassionate supportive partnership working with pupils and their families.
- ➢ Professional development and ongoing support for all staff to understand and play their role in attendance.
- ➢ Robust and accurate monitoring and analysis of pupil attendance.
- ➢ Approaches which are family centred and bespoke but strategically planned and well communicated so that there is a joined-up approach in schools.
- ➢ Led by leaders, regular evaluation of approaches and quality assurance of provision to support attendance.
- ➢ Timely and robust working with the Local Authority and other agencies.
- ➢ Clear end of term and start of term strategies which support pupils across such transition points.
- ➢ Approaches, set by leaders, to supporting pupils return after an absence, centred on respect and compassion.

Schools may have both intrinsic and extrinsic ways to incentive and reward good and/ or improving attendance.
These will also be underpinned by the school's vision and that of listening, compassion and understanding.
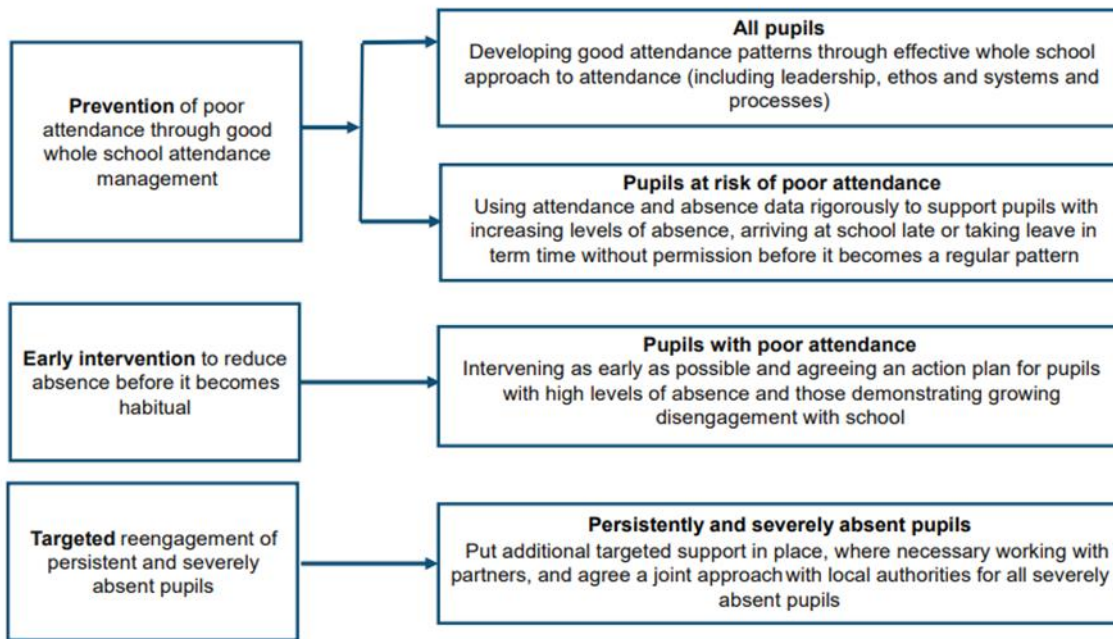These **may** include:
- • Classes with the highest attendance each week, may be shared with all staff and celebrated throughout the academy, including in whole academy Worship. These will also be shared with parents via social media.
- • Parents may have their child's class attendance shared on a weekly basis, via Class Newsletters and / or access their child's individual attendance via the schools Management information system (see Annex 2).
- • Pupils in the class with the highest attendance after each Half Term invited to a Celebration Breakfast on the final day of each half term. This is free and supported with both hot and cold options, facilitated by our catering team and Family Support.
- • Children who have struggled with attendance will have their own sticker charts and certificates awarded by the Family Support or Admin Team when their attendance improves.
- • Certificates are awarded on a termly basis for those with high levels of attendance.
- • Pupils with 100% attendance at the end of each team and year are celebrated with specific rewards.
- • Specific and tailored support will be put in place for pupils with barriers to attendance, such as a daily/ regular check in with attachment adult in the academy, daily call to family home to support with morning routine, home visit, breakfast support, an extra transition supportive approach to the start of day, such as starting in The Nurture Room, entering via a different gate/entrance.
- • In addition to the above parents can access their child's attendance using MCAS

See Annex 1 for individual School Attendance Information

8. Monitoring Attendance

This diagram outlines the levels of support for effective improvement and management of attendance.

