



Attendance review - September 2020 – July 2021

Given the strategy and directive to recording attendance over the previous academic year by the DfE, direct comparisons to previous years have not been possible. However, the school recognised that it was critical that pupils attended school when it has been safe to do so; by prompting this philosophy it provides pupils with stability, structure and safety for all. In order to monitor attendance in a meaningful manner, we have based our attendance target at 96%, this could have been argued as high given the COVID climate, although, it is felt that the benefits of this high expectation ultimately supported pupils at that time and towards the next academic year.

The information below indicates the attendance rates of key groups across the academic year:

	Present	Auth Abs.	Unauth Abs.
Whole School	95.7%	3.3%	1%
Male	95.5%	3.4%	1.1%
Female	95.9%	3.2%	0.9%
EAL	96.5%	3%	0.5%
Non EAL	95.2%	3.3%	1.5%
PP	93.3%	4.6%	2.1%
Non-PP	96.8%	2.7%	0.5%
FSM	93.0%	4.8%	2.2%

Analysis shows that we did not achieve our target of 96%, which was disappointing given the significant investment of staff to promote attendance and support all pupils to be in school. When completing data comparison, it is evident that girl's attendance was slightly higher than boys (0.4%), that EAL pupils attended more than non EAL pupils (1.3%) and non-PP pupils were in school more than PP pupils (3.5%). Despite this being the case, it could be suggested that this gap could have been significant highly, however, as a school we quickly recognised the increased link / vulnerability of our disadvantaged groups during the COVID pandemic and undertook considerable work to addressing attendance across the school. One of the most successful initiatives was the introduction of 'breakfast club', this activity was a targeted intervention for specific pupils who were able to access school support from 8am in the morning – the purpose of this fundamentally was to address any attendance concerns but also acted as mechanisms to support PP families. The sessions ran on a formal and informal basis, where pupils were supported individually (nurture-based support) and in small groups (to support the development of self-esteem, confidence and making friends). Such was the success of this intervention; we have taken the decision to continue this in the new academic year.

Tackling attendance

As a strategy when we identify attendance concerns and continues to become persistent, a further line of support is provided by the school Family Support Worker (FSW); the FSW completes home visits, holds 1:1 meetings and signposts to external professionals where required. Should attendance continue to be a barrier to learning, this is the challenged directly by the Headteacher through a formal meeting, where clear next step actions and targeting setting are implemented.