

# Attendance at Prosper Together Multi Academy Trust



## Aims

- Increase school attendance and reduce persistent absence to meet the school's set targets.
- Ensure attendance is well managed within each school, with the appropriate level of resources allocated.
- Enable the schools to make informed use of attendance data to target interventions appropriately.

## Objectives

- To ensure all Trust schools follow DfE Attendance expectations and guidance [see link below].
- To create an ethos in which good attendance is recognised as the norm, and every child aims for excellent attendance.
- To ensure that attendance and punctuality are key priorities.
- To set achievable targets to improve key demographic groups and individual children's attendance and persistent absence (PA).
- To embed the Trust's Attendance Standards in each school.
- To develop a systematic approach to gathering and analysing relevant attendance data – proactively implementing targeted support programmes to remove barriers regarding school attendance.
- To have a consistent approach to attendance monitoring and communication in all schools.
- To work closely with parents and families to build a supportive partnership that appreciates the importance of good school attendance both academically and socially.
- To develop effective partnerships with external agencies and to review their impact.

## Our Approach

At Prosper Together Multi Academy Trust, we have very high expectations of attendance and punctuality. Being in school is important to a child's academic achievement, wellbeing and wider development.

Good attendance at school is crucial for preparing children for a successful transition to secondary school, further education, and adulthood. Research shows that pupils who performed better, both at the end of primary and secondary school, missed fewer days than those who didn't perform as well.

The Trust supports schools in prioritising attendance and works with school leaders to set whole-school attendance cultures.

The Trust works with schools to ensure attendance management processes are delivered effectively and that consistent attendance support is provided to pupils who need it most. This includes ensuring schools engage and work effectively with our attendance partners: CSAWs and wider local partners and services.

We support and challenge leaders to ensure high aspirations are maintained for all pupils, but that processes and support are adapted to the individual needs of identified pupils. This includes those with long-term illnesses, special educational needs and disabilities.

Working with leaders, we evaluate the effectiveness of schools' processes and improvement efforts to ensure schools are meeting our Trust standards and thus the needs of pupils.

Through working together with our attendance leads and champions, we ensure schools fulfil their expectations and statutory duties. This includes:

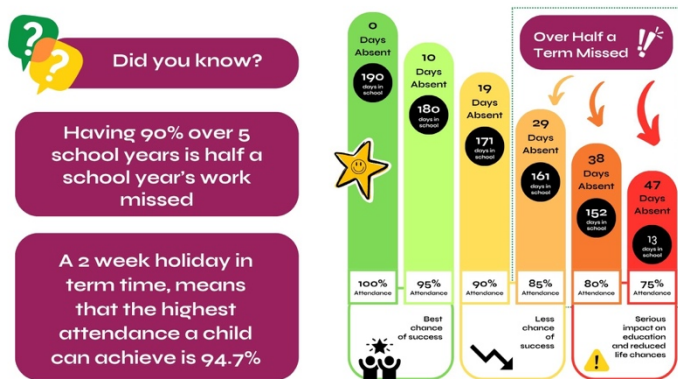
- Having a locally owned Attendance Policy which meets the requirements of the DfE guidance, which is published and publicised regularly so that it is easily accessible to pupils, parents and staff.
- Recording attendance accurately in the register and sharing the required information with the Trust, DfE and Local Authorities.
- Working effectively with local partners to help remove barriers to attendance
- Sharing effective practice on attendance management and improvement across schools in the Trust through our attendance networks
- Regularly reviewing attendance data to help school leaders focus improvement efforts on the cohorts/pupils who need it most
- Working with our school partner, CSAWS, which supports school leaders in setting goals or areas of focus for attendance and provides support and challenge around delivery against those focus areas.
- Identifying and monitoring attendance patterns across schools to identify common issues and barriers and sharing effective practices.

The DfE published new guidance, which applies from 19 August 2024, 'Working together to improve school attendance'

The guidance should be read alongside existing statutory guidance documents on

- [parental responsibility measures](#),
- [children missing education](#),
- [supporting pupils with medical conditions at school](#),
- [suspensions and exclusions](#),
- [alternative provision](#), and
- [safeguarding](#).