Prevention of poor attendance through good whole school attendance management	**All pupils** Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)
	Pupils at risk of poor attendance Using attendance and absence data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern
Early intervention to reduce absence before it becomes habitual	**Pupils with poor attendance** Intervening as early as possible and agreeing an action plan for pupils with high levels of absence and those demonstrating growing disengagement with school
Targeted reengagement of persistent and severely absent pupils	**Persistently and severely absent pupils** Put additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils

Facilitate and Support
Level: Prevention of poor attendance and Early Intervention.

Good Attendance is habitual and so fundamental to supporting pupil's wellbeing as well as their education, therefore early identification of pupils needing support is essential. Regular data analysis supports identifying such pupils and/ or cohorts as well as looking at historic and emerging patterns across the school. This monitoring, analysis and then action is set out below:

1) Weekly monitor and analyse attendance patterns and trends, including individuals, classes, Year Groups, all boys, girls, PP EAL, SEND and EHCP. This is via BROMCOM analysis. This includes data on pupils who are or were previously Persistent or Severely Persistently Absent. These are Attendance Monitoring Analysis on BROMCOM
2) Use this analysis (at least fortnightly) to inform the formal Attendance Team Meetings and save actions and evaluations as Attendance Monitoring Reports. The 'calendar of actions' and roles regarding attendance will be set out in a flow chart- see Annex 3
3) These will inform half termly QA of the impact of attendance actions- see Appendix 4
4) Led by the Attendance Champions and attended by other key members of the attendance team, at least the Headteacher and the Administrator, these meetings will enable individual level analysis to identify the pupils either with poor attendance or at risk of having poor attendance. This will enable preventative support and early intervention support. This should not just focus on persistent and severe absence but look at all severities of absence to identify pupils who can be supported earlier before patterns become entrenched.

For each of these children, the specific barriers of individuals are discussed, sharing information from parents, class teachers, etc. This could include info that they had had an illness e.g. chickenpox but that their attendance is now back on track. Support will be triaged, and a plan made for those with history, ongoing or newly arising patterns of poor attendance.

This support could include:

- Teacher to monitor and talk with parents/ child with possible sticker chart, personalised plan.
- Family Support/ Admin to contact parents and begin partnership working to identify barriers and then support.
- Family support to invite parent in for specific Attendance Meeting, joined by class teacher.
- Discussion with a Social Worker or other agencies, already involved with a family.
- Referrals to other agencies, such as School Nurse or Housing.

The actions from these meetings will be shared with class teachers and or other members of staff as appropriate so they can be clear in their role of support.

The school always takes into account the individual needs of families and seeks to always work in partnership with parents, whilst ensuring pupils have good attendance. Any meetings should be set up as soon as is possible with parents to minimise any delay.

Attendance Meeting Stages

Through attendance monitoring, pupils with poor attendance or those at risk of having poor attendance (typically all pupils with cumulative attendance below 96%) will be identified and tracked through Attendance Reports in Attendance Team Meetings.

Alongside informal, early identification support, the school will communicate in the following formal ways to a pupil's parents. **Schools will always seek to communicate with parents informally through face-to-face discussions, phones calls etc before or alongside any formal communication to ensure partnership working and building a greater understanding of the barriers to attendance.**

Attendance letter 1 will be sent advising the parent that their child's attendance has dropped below 96% and the impact that poor attendance can have on pupil wellbeing as well as their education. This letter will offer supportive strategies/ advice to support good attendance.

If attendance does not improve over a period of time (typically 2-3 weeks), a further letter will be sent.

Attendance letter 2 will be sent advising of further reduction of attendance or ongoing concerns and invite parents/carers into a meeting with the class teacher/Attendance Lead/Head Teacher/Family Support Lead (as considered appropriate by the school).

If attendance does not improve over a period of time (typically 2-3 weeks) or there is no engagement with school by parents, a further letter will be sent.

Attendance letter 3 will be sent if parents/carers do not attend the meeting and/or there is still no improvement following letters 1 and 2, inviting parents/carers into a meeting with the Head Teacher/Attendance Lead/Family Support Team and outline the steps that may be needed in referrals to the Local Authority and / or more Formal Support.

