

A Strategy to Improve Pupil Attendance in all Blaenau Gwent schools 2013-2016



A STRATEGY TO IMPROVE PUPIL ATTENDANCE IN BLAENAU GWENT 2013-2016

1. Introduction

Strategic Ownership

The development of the attendance strategy has been overseen by the primary and secondary attendance forums.

Improving school attendance is also a corporate priority and it has also been identified that persistent absence needs to be addressed

This strategy builds upon the corporate priority and gives a detailed framework for implementation across the schools and the wide range of partners.

Principles of the strategy

The strategy applies to all schools and the PRU in Blaenau Gwent.

- The strategy is based on reliable data, information and analysis
- It develops schools' capacities to manage attendance, including provision of support services
- It is based on effective partnership working and consultation with service users
- It is delivered within a framework of robust leadership and strategic management
- It builds on specific targeted actions and programmes that will have direct impact on improving attendance
- It requires commitment to a shared priority across partners, parents, carers and schools that improving attendance at school is essential to success
- Resources are deployed according to need with effective targeting.

Roles and responsibilities

The strategy takes into account the appropriate responsibilities of each of the following in improving pupil attendance in the borough.

- Parents (focus on parental responsibility and support for good attendance)
- Pupils (based on seeking their views)
- Schools (building on core activities, robust systems and actions that need to be in place)
- The LA and the specific role of the EWS (whole school development and statutory responsibilities)
- LA Children's and related services – joined up and targeted support: this is important within the context of integrated working and the need to maximise resources and impact.
- The contribution that partners including voluntary sector organisations can make to improving attendance.

Themes of the strategy include:

- Good attendance at school is the single most protective factor to ensure that young people have the maximum life chances and reduce the risk of negative outcomes, e.g. Youth offending NEET, teenage pregnancy. Attendance is strongly linked to educational achievement (if not attending school you are unlikely to be maximising achievement) and staying safe (either as a victim or perpetrator) and is important to promote positive emotional health and wellbeing.
- Taking a borough-wide approach to improving pupil attendance including changing culture and a shared priority to improve attendance.
- Supporting schools to take a whole school approach and preventative action including personalised learning.
- Taking a tough line on statutory action – using parental responsibility measures.
- Supporting parents within the context of the ‘tough’ approach and helping schools to engage with parents.
- Targeted support for vulnerable pupils, including pupils with SEN, Children Looked After, Children in Need or subject to a Child Protection Plan and those involved in or at risk of youth crime.
- Promoting strong messages to parents about the importance of good attendance.
- Understanding the links between attendance and safeguarding children as well as children missing education (CME).
- Improving partnership working to ensure that young people and parents and carers get the support they need to address the range of family issues associated with poor attendance.

Making a step change within context of integrated working

To significantly improve the full range of pupil attendance and reduce persistent absence across all schools will require a change in activity across children’s services. Improving attendance for the most vulnerable children has to be a multi-agency response that develops out of a framework of multi-agency support targeted at persistent absentees ensuring that the local Children and Young People’s Partnerships, the joint assessment framework, and teams around child / family / school are used as a basis for supporting individual children and young people and their families.

Aim and targets

The aim of the strategy is to increase Blaenau Gwent’s pupils’ attendance at school above the level of comparative local authorities placing it above the national average. Not only does this mean setting LA level targets but all schools in the borough will need to set challenging targets to both reduce persistent absence and increase attendance.

2. What does the data tell us?**Data, analysis and context**

It is clear that at both primary and secondary phases Blaenau Gwent performs poorly against national expectations as well as in comparison to statistical neighbours. In 2011-12 progress was made in improving primary and secondary attendance.

As part of the process for developing this strategy there is a requirement to carry out an equality impact assessment in relation to pupil attendance and of course this is essential to developing an effective strategy. Some of the core value beliefs that we operate need to be vigorously tested by analysis of new data that we hold. Never before have we held such rich data and this has begun to be used in the development of this strategy.