### How Does School Attendance Affect a Child's Learning?



365 days a year - 190 school days - 170 non-school days

### Every Minute Counts

Lateness = missing moments that matter

5 minutes late each day	3 days lost
10 minutes late each day	6.5 days lost
15 minutes late each day	10 days lost
20 minutes late each day	13 days lost
25 minutes late each day	19 days lost

Trust Priority		Standard
1.	Ensure that all our academies are fully supported to maximise their attendance by providing advice, guidance and regular updates on any attendance-related matters.	<ul style="list-style-type: none"> <li>• Each school to access appropriate specialist services (e.g. Central School Attendance and Welfare Service (CSAWS)) weekly.</li> <li>• Relevant staff attend half termly Attendance Networks Attendance Champions and Attendance Officers for CPD and sharing of best practice.</li> <li>• Each school has whole school staff and governor updates and briefings termly (further training may be delivered following these updates)</li> </ul>
2.	Ensure that each academy has been supported to analyse its current and historic attendance data including group, and individual absence and PA.	<ul style="list-style-type: none"> <li>• Data analysis to be completed at the start of each half term for the previous half term by CSAWS using standardised template.</li> <li>• Attendance Champions access View Your Education Data half termly.</li> <li>• Use of Insights to complement half termly analysis and case work</li> </ul>
3.	Ensure that each academy is supported to use attendance data and analysis to develop an appropriate strategic action plan.	<ul style="list-style-type: none"> <li>• Half termly meeting with SLT, Attendance Champion, CSAWS and Attendance Leads to discuss data, trends and patterns to inform school priorities and actions for the coming half (Standard form)</li> <li>• Half Termly Meeting forms the Review/Assess/Plan part of the Assess/Plan/do and review cycle and should also evaluate impact of previous actions.</li> <li>• Attendance discussed at School Improvement Team Meetings termly with a focus on progress and outcomes</li> <li>• Attendance is reported in each LAB meeting</li> </ul>
4.	Ensure that each academy has a whole school approach to positively promote attendance and punctuality.	<ul style="list-style-type: none"> <li>• Each school has an identified attendance champion who is a member of SLT and leads on the whole school approach.</li> <li>• Attendance champion has oversight of absence and attendance procedures and ensures they are followed effectively.</li> <li>• Each school should have an identified Attendance Lead (operational).</li> <li>• Each school has an attendance policy that is published, shared and understood by staff, parents and pupils.</li> <li>• Each school has clearly defined roles and responsibilities for all staff for attendance.</li> <li>• Each school has a Whole School approach to the positive promotion of attendance. The Trust will develop a menu of best practice suggestions based on practice shared from schools and CSAWS.</li> </ul>

<p>5.</p>	<p>Ensure each school has systems in place to identify and respond to absence including any safeguarding action.</p>	<ul style="list-style-type: none"> <li>• Accurate registers are maintained in line with the Education Act 1996, Pupil Registration Regulations 2024 and Working Together to Improve School Attendance 2024.</li> <li>• Registers are kept using Arbor.</li> <li>• Checks are made of attendance at any approved Offsite Educational Activity (B codes)</li> <li>• First day calling completed each day, register coding updated accordingly and comments entered onto Arbor. (detail in guide).</li> <li>• Social Workers and YOT workers notified of any unexplained absences for open cases.</li> <li>• Children educated off site attendance confirmed before being B coded (and absence recorded and process followed if absent)</li> <li>• 3rd day call or visit to follow up for children with ongoing absence. If an assessment is made that a 3rd day call/visit is not required or should be escalated sooner the rationale for this should be documented.</li> <li>• 5th day home visit for children with ongoing absence (Teams calls can be used for visual contact with children where they are out of area or risk assessments don't allow for a visit).</li> <li>• These are minimum expectations with an assessment made in individual cases considering existing vulnerabilities, and information, overseen by Designated Safeguarding Lead (DSL) and cases escalated as needed.</li> </ul>														
<p>6.</p>	<p>Ensure that each academy has robust attendance targeting and tracking procedures to identify and intervene early and effectively with emerging attendance concerns.</p>	<ul style="list-style-type: none"> <li>• Each school completes weekly attendance targeting and tracking using the attendance tracker.</li> </ul> <table border="1" data-bbox="459 1227 1519 1366"> <thead> <tr> <th colspan="4">School intervention</th> <th colspan="3">CSAWS Intervention</th> </tr> </thead> <tbody> <tr> <td>Letter</td> <td>Pupil Voice</td> <td>Informal Meeting and support plan</td> <td>Possible Medical evidence</td> <td>Letter from CSAWS</td> <td>Meeting with CSAWS</td> <td>Case work/Formal contract/Action plan Possible legal work</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Each school has an escalating approach detailed in its policy, that complies with the support first model in Working Together to improve attendance and the LA expectations around support first.</li> <li>• Standard template letters and action plans must be used (see guide) with discretion to personalise for individual pupil cases.</li> <li>• Casework will be led by assessment and where it is not appropriate to use the escalating process, or there is a need to deviate from it, this will be recorded on the tracker.</li> <li>• Head teachers may only authorise leave of absence in exceptional circumstances.</li> </ul>	School intervention				CSAWS Intervention			Letter	Pupil Voice	Informal Meeting and support plan	Possible Medical evidence	Letter from CSAWS	Meeting with CSAWS	Case work/Formal contract/Action plan Possible legal work
School intervention				CSAWS Intervention												
Letter	Pupil Voice	Informal Meeting and support plan	Possible Medical evidence	Letter from CSAWS	Meeting with CSAWS	Case work/Formal contract/Action plan Possible legal work										

