



St Paul's Way
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Attendance data reporting

It is imperative to our approach that we use attendance data to inform strategic attendance plans. This includes analysing whole school attendance patterns daily, weekly, termly and annually so proactive actions can be put in place to address them. Finally, data should be used regularly at individual level so that the school can work collaboratively with students and families to resolve any issues. The reports below show examples of how we use attendance data across the school.

We use the following attendance reports:

1. Daily – The daily attendance percentage and number of late students for each cohort is sent out to all of the pastoral team via email from the attendance officer at the end of each day. An example is below:

Please see below today's attendance:

?

Year group	Daily	Today's Absent Marks Tally	Today's Late Tally	This week %	YTD %	Student no.
Y07	98.5%	7	3	97.7%	98.3%	241
Y08	95.5%	22	14	94.3%	95.9%	244
Y09	94.2%	28	11	94.3%	95.3%	240
Y10	97.0%	14	15	96.1%	95.9%	236
Y11	97.9%	10	29	97.0%	95.3%	239
	Average: 96.6%	Average: 3.4%	Sum: 72	Average: 95.9%	Average: 96.2%	Sum: 1,200

Total for SPWT today – 96.6%

Good effort everyone – Let's improve on this tomorrow.

Today's top 3 year groups ranking:

1. Year 7
2. Year 11
3. Year 10

2. Weekly – At the end of the week the email contains a comparison to the previous year to track progress for year to date.

Weekly 2022/23 - Mon-Fri								Weekly 2021/22 - Mon-Fri										
2022/23	Year 7	Year 8	Year 9	Year 10	Year 11	SPWT	YTD	2021/22	Year 7	Year 8	Year 9	Year 10	Year 11	SPWT	YTD	-/+ Weekly	-/+ YTD	
W1	99.7	96.6	97	98.6	98.4	98.1	98.1	W1	98.7	97.9	97.9	97.1	97.7	97.8	97.8	0.3	0.3	
W2	98.4	96.5	98.4	98.2	97.5	97.8	97.9	W2	97.9	97.6	97.1	97.2	96.9	97.3	97.6	0.5	0.3	
W3	96	95.1	96.3	96.9	96.1	96.1	97.4	W3	97	97	96.9	96.3	96.2	96.7	97.3	-0.6	0.1	
W4	96.8	95.6	95.7	97.6	96.4	96.4	97.1	W4	97.3	96.6	94.1	94.8	95.3	95.6	96.9	0.8	0.2	
W5	98.4	95.4	97.2	97.4	97.2	97.1	97.1	W5	96.8	95.1	95.7	94.4	94.6	95.3	96.6	1.8	0.5	
W6	97.8	96.6	97.5	97.7	96.8	97.3	97.1	W6	96.6	95.4	97.2	95.5	96.2	96.2	96.5	1.1	0.6	
W7	96.9	93.3	96.6	96.1	95.9	95.8	97.1	W7	95.8	97.8	96.6	94	95.9	96	96.4	-0.2	0.6	

3. Half termly – At the end of the week the email contains a comparison to the previous year to track progress for year to date. This half termly report analyses data by groups such as by cohort, FSM or SEN etc. Whole school actions are listed, and demographic trends are used to create the next half terms focus groups.

Attendance Half Termly Report Summary

Whole School Analysis

- Whole school attendance was 93.7% This is a 1.7% decrease on the previous year.
- Authorised absence (4%) increased by 0.8% from the previous academic year (3.2%).
- Unauthorised absence (2.3%) increased by 0.9% from the previous academic year (1.4%).
- Lates (3.1%) increased by 0.4% from the previous academic year (2.7%).

Secondary

- The secondary school attendance was 95.1%.
- This represents a 0.3% increase on the previous year (95.4%).
- Authorised absence remained the same (2.9%) as the previous academic year.
- Unauthorised absence (2%) increased by 0.3% from the previous academic year (1.7%).
- The rise in Unauthorised absence was predominately due to an increase in Unauthorised Holiday G codes (0.2%).
- Overall PA % (9.1%) increased by 0.6% from the previous academic year (8.5%).
- Lates (1.8%) increased by 0.1% from the previous academic year (1.7%).

Demographic Trends Secondary

- The gender gap was 0.1% with girls attendance higher than boys. This is a 0.2% decrease from the previous year (0.3%)
- The PP gap was 1.2%. This is a 0.2% increase on the previous academic year (1%).
- The SEN gap was to 0.6%. This was a gap reduction of 1.5% on the previous academic year (2.1%). Whilst Non-SEN student attendance decreased by 0.3% there was increases for both K students' (+0.4%) & most significantly for EHCP students' (+2.1%).
- Bangladeshi students' attendance (95%) declined by 0.7% from the previous academic year (95.7%).
- White Other (97.4%) had the highest attendance followed by Black Somali (95.8%). Black Somali attendance declined by 1.7% from the previous year (97.5%).
- White British (94.4%) remained the lowest attending ethnicity however there was a 1.7% increase on the previous year (92.7%).

Sixth Form

- SF attendance for 2023 was 94.4%, this is 1.7% slower than the previous year
- This is predominately due to a 2.9% increase in S codes.
- SF lates for 2023 is 1.8% this is 0.4% higher than last year
- 0.6% increase in % of PA compared to last year

Demographic Trends Sixth Form

- Marginal gender gap at 0.1%. This gap has closed by 0.4% since last year
- PP
- Attendance of both EHCP students (93.7%) and SEN K students (91.9%) is lower than non-SEN students (94.8%)
- The gap between SEN and non-SEN students is -2.0; this is 0.2% greater than last year.
- The attendance of EHCP students has remained the same as last year; the attendance of SEN K students has decreased by 4.4% compared to last year.



- Somali (95.2%) and White other (96.4%) had the highest attendance in 2023.
- Bangladeshi students (94.2%) and other ethnic group students (93.9%) had the lowest attendance in 2023.
- The attendance of all ethnic groups has decreased compared to last year

Secondary Cohort Analysis

Year 7

- Overall attendance for Year 7 is 96.2%.
- Year 7 attendance is 0.1% higher than the previous cohort (96.1%). However, as this is not a comparison of the same cohort it would indicate just a benchmark figure.
- There was a 0.3% increase in G codes.
- Year 7 PA % (5.4%) was 2.5% lower than the previous academic year (7.9%).