In all cases, the academy should monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, all parties should work together to identify the reasons why and either adjust or change the approach.

- In addition to the above, attendance analysis of all pupils, year groups and pupil groups (as above) will also take place: Half termly, termly and annually as part of the Trust Vulnerable Pupil Dashboard to identify patterns and trends.
- This data will be benchmarked against Local Authority data and National data and identify areas of improvement. As well as to Trustees through Education Inclusion Committee. Schools are offered both support and challenge to ensure pupils have the highest levels of attendance.
- This evaluation is part of the Termly School Health Checks where School level analysis should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance. In this monitoring of the data, leaders will evaluate the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate the school approaches as well as inform future strategies.
- Schools are supported by the Trust to devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher-than-average absence or for pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers.
- Schools are supported through half termly Trust Attendance Forums as well as shared Trust Attendance Resources.

9. Formalise Support & Enforce: Persistent and Severely Persistent Absentees
Level: Targeted

Pupil who has missed 10% or more of their schooling are classed as Persistent Absentee (PA). **This level of absenteeism is likely to have a deep and profound impact on the child's education.** This also would be a warning sign of the child potentially having additional vulnerabilities. Across our Trust, we will place high priority on supporting pupils at risk of such low attendance and invest heavily in this.

Pupils identified as currently PA – this means they have missed 10% or more of their education, (at any stage during the school year), or those who have been PA in previous years will be a priority for attendance support and action planning. Where barriers to attendance may require a multi-agency response, all partners should work together to support pupils and parents to access any support they may need voluntarily.

As a minimum, this TARGETED Support should include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in the school and agreeing actions or interventions to address them. This may include referrals to services and organisations that can provide support. These actions should be regularly discussed and reviewed together with pupils and families.
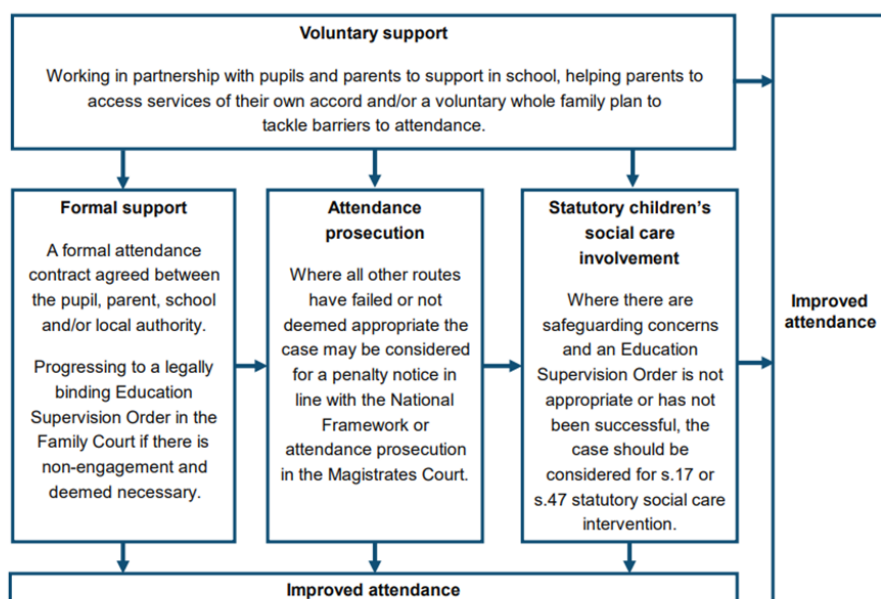
In addition to the above measures, pupils may have their attendance tracked so that this can be celebrated or support to be in the school.

Where absence intensifies, so should the support provided, and the academy will seek to work in tandem with the local authority and other relevant partners, this could include:

- Designated Safeguarding Lead, Family Support, Headteacher or another member of SLT to discuss/ meet with parent.
- Home Visit
- Mentoring
- Work with/ referrals to the Local Authority Targeted Support Teams
- Referrals and or work with other agencies, such as Safeguarding.
- Early Help Assessment
- EHC application

If this Targeted support planned out is not effective or is not engaged with, the school will seek to work with the Local Authority to start Formal Support, as set out on the diagram below.

Providing support first before attendance legal intervention

Voluntary support

Working in partnership with pupils and parents to support in school, helping parents to access services of their own accord and/or a voluntary whole family plan to tackle barriers to attendance.

