



**Thriving children, fulfilling their dreams.**



# **Making Attendance Everyone's Business R&C Virtual School**

Jo Johnson (Headteacher)

Jen Stewart (Senior Pupil Inclusion Officer)



**Thriving children, fulfilling their dreams.**

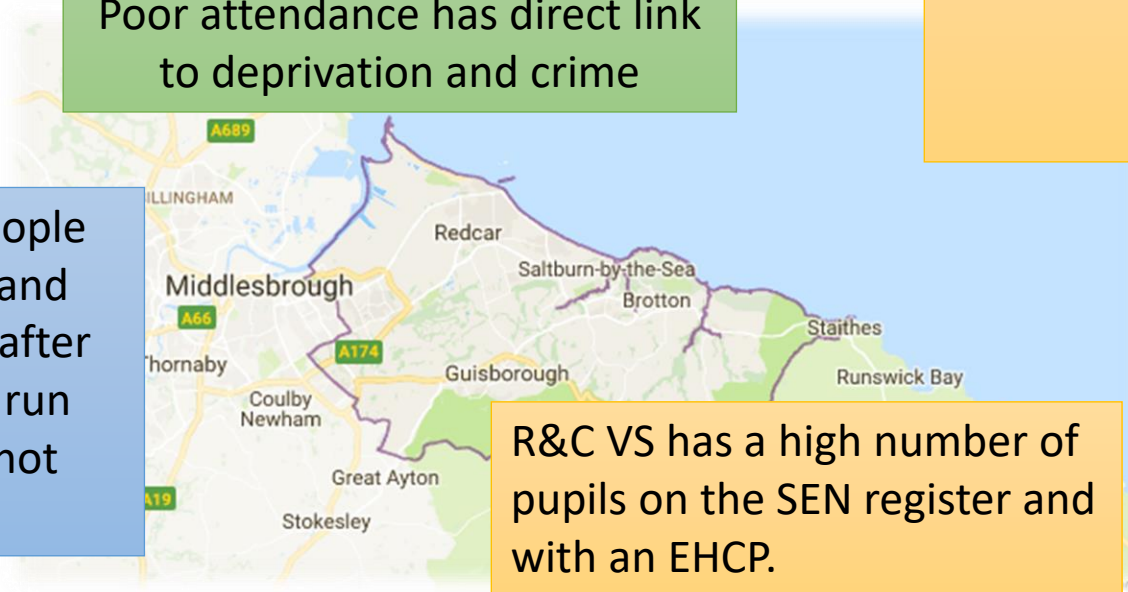
# VS Key Information (Redcar & Cleveland)

R&C has the highest rate of looked after children in England and in the top 20 areas for child poverty

R&C is amongst the 10% most deprived areas in the UK (62 of 317 LAs)  
Poor attendance has direct link to deprivation and crime

Breakdown CIOC  
Early Years  
Primary  
Secondary  
Post 16

There is a rising number of young people who go missing from home or care and children who are trafficked - Looked after children are 20 times more likely to run away (1 in 10) than those who are not looked after (1 in 200).



R&C VS has a high number of pupils on the SEN register and with an EHCP.

PA pupils are more at risk of being NEET

R&C VS has the highest number of CIOC ever recorded.



Thriving children, fulfilling their dreams.



# Poor attendance – Concerns (Nationally)

Severe Absence (SA)  
50% attendance or less  
36% are pupils with SEN

Adult prison population 59%  
reported regularly truanting  
from school

SA – notable link to crime and  
exploitation – involved in the  
criminal justice system

Persistent Absence (PA) 10% or more  
sessions missed, 1 day every fortnight

Statistic extent and challenge  
Pupils with EHCP make up 37% PA



(SA) linked to bleak  
prospects – difficulties  
being self-sufficient in the  
future

90% of young offenders  
sentenced to custody have a  
record of being PA from  
school.

83% of knife possession  
offenders had been  
persistently absent in at least  
1 of their 5 years of study

Thriving children, fulfilling their dreams.