Demographic trends Year 7

- Girls' attendance was 0.4% higher than boys. In the previous cohort girls' attendance was 0.2% lower representing a 0.6% swing
- Pupil premium students' attendance was 0.8% lower than non-PP students. In the previous Y7 cohort PP students' attendance was 0.3% higher representing a 1.1% swing.
- SEN students' attendance was 0.6% higher than non-SEN students. This was a 0.8% reversal from the previous year when SEN students' attendance was 0.2% lower.
- This is predominantly due to K students' attendance (97.3%).
- All ethnicity groups had attendance above 96% with the exception of Bangladeshi (95.9%)

Year 8

- The overall attendance for Year 8 was 94.4% which was a 1.7% increase on the previous year (96.1%). This is the lowest attendance of any cohort.
- This was predominately due to a 0.8% increase in O codes.
- Year 8 PA% was 13.2% which was a 5.3% increase on the previous academic year (7.9%). This is the highest PA figure of any cohort.

Demographic trends Year 8

- Girls' attendance was 0.9% lower than boys. This is a 0.7% gap increase than the previous year (0.2%).
- PP students' attendance was 1.6% lower than non-PP students. In the previous year PP students' attendance was 0.3% higher representing a 1.9% swing
- SEN students' attendance was 0.5% higher than non-SEN students. This was a 0.7% reversal from the previous year when SEN students' attendance was 0.2% lower.
- 'White Other' (96.3%) and 'All others' (96.4%) were above 96%. Black Somali (92.9%), White British (90%) and 'Any other Ethnic group' (92.6%) were below 93%.

Year 9

- The overall attendance for Y9 was 95.1%. This was a 0.8% decrease from the last academic year (95.9%).
- This was predominately due to a 0.8% increase in O codes.
- There was a 0.3% decrease in I codes.

- Year 9 PA % was 6.5% which was a 1.6% increase on the previous year (4.9%).

Demographic Trends Year 9

- Girls' attendance was 0.7% higher than boys. This is a 0.1% increase from the previous year when Girls attendance was 0.6% higher.
- PP students' attendance was 1.1% lower than non-pupil premium students. This is a 0.2% gap increase from the previous academic year (1.3%).
- SEN attendance was 1.3% lower than non-SEN students. There was no gap in the previous year.
- All ethnicity groups had attendance above 95% with the exception of White British (91%) and 'All others' (93.8%). White Other (98.8%) and 'Any Other Ethnic group' (97.7%) were above 97.5%.

Year 10

- The overall attendance for Y10 was 94.9% which was a 0.1% decrease on the previous year (95%).
- Coding was consistent with the previous year with no code either increasing or decreasing by more than 0.1%.
- Year 10 PA% was 10.7%. This was a 0.2% decrease from the previous year (10.9%).

Demographic Trends Year 10

- Girls' attendance was 0.3% higher than boys. In the previous academic year girl's attendance was 0.2% lower than boys representing a 0.5% swing.
- Pupil premium students' attendance was 1.9% lower than non-PP students. This is the biggest gap of all cohorts and is a 1.3% gap increase from the previous year (0.6%).
- SEN students' attendance was 2.6% lower than non-SEN students. This is a 1.6% gap increase from the previous academic year (1%).
- K students (91.5%) attendance was significantly lower than both EHCP students (94.3%) and non-SEN students (95.5%).
- White Other (97.5%) and 'Any Other Ethnic Group' (97.3%) were above 97% attendance whilst 'All others' was the lowest attending ethnicity (94.2%).

Year 11

- The Year 11 Cohort attendance is at 94.9%. This is a 0.3% increase on the previous year (94.6%).
- This is predominately due to a 0.3% decrease in O codes.
- Year 11 PA% was 9.7% which was a 0.1% decrease on the previous academic year (9.8%).

Demographic Trends Year 11

- Girls' attendance is 0.2% lower than boys. This was a reversal on the previous year when girls' attendance was 1.1% higher. This represents a 1.3% swing.
- PP students' attendance was 0.8% lower than non-PP students. This was a 1.1% gap reduction on the previous academic year (1.9%)
- SEN student attendance was 0.5% lower than non-SEN students. This was a 3.9% decrease on the previous academic year (4.4%)
- All ethnicity groups had attendance above 97% with the exception of Bangladeshi (95%) and 'All Others' (92%).

6th form

- The Sixth Form cohort attendance is at 94.4%. This is a 2.9% decrease on the previous year (97.3%).
- Year 12 attendance (95.8%) was 2.8% higher than Year 13 attendance (93%).
- Sixth Form PA was 11.6%. This is a 10.1% increase from the previous year (1.5%).

Demographic trends Sixth Form

- PP students' attendance was 1.6% lower than non-PP students. This was a 1.6% decrease from the previous year (0%).
- SEN student attendance was 2% lower than non-SEN students. This was a 0.02% decrease from the previous academic year (1.8%).
- Boys' attendance (94.4%) was 0.1% higher than girls' attendance (94.3%). This was a 0.4% gap reduction on the previous academic year (0.5%).
- White Other (96.4%) and Black Somali (95.2%) were above 95%. All other ethnicity groups were below 95%, with White British (92.9%) being below 93%.

Secondary focus for new half term

- Maintain whole school attendance of above 95% and PA numbers of below 10%
- Continue to raise the profile of attendance with parents and pupils through cultural platforms
- Reduce the number of term time holidays through parent awareness sessions for each year group run in conjunction with AWA
- Reduce the gap for PP/FSM students through quality of assurance of attendance focus groups to ensure they are being delivered to a high level
- Review of the 'Learning support (LS)' provision for students who are struggling to attend lessons due to physical or mental health issues and incorporate 'Emotionally Based School Avoidance' (EBSA) training for key staff
- Maximising learning time through a focus on students being in lessons through a new 'on call' system for students leaving lessons for either the toilet or medical room.
- Complete full review of attendance rewards to ensure they provide impact and value for money.