Formal support

A formal attendance contract agreed between the pupil, parent, school and/or local authority.

Progressing to a legally binding Education Supervision Order in the Family Court if there is non-engagement and deemed necessary.

Attendance prosecution

Where all other routes have failed or not deemed appropriate the case may be considered for a penalty notice in line with the National Framework or attendance prosecution in the Magistrates Court.

Statutory children's social care involvement

Where there are safeguarding concerns and an Education Supervision Order is not appropriate or has not been successful, the case should be considered for s.17 or s.47 statutory social care intervention.

Improved attendance

Improved attendance

Particular focus should be given by all parties to pupils who are absent from the academy more than they are present (those missing 50% or more of school). These <u>severely absent</u> pupils may find it more difficult to be in the school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them.

If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements (e.g. an education, health and care plan) have been provided but severe absence for unauthorised reasons continues, **it is likely to constitute neglect.** Schools and local authorities should be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment. Further information is available in the statutory guidance on Keeping Children Safe in Education.

If a pupil is at risk of becoming Severely PA, the Headteacher will also proactively, at an early stage, engage the support of the Local Authority in developing a plan. Both persistent and severe absence should also be central to the school, Trust, and local authority level strategies for improving attendance.

See section 6 of DfE Guidance for more detail including Attendance Contracts, Education Supervision Orders, Attendance Prosecution and other legal interventions.
https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance__applies_from_19_August_2024_.pdf

10. Working in Partnership with others when absence is becoming persistent or severe.

We understand the value in collaborating with others locally and seek to work in a proactive way with other local schools, secondaries and agencies to ensure the very best for all pupils in our locality. In doing so, we meet the expectations of the DFE as set out below:

Schools of all types, local authorities and other local partners should work jointly and share data on individual cases where it is of benefit to the pupil (e.g. health services where there are medical conditions or the police where there are extra-familial harms). Local authorities and schools (of all types) are expected to have regular Targeting Support Meetings. Further, to facilitate timely collaborative working across partners, all schools are also legally required to share information from their registers with the local authority.

As a minimum this includes:
- New Pupil and Deletion returns notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times. For full details see paragraphs 199 and 205 of DFE Guidance.

- Attendance returns providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U). Local authorities must agree the frequency that attendance returns are to be provided with all schools in their area. This should be no less frequently than once per calendar month.

- Sickness returns: providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness. Only one sickness return is required for a continuous period of sickness in a school year. This is to help the school and local authority to agree any provision needed to ensure continuity of education for pupils who cannot attend because of health needs, in line with the statutory guidance on education for children with health needs who cannot attend school.

In our schools, we will work to support this data gathering and evaluation by the Local Authorities. We will also regularly engage with any further training or guidance provided by Local Authority attendance teams and the Director for Inclusion and Vulnerable Pupils through the Trust Attendance Forum.

In addition to this, we will engage with Attendance and Vulnerable Pupil meetings with the Director for Inclusion and Vulnerable Pupils, and in doing so, evaluate the effectiveness of our provision.

11. Supporting pupils who may be absent due to mental or physical ill health or their SEND needs.

Our attendance work is underpinned by our Trust Vision of Flourishing Futures for **all** pupils. We recognise the DFE guidance on supporting **all** pupils as set out below:

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these pupils are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

School staff play a critical role in communicating this expectation to parents. They should also work alongside families to ensure that such circumstances do not act as a barrier to regular attendance by mitigating anxious feelings in school as much as possible. Our schools seek to provide all pupils with a safe, nurturing and caring environment where pupils feel heard and valued. Our Positive Behaviour Policy sets out the ways in which schools create this through our Trauma Informed approach: the 'Protect, Relate, Regulate and Repair'.

We recognise that some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND).
Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as it is for any other pupil, but additional support may need to be provided.

In developing this support, the usual processes relevant to any attendance case apply:
- Understanding the individual needs of the pupil and family
- Working in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available)
- Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.
- In cases of both long term physical or mental ill health, school staff are not expected to diagnose or treat physical or mental health conditions, but they are expected to work together with families and other agencies with the aim of ensuring regular attendance for every pupil. They should:
  - Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst supporting the underlying health issue.
  - Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.
  - Ensure joined up pastoral support is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance.
  - Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days. (See paragraph 52)

For pupils with special educational needs and disabilities, schools are expected to:
- Work in partnership parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed.
- Work in partnership families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

Attendance is everyone's business so in many of these cases school will not be able to fully support a pupil without the assistance of a range of other agencies.