A detailed analysis has been carried out on the 2011-12 attendance data including a comparison to national data

Secondary attendance data

	Blaenau Gwent 10/11	Wales 10/11	Blaenau Gwent 11/12	Wales 11/12
Authorised	8.5%	7.1%	7.2%	6.4%
Unauthorised	2.1%	1.5%	2.4%	1.4%
Total	10.6%	8.6%	9.6%	7.8%

Primary attendance data

	Blaenau Gwent 10/11	Wales 10/11	Blaenau Gwent 11/12	Wales 11/12
Authorised	7.0%	5.8%	6.4%	5.5%
Unauthorised	0.5%	0.9%	0.5%	0.7%
Total	7.5%	6.7%	6.9%	6.2%

- At primary phase this represents an improvement over the previous year.
- At secondary phase this represents an improvement over the previous year.
- Blaenau Gwent absence rates were higher than the national average.
- **Illness** is the single largest reported cause of absence in Blaenau Gwent.
- **Holidays** and **other authorised circumstances** are the second and third most commonly reported causes of absence amongst primary pupils in Blaenau Gwent.
- **Unauthorised circumstances and authorised circumstances** are the second and third most commonly reported causes of absence amongst secondary pupils in Blaenau Gwent.

3. Attendance and attainment

There is growing evidence nationally and locally of the impact of attendance and attainment and further analysis is being developed.

Research shows that pupils who are not in school are amongst the most vulnerable and those most easily drawn into crime. National 2007 data showed that fewer than 36% of pupils in secondary schools with an average of 12 days or more absence get 5 GCSEs at grade A* to C compared to 91% of pupils in secondary schools with an average of less than 6 days absence. In primary schools with an average of more than 12 days absence, fewer than 52% of 11 year olds achieve level 4 or above in English and mathematics compared to 84% of pupils in primary schools where the average absence is less than 6 days.

Core actions from the data

From the data it is clear that the strategy has to address the following core issues:

- The need to continue to focus on reducing primary absence; the improvement in 2011/12 needs to continue to improve significantly to ensure early intervention. There also needs to be a particular strategy to target specific action to reduce primary persistent absence.
- We need to ensure that the improvement in reducing secondary absence in 2011/12 is driven to further significant improvement in 2012/13 with the roll out of a persistent absence programme.
- Illness is the largest single cause of absence. Partnership work with health colleagues has seen the pilot of a medical campaign.
- Holiday absence continues to be a cause for concern. Despite previous efforts both nationally and locally there is little influence to be brought to bear on holiday companies and pricing issues. Work with employers could be useful to ensure that employees with children are able to have their holidays out of term time. Schools are taking a tough stance on holiday absence.
- The category of 'other circumstances' as a reason for absence is also high and needs further investigation.
- The need to address higher patterns of absence amongst:
 - boys,
 - primary pupils on free school meals,
 - pupils with SEN,
 - secondary pupils with English as a first language,
 - British and mixed ethnicity pupils

4. Current and ongoing work to improve attendance

Primary Attendance Approach

This has developed from work over previous years and has included:

- Continuation of the Primary Attendance Working Group
- Identifying target schools with additional support
- Developing attendance action plans including first day response
- Working in partnership with Families First
- Initiatives around term time holidays and persistent lateness.

Secondary overall approach

An overall 'all secondary school' approach has been taken and in 2012/13 the year started with the implementation of the secondary school attendance forum to share good practice across schools.

Specific actions being taken to improve secondary attendance include:

- Establishing the attendance forum
- Working in partnership with other agencies to improve attendance:
 - Police truancy patrols and joint visits with EWS and school managers
 - Health project looking at health related absence
 - YOS: ILP to look at YOS clients and engagement in education
 - developing multi-agency support and team around family

- Increased levels of statutory actions (penalty notices and court action) with 'fast track' processes to court

Statutory framework and parental responsibility

Fast track approach: over the next two years the EWS will introduce a fast track approach to issuing penalty notices (when implemented) and taking court action in a number of Persistent Absence schools. The EWS will roll out that approach from the beginning of the summer term in 2014 across all schools.