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Group Analysis by Attendance Category Report

	Foundation 22/23	Trust 22/23	6th Forms 22/23	Whole School 22/23	Whole School 21/22	2022/23 VS 2021/22
Attendance	93.5%	95.1%	94.4%	93.7%	95.4%	-1.7%
Authorised	4.5%	2.9%	4.7%	4.0%	3.2%	0.8%
Unauthorised	2.1%	2.0%	0.9%	2.3%	1.4%	0.9%
Lates	2.7%	1.8%	6.5%	3.1%	2.7%	0.4%



Overall headline figures by year group %

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Foundation	Year 7	Year 8	Year 9	Year 10	Year 11	Trust	Year 12	Year 13	6th Forms
Attendance 2021/22	93.6	93.6	93.7	94.9	95.5	94.8	95.2	94.9	96.1	96.1	95.9	95.0	94.6	95.4	97.3	97.3	97.3
Attendance 2022/23	91.4	91.7	94.8	94.4	94.3	93.6	94.2	93.5	96.2	94.4	95.1	94.9	94.9	95.1	95.8	93.0	94.4
Attendance Differential	2.2	1.9	-1.1	0.5	1.2	1.2	1.0	1.4	-0.1	1.7	0.8	0.1	-0.3	0.3	1.5	4.3	2.9
Authorised 2021/22	4.6	4.6	5.0	3.2	2.9	3.6	3.4	3.6	2.5	2.5	2.9	3.2	3.4	2.9	2.4	2.4	2.4
Authorised 2022/23	6.1	6.2	3.8	3.5	3.8	4.2	3.6	4.5	2.3	3.1	2.8	3.1	3.4	2.9	3.1	6.0	4.7
Authorised differential	-1.5	-1.6	1.2	-0.3	-0.9	-0.6	-0.2	-0.9	0.2	-0.6	0.1	0.1	0.0	0.0	-0.7	-3.6	-2.3
Unauthorised 2021/22	1.7	1.7	1.3	1.9	1.6	1.6	1.4	1.4	1.4	1.4	1.2	1.8	2.0	1.7	0.2	0.2	0.3
Unauthorised 2022/23	2.5	2.1	1.4	2.1	1.9	2.2	2.2	2.1	1.6	2.5	2.2	2.0	1.7	2.0	0.9	1.0	0.9
Unauthorised differential	-0.8	-0.4	-0.1	-0.2	-0.3	-0.6	-0.8	-0.7	-0.2	-1.1	-1.0	-0.2	0.3	-0.3	-0.7	-0.8	-0.6
Lates 2021/22	1.5	1.5	2.4	2.8	3.4	3.1	3.3	2.7	0.9	0.9	1.0	1.4	2.1	1.7	4.0	4.0	4.8
Lates 2022/23	2.6	3.1	2.6	2.1	3.3	2.9	2.5	2.7	0.6	1.5	1.7	2.0	3.3	1.8	4.8	8.6	6.5
Lates differential	-1.1	-1.6	-0.2	0.7	0.1	0.2	0.8	0.0	0.3	-0.6	-0.7	-0.6	-1.2	-0.1	-0.8	-4.6	-1.7

Note: Foundation refers years from Reception to Y6. Academic years refers current or previous year autumn + spring term. Figures are rounded up by 1 decimal points. The calculation of cohort differential compared between same cohorts last year (e.g. Current year 8 compared with year 7 last year) whereas the differential for Reception, year 7 and year 12 has compared with their previous cohort as historic data is unavailable.



Group Analysis by Code Report in percentage Whole School

<u>School group</u>	<u>C</u>	<u>E</u>	<u>G</u>	<u>H</u>	<u>I</u>	<u>M</u>	<u>N</u>	<u>O</u>	<u>R</u>	<u>S</u>	<u>T</u>	<u>U</u>
<u>Totals</u> <u>Trust 2022/2023</u>	0.1	0.1	0.5	0.0	2.4	0.2	0.0	1.4	0.0	0.0	0.0	0.0
<u>Totals</u> <u>Trust 2021/2022</u>	0.1	0.1	0.3	0.0	2.4	0.2	0.0	1.3	0.0	0.0	0.0	0.0
<u>Differential</u>	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
<u>Totals</u> <u>Foundation</u> <u>2022/2023</u>	0.1	0.1	0.8	0.0	3.9	0.2	0.0	1.3	0.0	0.0	0.0	0.0
<u>Totals</u> <u>Foundation</u> <u>2021/2022</u>	0.2	0.0	0.7	0.0	3.1	0.2	0.0	0.7	0.0	0.0	0.0	0.0
<u>Differential</u>	0.2	0.0	0.7	0.0	3.1	0.2	0.0	0.6	0.0	0.0	0.0	0.0
<u>Totals Sixth form</u> <u>2022/2023</u>	0.2	0.0	0.3	0.0	2.5	0.2	0.0	0.7	0.0	2.9	0.0	0.0
<u>Totals Sixth form</u> <u>2021/2022</u>	0.2	0.0	0.7	0.0	3.1	0.2	0.0	0.7	0.0	0.0	0.0	0.0
<u>Differential</u>	0.2	0.0	-0.4	0.0	-0.6	0.2	0.0	0.7	0.0	2.9	0.0	0.0

