

Inclusion & Educational Engagement (Attendance) Hubs

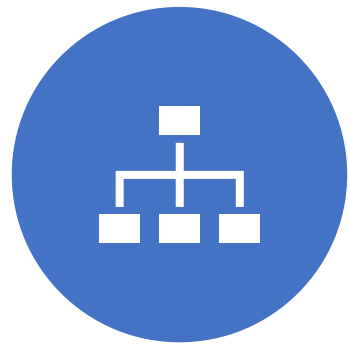
Autumn Term 2024

Agenda

- **Welcome and Introductions** – Tamsin Austoni, Virtual School
- **Hampshire and National Picture** – Jon Willcocks, ISS
- **School Attendance Support Team** – Pauline Martin-Ellis, ISS
- **Foundations and Research** - Tamsin Austoni, Virtual School
- **Activity 1** – Jenny Burn, ISS
- **Leadership experiences** – School presentations
- **Activity 2** – Nicky Forsyth, Virtual School

Welcome & Introductions :

Jon Willcocks



I&EE Board – System Influence and change



I&EE Hubs(attendance)



Targeted Support Meetings



Data and Tracking



Multi-Disciplinary approach

BBC Sign in Home News Sport Weather iPlayer Sound

NEWS

Home | InDepth | Israel-Gaza war | US election | Cost of Living | War in Ukraine | Climate | UK | World | Business

Family & Education | Young Reporter

Hundreds of SEN kids missing from school - report

GETTY IMAGES

New analysis suggests hundreds of children with special educational needs are missing out on any form of suitable education, either at school or at home

Kate Berry BBC Radio 5 Live
Nathan Standley Education reporter

29 August 2024

Rates of school absences are still higher than they were before the Covid-19 pandemic, a council has said.

Pupils in Hampshire attended about 93.4 per cent of lessons in the 2023-24 academic year, figures show.

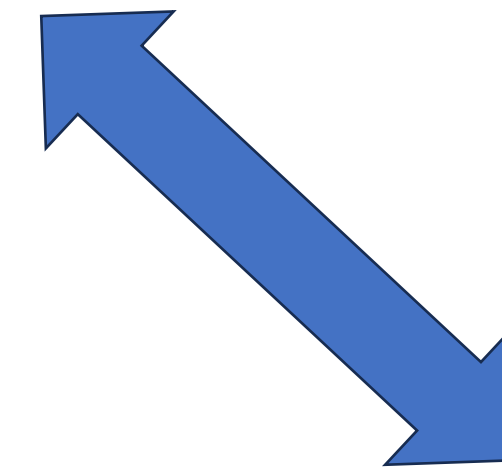
In 2018-19 - the last full school year before the pandemic - attendance figures stood at 95.5 per cent.

Ahead of the new term, Hampshire County Council has urged parents and carers to avoid taking children out of school wherever possible.

GETTY IMAGES

Attendance rates in Hampshire schools are higher than the national average, which was 92.8 per cent in 2023-24

The authority said the numbers were improving, but that the picture was similar across the country.



Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

Published: 29 February 2024

Applies from: 19 August 2024

BBC Sign in Home News Sport Weather iPlayer Sound

NEWS

Home | InDepth | Israel-Gaza war | US election | Cost of Living | War in Ukraine | Climate | UK | World | Business

England | Local News | Hampshire & Isle of Wight

School absence rates still higher than pre-pandemic

GETTY IMAGES

As the new school year approaches, families are being asked to make sure their children attend

Charlotte Andrews BBC News

Working Together to Improve School Attendance (WTTISA) - statutory from 19th August 24

- The guidance sets out the Government's mandate to improve school attendance for all children and young people but with an emphasis on those cohorts experiencing vulnerability whose attendance is typically low, including those with children who are supported by a social worker.
- There is recognition of the importance of early intervention and of putting a spotlight on the cohorts where attendance is typically lower than it should be.
- Emphasis on persistent absenteeism (90% attendance or less) and the relatively new category of severe absenteeism (50% attendance or less).
- The DfE guidance is statutory, and schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance. These new requirements have led to significant changes to existing local authority systems and processes.