<p><b>7.</b></p>	<p>Ensure that the attendance of persistent absent pupils (10% and above) and severe (absence 50% and above) is carefully monitored, interventions and action plans are in place and impact is evaluated</p>	<ul style="list-style-type: none"> <li>• Attendance Officer and CSAWS meet weekly, discuss cases and plan interventions (documented on tracker)</li> <li>• Action Plans completed in meetings with parents and parenting contracts are completed where appropriate (CSAWS meetings)</li> <li>• Pupil Voice is sought and recorded</li> <li>• Teacher view/information is sought for attendance meetings.</li> <li>• Attendance Champion has oversight of Attendance Tracker and supports with Escalation of stuck cases.</li> <li>• Attendance Officer, DSL, Designated Teacher and CFSW all ensure that attendance is discussed at multi-agency meetings and features in outcomes and actions on Multi Agency Plans (CP/CIN/LAC)</li> <li>• SENCO discusses attendance at SEND reviews.</li> <li>• SA children are all discussed at Inclusion Meetings.</li> <li>• Discussion about Children at Inclusion Meeting must include attendance.</li> <li>• Attendance of pupils at AP/Dual placements and with reduced timetables is monitored weekly.</li> <li>• Statutory processes are followed for children with 10 unauthorised absences in a 10-week period.</li> <li>• Attendance Champion and Attendance Lead meet with EPAS for Targeted Support Meetings in line with statutory requirements.</li> <li>• Children Missing Education procedures are understood and followed.</li> </ul>
<p><b>8.</b></p>	<p>Ensure each academy has the appropriate resources and partners/multi agency working arrangements to remove complex barriers to school attendance</p>	<ul style="list-style-type: none"> <li>• Weekly CSAWS meetings</li> <li>• Termly or Annual meetings with Education Participation Advisory Service (EPAS)</li> <li>• The trust will develop a service directory (based on EPAS directory) so that each school has a checklist of services they can consider involving.</li> <li>• Attendance champions to identify where there are common barriers to attendance with cohorts of children (e.g. PP and SEN) or gaps in service provision and include in LAB report. Attendance to be on Agenda for ELG so that any barriers are raised.</li> </ul>
<p><b>9.</b></p>	<p>Ensure that there is a consistent and robust approach to recording attendance interventions and decisions.</p>	<ul style="list-style-type: none"> <li>• Attendance tracker documents actions and interventions agreed weekly (see guide)</li> <li>• Comments section of SIMS used to record first day calling outcomes</li> <li>• All attendance conversations and meetings are recorded</li> <li>• Network and trust to develop standard for case recording.</li> <li>• Good record keeping is adhered to (see guide)</li> <li>• Attendance Champion monitors recording of attendance.</li> </ul>