

Problem Statement

Low levels of attendance is a direct obstacle for schools to secure good outcomes for children, especially the most disadvantaged. It is also a direct obstacle for effective safeguarding.

Goal statement

Schools have the appropriate structure to tackle low attendance and directly contribute to reducing the disadvantage gap in education and life.

Attendance Strategy

Improving Children's Outcomes
Tackling Low Attendance

Target Population

Children at highest risk of absenteeism and/or suspension/exclusion, including the most vulnerable and disadvantaged (SEND, LAC, PP, FSM, EAL)

Trust Centralisation of Attendance and Welfare

Centralised Team incl. **Trust Safeguarding Lead**
Central Cloud based data - **Arbor** – Data Manager
Review and standardised policies.
Attendance is a school improvement priority in all schools.

Needs-Led intervention through categorisation

Pupil categorisation of **attendance levels** into 5 levels from lowest rates to highest.

Safeguarding
<65%

Category 1
65.1%-90%

Category 2
Incremental gains
90.1%-95.9%

Category 3
Recognition
96%-100%

Target Setting

Moving up each group by one category until 'Reward'

Trust Safeguarding Lead
Coordinated work with
School DSL and multi
agencies.

School Pastoral Team
Detailed case review, regular
home visits and individual
parent contracts/targets.

School Attendance Leads
family engagement, barrier identification.
Individual improvement targets
Weekly phone calls to offer praise and
encouragement.

SLT / Headteacher
Termly attendance certificate, assembly
recognition, newsletters to celebrate
engagement.

Standardisation

Monitoring & Tracking

Categorisation

Accountability

ACTIVITIES

OUTPUT

Gain in school **staff capacity**.
Clear **distribution** of work
Accurate attendance data to
track **progress**.

OUTCOME

Effective **targeted support**
Improvement of **attendance**
and **parental engagement**.
Evidence based delivery
model.

IMPACT

Building and spreading of
effective practice and **models**
of excellence.
Reduction of the
disadvantaged gap.
Improved outcomes at KS2 for
R, W, M combined at EXS and
GDS