Supporting parents

There is no doubt that there are a significant number of social and family issues that will have an impact on a child's attendance. For example, family breakdown, divorce, bereavement, drugs and alcohol related situations, domestic violence, housing and homelessness issues. There are also instances where children are kept at home to look after younger children or to care for a parent or sibling.

The strategy therefore focuses on strong partnerships and integrated working across a wide range of services to ensure that attendance at school is given the necessary priority.

Changing culture and media strategy

An action plan to be agreed with the Council's press office to increase the proactive use of media to assist in changing culture in borough in relation to improving attendance and to ensure that parents understand the importance of good attendance as well as their responsibilities.

Using IT to improve attendance

There have been significant improvements in data collection with the developments in the 'One' database. It is now possible for the local authority and schools to exchange data on a weekly basis enabling more efficient monitoring of pupil attendance and registration systems. The key issue is now developing the use of the information and to embrace new technology to assist. Secondary schools are encouraged to make full use of lesson by lesson registration systems.

Holidays in Term Time

A policy for schools to take a tough approach to parents taking holidays in term time has been launched recently in the secondary schools.

Punctuality

The EWS is supporting schools to get over the message that arriving at school on time is important to ensuring children maximising learning and the parents of those children who have been persistently late have received a penalty notice.

Solutions

- Talk to teacher / parent / friend
- Walk to school with friend

5. The Strategy

Core actions and themes:

On the basis of the analysis undertaken in developing the strategy eight core work streams are proposed to improve pupil attendance in the borough. A draft action plan for all partners is attached that delivers the activity required to support these work streams.

1. Continue to support a whole school systematic and consistent approach to attendance through strong senior leadership and robust recording and monitoring systems

Ensuring that all schools have sufficient focus on a whole school approach is a crucial element of improving attendance, this includes effective use of data and systems and giving a consistent message to pupils and parents. There must be actions following detailed analysis of school level data and the data must be shared with governors. Understanding and linking the correlation between attainment and attendance is fundamental to ensuring targeted support to young people at risk of poor attendance as early as possible. An example of what might be included in a 'whole school' approach is set out in Appendix A.

2. Target additional support to identified priority schools through agreed action plans

For the start of Autumn Term 2013 those schools with highest levels of absence, particularly persistent absence (2012/13 figures), will receive additional support EWS support. A condition of that support will be an agreed school action plan to improve attendance and reduce persistent absenteeism.

3. Roll out a reducing PA programme to all secondary schools and identified primary schools

We will continue to work with all secondary schools in a borough wide consistent reducing PA programme. We will additionally be working with targeted primary schools to reduce their numbers of PAs.

4. Increase the number of statutory interventions including fast track to court, penalty notices and truancy sweeps

Over the past three years there have been substantial increases in the levels of statutory action in relation to poor school attendance and in the next few months the EWS will introduce a standardised fast track approach. Additionally, specific programmes of action are being taken in conjunction with schools on term time holidays and punctuality. Provisional analysis on outcomes show at least short term improvements in attendance following court action. The police services are lead partners in working with the education service to reduce non attendance and have co-operated over a range of schemes including truancy patrols.

5. Continue to develop support for parents with early intervention and prevention through multi-agency action and implementation of Joint Assessment Framework and the Team Around the Family approach

Supporting pupils and parents through pastoral support teams has been a successful approach for a number of pupils with poor attendance. JAF is beginning to be implemented effectively across the borough with teams around the family and key workers in place. There is an opportunity now to target JAF and multi-agency action plans to identify persistent absentees to bring about improvements in attendance.