# Absence from school

- The longer a child is absent the barrier gets strengthened.
- Absence from school has a biological response – therefore addressing absence from school is a very important priority.
- Poor attendance is habitual, so early intervention is crucial.
- There's a strong link between unauthorised absence and exclusion/PEX.
- Every day missed from school lowers a pupil's chance of achieving 5 or more good GCSEs.
- Persistent absence has a significant social cost.
- For vulnerable pupils – regular attendance is a protective factor.



# Our starting point

As educational advocates, we ensure CIOC aren't further disadvantaged because of their circumstances, so we work closely with schools and social care to ensure they reach their full potential.

We also know the benefits in attending school, that go beyond academic, like social interaction, routine, good mental and physical health, stability and safety.

We know that pupils with the highest attainment at the end of KS2 and KS4 have higher rates of attendance.

We understand the direct link attendance has on attainment and progress, therefore, 2 years ago we made it part of our mission to embed attendance monitoring and greater oversight into our practice.



Thriving children, fulfilling their dreams.

# Our actions

Using our skills in the team, we scrutinised the accuracy of our current attendance data.

Previously, we'd accepted and relied upon attendance data recorded via Welfare Call – however it wasn't fully consistent and accurate.

Data analysis proved significant, as some of our CIOC and VS figures were incorrect and therefore misrepresenting attendance percentages. This was a data collection issue from some schools and Welfare Call.

We embarked on a full overhaul of the system to ensure we were recording the most accurate attendance possible and that our figures matched school data.

Our starting point involved checking individual school attendance reports against ours on Welfare Call. Identifying anomalies and code errors – which impressively improved individual attendance and our overall figure.



**Thriving children, fulfilling their dreams.**

# Monitoring attendance

Becoming more familiar with attendance codes, helped us check what was recorded in front of us more effectively, and so we continued to scrutinise what attendance was being presented to us.

For example: March 22 (Over a 4 week period one of our CIOC was receiving a large number of suspension)

| Data from 28 Feb 22 - 25 March 22 (4 week period) |           |    |    |    |    |    |
|---|-----------|----|----|----|----|----|
|   |           |    |    |    |    |    |
| 01-Feb-22   | HALF TERM |    |    |    |    |    |
| 31  | 28-Feb-22 | /\ | L\ | EE | EE | EE |
| 32  | 07-Mar-22 | EE | EE | EE | BB | BB |
| 33  | 14-Mar-22 | /\ | U\ | EE | EE | EE |
| 34  | 21-Mar-22 | EE | EE | EE | BB | BB |

This was the attendance we were presented with, however working with the young person and liaising with school the records did not match.

| Possible sessions 40 (4 week period) | Recorded | Actual               |
|--------------------------------------|----------|----------------------|
| Exclusion                            | 24       | 16                   |
| B Code (AP)                          | 8        | 16                   |
| Attendance Present Marks             | 7        | 7                    |
| Late Marks (U)                       | 1        | 1 (School taxi late) |

**Recorded on attendance certificate - attendance and B codes = 15 sessions (37.50%)**

**Actual attendance - attendance and B codes = 23 sessions (57.50%)**

**Attendance lost over a 4 week window, 8 session of attendance had been coded incorrectly = 20%**



Thriving children, fulfilling their dreams.



# Monitoring attendance

In our weekly team meeting we discuss attendance

We have added 3 layers of checks into our termly PEP process so we can ensure our records are correct.

We have added a drop-down box that takes us straight to the child's attendance record so in meetings we can check what is written against our report.

We ask for school's attendance records to be uploaded to the PEP.

And we check attendance records again when we quality assure the document.



Thriving children, fulfilling their dreams.

# Monitoring attendance in Supervision

Monthly we have implemented RAG rating of attendance incorporated into our cohort supervision.

