



Attendance review 2021 - 2022

We are relentless in our ambition to reduce the impact of COVID-19 on our school community, whilst balancing this against the need to keep everyone safe. Where appropriate and possible we have encouraged, supported and challenged attendance across the school. Despite the challenges on addressing attendance, particularly around isolation periods, we have strived to raise expectations and demonstrate the power attendance has on raising standards in all areas across the school.

We have maintained a balanced view, ensuring that the safety and wellbeing of our pupils is paramount, however, also equally demonstrating significant levels of challenge where this has been needed.

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

	Present	Auth Abs.	Unauth Abs.
Whole School	91.72%	5.88%	2.39%
Male	91.72%	5.87%	2.40%
Female	91.72%	5.89%	2.38%
EAL	93.65%	4.84%	1.51%
Non EAL	90.71%	6.43%	2.86%
PP	87.84%	7.47%	4.67%
Non-PP	93.78%	5.04%	1.18%
EHCP	88.12%	6.61%	5.27%
FSM	87.56%	7.57%	4.87%

Analysis shows that we fell below our aspirational target of 96%, which is disappointing given the significant investment of staff to promote attendance and support all pupils to be in school. When completing data comparison, overall attendance across the school remained consistent across the individual terms, however unauthorised absence reduced, which supports the level of challenge presented.

Most disappointingly is the difference between non-PP pupils (93.78%) and PP pupils (87.84%), a difference of 5.94%, which only slightly reduced across the year; particularly given the investment of support and provision including extra-curricular activities (before and after school clubs) that have been made available to target specific groups of pupils. The sessions ran on a formal and informal basis, where pupils are supported individually (nurture-based support), in small groups (to support the development of self-esteem, confidence and making friends) and academic intervention such as 'switched on' reading – by providing these sessions, the intent is to support attendance through meaningful / purposeful intervention. These will continue with ongoing monitoring as we believe this forms part of the cultural change taking place and will gain further support / uptake in the future for greater impact.

Tackling attendance

By both continuously reinforcing the importance of school attendance and rigorous monitoring, we have been able to provide an ongoing line of support through the school Family Support Worker (FSW); the FSW has continued to complete home visits, hold 1:1 meetings and signpost to external professionals where required. This approach has been in parallel to the daily operational monitoring by dedicated office staff, these staff members follow up on all absences, reporting to FSW/DSL and HT on a daily basis. Additional to the daily monitoring, more detailed weekly analysis takes place against available comparisons.



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 / targeting setting are implemented and monitored. Unfortunately, we also recognise that when all support and school-based accountability has been exhausted, we work collaboratively with Education inclusion and partnership team within the LA to further challenge.

Summary

Comparatively, data indicates that whole school attendance was (+7.32%) above national comparison; this figure declined for specific groups such as FSM (-1.44%) and EHCP (-0.88%), however, difference is broadly in line with national figures and do not present as statistically significant.

Given the measures and monitoring in place, there is a sense of frustration as these do not accurately reflect the work undertaken to support both pupils and their families. However, by continuing to maintain high expectations and levels of support, we are confident of driving a whole school culture on the importance of attendance and support improved academic outcomes.