There is no additional funding to support these new requirements.

What are the high-level changes?

The statutory guidance clearly defines statutory roles for the first time. It focuses on early intervention underpinned by more timely sharing of attendance data, supporting families before any legal intervention and targeted whole family support.

Every local authority is expected, as a minimum, to:

Rigorously track local attendance data

Have a School Attendance Support Team

Provide communication and advice

Regularly bring schools together to communicate messages, advice and share best practice

Hold regular targeting support meetings

Multi-disciplinary support for families

Legal intervention

Monitor and improve the attendance of children with a social worker through their Virtual School

Attendance Primary Data: HCC vs Nat last 6 years

Primary Absence rate		
	HCC	National
2023-24*	5.0%	5.5%
2022-23	5.2%	5.9%
2021-22	5.7%	6.3%
2020-21	2.9%	3.6%
2019-20	Covid	Covid
2018-19	3.7%	4.0%
Primary Persistent Absence (PA) rate		
	HCC	National
2023-24*	11.1%	15.2%
2022-23	12.2%	16.2%
2021-22	14.0%	17.7%
2020-21	6.2%	8.8%
2019-20	Covid	Covid
2018-19	6.5%	8.2%
Primary Severely Absence (SA) rate		
	HCC	National
2023-24*	0.6%	np
2022-23	0.7%	0.7%
2021-22	0.5%	0.6%
2020-21	0.5%	0.7%
2019-20	Covid	Covid
2018-19	0.3%	0.4%

*IDAMs attendance data are gathered directly by DFE from schools, via automated data feeds. The data represent what is uploaded by each school and may (will) differ from data provided by schools to the termly school pupil census.

Attendance Secondary Data: HCC vs Nat last 6 years

Secondary Absence rate		
	HCC	National
2023-24*	8.7%	9.1%
2022-23	9.1%	9.0%
2021-22	9.0%	9.0%
2020-21	5.0%	5.5%
2019-20	Covid	Covid
2018-19	5.4%	5.5%
Secondary Persistent Absence (PA) rate		
	HCC	National
2023-24*	24.3%	26.7%
2022-23	25.7%	26.5%
2021-22	27.2%	27.7%
2020-21	13.1%	14.8%
2019-20	Covid	Covid
2018-19	13.4%	13.7%
Secondary Severely Absence (SA) rate		
	HCC	National
2023-24*	4.0%	np
2022-23	3.7%	3.4%
2021-22	2.7%	2.7%
2020-21	1.4%	1.5%
2019-20	Covid	Covid
2018-19	1.5%	1.3%

*IDAMs attendance data are gathered directly by DFE from schools, via automated data feeds. The data represent what is uploaded by each school and may (will) differ from data provided by schools to the termly school pupil census.

