

Attendance Management at Bowling Park



Bowling Park Primary School Learning Together Achieving Together

Relationships Systems Culture

Relationships

- 1. Particularly parents
- 2. Build trust everyday and then draw on this trust ('it's about the child')
- 3. Respectfully challenge cultural differences that impact on good attendance
- 4. The importance of Teachers and 'grabbed conversations' with parents
- 5. Know the LA Staged Process (seek clarity wherever needed)
- 6. Know the CME process & guidance around removing pupils from roll
- 7. Identify and remove barriers: Early Help, SEND, EBSA, 4th sector/charity
- 8. Access training: local networks/trusts, LA Training, Ofsted updates

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		added an incident for ****** Behaviour				52 minutes ago by									
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gistration Form	*	added an incident for Behaviour				1 hour ago by ****									
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:w-u	Incident 199	77 for Cause for concern		146				82.70%	Y		85.30%	\$11L2	monitoring	monitoring	MDL
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IC-N				149				86.70%	Y		86.40%	U5LETTER	HF:		(
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				174							87.10%	U5LETTER	HF:		
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C B bowling-park-primary-so				178				84.40%	Y	Y	88.20%	U5LETTER	HF: HF [:]		
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	lowling Park Primary School			203				88.50%	Y		88.20%	S1TL2	no absence	one absence	S1TL3
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acomers	Fightenia - Datatina	Janood - System -		206				93.50%		Y	88.20%	S1TL2	PROSECUTION	returned 16.11.23	docs. submitted for prosec
itistics		Present R/C	Auth. Absent R/C	207				76.90%	Y		88.20%	S1TL2	NAE (1 DAY) 3	NAC (1 day)	translation req - MS mtg. I
endance Over Time	Student Group 🛧 🔹		✓ Marks	208				95.50%			89.40%	MDL	HF:		
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	Attendance Letters an	d For	ns	_			-					
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WDL2	100% commendation letter	3		and impact								
WDL3	97-99% Commendation letter	4	- (and		Daci						
S1TL1 S1TL2	Stage 1 Template letter 1	5	-									
	Stage 1 Template letter 2			-								
MDL	M/D Letter: Medical evidence required of a	7										
TLN	Template Letter N - unexplained absence	8										
LL S1TL3	LATES Letter	9		· · · h	:1-+							
STIL3 S2TL1	Stage 1 Template letter 3	10		(whilst man								
S2TL1	Stage 2 Warning Letter 1 / Enforcement Lo	12										
S2TL2	Stage 2 Attendance Panel Meeting Invite	12		process								
S2TL2A S2TL3	Stage 2 Enforcement Letter 2A – non-atte	13	- 1	process)								
NL	Stage 2 Final Warning Letter / Enforcement Nudge Letter: for attendance 90-92%	14				- /						
U5Rec.	<u>v</u>		15									
LL5	Nudge letter for pre-5's in Reception Late Letter; 5 times	10	- ∎									
LL5		18										
LLIU	latest letter: 10 times	18										
GP	late Letter: Monitoring Period Failure											
PN	GP access to medical records consent	20										
AMF	Penalty notice request form	23										
S1TF	Attendance Meeting Form		23									
	Stage 2 Tracking form		В	▶ G	Н	I (K L ∢)					
S2PC	Stage 2 parenting contract	1	22/23 INFORMATION									
S1TF	Stage 1 Tracking Form	2	NAME =	CLASS =	YR end 22/23 \Xi	PA =	EX ABS =	च Aut 1 23/24 ऱ L				
LOA	Refusal of Leave of Absence Request	134			85.30%	Y		85.30%				
WVL	We Visited Letter	145			81.10%	Ŷ		85.30%				
Merges	Mail merge emails for Arbor	146			82.70%	Ŷ		85.30%				
		147			99.20%			85.30%				
		149			86.70%	Y		86.40%				
		150			95.60%			86.80%				
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261			NTS				90.30%	LL 31/10/23	no absence	no absence	93%		
262			NTS				90.60%	U5LETTER	HF:				
263			97.70%				90.90%		HF:				
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Targeting Parents

Weekly automated messages

- > Attendance *this week*, lates *this week*
- Attendance *this year*, lates *this year*

Nudge letters and emails (translated where req.)

- 100% well done,
- > 97-99.9% well done,
- 90-92% (close to PA and PA explained)

Know your data (the 80/20 rule)

- Drill down use your MIS and Excel
- Parent demographics (translations where required)
- Reducing U-codes (an 'easier win' in some cases)

Robust conversations

- Every day counts... learning, friendships, mental health, and future life chances
- Being frank on the need for strong home routines, and the law
- No authorised absences for PA pupils unless exceptional and evidenced
- Evidence of all appointments
- No authorised holidays at all routine use of legal action will 'get the message out there'

Culture

- 1. Establishing that attendance is *everyone's* responsibility
- 2. Involving everyone in the bigger picture e.g. parent and staff updates on how we're doing, and if PA or punctuality is improving
- 3. Ensuring everyone in school is 'on-message' consistently used scripts
- 4. Learning which engages
- 5. Noticing "you weren't here yesterday we missed you".
- 6. Being clear on *why* attendance is important
- 7. Catching them 'being good'- "Well done for another full week Mum/Dad"
- 8. **Rewarding -** weekly, half-termly, annually including parents. Carrot and Stick approach
- 9. Knowing and respecting the struggles families face ('listen, understand, empathise and support *but do not tolerate*')

Ofsted

If you have done all you can to:

- Remove barriers to attendance
- Hold parents to account
- Create a 'positive attendance culture'

Then you can't do much more!

Be clear on the detail in your PA data

What are you doing to shift it? Even if pupils are >90%, are they improvingand if so, by how much?