Group Analysis by Code Report in percentage Cohort breakdown

	<u>C</u>		<u>E</u>		<u>G</u>		<u>H</u>		<u>I</u>		<u>M</u>		<u>N</u>		<u>O</u>		<u>R</u>		<u>S</u>		<u>T</u>		<u>U</u>	
<u>Year</u> <u>Group</u> <u>Rec</u>	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22
	0.2	0.2	0.0	0.0	1.1	1.1	0.0	0.0	5.4	3.9	0.2	0.2	0.0	0.0	1.5	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>1</u>	0.1	0.2	0.0	0.0	0.8	1.1	0.0	0.0	5.4	3.9	0.3	0.2	0.0	0.0	1.3	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>2</u>	0.1	0.5	0.0	0.0	0.4	0.5	0.0	0.0	3.5	4.2	0.2	0.2	0.0	0.0	1.2	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>3</u>	0.1	0.1	0.0	0.0	0.8	0.7	0.0	0.0	3.0	2.9	0.3	0.1	0.0	0.0	1.4	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>4</u>	0.0	0.2	0.0	0.0	0.8	1.0	0.0	0.0	3.4	2.5	0.2	0.1	0.0	0.0	1.1	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>5</u>	0.1	0.1	0.1	0.0	1.2	0.9	0.0	0.0	3.6	3.2	0.3	0.3	0.0	0.0	1.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>6</u>	0.2	0.3	0.0	0.0	0.8	0.6	0.0	0.0	3.1	2.9	0.2	0.2	0.0	0.0	1.4	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>7</u>	0.0	0.1	0.0	0.0	0.6	0.4	0.0	0.0	2.0	2.2	0.1	0.1	0.0	0.0	0.9	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>8</u>	0.1	0.1	0.2	0.0	0.7	0.4	0.0	0.0	2.4	2.2	0.2	0.1	0.0	0.0	1.7	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>9</u>	0.1	0.1	0.1	0.0	0.6	0.5	0.0	0.0	2.3	2.6	0.2	0.2	0.0	0.0	1.5	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>10</u>	0.1	0.1	0.1	0.2	0.4	0.4	0.0	0.0	2.5	2.6	0.2	0.1	0.0	0.0	1.4	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>11</u>	0.2	0.2	0.2	0.3	0.3	0.3	0.0	0.0	2.6	2.7	0.2	0.2	0.0	0.0	1.4	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>12</u>	0.2	0.2	0.0	0.0	0.4	0.1	0.0	0.0	2.5	2.1	0.2	0.1	0.0	0.0	0.5	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>13</u>	0.2	0.2	0.0	0.0	0.2	0.1	0.0	0.0	2.5	2.1	0.2	0.1	0.0	0.0	0.8	0.1	0.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0



Group Analysis by Code Report in Numbers Cohort breakdown

Year Group	C		E		G		H		I		M		N		O		R		S		T		U	
	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22
	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2
Rec	46	42			236	223			1179	823	48	49			332	123								
1	14	42			74	223			744	823	38	49	1		262	123								
2	20	112			169	106			1163	910	74	36			278	179							1	
3	22	24			168	156			651	629	57	24	1		298	246							1	
4	8	46			168	208			669	515	44	26			216	112								
5	21	25	22		245	204			741	701	62	61			212	148								
6	41	56	4		186	123	8		685	633	42	47			309	170							1	
7	43	69	7	28	530	375			1785	1960	100	132	1		763	800		10						
8	60	69	172	28	650	375	28		2141	1960	178	132			1503	800	4	10						
9	104	83	76	19	502	429			2009	2277	153	147			1319	627			1					
10	82	94	120	175	361	317			2240	2315	156	122			1261	1215								
11	159	147	155	221	192	245			1844	2377	172	159			982	1467								
12	117	74	14	14	199	45			1202	811	85	29			258	44								
13	66	74	10	14	66	45			746	811	49	29			238	44			886					



Demographics Whole school trends and comparisons between 2021/22 and 2022/2023 - Attendance % by Gender

Year Group	Attendance % 2022-2023					Attendance % 2021-2022					Cohort Differentials 2022/23 Vs Cohort Differentials 2021/22
	Boys (Cohort Size)		Girls (Cohort Size)		Differential	Boys (Cohort Size)		Girls (Cohort Size)		Differential	
Rec	90.2	28	91.8	34	-1.6	93.6	29	93.7	32	-0.1	-1.5
1	90.7	29	92.6	30	-1.9	93.6	29	93.7	32	-0.1	-1.8
2	94.8	30	94.2	34	0.6	93.4	29	93.9	34	-0.5	1.1
3	94.5	35	93.8	27	0.7	95.4	34	94.4	27	1.0	-0.3
4	93.9	35	94.7	22	-0.8	95.4	35	95.6	23	-0.2	-0.6
5	92.9	34	94.2	25	-1.3	94.8	34	94.8	27	0.0	-1.3
6	93.1	33	95.2	27	-2.1	94.6	33	96	28	-1.4	-0.7
7	96.0	133	96.4	108	-0.4	96.2	132	96	109	0.2	-0.6
8	94.7	135	93.8	108	0.9	96.2	132	96	109	0.2	0.7
9	94.8	150	95.5	95	-0.7	95.6	147	96.2	98	-0.6	-0.1
10	94.8	136	95.1	108	-0.3	95.1	137	94.9	111	0.2	-0.5
11	94.9	140	94.7	97	0.2	94.2	149	95.3	97	-1.1	1.3
12	95.4	75	96.1	57	-0.7	97.5	64	97	41	0.5	-1.2
13	93.3	60	92.4	41	0.9	97.5	64	97	41	0.5	0.4
<u>Totals Trust 2022/23</u>	95.0	694	95.1	516	-0.1						
<u>Totals Trust 2021/22</u>	95.3	686	95.6	532	-0.3						
<u>Totals Foundation 2022/23</u>	92.9	224	93.8	199	-0.9						
<u>Totals Foundation 2021/22</u>	95.0	210	94.9	185	0.1						
<u>Totals Sixth form 2022/23</u>	94.4	135	94.3	98	0.1						
<u>Totals Sixth form 2021/22</u>	97.6	117	97.1	88	0.5						



Attendance % by PP

Year Group Rec	Attendance % 2022-2023					Attendance % 2021-2022					Cohort Differential 2022-2023 Vs Cohort Differential 2021-2022
	Pupil Premium (Cohort Size)		Not Pupil Premium (Cohort Size)		Differential	Pupil Premium (Cohort Size)		Not Pupil Premium (Cohort Size)		Differential	
1	91.1	14	91.1	48	0.0	92.4	23	94.4	38	-2.0	2.0
2	91.4	23	91.9	36	-0.5	92.4	23	94.4	38	-2.0	1.5
3	93.8	34	95.4	30	-1.6	92.4	29	94.9	34	-2.5	0.9
4	93.0	26	95.0	36	-2.0	93.4	25	96.0	36	-2.6	0.6
5	93.7	32	94.9	25	-1.2	94.6	30	96.5	28	-1.9	0.7
6	93.1	41	94.5	18	-1.4	95.0	37	94.5	24	0.5	-1.9
7	93.8	36	94.4	24	-0.6	94.5	35	96.3	26	-1.8	1.2
8	95.8	121	96.6	120	-0.8	96.3	99	96.0	142	0.3	-1.1
9	93.6	136	95.2	107	-1.6	96.3	99	96.0	142	0.3	-1.9
10	94.6	142	95.7	103	-1.1	95.5	140	96.4	105	-0.9	-0.2
11	94.0	123	95.9	121	-1.9	94.7	134	95.3	114	-0.6	-1.3
12	94.5	127	95.3	110	-0.8	93.8	131	95.7	115	-1.9	1.1
13	95.8	56	95.6	76	0.2	97.2	43	97.5	62	-0.3	0.5
Totals Trust 2022-2023	92.8	38	93.0	63	-0.2	97.2	43	97.5	62	-0.3	0.1
Totals Trust 2021-2022	94.5	649	95.7	561	-1.2						
Totals Foundation 2022-2023	95.0	638	96.0	580	-1.0						
Totals Foundation 2021-2022	92.8	206	93.9	217	-1.1						
Totals Sixth form 2022-2023	94.1	198	95.7	197	0.0						
Totals Sixth form 2021-2022	94.3	94	94.3	139	-1.6						
	97.3	83	97.4	122	0.0						