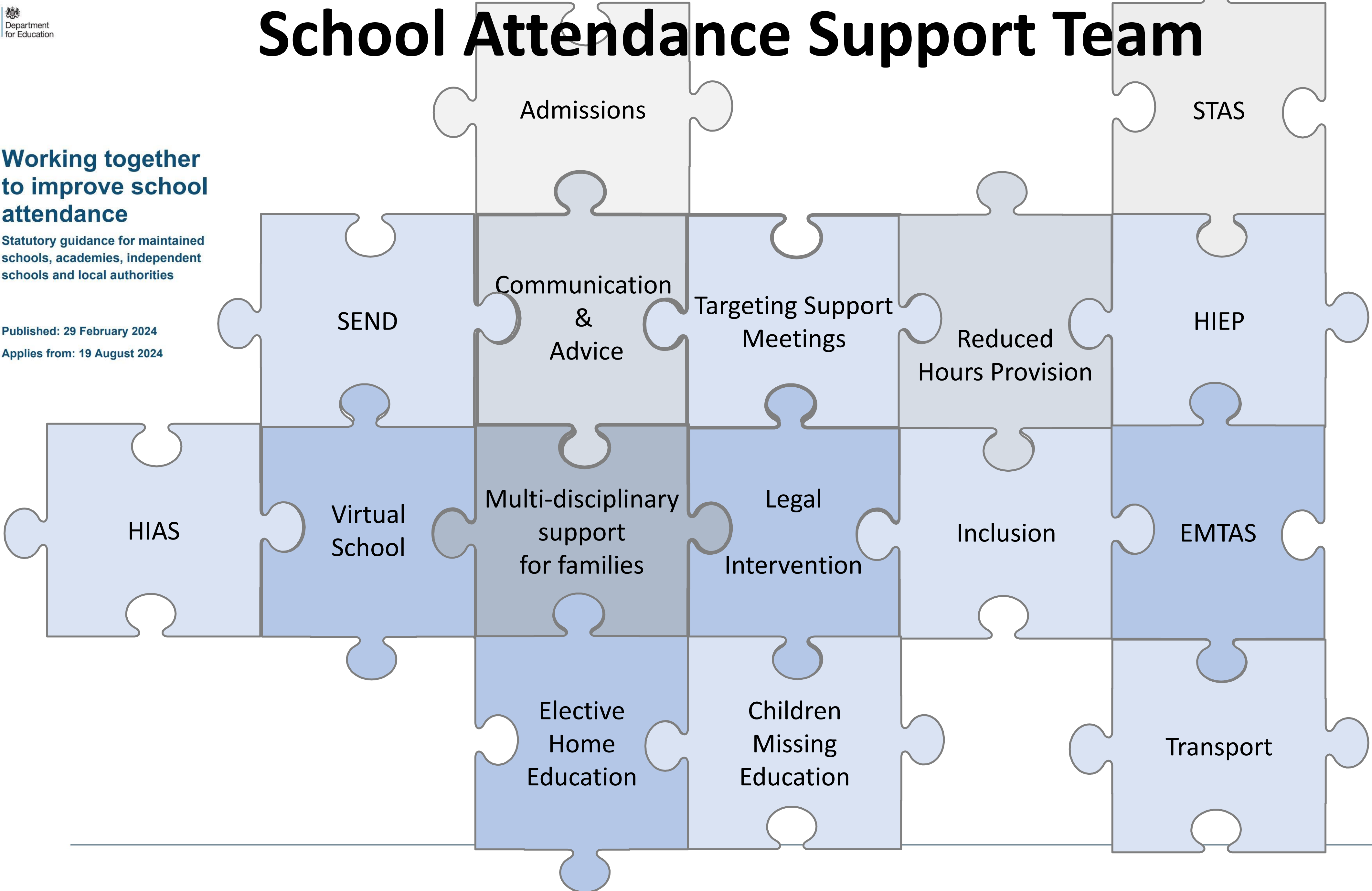
School Attendance Support Team

Working together to improve school attendance

Statutory guidance for maintained
schools, academies, independent
schools and local authorities

Published: 29 February 2024

Applies from: 19 August 2024



Penalty Notice Framework (19 August 2024)

Make penalty notices more effective

Prioritise the support first approach

Improve consistency in the use of penalty notices
across England

New national threshold

Increasing the amount of a Penalty Notice

New national limit of two penalty notices within a
3 year period to break cycles of repeat offending

Penalty Notice Framework (19 August 2024)

Notice to Improve: where support is appropriate but not working or being engaged with, gives a parent a final opportunity to engage in support before they are issued with a penalty notice if it is appropriate in the individual case. A Notice to Improve letter is not to be used for an unauthorised holiday.

Payment increase: the rate of a penalty notice from £120 to **£160** if paid within 28 days, and £60 to **£80** if paid within 21 days.

Second penalty notice: if issued to the same parent for the same child within a rolling 3-year period being charged at a higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80 i.e. the PN must be paid within 21 days.