6. Work with partners to target individual support packages for children and young people in vulnerable groups and improved tracking and monitoring arrangements

At times raising pupil attendance both at institutional and pupil level has been seen as the sole role of the Education Welfare Service with institutional support from the School Improvement Service. It is clear that for the borough to make a step change the agenda has to be owned and shared across the full range of children's services as well as voluntary sector partners. Agencies can contribute to improving pupil attendance through supporting individual children and their parents and through specific programmes and activities. By ensuring a multi-agency action plan for each child and his/her family will ensure that JAF has an impact and that attendance and attainment improves as a result of the interventions. Analysis of data has identified the number of pupils with persistent absence in each school. It is proposed that schools and the EWS should ensure a Team Around the Family is in place with a key worker and that where needed a JAF should be initiated. It is essential that this is co-ordinated by the school. Other examples include ensuring that poor attendance does not have an impact on particular learning programmes such as Reading Recovery, or alternative programmes through 14 – 19.

7. Undertake work with health on strategies to support parents to reduce illness related absence

The greatest recorded cause of pupil absence is illness, although we do not fully understand the causes of this other than anecdotal evidence that it is related to poverty and housing issues. Work needs to be undertaken to link pupil attendance to the Healthy Schools Programme and a preventative health approach. At the same time there is also anecdotal evidence that there is an inconsistent approach to pupil attendance from GPs and health professionals. Parents need good advice to determine when it is appropriate for their children to miss school for health reasons as well as support to help manage health issues such as asthma so that children don't miss school. Similarly it is important that parents are encouraged to not allow their children to miss school for routine health/dental appointments and that health services are available to children at times other than during the school day. More and more services, e.g. Child and Adolescent Mental Health, are available in schools and this strategy is helpful to children and families.

8. Target specific work with parents of children in Early Years to ensure good attendance habits are developed early and parents understand their responsibilities

The lowest attendance rates are to be found in nursery, reception and year 1 and much of this level of absence relates to child hood illness although there are a range of issues that makes this more complex. This has significant impact on core learning skills amongst the most vulnerable pupils and particular key skills such as literacy. A significant investment in activity in supporting parents to maximise attendance needs to be made at the early stages of children's education. Ensuring good attendance at school needs to be a high priority for all the services that support parents.

9. Workforce Development – for staff in schools and services

6. Action Plans

1. Continue to support a whole school systematic approach to attendance through strong senior leadership and robust recording and monitoring systems

Action	Timescale	Responsibility
<ul style="list-style-type: none"> EWS and schools to work together to support school action plans to improve attendance and agree overall attendance targets and priority schools to set reducing PA targets. This will underpin the work to support high quality teaching and learning. 	Dec 13	Schools, governors, EWS,
<ul style="list-style-type: none"> Support schools with the development of integrated data sets at school level to enable in depth in school subject analysis as well as comparison with other similar schools. 	Dec 13	EWS/data team/schools
<ul style="list-style-type: none"> Schools to adopt the whole school approach to attendance and implement the reducing PA programme where appropriate. 	Ongoing	Schools/EWS
<ul style="list-style-type: none"> Through data analysis schools to identify vulnerable groups and prioritise these pupils for individual attendance targets, using the RAG model. These include boys, those eligible for Free School Meals, BME, those with English as a first language, pupils with Special Educational Needs, Looked After Children, Young Carers. 	March 13	Schools/EWS/ Team Around the Family
<ul style="list-style-type: none"> Ensure all schools have robust attendance management arrangements and offer training/support as necessary. This includes making effective use of IT systems and lesson to lesson registrations. 	Ongoing	EWS
<ul style="list-style-type: none"> Work with schools and partner agencies on high profile initiatives to support good attendance, e.g. <ul style="list-style-type: none"> Rewards schemes – develop a council award scheme for high achievers Exam Fever – attendance at exams Reading Recovery and attendance Employers to promote support for holidays out of term time Literacy schemes and catch up programmes Produce child friendly documentation promoting good attendance messages. 	Ongoing	EWS/partners/ Employees/
<ul style="list-style-type: none"> Work with the Anti Bullying Group and schools on strategies to reduce bullying and ensure that poor 	Ongoing	EWS/Anti-bullying strategy group/young

attendance as a result of bullying is addressed. Data analysis and feedback from children and young people will be helpful.		people/schools/partners including voluntary sector
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2. Target additional support to identified priority schools through agreed action plans