Attendance % by SEN

Year Group	Attendance % 2022/2023							Attendance % 2021/2022							Cohort Differential 22/23 Vs Cohort Differential 21/22
	Education, Health and Care Plan		SEN Support		No SEN support		Differential SEN vs. No SEN	Education, Health and Care Plan		SEN Support		No SEN support		Differential SEN vs. No SEN support	
Rec	83.4	2	91.0	10	91.3	50	-4.1	87.8	1	91.4	5	93.8	55	-4.2	0.1
1	85.8	3	90.0	4	92.1	52	-4.2	87.8	1	91.4	5	93.8	55	-4.2	0.0
2	93.0	3	94.2	15	92.8	46	0.8	94.6	1	90.0	17	95.5	45	-3.2	4.0
3	91.5	3	93.3	15	92.1	44	0.3	82.2	2	94.1	16	94.0	43	-5.8	6.1
4	93.4	3	93.8	13	95.1	41	-1.5	94.5	3	94.5	15	96.0	40	-1.5	0.0
5	96.0	4	93.4	9	91.8	46	2.9	97.1	4	94.5	10	95.4	47	0.4	2.5
6	87.5	2	92.7	7	92.9	51	-2.8	94.2	2	95.3	4	95.4	55	-0.7	-2.1
7	95.8	21	97.3	30	95.9	190	0.6	94.8	19	96.3	28	95.8	194	-0.2	0.8
8	93.6	20	94.0	28	93.3	195	0.5	94.8	19	96.3	28	95.8	194	-0.2	0.7
9	94.0	30	94.0	17	95.3	198	-1.3	95.7	29	96.0	16	95.9	200	0.0	-1.3
10	94.3	22	91.5	12	95.5	210	-2.6	92.4	19	93.0	16	93.7	213	-1.0	-1.6
11	94.5	20	95.0	10	95.2	207	-0.5	93.5	19	88.6	17	95.4	210	-4.4	3.9
12	94.9	1	96.0	1	95.7	130	-0.3	93.7	2	96.0	3	97.1	100	-2.2	1.9
13	92.4	2	87.8	3	93.9	96	-3.8	93.7	2	96.0	3	97.1	100	-2.2	-1.6
<u>Totals Trust 2022/23</u>	94.4	113	94.4	97	95.0	1000	-0.6								
<u>Totals Trust 2021/22</u>	92.3	101	94.0	81	95.3	1036	-2.1								
<u>Differential</u>	2.1	12	0.4	16	-0.3	-36	1.5								
<u>Totals Foundation 2022/23</u>	90.1	20	92.6	73	92.6	330	-1.3								
<u>Totals Foundation 2021/22</u>	92.6	15	94.2	69	95.3	311	-1.9								



Differential	-2.5	5	-1.6	4	-2.7	19	0.6
Totals Sixth form 2022/23	93.7	3	91.9	4	94.8	226	-2.0
Totals Sixth form 2021/22	93.7	2	96.3	11	96.8	192	-1.8
Differential	0.0	1	-4.4	-7	-2	34	-0.2

*Please note that SEN status is categorised by inclusion of EHCP and SEN Support together and subtracted from No-SEN to calculate the Differential SEN vs. No SEN.

Attendance % by Top 5 Ethnicities

School Comparison

2022/23													2021/22											
School	Bangladeshi (Cohort Size)		Black Somali (Cohort Size)		White British (Cohort Size)		White Other (Cohort Size)		Any other ethnic group (Cohort Size)		All others Ethnic Group (Cohort Size)		Bangladeshi (Cohort Size)		Black Somali (Cohort Size)		White British (Cohort Size)		White Other (Cohort Size)		Any other ethnic group (Cohort Size)		All others Ethnic Group (Cohort Size)	
Foundation	93.0	250	93.8	15	95.7	21	92.6	8	94.1	10	91.9	119	94.8	232	97.0	15	95.1	19	97.5	13	97.7	7	95.1	109
Trust	95.0	873	95.8	76	94.4	39	97.4	13	96.5	20	94.6	189	95.7	903	97.5	74	92.7	41	97.0	19	97.3	22	94.8	159
Sixth form	94.2	181	95.2	15	92.9	6	96.4	5	93.9	5	94.5	21	95.9	180	97.3	11	93.3	1	97.5	2	97.0	2	95.3	9
Differential 2022/23 Vs 2021/22	-1.4	-11	-2.3	6	0.6	5	-1.9	-8	-2.5	4	-1.4	52												

Cohort comparison Ethnic Breakdown

Conditional format - greater than 96% = red, between 93 and 96 = orange, Between 93 and 90 =blue, less than 90 = dark blue

	Year Group 2022-2023													Year Group 2021-2022														
Ethnicity	R	1	2	3	4	5	6	7	8	9	10	11	12	13	R	1	2	3	4	5	6	7	8	9	10	11	12	13

