



Telford & Wrekin
Co-operative Council

Protect, care and invest
to create a better borough

Attendance Briefing

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We want to support schools in improving school attendance and reducing persistent absence, but also look more closely at the DfE guidance 'Working Together to Improve School Attendance:

- Attendance is everyone's responsibility
 - School Website
 - School Policies
-

On 6 May 2022, the DfE released new guidance **Working Together to Improve School Attendance** to help schools, trusts, governing bodies, and local authorities maintain high levels of school attendance and improve consistency of support.

The big changes:

- 1. Clarity of expectation:** schools, trusts and local authorities have clearly defined statutory roles for the first time, set out in a clear table of responsibilities.
- 2. Earlier intervention:** Schools have legal responsibilities to proactively improve attendance for the first time (beyond existing requirements to record accurately) underpinned by timelier sharing of attendance data.
- 3. Support first:** All pupils and parents no matter where they live in the country will have clear expectations from their school, be informed about their child's attendance and have access to early intervention and **support first before any legal action** if it becomes problematic.

Academic year 2022 - 2023 summary

	2022/23			
	Total	Primary	Secondary	Special
Attendance rate	92.5%	94.0%	90.7%	86.9%
Overall absence rate	7.5%	6.0%	9.3%	13.1%
Authorised absence rate	5.0%	4.3%	5.8%	10.0%
Unauthorised absence rate	2.5%	1.7%	3.5%	3.1%
Persistent absence rate	22.3%	17.2%	28.3%	38.7%

Academic year 2022 - 2023 FSM summary

	2022/23	
	FSM Not eligible	FSM eligible
Attendance rate	93.8%	88.6%
Overall absence rate	6.2%	11.4%
Authorised absence rate	4.5%	6.5%
Unauthorised absence rate	1.7%	4.9%
Persistent absence rate	16.7%	37.9%

Academic year 2022-2023 SEND

	2022/23		
	EHC plan	SEN support	No SEN
Attendance rate	86.7%	88.9%	93.1%
Overall absence rate	13.3%	11.1%	6.9%
Authorised absence rate	8.9%	7.0%	4.7%
Unauthorised absence rate	4.4%	4.1%	2.2%
Persistent absence rate	37.8%	33.4%	20.2%

Academic year 2022-2023 Gender

	2022/23	
	Female	Male
Attendance rate	92.4%	92.6%
Overall absence rate	7.6%	7.4%
Authorised absence rate	5.1%	5.0%
Unauthorised absence rate	2.6%	2.4%
Persistent absence rate	22.6%	22.0%

Communicating with Parents

- Unauthorised absence v authorised absence – who decides?
 - Illness: 55% of all authorised absence
 - Toolkit for schools – ‘Communicating with families to support attendance’
 - [Toolkit for schools: communicating with families to support attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/toolkit-for-schools-communicating-with-families-to-support-attendance)
 - [Letter to school leaders on mild illness and school attendance](#)
 - Governors’ role & responsibilities
-

- Common Sense approach to authorising illness
- Who decides?
- Utilise all the supporting documents from the DfE
 - *Mild Illness and School Attendance (Letter to School Leaders)*
 - *Infection Control in schools*

The NHS guidance:

[Is my child too ill for school? - NHS \(www.nhs.uk\)](https://www.nhs.uk)

- [Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
-

Information for parents

School day

What time does school open for students?

What happens when a pupil is late? e.g. detention

L code and U code late arrival

What time does school finish?

Term times

First day of term

Staggered starts

PD Days

Leave in Term time

Other Policies

Uniform

Transport

KCSIE

MTTs

Visuals to inspire you

The following are all examples of how some of our schools are working to make information very visual to parents.