Action	Timescale	Responsibility
<ul style="list-style-type: none"> Identify priority schools for 2013/14 and allocate additional support. 	Sept 13	EWS/schools
<ul style="list-style-type: none"> Support priority schools to draw up attendance action plans including fast track, first day response, etc. 	Dec 13	EWS/schools

3. Roll out the reducing PA programme to all secondary schools and identified primary schools

Action	Timescale	Responsibility
<ul style="list-style-type: none"> Launch the PA programme in identified primary schools and allocate resources to the top 3 priority schools. 	Sept 13	EWS/schools
<ul style="list-style-type: none"> Roll out the PA programme to all secondary schools building on good practice. 	Sept 13	EWS/schools
<ul style="list-style-type: none"> Design and develop specific programmes to target interventions to Year 1, Year 6 and to personalise learning at years 10 and 11. This will also include ensuring effective information, advice and guidance when making subject choices in Year 9. 	Ongoing	EWS/schools/14-19/ PRUs/College/ Targeted Youth Support
<ul style="list-style-type: none"> Develop specific programmes to target support to young people at key transition stages, e.g. reception to year 1 and Year 6 to 7. There should also be a focus on the impact on attendance as a result of unplanned transition or crisis times. 		

4. Increase the number of statutory interventions and parental responsibility measures to support parents in improving attendance

Action	Timescale	Responsibility
<ul style="list-style-type: none"> • Increase the range and number of targeted police/EWS/schools truancy patrols. 	Monthly	Police/EWS/schools
<ul style="list-style-type: none"> • Implement fast track to court processes across all schools 	Ongoing	EWS/schools
<ul style="list-style-type: none"> • Ensure borough wide policies and procedures are consistently applied 	Ongoing	Schools/partners/EWS
<ul style="list-style-type: none"> • Monitor the impact of these measures and feedback to schools. 	Termly	EWS
<ul style="list-style-type: none"> • Develop a positive media and communications strategy to promote and publicise good attendance 	Ongoing	EWS/schools/Communication team

5. Continue to develop support for parents with early intervention and prevention through multi-agency action and implementation of Joint Assessment Framework and the Team around the Family approach

Action	Timescale	Responsibility
<ul style="list-style-type: none"> • Align strategic support to prioritise improving attendance Children and Young People's Partnerships and identify and plan specific support for parents. 	Jan 14	EWS/Voluntary sector/
<ul style="list-style-type: none"> • Support schools to engage with parents and promote strong messages about good attendance including proactive use of the media. 	Dec 13 and ongoing	Schools/EWS/media teams/Parenting strategy
<ul style="list-style-type: none"> • Work with the Behaviour Support Service, Healthy Schools and the parenting strategy, CAMHS and school Health Nurses to ensure there is a shared priority to promote good attendance and the social and emotional well being of children and young people. 	Jan 13	EWS/School Health Nurses/CAMHS/Healthy Schools parenting strategy/Behaviour Support
Develop protocols with neighbouring boroughs about attendance and support services for parents and JAF implementation to ensure that	Jan 13	Integrated working team/EWS

families can access support and that schools can access this support easily.		
Implement Family Group Conference Pilot as a strategy to improve attendance as an alternative to enforcement.	Dec 13	EWS/Children's Social Care.

6. Work with partners to target support to vulnerable groups and improved tracking and monitoring arrangements

Action	Timescale	Responsibility
<ul style="list-style-type: none"> • Target co-ordinated interventions for identified PA pupils and their families through the Team Around the Family. 	Apr-Jul	EWS/Schools/partner agencies/CAMHS
<ul style="list-style-type: none"> • Monitor the impact of these interventions and report to the local CYPP. 	Ongoing	EWS/integrated services
<ul style="list-style-type: none"> • Work with partners to target early intervention to vulnerable pupils or those in transition periods particularly Looked After Children. 	Ongoing	EWS/Integrated Services