Bangladesh i	89.8	91.5	94.7	93.9	93.9	93.3	94.0	95.9	94.3	95.2	94.9	95	95.7	93	92.5	92.5	94.1		94.7	95.8	93.8		95.2	96.2	96.2	96.0	95.3	94.4	97.2	97.2
Black - Somali	92.6	86.4	93.2	94.4	97.9	99.4	92.4	97.5	92.9	96.1	95.1	98	96.1	94	96.6	96.6	90.9		96.7	99.0	100.0		97.3	97.3	97.2	96.1	96.9	97.8	97.8	
White - British	93.4	95.9	99.7	94.0	94.6	97.7	94.5	96.6	90.0	91.0	96.2	98	93.8	92	92.2	92.2	98.3		94.1	98.3		92.8	91.3	91.3	96.0	89.4	98.7	97.3	97.3	
White Other	95.1	92.4	97.2			93.6	84.4	97.1	96.3	98.8	97.5	97	97.5	95	96.6	96.6	99.5	100.0	99.4	97.2		96.1	96.9	96.9	97.8	96.3	98.4	97.8	97.8	
Any other ethnic group	93.4		88.3	94.0	93.8	95.6	99.4	98.0	92.6	97.7	97.3	97	96.5	91					96.5	94.6		99.0	97.3	97.3	97.4	97.1	98.1	97.0	97.0	
All others	90.0	92.0	91.6	94.5	90.2	91.4	94.0	97.0	96.4	93.8	94.2	92	94.5	95	96.0	96.0	92.6		96.2	95.2	95.4		95.3	96.9	96.9	95.6	94.9	89.8	98.6	98.6

PA by number of students in year groups and comparisons between 2022/23 VS 2021-22

Year Groups	Academic Year 2022/23			Academic Year 2021/22			2022/23 Vs 2021/22	
	# of PA Students	Total in cohort	% PA Students	# PA Students	Total in cohort	% PA Students	#	%
Year R	25	62	40.3%	14	41	34.1%	11	6.2%
Year 1	19	59	32.2%	14	41	34.1%	5	-1.9%
Year 2	10	64	15.6%	12	63	19.0%	-2	-3.4%
Year 3	9	62	14.5%	7	61	11.5%	2	3.0%
Year 4	10	57	17.5%	5	58	8.6%	5	8.9%
Year 5	11	59	18.6%	9	61	14.8%	2	3.8%
Year 6	7	60	11.7%	5	61	8.2%	2	3.5%
Year 7	13	241	5.4%	19	241	7.9%	-6	-2.5%
Year 8	32	243	13.2%	19	241	7.9%	13	5.3%
Year 9	16	245	6.5%	12	245	4.9%	4	1.6%
Year 10	26	244	10.7%	27	248	10.9%	-1	-0.2%
Year 11	23	237	9.7%	24	246	9.8%	-1	-0.1%
Year 12	7	132	5.3%	1	105	1.0%	6	4.3%



Year 13	18	101	17.8%	1	105	1.0%	17	16.8%
Totals Foundation R-6)	91	423	21.5%	54	371	14.6%	37	6.9%
Totals Trust (7-11)	110	1210	9.1%	103	1218	8.5%	7	0.6%
Totals Sixth Form (12-13)	25	233	11.6%	3	205	1.5%	22	10.1%

Please note that the above data based on PA 90% or below.

Glossary

Key to attendance codes		
/ Present (AM)	J Interview	U Late (after registers closed)
\ Present (PM)	L Late (before registers closed)	V Educational visit or trip
B Educated off site (not Dual reg.)	M Medical/Dental appointments	W Work experience
C Other authorised circumstances	N No reason yet provided for absence	# Planned whole or partial school closure
D Dual registration	O Unauthorised Abs	Y Unable to attend due to exceptional circumstances
E Excluded	P Approved sporting activity	X Non-compulsory school age abs
G Family holiday (not agreed)	R Religious observance	Z Pupil not on roll
H Family holiday (agreed)	S Study leave	- All should attend / No mark recorded
I Illness	T Traveller absence	

4. Annual report for SLT and governors – This report contains comparisons to local and national data to benchmark the level of school attendance with comments on risk areas for the future.

Headlines

	National		Tower Hamlets		SPW	
	Overall	PA%	Overall	PA%	Overall	PA%
19/20	95.5%	13.7%	95.4%	10.1%	95.5%	10%
21/22*	91%	27.7%	94.1%	15.8%	95.4%	9.4%
22/23	90.7%	28.3%	93.3%	20.7%	95.1%	9.1%

*Absence does not include covid absences SPW (1.8%). National and TH (1%).

2. FSM

	National		Tower Hamlets		SPW	
	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM
21/22	86.2%	92.4%	93.2%	94.8%	95%	96%
22/23	85.1%	92.5%	92.3%	94.2%	94.5%	95.7%

	FSM Gap
National	7.4%
TH	1.9%
SPW 22/23	1.2% (1% in 21/22)

3. SEN

	National			Tower Hamlets			SPW		
	EH CP	SEN Sup	No SEN	EH CP	SEN Sup	No SEN	EH CP	SEN Sup	No SEN
21/22	86.3%	87.3%	91.7%	92.7%	91.9%	94.5%	92.3%	94%	95.3%



22/ 23	83.1 %	85.8 %	91.7 %	90.3 %	91.8 %	93.8 %	94.4 %	94.4 %	95%
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	EHCP Gap
National	8.6%
TH	3.5%
SPW 22/23	0.6% (3.1% in 21/22)

4. Gender

	National		Tower Hamlets		SPW	
	Girls	Boys	Girls	Boys	Girls	Boys
21/22	90.6%	91.4%	93.9%	94.3%	95.3%	95.6%
22/23	90.3%	91%	93.2%	93.4%	95.1%	95%

	Gender Gap
National	0.7%
TH	0.2%
SPW 22/23	- 0.1% (- 0.3% in 21/22)

Risk areas

1. **Fall in overall attendance & rise in PA%** – Both nationally & locally attendance has declined since the pandemic whilst persistent absence significantly increased. Whilst 22/23 attendance at SPW has only shown a small decline it was inconsistent throughout the year. In Autumn 1 attendance was 97% however in Autumn 2 it was just 93.6%.
2. **New Year 9** – Nationally attendance declines as students get older ie; Year 7 have the highest attendance and then Year 8 second highest etc. At SPW in 22/23 Year 8 had the lowest attendance by 0.5% and a PA% 2.5% higher than any other cohort.
3. **Rise in unauthorised holiday** – Unauthorised holiday continues to rise. In 22/23 0.5% of absence was due to unauthorised holiday which is the highest figure it has ever been. This figure also rises in the Primary school to 0.8%.