We highlight pupil attendance, recording data of those with the following attendance and we compare the overall data each half term:

- We breakdown PA pupils dynamic to see who is affected by poor attendance
- We track improvement and decline in attendance
- We monitor days lost to learning due to fixed term suspensions
- We analyse individual attendance
- We analyse Primary, Secondary and Post 16 attendance
- We analyse Key Stage data
- We compare our data with the previous academic year to ensure CIOC are improving their attendance



**Thriving children, fulfilling their dreams.**

# Monitoring attendance

| Forenames | Surname | Gender | Year | Cohort Eligible | OoA | School Name  | School Type | School Phase   | Social Worker | Virtual School Contact | First Day   | Present Days % |
|-----------|---------|--------|------|-----------------|-----|--|-------------|----------------|---------------|------------------------|-------------|----------------|
|           |         | M      | 6    | No              | I   | St Margaret Clitherows R C Primary School          | A           | Primary        |               | Helen King             | 22-Dec-2023 |                |
|           |         | M      | 6    | No              | I   | Dormanstown Primary Academy                        | A           | Primary        |               | Helen King             | 07-Aug-2023 | 85.29%         |
|           |         | F      | 6    | No              | I   | Riverdale Primary School                           | A           | Primary        |               | Helen King             | 15-Dec-2023 | 91.67%         |
|           |         | M      | 6    | Yes             | I   | Coatham Church of England VC Primary School        | A           | Primary        |               | Helen King             | 07-Aug-2023 | 97.26%         |
|           |         | F      | 6    | Yes             | I   | Ings Farm Primary School                           | M           | Primary        |               | Helen King             | 07-Aug-2023 | 97.26%         |
|           |         | M      | 6    | No              | I   | Caedmon Primary School                             | A           | Primary        |               | Helen King             | 07-Aug-2023 | 97.26%         |
|           |         | F      | 6    | Yes             | I   | Hummersea Primary School                           | M           | Primary        |               | Helen King             | 07-Aug-2023 | 97.26%         |
|           |         | M      | 6    | Yes             | I   | Mo Mowlam Academy                                  | S           | Not Applicable |               | Helen King             | 07-Aug-2023 | 97.86%         |
|           |         | M      | 6    | Yes             | O   | Discovery Special Academy                          | F           | Not Applicable |               | Helen King             | 07-Aug-2023 | 97.90%         |
|           |         | F      | 6    | Yes             | O   | St Francis of Assisi Church of England Primary Sch | A           | Primary        |               | Helen King             | 07-Aug-2023 | 98.53%         |
|           |         | M      | 6    | No              | O   | Options Barton                                     | S           | Not Applicable |               | Helen King             | 07-Aug-2023 | 98.57%         |
|           |         | F      | 6    | Yes             | O   | Pear Tree School                                   | I           | Not Applicable |               | Helen King             | 07-Aug-2023 | 98.59%         |
|           |         | F      | 6    | Yes             | O   | St Michael and St Martin Catholic Primary School   | M           | Primary        |               | Helen King             | 07-Aug-2023 | 98.59%         |
|           |         | M      | 6    | Yes             | O   | Discovery Special Academy                          | F           | Not Applicable |               | Helen King             | 07-Aug-2023 | 98.60%         |
|           |         | F      | 6    | Yes             | O   | Burlington Junior School                           | I           | Primary        |               | Helen King             | 07-Aug-2023 | 98.63%         |
|           |         | M      | 6    | Yes             | I   | Green Gates Primary School                         | A           | Primary        |               | Helen King             | 07-Aug-2023 | 98.63%         |
|           |         | F      | 6    | No              | I   | Skelton Primary School                             | A           | Primary        |               | Helen King             | 07-Aug-2023 | 98.63%         |
|           |         | M      | 6    | Yes             | I   | Kilton Thorpe Specialist Academy                   | A           | Not Applicable |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | F      | 6    | Yes             | I   | Green Gates Primary School                         | A           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | F      | 6    | Yes             | O   | Billingham South Community Primary School          | M           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | M      | 6    | No              | I   | Whale Hill Primary School                          | A           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | M      | 6    | Yes             | I   | Whale Hill Primary School                          | A           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | M      | 6    | Yes             | I   | St Peter's Church of England Primary School        | A           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | M      | 6    | Yes             | O   | Billingham South Community Primary School          | M           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | F      | 6    | Yes             | I   | Newcomen Primary School                            | M           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | F      | 6    | Yes             | I   | St Mary's Catholic Voluntary Primary School        | A           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | F      | 6    | Yes             | O   | Crooksbarrow Primary School                        | A           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | F      | 6    | Yes             | I   | Skelton Primary School                             | A           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | F      | 6    | No              | I   | St Peter's Church of England Primary School        | A           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |
|           |         | M      | 6    | Yes             | I   | Zetland Primary School                             | A           | Primary        |               | Helen King             | 07-Aug-2023 | 100.00%        |

Thriving children, fulfilling their dreams.