Green Group
97% - 100%

Yellow Group
95% - 96.9%

Amber Group
93% - 94.9%

Pink Group
90% - 92.9%

Red Group
0% - 89.9%

Don't underestimate the importance of 100 percent attendance. Even one day missed can have a negative effect on learning:

Attendance (Academic Year)	Equals this many days absent	Equals this many weeks absent (approx.)	Equals this many lessons missed
95%	9 days	2 weeks	60 lessons
90%	19 days	4 weeks	120 lessons
85%	29 days	6 weeks	180 lessons
80%	38 days	8 weeks	240 lessons
70%	57 days	12 weeks	360 lessons



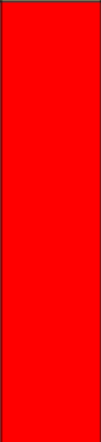
Five minutes late each day means three school days missed

Attendance Ladder



Equates to:



Attendance	Rating	Action
97-100%		Your child's attendance is giving them the best possible chance in school; supporting their learning, helping them to make progress and encouraging a strong work ethic
92-96%		Your child's attendance is below what is expected, our Educational Welfare Officer will begin looking at ways in which we can help to improve this.
Below 92%		Your child's absence will be negatively impacting on their progress and attainment. This will be closely monitored by the attendance team and will require you to meet staff in school to ensure that your child's attendance improves as soon as possible. We review attendance regularly and if your child's attendance is below 92%, you will receive a letter confirming this. If their attendance does not improve, you may be contacted by phone or letter again and asked to attend a meeting in school. The Local Authority may send out Warning letters prior to any Court proceedings.

Occasionally your child may be too ill to attend school. This can be for different reasons and it is your decision whether or not to bring them to school. However, if attendance has been an issue, taking a day off for a cold, for example, will impact negatively.

ATTENDANCE DURING ONE SCHOOL YEAR	THIS NO. OF DAYS ABSENT	WHICH IS APPROXIMATELY THIS NO. OF WEEKS ABSENT	WHICH MEANS THIS NO. OF LESSONS MISSED
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.5 weeks	290 lessons
65%	67 days	13.5 weeks	340 lessons

Attendance over five school years

85 - 90%	Equivalent of over 19 weeks of absence = $\frac{1}{2}$ a year of absence from school
80%	Equivalent of 39 weeks of absence = a full year of absence from school
1 day a week absent	Equivalent of over three years missed over school career
10 days holiday a year	Equivalent of two whole terms of education missed over school career
15 minutes late a day	Equivalent of two terms of education missed over school career
$\frac{1}{2}$ day a week absent in Years 10 and 11	Can mean the loss of one grade for every Level 2 (GCSE or vocational) course taken

Children are at school 190 days a year

They have 175 days a year to spend on holidays, family time, visits, hair cuts, shopping, and appointments.

190 days = 100%	0 days absence	
180 days = 95%	10 days absence (2 wks in a year)	Over a school life this would be over 6 months missed school.
171 days = 90%	19 days absence (almost 4 wks in a year)	Over a school life this would be just over a year missed
161 days = 85%	29 days absence (almost 3 wks in a year)	Over a school life this is 1.75 years missed school
152 days = 80%	38 days absence (almost 4 wks in a year)	Over a school life time this is over 2 years missed school
143 days = 75%	47 days absence (4 and ½ wks in a year)	Over a school lifetime this would be almost 3 years missed
114 days = 60%	76 days absence (7 ½ wks in a year)	Over a school lifetime this would be over 4 ½ years missed
95 days = 50%	95 days absence (9 ½ wks a year)	Over a school life time this would be almost 6 years missed

If you want good grades and a good job you've got to be in school on time too.

Impact of Arriving Late for School

Minutes Late per Day	Equivalent of Missing
5 Minutes	3.4 School Days per year
10 Minutes	6.9 School Days per year
15 Minutes	10.3 School days per year
20 Minutes	13.8 School Days per year
30 Minutes	20.7 School Days per year

Ofsted - Inspecting Attendance

292. Inspectors will expect schools to do all they reasonably can to achieve the highest possible attendance, while recognising the context in which schools operate has changed.