7. Undertake work with health on strategies to support parents to reduce illness related absence

Action	Timescale	Responsibility
<ul style="list-style-type: none"> • Work with school health CAMHS and GPs to do further data analysis and develop strategies to reduce health related illness, e.g. educating parents on management of health issues. 	Apr 14	EWS/schools/ GPs/School Health Healthy Schools/ CAMHS
<ul style="list-style-type: none"> • Through local Children and Young People's Partnership develop publicity and guidance for parents, e.g. about not missing school for routine appointments and enlist the support of partners to ensure health services are accessible in schools or at appointments. Outside the school day wherever possible. 	Apr 14	EWS/Extended Schools Co-ordinators/ Health
<ul style="list-style-type: none"> • Work with partners to understand the impact of parental health on children. 	Jan 14	Health, Children's Social Care, CAMHS, EWS

8. Target specific work with parents of children in Early Years to ensure good attendance habits are developed early and parents understand their responsibilities

Action	Timescale	Responsibility
<ul style="list-style-type: none"> • Develop a range of interventions including JAF to support pupils and parents in Reception/Year 1 to develop good attendance at school. 	Dec 13	EWS/Early Years/ Integrated working
<ul style="list-style-type: none"> • Work with children's centres, nurseries and admissions to provide information for parents about attendance and their responsibilities at entry to school. 	Jan 14	EWS/admissions/Early Years/Children's Centres/Schools
<ul style="list-style-type: none"> • Further develop incentive and reward schemes for young children to promote good attendance. 	June 14	EWS/schools/partners, e.g. Arsenal.
<ul style="list-style-type: none"> • Work with Children's Centres and schools to ensure effective transfer of information to schools at transition. 	June 14	Schools, Children's Centres, Early Years team.

9. Workforce Development

Action	Timescale	Responsibility
<ul style="list-style-type: none"> • Provide training and support for school managers in the whole school approach to attendance through workshops. 	Ongoing	EWS, Schools,
<ul style="list-style-type: none"> • Raise the profile of good attendance with a wide range of support services and voluntary sector agencies. 	Ongoing	EWS
<ul style="list-style-type: none"> • Ensure schools are supported in the training needs of school staff including induction programmes for new staff or newly qualified teachers. 	Ongoing	EWS
<ul style="list-style-type: none"> • EWS staff training to ensure consistency of practice and induction of new staff. 	Ongoing	EWS, managers,

APPENDIX A

A Whole School Approach to Securing Good Attendance

Key elements

The aim of improving overall attendance of all pupils is to maximise the impact of effective teaching and learning. The school policy should define agreed roles and responsibilities and promote, monitor and evaluate the consistent application of practice. Key elements to be considered and included are:

1. Leadership of attendance.
2. Registration practice.
3. Promotion of good attendance.
4. Persistent absence.
5. Support, advice and guidance.
6. Roles and responsibilities
7. Data analysis
8. Rewards and sanctions
9. Partnerships
10. Monitoring, evaluation and review

1. Leadership of attendance

A member of the senior leadership team should champion attendance, take a day-to-day role in ensuring attendance remains a high priority, oversee the school's attendance team and lead the whole staff group in securing improving levels of attendance through the measures below:

2. Registration practice

Clear and consistently applied registration practice ensures accurate data.

Registers are taken at least twice daily, but preferably lesson-by-lesson.

Attendance and absence are recorded accurately in accordance with the law and guidance.

All absences are accounted for within 2 weeks.

Form tutors play an active role in promoting attendance during tutor time.

All staff understand the effect of using the wrong code on the use of sanctions in relation to attendance and pupils' whereabouts during the first five days of exclusion and on identifying pupils who are at risk of becoming persistent absentees.

3. Promotion of good attendance

Policy and practice make attendance and punctuality a priority for all the community, including pupils, parents and carers, teachers, governors, support, non-teaching, administrative and ancillary staff.

Displays around the school give clear messages about the importance of attendance.

The media are used to publicise the importance of attendance and successes.

The school and subject departments plan for improved attendance.

Staff performance management targets reflect the school's attendance targets.

4. Persistent absence (PA)

The school evaluates its practice using the self-review framework and draws up an action plan in response.