# Monitoring attendance

| Virtual School Attendance Breakdown |        |        |        |        |        |        |        |        |        |        |        |        |        |   |  |
|-------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|--|
| Sept 23 to 8 March 24               |        |        |        |        |        |        |        |        |        |        |        |        |        |   |  |
| Year Group                          | 0      | 1      | 2      | 3      | 4      | 5      | 6      | 7      | 8      | 9      | 10     | 11     | Total  | Headlines   |  |
| No of pupils                        | 17     | 17     | 18     | 24     | 19     | 18     | 28     | 21     | 25     | 32     | 22     | 30     | 271    | Average against full cohort of 271  |  |
| Average Attendance %                | 96.16% | 97.80% | 91.59% | 97.93% | 96.54% | 95.88% | 98.38% | 87.58% | 93.67% | 80.37% | 82.28% | 71.54% | 90.81% | Y0-Y6 average attendance 96.33%, best performing Year 6<br>Y7-Y11 average attendance 83.09%, best performing Y8     |  |
| Redacted Attendance %               | 96.16% | 97.80% | 96.97% | 97.93% | 96.54% | 95.88% | 98.38% | 91.96% | 93.67% | 80.37% | 90.51% | 76.57% | 92.73% | Y0-Y6 average attendance 97.09%, best performing Year 6   |  |
| 100%                                | 5      | 8      | 3      | 7      | 2      | 6      | 10     | 6      | 4      | 3      | 1      | 3      | 58     | 21% of cohort has 100%  |  |
| Above 98%                           | 9      | 10     | 10     | 18     | 8      | 11     | 19     | 12     | 12     | 12     | 11     | 8      | 140    | 52% (1/2) of cohort has attendance 98% or above   |  |
| Above 96%                           | 12     | 14     | 14     | 19     | 14     | 13     | 26     | 14     | 18     | 12     | 11     | 10     | 177    | 65% of cohort has attendance 96% or above   |  |
| PA (Below 90%)                      | 2      | 1      | 2      | 0      | 2      | 1      | 1      | 5      | 3      | 17     | 7      | 17     | 58     | 21% of cohort below 90%. EY&Primary average 6% PA, Secondary 38% PA<br>(Secondary figure includes 4 x EOTAS pupils) |  |
| SA (Below 50%)                      | 0      | 0      | 1      | 0      | 0      | 0      | 0      | 2      | 0      | 2      | 3      | 9      | 17     | 6% of cohort below 50%, EY&Primary average 0.7%, Secondary 4%<br>(Secondary figure includes 4 x EOTAS pupils)       |  |
| REDACTED PUPILS                     | 0      | 0      | 1      | 0      | 0      | 0      | 0      | 1      | 0      | 0      | 2      | 2      | 6      |   |  |



Thriving children, fulfilling their dreams.

# Positive impact – collaborative working

Direct liaison with attendance officers in schools

MFC Mentor – working with 12 pupils per term

Transition Y6 with EPS

Transition EYFS with nursery and schools

We discourage taking holidays in term time in line with DfE guidance

Encouraging foster carers/social workers to make appointments outside of school time

Training with the Social Worker Academy (ASYE) and Social Worker teams to upskill and provide information on attendance guidance.