Notes

- 21/22 national data is obtained from <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england/2021-22> and covers all schools in the country.
- 22/23 National & Tower Hamlets data is obtained from <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2023-week-29> and covers 2,654 (approx 70% of schools) nationally and 13 out of 16 secondary schools in Tower Hamlets who have signed up for this service.
- The impact on absence on Progress 8 <https://ffteducationdatalab.org.uk/2023/07/the-impact-of-absence-on-progress-8/#:~:text=The%20relationship%20between%20higher%20absence,an%20average%20score%20of%20%2D2.83.>

Strategic planning

The below shows examples of strategic plans created to increase attendance:

1. **Persistent absence strategy** - The below document gives an example of a strategy implementing new processes to reduce the number of persistently absent students in the school.

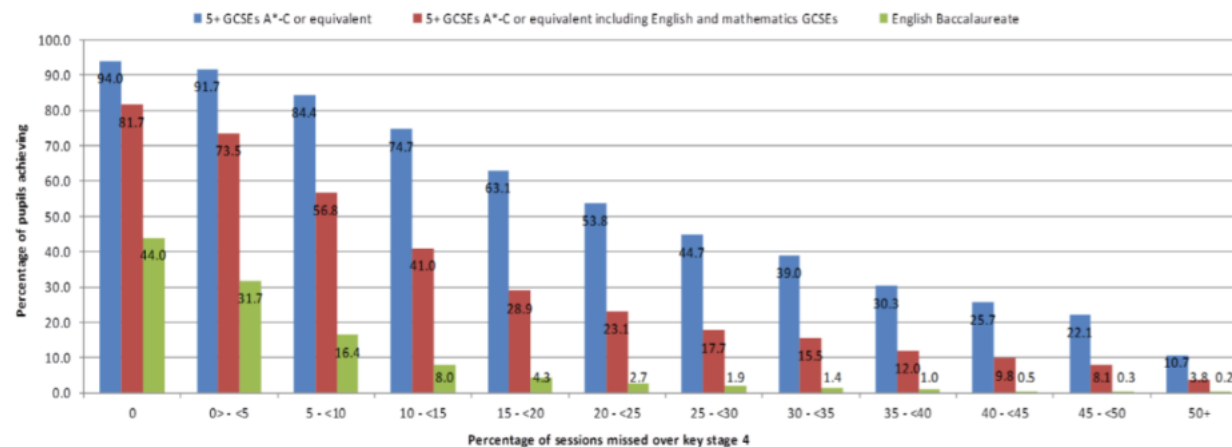
The Vision - To provide a transformational education for all

The Mission - To make the school 'the best place to learn in, the best place to work in and the best place to partner with'

Values (draft) - Integrity, Aspiration, Community

School context and evidence of need

The DFE define students who have less than 90% attendance as persistently absent. Research from the DFE on the relationship between attendance and attainment is shown below.



The bar chart shows that students who are persistently absent are far less likely to achieve 5+ GCSEs than their peers who have lower levels of absence. 73.5% of students with above 95% attendance achieved 5+ GCSEs including English and Maths whilst only 41% of students with 85-90% achieved this. The figure then decreases for every 5% additional absence.

A DfE report 'A profile of pupil absence in England' found.

- 'Once a range of pupil characteristics have been controlled for, persistent absenteeism over the final Key Stage 4 year is found to have a strong relationship with GCSE attainment. This translates to PAs dropping one grade in each of their GCSEs, when compared to non-PA pupils'.

'Just under a third of young people who were persistently absent during the final year of their compulsory school education, are not in education, employment or training (NEET) at the age of 18. This compares to just over a tenth of their non-PA peers'.

In the last academic year at SPW 136 students (12%) in year 7-11 were persistently absent with attendance below 90%.

The school's current approach to PA students is via a stepped letter/meeting process culminating in a referral to the Attendance and Welfare Service. The table below details the frequency of this process over the last academic year along with the number of home visits that take place:

YG	Stage 1	Stage 2	Stage 3	Stage 4	AWA referral	Home Visits	No. of PA students
7	33	12	3	1	0	1	18
8	41	19	6	0	0	0	26
9	15	8	4	0	0	2	30
10	83	54	41	19	4	3	35
11	30	17	5	1	0	1	27
Total	202	110	59	21	4	7	136

Stage 1 - Letter, Stage 2 - SAC meeting, Stage 3 - YTL meeting, Stage 4 - Attendance team meeting

The table shows that there is a lack of consistency in application of this system with Year 9 being far lower and Year 10 being far higher than the other cohorts. It also shows that in all year groups except for Year 10 students who were persistently absent did not always progress through this system with a higher number of PA students than stage 2 meetings. The exception to this is Year 10.

Research and statutory documents

[DFE Guidance school attendance guidance](#)

[DFE Improving school attendance](#)

[DFE Link between absence and attainment](#)

[DFE A profile of pupil absence](#)

[DFE 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice'](#)

[USDfE 'Preventing dropout in secondary schools'](#)

[DFE Supporting the attainment of disadvantaged pupils](#)

[An evidence informed approach to improving attendance - Dorrington Research school](#)

[EEF texting parents](#)

Below are a series of gobbets and quotes that capture some of the influences on the suggested strategy:

1) Systems

['Supporting the attainment of disadvantaged pupils; Articulating success and good practice'](#) the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership'.

2) Keyworkers

In ['Preventing dropout in secondary schools'](#), the point is made that to really sustain an improvement in attendance at an individual level, there needs to be support for targeted students. This allows schools to understand and address the specific issues that are blocking individual student attendance and intervene when they start to show signs of falling off track. This is usually most effective when each student who is at risk of poor attendance, is assigned a single adult to be that student's primary advocate and support.

3) Nudge theory

In [An evidence informed approach to improving attendance – Dorrington Research school](#) the authors researched directly texting students & parents to 'nudge' the students into attending. 'We set this up as a small trial, with a control and intervention group (randomised) in Y10 and monitored their attendance over two terms. So far, this intervention has shown an effect size of 0.4 in terms of improving attendance. This suggests that this approach is worth pursuing'. The use of text messages to nudge was also [researched by the EEF](#) Who reported 'Children who had the intervention had reduced absenteeism compared to other children. This positive result is unlikely to have occurred by chance'. It also showed that's the intervention was more effective in reducing absenteeism in the KS4 cohort compared to KS3'.