School should:
- Make use of school nursing services and mental health support teams where they are available.
- Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals.
- Where external support is provided work together with those services to deliver any subsequent support.

If the child has an education health and care plan, school staff should:
- Communicate with the local authority where a pupil's attendance falls, or they become aware of barriers to attendance that relate to the pupil's needs.
- Where possible agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care plan in collaboration with parents.
- Where needed work with the local authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.

Medical evidence for recording absences should only be needed in a minority of cases (see code I). Where a pupil's health need means they need reasonable adjustments support because it is complex or long term, schools can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with the statutory guidance in supporting pupils at school with medical conditions.

Where parents do not engage in support, schools should work with the local authority or other local partners to formalise that support and as a last resort, enforce attendance through legal intervention.

As a Trust, we will ensure data is regularly monitored for pupils with long term illnesses and or special educational needs or disabilities at Hub Ethos and Advisory Committees, Education Inclusion Standards Committee and a Trust Borad meeting. Schools will ensure this data is monitored in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

Part-time timetables

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes (see chapter 8).

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time, and a part-time timetable is used to help the pupil access as much education as possible. A part-time timetable should not be used to manage a pupil's behaviour.

A part-time timetable should:
- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part-time timetable for a prolonged period.

Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.

If the pupil has an education health and care plan, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code X or C2).

12. Conclusion

It is the policy of the academy to celebrate achievement. Attendance is a critical factor a pupil's wellbeing as well as wider development; it is also vital in safeguarding pupils. Our Trust will actively promote and encourage string attendance for all our pupils.

Across our Trust, partnership will give a high priority to conveying to parents and pupils the importance of regular and punctual attendance. We recognise that parents have a vital role to play and that there is a need to establish strong home academy links and communication systems that can be utilised whenever there is concern about attendance.

Annex 1: School Attendance Information- see your child's School Website.

Attendance - All Saints Marsh C of E Academy (allsaintsmarsh-lap.co.uk)

Attendance – Bovey Tracey (boveytracey-lap.co.uk)

Attendance - Charleton C of E Academy (charleton-lap.co.uk)

Attendance - Dartington C of E Academy (dartington-lap.co.uk)

Attendance - Dunsford Community Academy (dunsford-lap.co.uk)

Attendance - Ellacombe C of E Academy (ellacombe-lap.co.uk)

Attendance - Gulworthy Academy (gulworthy-lap.co.uk)

Attendance - Ilsham C of E Academy (ilsham-lap.co.uk)

Attendance - Jacobstow Community Academy (jacobstow-lap.co.uk)

Attendance - Lamerton C of E Academy (lamerton-lap.co.uk)

Attendance - Lifton Community Academy (lifton-lap.co.uk)

Attendance - Marhamchurch C of E Academy (marhamchurch-lap.co.uk)

Attendance - St Mark's C of E Academy (stmarks-lap.co.uk)

Attendance - St Michael's C of E Academy (stmichaels-lap.co.uk)

Attendance - All Saints Thurlestone C of E Academy (thurlestone-lap.co.uk)

Attendance - Warberry C of E Academy (warberry-lap.co.uk)

Attendance - West Alvington C of E Academy (westalvington-lap.co.uk)

Annex 2: Accessing your child's attendance information using MyChildAtSchool

How to view Attendance in MCAS

From the **Dashboard** either click on **Attendance** in the left-hand menu or click **More** on the **Attendance Widget.**
In this example the **Attendance Widget** has been named **Attendance in School**