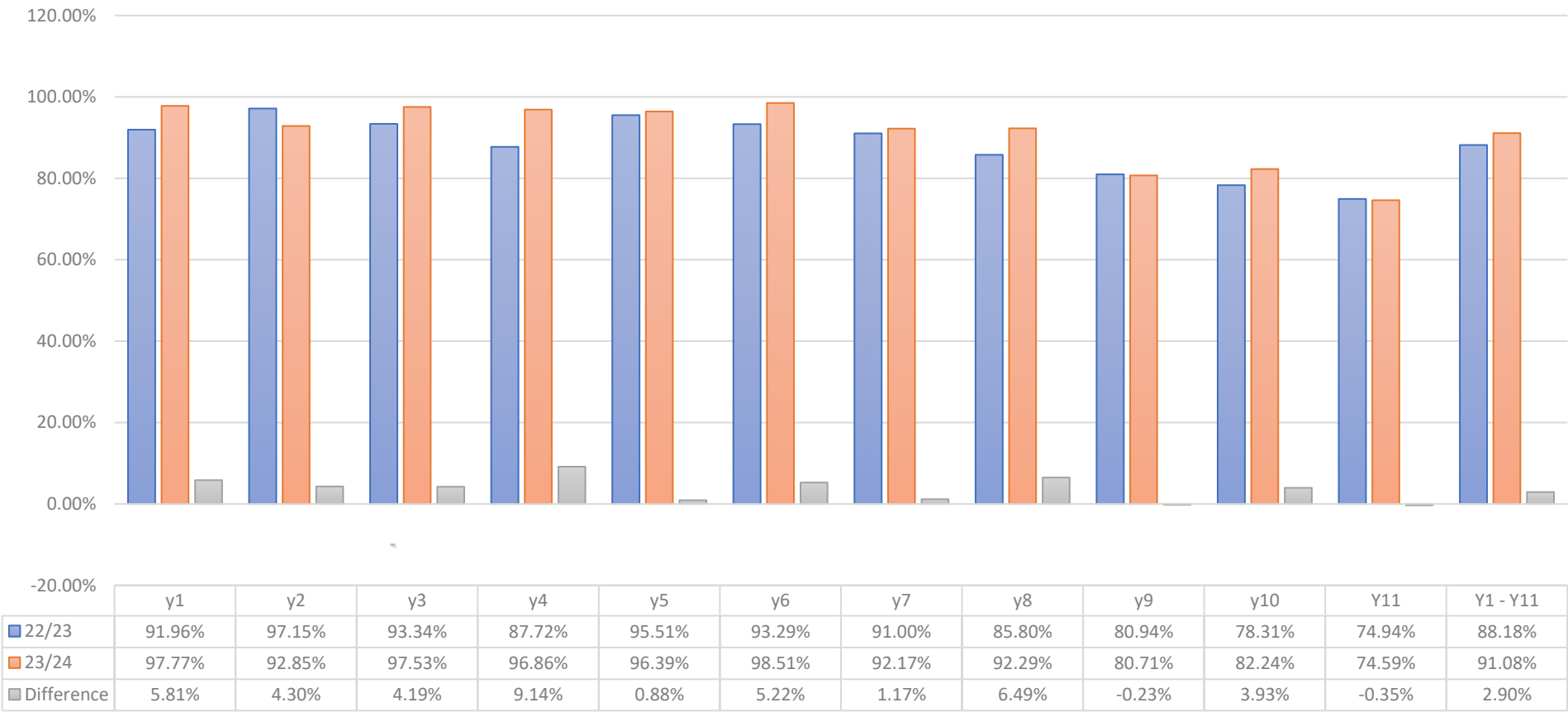
**Thriving children, fulfilling their dreams.**