Pupils who are or are at risk of becoming persistent absentees are identified early and an individual action plan is agreed with the pupil and carer. These pupils are prioritised for intervention through the Fast Track process.

5. Support, advice and guidance

There is positive and frequent communication with pupils, parents and carers about attendance.

Staff set a good example in order to help pupils establish regular and punctual attendance.

All pupils have an individual attendance target based on a traffic light system that sets high expectations. This is reviewed each term.

First day contact is made with carers if a pupil fails to attend.

There is an escalation of intervention from the first day of absence giving increasing support and guidance if needed and where required, direction and enforcement.

Intervention recognises the needs of the individual pupil.

There is swift and effective communication between the school and the home.

There is a speedy response to any problems identified.

There is support for vulnerable pupils, including identifying the underlying causes of non-attendance. Parenting support and additional literacy or numeracy support may be offered in appropriate cases.

There is clear and time limited case management of poor attendance. Fast Track and Parenting Contracts are widely and appropriately used.

Personalised learning and curriculum modification are in place to address and reduce disaffection.

Pupils returning from absence are helped to catch up on work missed, and there is a formal reintegration process for pupils returning from longer absence, for example study support, homework clubs, and activities outside of the normal school day.

Alternatives are available for pupils who are unable to attend.

6. Roles and responsibilities

All staff has agreed roles and responsibilities in promoting and securing high levels of attendance.

The escalation of intervention is clearly set out with tasks and timescales, for School staff and partner services and agencies.

There is good links with the EWS and other services with a clear understanding of the role of the EWS in both supporting the school's management of attendance and in the local authority enforcement role.

7. Data analysis There is a systematic approach to gathering and analysing attendance data and linking this to attainment data for a range of groups. Vulnerable pupils are identified and tracked and monitored.

The school has at least half-termly attendance and absence figures, which are compared to figures for the current and previous years.

The school has longitudinal data for the previous 3 years.

The school knows and monitors the number of pupils who have persistent absence, or are on track to become pupils with persistent absence

There is a breakdown of attendance/absence by gender, absence code, year group, Key Stage and attainment.

There is a breakdown of absence by vulnerable groups, e.g. pupils with Special educational needs, English as an additional language, new arrivals, free school meal eligibility, ethnicity, children who are looked after.

Data is used to identify and track individuals and groups whose absence causes concern.

The school can demonstrate that it knows the whereabouts of each pupil and/or their reasons for absence.

Attendance is compared to successful schools in similar circumstances.

8. Rewards and sanctions

There are frequent promotional activities such as assemblies, and celebrations of achievement and improvement through rewards and praise.

There are group and individual opportunities to succeed.

There are agreed procedures with the Local Authority to use Penalty Notices, Parenting Orders, Education Supervision Orders and legal proceedings where needed.

9. Partnerships

The school are fully aware of the Team around the Family approach to co-ordinating the work of other services. Interventions for identified pupils and families are put in place using JAF, Key worker and a Team around the Family approach with a multi-agency action plan to bring about improved attendance.

The school has established effective partnerships with attendance services, Children's Services, external agencies and the third sector.

Designated key staff are identified to lead on liaison with key partners.

The school maintains a list of services and named contacts within the local community.

Effective practice is sought, shared and implemented.

The school works closely with the police and EWS on truancy sweeps and other initiatives.

10. Monitoring, evaluation and review

The attendance policy was drawn up in consultation with pupils, carers and the school staff.

The policy is publicised to all staff, pupils and carers at the start of each year.

The policy is reviewed at least bi-annually.

There is named lead governor for attendance.

There is a scrutiny process in place to set targets and monitor progress.

Termly reports are made to the Senior Leadership Team and the governing body to show progress against targets and benchmarks over time in relation to absence and persistent absence

The impact of interventions is evaluated and appropriate changes made.

The school monitors and promotes the attendance of different minority and vulnerable groups.

The school has evaluated its policy and practice against the Estyn inspection criteria.

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Lead Officer:	Alun Williams
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