(Attendance between March 2020 and March 2021 will not impact on the judgement of the school.)

How will you demonstrate what you are doing to return to pre-pandemic levels?

How is attendance captured in your school improvement plan?

Ofsted - Inspecting Attendance

293. Inspectors will expect schools to have done an analysis of absence and persistent absence rates for all pupils, and for different groups, compared with the published local and national averages for all pupils.

This includes the extent to which pupils with persistent and severe absence are improving their attendance over time or whether attendance is consistently low. Inspectors will want to see this analysis and how this has fed in to the school's approach.

What does your data analysis tell you?

How are you using it to target those groups to improve attendance?

Are you checking the fortnightly national releases?

How will you demonstrate how you are improving PA and SA attendance?

How does it link to your school improvement plan?

Ofsted - Inspecting Attendance

294 Where attendance is not consistently at or above what could be expected, inspectors will expect attendance to be a high propriety for leaders and for it to be improving towards and beyond national, pre-pandemic levels.

There should be a strong understanding of the causes of absence (particularly for persistent and sever absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.

In some cases of persistent and all cases of severe absence, schools should make efforts to engage with multi-agency work with the local authority and other partners.

How is it identified and monitored in your school improvement plan?

What have you identified in relation to the causes of absence?

Are you able to demonstrate by case the activity undertaken to engage with multi agency work?

Ofsted - Inspecting Attendance

295 Where leaders are aware of the issues affecting attendance and have a clear, strategic plan of action in place but attendance for all pupils is not yet consistently very high, inspectors should judge this favourably, as long as there is a track record of improvement that demonstrates leaders' capacity to continue to improve attendance (using the same factors used in considering what category of concern schools should be placed into.)

**What is in your strategic plan?
Are actions and outcomes clearly identified?**

Does every one know their responsibility?

Ofsted - Inspecting Attendance

398 *In very exceptional circumstances where it is in a pupils best interests. there may be a need for a temporary part-time timetable to meet their individual needs.*

399 *A part time timetable must be in place only for the shortest time necessary and not be treated as a long term solution, and may not be used to manage behaviour. The school will need to show inspectors why a part-time timetable is in place for any pupil ad that there are plans, from the very beginning to return to a full time timetable. Where a part time timetable are being used inappropriately, this may be an unlawful suspension of a pupil. if a part time timetable is justified but the school has no clear plans to return the pupil to full-time education, this will likely impact on its leadership and management grade.*

**How are you
maintaining
oversight of part
time timetables?**

**Can you
demonstrate a clear
plans in place to
return the pupil to
full time education
swiftly?**

Did you know.....

- Children who missed the second, third and fourth day of a new term were predicted an overall absence of almost 45%, or 31 days across the term, significantly more than their peers who attended those first few days.
 - Whilst Fridays are the most common day for children to be absent, it is actually those children who miss mid-weekdays, Tuesday-Thursday, who are more likely to be habitually absent from school.
 - 2 out of 9 pupils were persistently absent Autumn/Spring 21/22 – that's 1.6 million pupils who missed at least 10% of possible school sessions.
 - Even with the impact of Covid, 818,000 children were persistently absent for reasons other than just illness.
-

Children with a Social Worker Data

565 on a CIN plan

201 on a CP plan

517 in total are CSA

CWSW face significant barriers to education as a result of experiences of adversity, most commonly abuse and neglect.