Menu Bar and Widget

When you click **More** you can see the full year for the **Student**

Attendance full view

Use the **Select Year** and **Select Subject** dropdowns to further filter the view.
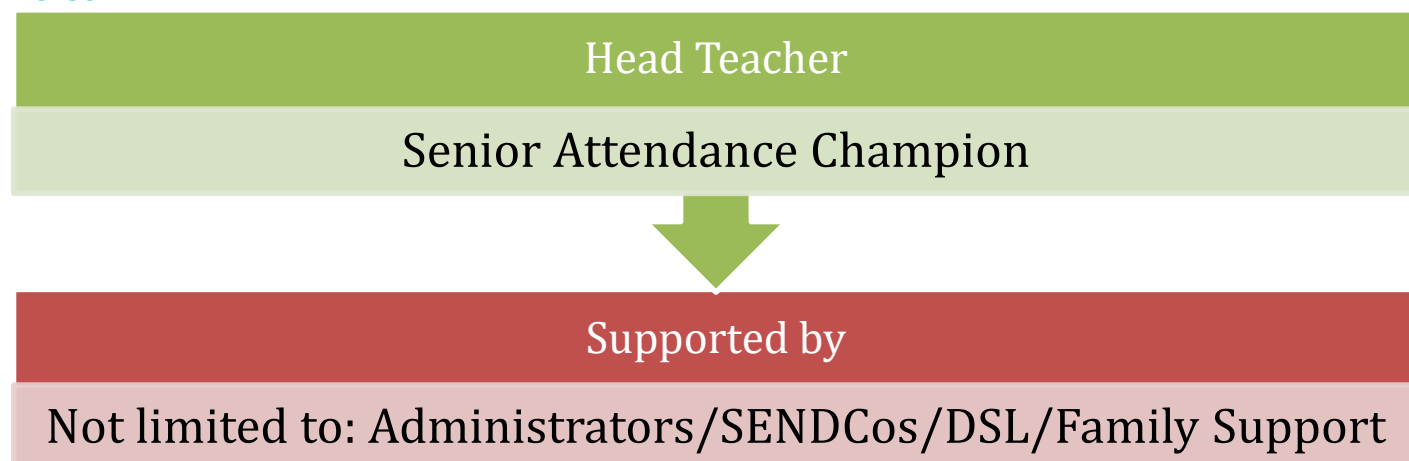Hover on the **pie chart** to see **Attendance Percentages**
Click on a **specific date** to see more detail.

Annex 3: Calendar of Actions and Roles regarding Attendance

Roles

Head Teacher
Senior Attendance Champion

⬇

Supported by
Not limited to: Administrators/SENDCos/DSL/Family Support

Monitoring Attendance

Weekly Monitor and Analyse Attendance Patterns/Trends (cumulative)	
Individuals, Classes, Year Groups & All	Boys, Girls, PP, EAL, SEND & EHCP

⬇

Weekly Persistent and/or Severely Persistent Absentees (cumulative)
All VP groups

⬇

Fortnightly Formal Attendance Meetings (at least)	
Analyse Data	Record Actions and Evaluations

Half Termly Quality Assurance Reporting	
All, PP, EAL, SEND & EHCP	Evaluation of Actions

Annex 4a: Quality Assurance for Senior Attendance Champion (to be completed half termly, termly and annually)

LAP QUALITY ASSURANCE REPORTING				
Date:	End of XXX Term Year		Academy	
Purpose	Attendance QA			
QA Focus	Overall Effectiveness		Leadership and Management	
	TLA		Personal Dev, Behaviour and Welfare	
Description of Activity	Half Termly Analysis of Attendance actions, including an update on 'at risk PA' and whole school actions			
Summary of Findings	**Last year overall attendance= %** PP attendance = % SEND attendance = % EHCP attendance = % EAL attendance = % **Last year's PA = %** PP PA = % SEND PA = % EHCP PA = % EAL PA = % ……… ……………… **In year attendance comparison to previous year (end of last whole term to last year).** **Autumn Term overall = %** PP attendance % SEND attendance = % EHCP attendance= % EAL attendance = % DFE dashboard shows primary attendance was % across autumn term. **Evaluation shows overall attendance increased / decreased (End Autumn compared to last academic year) by % for all .** Decreased by % for PP Decreased % for SEND Decreased % for EHCP Decreased % for EAL ……… **In year attendance analysis Term** **Overview evaluation of Attendance during …… (insert table)**			

	Week by Week evaluation of Attendance during …………..Term (insert table)
	
	…………………………………………………………………………………………………
	Optional updated attendance within the Half Term, to compare to Half Term Point.
	Current Cumulative Attendance (as of) then ……
	All % (down % on autumn term) %
	PP % (down % on autumn term) %
	SEND % (down % on autumn term) %
	EHCP % (up % from autumn term) %
	EAL % (down % from autumn term) %
	