# Attendance improvements

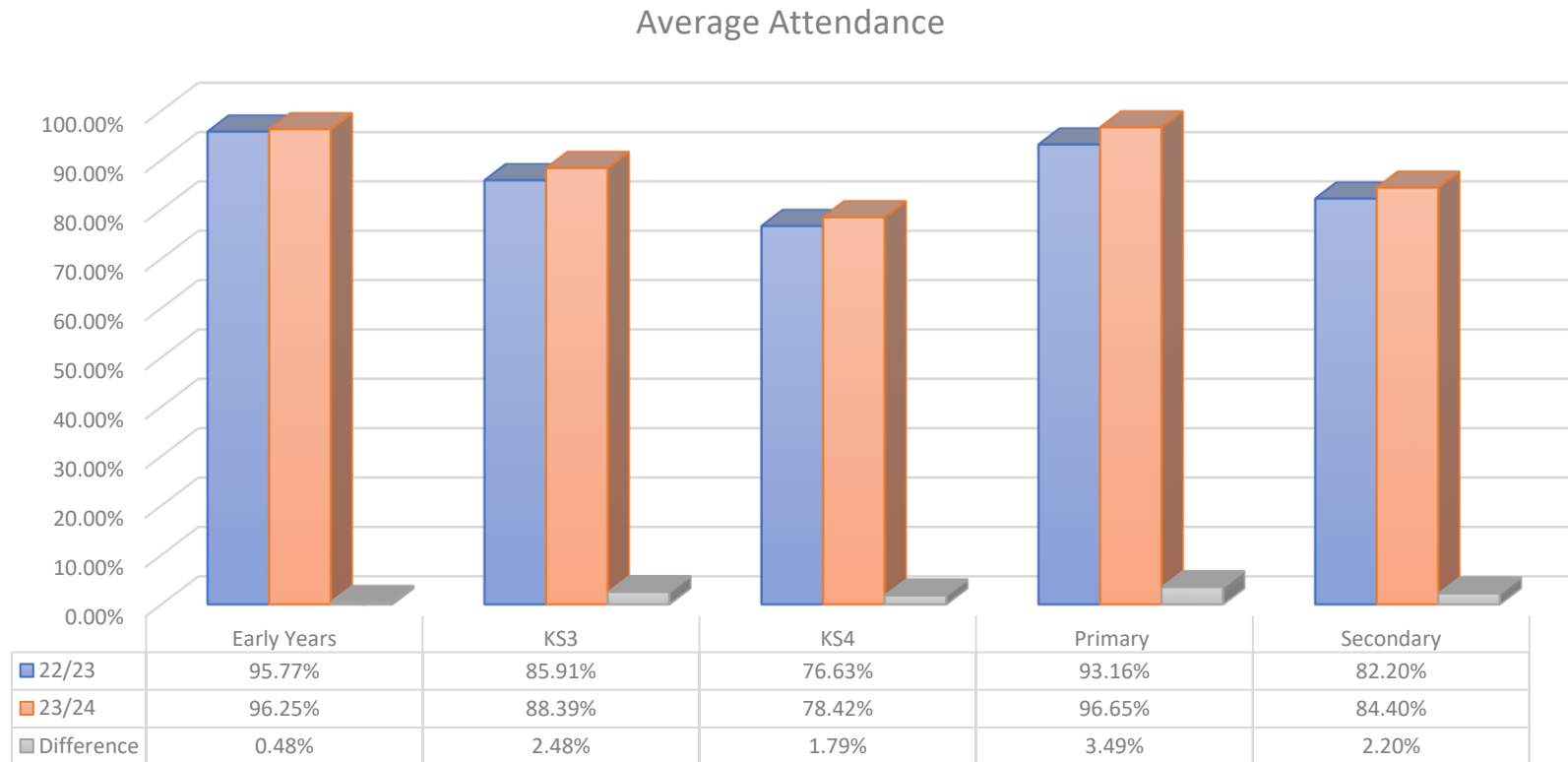
## Y1 – Y11

Average attendance by school year



Thriving children, fulfilling their dreams.

# Attendance improvements EY/KS3/KS4/Primary and Secondary Data



Thriving children, fulfilling their dreams.

# Our journey so far

- Training has provided our team with the confidence to be curious
- We have the expertise to monitor accurately
- We support staff to improve their everyday attendance protocols and everyday solutions
- We encourage schools to support CIOC with attendance procedures
- We remind DTs to ensure attendance staff in their schools liaise regularly with welfare call and send them attendance updates
- We encourage consistency when recording late arrival due to medical appointments
- We speak about attendance at our termly Designated Teacher Briefings
- We attend LA initiatives, such as this MAEB and LA Attendance Network Meeting
- We keep up to date with Government guidance
- We have a designated person in the team who supports statutory attendance
- We've improved our attendance, to date Y1-Y11 by 2.90%



**Thriving children, fulfilling their dreams.**

Any questions?



Thriving children, fulfilling their dreams.