Example text message from Dorrington study 'Really looking forward to seeing you in school today. Your fellow students who have an attendance of 96% or higher are really improving their chances of achieving well in their GCSEs'
In the EEF research parents were text about upcoming events and missed homework.

Prepare Strategy - Stage 1

Below are the suggested strategies aimed at solving the problems identified in the aims. These are based on the research above.

1. Review of systems and the monitoring of those systems to create consistency

Suggested model

- 1) OW to attend one KS3 and one KS4 attendance tracker meeting each half term to ensure consistency in delivery
- 2) The first attendance LM of every half term to focus on number of PA students and the number of students at each stage and discuss anomalies. See table in evidence of need section.
- 3) Change current system to have to combined stage 3&4 meeting with attendance & YTL present. Stage 4 becomes Pre AWA referral with Senior lead chairing.
- 4) All students due to have a stage 3 meeting should be added to YIM agenda in advance of meeting
- 5) Attendance YIM meeting taking place in week 2 every half term with key stakeholders from attendance, safeguarding, year team, AEN and Senior lead.

2. KS3 PA keyworker strategy

Suggested model:

Allocation process

Two SSAs & the attendance officers are given a gender specific caseload across years 8&9

YTLs join the first attendance tracker meeting of the half term to work with SACs and attendance team to select students. The criteria for selection is students who were PA (or close) last year and are at risk of becoming PA this year again. Students will be reviewed at the end of Spring 1 with new students selected meaning there will be two cohorts of students.

The mentoring session

The mentoring session takes place for each student for 15 minutes per week during tutor time. This will allow for 20 students to be mentored. A one drive document will be kept where they type up the minutes from their session which is shared with the Attendance and Year Team.

Home visits

One SSA will be available for home visits P3&4 each day with the attendance officer. They will prioritise any students on 3rd day absence and then any student on their caseload irrespective of how many days of absence they have had.

CPD

CPD will be provided predominately to SSAs by the apprenticeship provider with school supplements provided by the attendance officers on a fortnightly basis. Sessions will focus on home visits and parent meetings along with mentoring.

3. Cultural platforms/Norms/Rewards

Props suggested model

Tuesday morning line up to be dedicated to becoming a cultural platform for attendance

Attendance team to provide YTLs with data

YTLs to highlight:

- 1) Top 3 tutor groups for previous week
- 2) Leading form in the termly tutor group competition
- 3) Individual who has shown resilience in attending when not 100% or student from focus group who is making good progress
- 4) Last week of the half term tutor badge distribution for 100% attendance and Pizza award winners
- 5) Reference the importance of attendance for upcoming key events

Norms suggested model

Selection

Document name | Author | Date

The first attendance tracker meeting of the half term to be used to select a focus group of students who were PA in previous years and are at risk of being PA this year

Parent consent gained for students to be in the project and texts to be sent to the student's phone. Parent and student informed that texts will be sent on a Monday morning at 8am and on a Friday evening at 4pm.

Text messages logistics

1st text

- 1) DOL KS4 to lead on creating a key dates document for Year 10&11. The Year Teams and HOFs to contribute to this.
 - 2) DOL KS4 to oversee a document which has the wording for the Friday text message based on the key dates document
 - 3) Consistent office staff member selected to send text messages every Monday morning at 8am to students and parents. Staff member gets the wording for the text from DOLs document
- Example message *'We are really looking forward to seeing you in school this week. It is an important week as your mock exams begin today'.*

2nd text

- 1) Attendance officer to provide weekly attendance data for the group on Friday afternoon.
 - 2) Text message to be sent by KS4 admin on Friday afternoon.
- Example message *'Well done on having 100% attendance this week. Attending everyday will make a big difference in you achieving your GCSEs'.*
- Alternative suggestion *'Well done on having 100% attendance this week. Students who have 100% attendance are 30% more likely to pass their GCSEs'.*
- 3rd text suggestion for students who did not have 100%. *'You had 80% attendance last week, your fellow students had 96% and are really improving their chances of achieving well in their GCSEs. We look forward to seeing you make a positive shift and having 100% again next week'.*

Rewards suggested model

Students who have 100% attendance each half term receive an attendance badge

Tutor group attendance competition with the highest form group winning a pizza party during the last admin session of the half term.

2. The below document shows our 'December action plan'.

Rationale:

- Attendance for autumn 1 was 96.6% which was 0.4% lower than the previous year.
- Attendance in the last 3 weeks of Autumn 2 is historically the lowest attending 3 weeks of the academic year other than the last week July.
- Last academic year attendance was:
 - Week 12 – 92.1%
 - Week 13 – 91.1%
 - Week 14 – 87%

This year there is the added risk factor that the end of term is much later (22nd December) with Week 15 taking place in Autumn 2 rather than as usual in Spring 1.

To mitigate against this, we will be launching our December attendance plan.

Steps:

1. A whole school pre-emptive letter to go out on Friday 8th December.
2. Stage 1 letters are replaced by text messages to ensure speed of them being received.
3. Stage 2 & 3 meetings are replaced by 'pre stage 2&3 meetings' This will be a phone call rather than an in person meeting to ensure speed of action.
4. Extensive home visit strategy launched.
5. End of each day Whole school % to be emailed not individual year groups to foster team spirit around collective effort for whole school rather than cohort

Home visit strategy principles:

- All pastoral staff to make home visits to students across the school rather than their year group. JA to map home visits in line with staff travel routes to maximise time.
- Briefings cancelled to allow time for home visits.
- Duties to be covered to allow for 8:50am arrival.
- Staff to leave at 3:30pm and complete visits



- Suggestion that the usual Year team daily meeting takes place 3:45 – 4pm

Staff member	AM duty that needs covering	PM duty to be covered	Travel location	Days available for AM home visits	Days available for PM home visits

Summary to be used for mapping:

	Monday	Tuesday	Wednesday	Thursday	Friday
Staff available AM					
Staff available PM					