	……………………………………………………………………………………………
	
	Evaluation of children with attendance concerns (and letters sent)
	      pupils had attendance letters sent (to)
	IMPACT % improved attendance.
	… teacher meetings
	… formal meetings with Senior Attendance Champion & DSL
	…..Local Authority Attendance Officer Meeting
	
	Evaluation of the context of PA pupils 23/24
	…… pupils = %
	  …..PP =
	Context of any pupils absence through:
	 Holidays
	Part time timetables
	Suspensions
	etc

Planned Follow Up: actions, date and who	• • •
Staff involved in the QA	Headteacher/ Senior Attendance Champion/ DSL/SEND Lead (1 person) Admin/ DDSL

Annex 4b: Example
Quality Assurance for Senior Attendance Champion (to be completed half termly, termly and annually)

LAP QUALITY ASSURANCE REPORTING

Date:	End of Spring Term	Academy	
Purpose	Attendance QA		

QA Focus	Overall Effectiveness		Leadership and Management	
	TLA		Personal Dev, Behaviour and Welfare	

Description of Activity	Half Termly Analysis of Attendance actions, including an update on 'at risk PA' and whole school actions

Summary of Findings	**Last year overall attendance= 93.7%** PP attendance = 91.4% SEND attendance = 94.7% EHCP attendance = 91.1% EAL attendance = 94.4 % **Last year's PA = 20.6%** PP PA=35 % SEND PA =15.4% EHCP PA = 0 % EAL PA = 20% …………………………………………………………………………………………… **In year attendance comparison to previous year (end of last whole term to last year).** **Autumn Term overall = 94.2%** PP attendance 90.3 % SEND attendance = 92.6% EHCP attendance= 91.1% EAL attendance = 93% DFE dashboard shows primary attendance was 94% across autumn term. **Evaluation shows overall attendance increased (End Autumn compared to last academic year) by 0.5% for all .** Decreased by 1.1% for PP Decreased 2.1% for SEND Decreased 1.7% for EHCP Decreased 1.1% for EAL …………………………………………………………………………………………… **In year attendance analysis Spring Half Term** **Overview evaluation of Attendance during Spring Term**

Attendance data- weekly	Culmative Totals
Weekly running data - whole school	93.90%
Persistant Absentee - whole school	13.20%
Persistant Absentee - Pupil Premium	28.60%
Persistant Absentee - SEND	14.30%
SEND - Whole school	95.00%
Pupil Premium - whole school	89.90%

Week by Week evaluation of Attendance during Spring Term

Attendance data- weekly	12/03/2024	29/03/2024	26/04/2024	we 3.5.24
Weekly running data - whole school	93.80%	92.5	94.5	93.20%
Persistant Absentee - whole school	14.80%	17.7	18.5	20.80%
Persistant Absentee - Pupil Premium	28.60%	27.3	54.4	45.50%
Persistant Absentee - SEND	14.30%	16.7	8.3	16.70%
SEND - Whole school	94.10%	96.9	96.3	98.30%
Pupil Premium - whole school	90.30%	87.50%	76.4	78.20%
EHCP				

……
Optional updated attendance within the Half Term, to compare to Half Term Point.
Current Cumulative Attendance (as of 24.2.24) then 24.3.24
All 94.4% (down 0.4% on autumn term) 94.5%
PP 93.6% (down 1.1% on autumn term) 93.7%
SEND 92.8% (down 1.3% on autumn term) 92.8%
EHCP 91.7% (up 2.2% from autumn term) 92.3%
EAL 92% (down 1.5% from autumn term) 92.6%

……
Evaluation of children with attendance concerns (and letters sent)
16 pupils had attendance letters sent (to 24.3.24)
IMPACT   50% improved attendance.
3 teacher meetings
2 formal meetings with Senior Attendance Champion & DSL
Local Authority Attendance Officer Meeting

Evaluation of the context of PA pupils 23/24
19 pupils = 13.9%
4 PP (3 have since left School)
Currently 1 x PP and EHCP PA 87.7% (3 days Suspension impacting overall attendance)

Planned Follow Up: actions, date and who	PDM on attendance to refreshed share language and everyone' role on attendance. Plan for end of Spring/ Start of Summer to ensure no days lost. Target previous holiday families re not repeating this year: role clarity for this.
Staff involved in the QA	Headteacher/ Senior Attendance Champion/ DSL/SEND Lead (1 person) Admin/ DDSL