CWSW – attainment gaps

In 2018, **50%** of children who had a social worker in the last six years were able to achieve a good level of development in the early years, compared to **72%** of children who never had a social worker

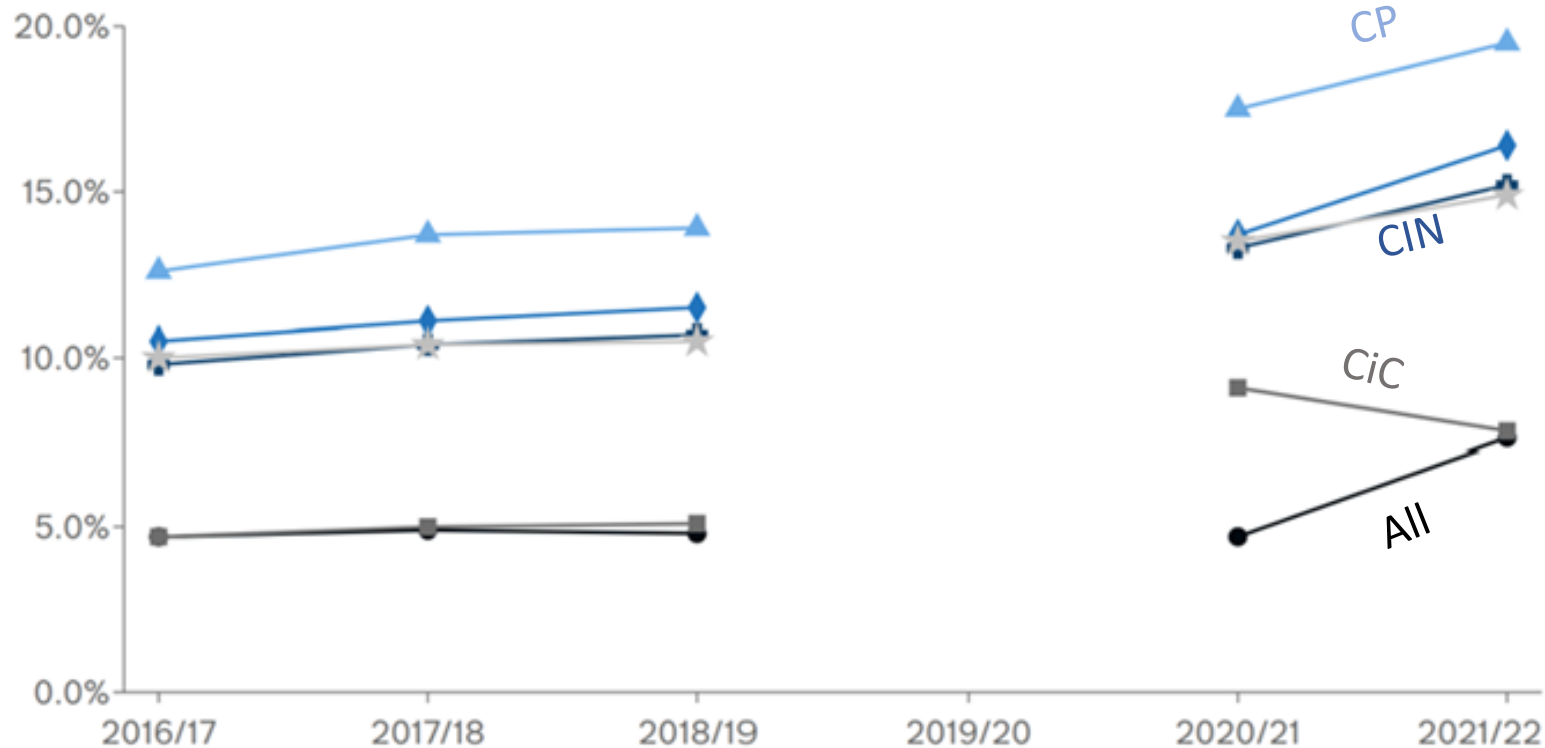
CWSW – attainment gaps

In 2020-21, CWSW had an average Attainment 8 score of 22.6 at KS4 compared to 50.9 for the wider population.