Child seen in a public place: Penalty Notice can be issued if a child is seen in a public place in the first five days of a fixed term or permanent exclusion. The rate of the penalty notice is £120 if paid within 28 days, and £60 if paid within 21 days.

National limit of 2 penalty notices: issued to a parent for the same child within a rolling 3-year period, so at the 3rd (or subsequent) offence(s) another tool will need to be considered (such as prosecution or one of the other attendance legal interventions). A LIT referral can be completed and sent to csprofessional@hants.gov.uk

School Attendance Support Team & Contacts

Attendance.Queries@hants.gov.uk

Lit.Queries@hants.gov.uk

Penalty.Notices@hants.gov.uk

MedicalReferrals@hants.gov.uk

CME@hants.gov.uk

ReducedHoursData@hants.gov.uk

All in the name.

Inclusion and Educational Engagement (Attendance) Hubs

What makes school unmissable?



A Protective Factor

Just under 50% of our CWSW Ever6
are persistently absent

10% of our CWSW Ever6 are severely
absent

What about our children with SEND?
Our Disadvantaged children?

Where are the safe places?

ImpactEd Evaluation (impactedgroup.uk)

ImpactEd Group

Understanding Attendance

Implementing strategies with impact: lessons from over 70,000 pupils on improving school absence

July 2024

The evolving picture – catching absence before it falls

Trends in attendance and its drivers

Our latest report highlighted a number of key trends in national attendance data from the first term of the academic year:

- Sense of belonging is a key driver of school attendance
- There is an emerging challenge of a 'second transition' from Year 7 to Year 8
- Attendance drivers are intersectional, and should not be considered in isolation
- Awareness of sanctions and consequences is not strongly linked to improved attendance

In this section we review changes in attendance and its drivers across the year, considering headline shifts in attendance, how this links to the information shared through pupil questionnaires, and variation by age and demographic group.

How have attendance trends developed since the Autumn term?

We gathered attendance data from each half term between Autumn 1 and Summer 1 over the academic year 23/24. Attendance rates in our sample were at their highest at the beginning of the year, falling from 90.9% in Autumn 1 to 88.5% in Summer 1. This decline was true for both disadvantaged and non-disadvantaged pupils.

In line with the national figures on attendance, our dataset showed that primary school pupils had higher average attendance rates than secondary school pupils. The average attendance rate at primary school was 92.3% compared to 88.2% for Year 7 to Year 11 pupils. Within primary schools, Year 6 pupils had the highest average attendance rates at 92.5%, but year to year variation was relatively minor and typically in the 12-13% range. In secondary schools, Year 7 pupils had the highest attendance rates at 91.1%, and Year 11 had the lowest at 86.8%.

Our analysis points to the crucial importance of the first term of the school year for establishing positive attendance routines. The graph below shows the change in average attendance rates for different year groups between Autumn 1 and Autumn 2, and Autumn 2 and Spring 1.

The change in average attendance rates for different year groups

Year Group	HT1 to HT2 attendance change (%)	HT2 to HT3 attendance change (%)
Year 3	0.00	0.00
Year 4	-0.12	0.00
Year 5	-0.46	0.00
Year 6	-0.92	0.00
Year 7	-2.43	0.25
Year 8	-1.11	0.34
Year 9	-0.89	0.01
Year 10	-1.24	0.23
Year 11	-1.25	0.14
Year 12	-0.94	0.33
Year 13	-2.29	0.06

Executive Summary

Local and individual context is critical in identifying and addressing the drivers of attendance challenges. As the Understanding Attendance project continues to grow however, there are several emerging themes which highlight both the challenges with attendance and successful strategies schools are developing:

- 1** The start of the year is crucial. The decline in attendance in the 23/24 academic year was most steep between the first half-term and the second-half term. This is mirrored in the social and emotional data reported by young people, especially in Year 7. A strong start to attendance routines could therefore have significant benefit for the rest of the academic year.
- 2** Sense of belonging continues to be associated with school attendance, and quality of relationships may be an important influence. Over 80% of pupils indicated they were aware of the consequences of skipping lessons. A much smaller proportion felt that their teachers or school cared when they missed school.
- 3** To build belonging, a focus on small communities, individual attention and specialist support can help. Schools in the project found success in focusing on small groups such as form group, lunch and after school clubs as being accessible ways to help pupils engage with some aspects of the school community.
- 4** Schools can develop a sense of safety through close attention to their physical and social environment. Schools found success through identifying "hotspot" areas in the school that are associated with disruptive behaviour. Addressing these, combined with strong daily routines around attendance, was found to be successful.
- 5** A relational and targeted approach to intervention was particularly effective. Alongside whole-cohort policies and strategies, schools found in-depth engagement with a small group of pupils to be particularly beneficial, focusing on building deep relationships with individuals.
- 6** Seeing attendance as everyone's job can help build a sense of action around absence. Attendance is not a discrete issue and is closely linked to quality of teaching and areas such as reading. This can be used to build a community around attendance for all school staff. Using student leadership as part of this process can be powerful.

For each theme, a case study is provided from a school setting to illustrate how those approaches have been put into action.

Promising Approaches - Four Themes

Theme 1 - Creating cultures and embedding a sense of belonging

Theme 2 - Building safety – paying attention to the physical environment

Theme 3 - A relational and targeted approach

Theme 4 - It's everyone's job

(holistic view, collaborative not punitive, enjoyment of learning)

<https://www.evaluation.impactgroup.uk/research-and-resources/understanding-attendance-report-2#report>

Activity 1 Jenny Burn

- Regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area
- One of the most successful approaches to improving attendance is the sharing of effective practice between schools.

- **What are you hoping to get out of the IEE Hub meetings?**
- **What will keep you engaged?**



Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

Published: 29 February 2024

Applies from: 19 August 2024

Activity 2

Attendance in the classroom

Nicky Forsyth





Attendance is everyone's business

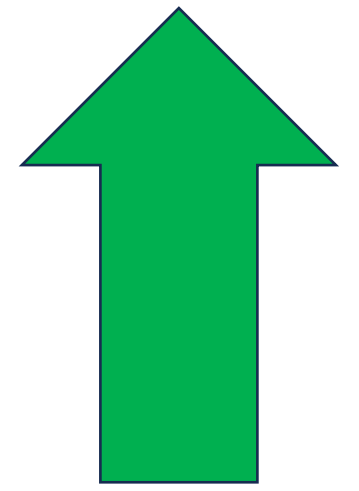
What is the role of your teachers in attendance?

Looking through the lens of a valuable child

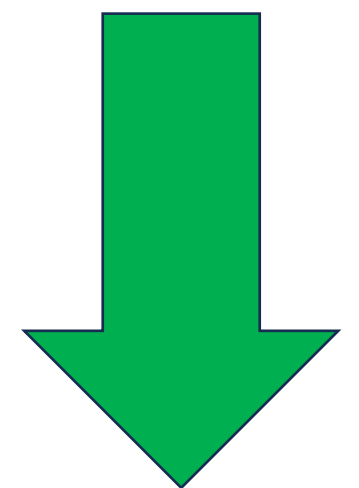
How are teachers successfully making sure ALL pupils:

- feel valued as individuals with independent ideas (creating a sense of belonging)
- collaborate and connect with one another (creating a sense of community - relationships)
- actively engage in learning (creating a sense of agency and purpose)
- experience success, through effective use of task design and clear success criteria (securing success and building motivation and self-esteem)

to secure genuine learning that enables independent application in the long-term?



**S
A
F
E
T
Y**



What is the best practice you see at your school?

Belonging	Safety
Relationships	Teaching and learning

One pupil that
you want to
reflect on
using these
categories

**What is
your key
take away?**

a year group
or valuable
cohort you
want to focus
on

?

a particular
area you
need to
focus on as a
school