Attendance - Children with a Social Worker

- Good school attendance provides an additional safeguard for vulnerable pupils:
 - A safe space when home is not
 - Away from the threat of gangs, crime or exploitation
 - School also provides access to support from other professionals – helping these children make educational progress while ensuring that they are visible.
 - Absence for pupils with a social worker has been historically higher.
 - Children with a social worker are 3 times more likely to be persistently absent.
-

Absence Rates for CWSW



Children with a Social Worker – Early Years

- The Virtual School identify 2 & 3 year olds on CIN and CP plans and support social workers to ensure there is nursery provision in place.
 - Vulnerable children regularly attending nursery ensures they are frequently seen by professionals and helps to support their learning & development.
-

Children with a Social Worker – Good Practice

- Regularly review attendance data of pupil cohorts within the school that have historically had poor attendance – children with a social worker
 - Work with social workers to ensure CIN/CP plans contain **attendance targets** where it is a concern (below 94%)
 - Inform the social worker if there is an unexplained absence
 - Ensure CIN/CP markers on SIMS are up to date & being shared through Wonde. Currently we can only pull attendance data 1 young person on a Child Protection plan
-

Young Carers

- On average, 8-10% of the pupil cohort in the UK are expected to be Young Carers, which equates to 2 or 3 children in every class
 - A recent study showed the impact on attendance of being a Young Carer:
Absence: Young Carers – 14%, Non-Young Carers – 7.7%
PA: Young Carers - 41%, Non-Young Carers - 20%
Persistent lateness is a key indicator of Young Carer status
 - Locally we are significantly **under identifying**.
Only 36 pupils were identified on the last census locally - 0.1% of the pupil cohort.
Nationally it is 0.5% . Given that it is believed that 8 – 10% of the pupil cohort it is significant under identification
 - Ofsted will expect that you have taken reasonable steps to identify your Young Carers.
-

Resources for children and young people

Resources for children and young people



This is how school should be – different bits for for different classrooms they speak to you like normal people... More practical stuff, like the kids with ADHD get to do more practical stuff



Boy 15,
On a managed move



I have problems with depression and anxiety. The most help I had in this country was the school. They care about me, all the time talking to me



Resources for schools

Resources for schools

DfE Attendance Dashboard

[Pupil attendance and absence in schools in England \(shinyapps.io\)](https://shinyapps.io)

[Share your daily school attendance data - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- Fortnightly releases of national information.
- First release this term is due on 28th September.
- The data now enables us to understand how high incidences of seasonal illness have impacted on school attendance.
- They are now able to publish absence by pupil characteristic more swiftly.
 - Sex, FSM eligibility, SEN Status.
 - they are planning to publish absence rates by characteristic on a termly bases and full year 22/23.
 - Autumn 23 is due to be published in early 2024.
- They have been able to follow changes in reasons for absence across the academic year.
 - *Of those that had at least one day of absence in the first week of term, more than double the national rate (55.5%) went on to be persistently absent.*

DfE attendance Dashboard

New features:

- % of pupils who are SA and PA
- Arrow trends showing whether attendance is improving or declining
- Weekly view of pupil attendance
- Ability to track pupil codes to the start of the year
- **CIN and CP – please record in SIMs and share this data**
- Faster loading times
- Improved data quality – code x will calculate correctly and an issue with leavers remaining in the data is fixed where schools have shared it with them.
- Better graphs and charts to help you spot trends Arrows on historical pupil information to show trends.
- Improved navigation bar and filter panel

Support for Schools

- 2 New Attendance Advisors
Joanne Attenbring and Karen Parkinson
 - Future Attendance Briefings:
Wednesday 31st January 4:00 - 5:00pm
Wednesday 1st May 4:00 – 5:00pm
 - Attendance Surgeries:
Friday 24th November 9:15am-12:00
Friday 26th January 9:15am-12:00
Friday 15th March 9:15am-12:00
Friday 17th May 9:15am-12:00
Friday 28th June 9:15am-12:00
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And finally...

- Feedback? Would you like further advice?
- Email us : attendancesupportteam@telford.gov.uk

If in doubt, please call us.
(3)85220/1