



St Paul's Way

Aspiration • Integrity • Community

PART OF UNIVERSITY SCHOOLS TRUST

Attendance Stages and Stepped Support

Stages and interventions overview

Attendance group	Praise letter	Monitor through attendance tracker	Home visits	Stage one - (supportive) letter	Stage 2 - SAC meeting	Stage 3 - YTL & attendance officer meeting	Stage 4 - AWA pre referral phone call	Stage 5 - AWA referral	SAC focus group	Attendance officer focus group	KS3 mentoring programme	KS4 Text messaging programme
100% - 97%												
97% - 95%												
95% - 93%												
93% - 90%												
<90%												

- In the attendance tracker meeting the SAC and Student achievement co-ordinator will monitor each student's attendance. Once a student's attendance falls below 95%, they will be considered for a stage 1 warning letter. The time of year should be taken into consideration. For example, you would not send a student a warning letter if they were on 94% attendance in September.
- Once a stage 1 warning letter has been issued the student will continue to be monitored weekly. If the student's attendance drops below 93% then a stage 2 meeting should take place. This should be at least 2 weeks (allowing for postage) from when the family would have received the first letter. The meeting is initiated by a phone call to agree a time and date and a written letter to confirm the meeting and make it appear more formal. The meeting takes place with the Student Achievement Co-ordinator (Deputy Head of Year) and a support plan is created. These meetings follow the same principles of our absence phone calls, demonstrating empathy but providing challenge where appropriate.
- Following the meeting the student's attendance is monitored. Further absences should result in an escalation to a stage 3 meeting and a support plan agree. The timescale between stages 2 & 3 should consider the actions agreed at the previous meeting ie; has there been time for them to be completed? It should be no less than 2 weeks. The meetings are always child-centred, with staff listening to what barriers the child and family are facing before becoming solution focused and collaboratively creating an action plan of improvement. The plan will aim to remove any barriers in/outside of school, but also to consider appropriate support should the barriers be at home or in the community. This may include referrals to external agencies, such as Early Help.

Attendance tracker guide

The purpose of the Attendance tracker is to provide a data set to monitor every pupil's attendance on a weekly basis. This data is then used in a weekly 'Attendance Tracker Meeting' for each cohort which is attended by the Attendance Officer and Student Achievement Co-ordinator. During the meeting students are identified who need to access the stepped support process. The attendance tracker is created each Monday and encompasses the previous week's (5 day) attendance and the overall year to date attendance of each pupil. It also contains historical data such as the pupil's previous attendance for each year they have been at the school, the stage of stepped support they were on in the previous year, and their number of lates.

There are 5 key stages of the actions for the meeting:

1. Review previous actions

- Filter each stage column individually to dates highlighted yellow. These indicate the previous weeks actions.
- Review these actions and highlight green the actions that have been completed and change the date to the date it was completed.

Current %	2022-23 Action	Late Marks	Letter 1 - 94%>	Letter 2 - 91%>	Letter 3 - 90%>	Pup to AWA sent	Pup Meeting	AWA Referral	FPN - G Code	FPN Warning Letter	FPN issued - PA	Final warning Letter	Legal proceeding	Pupil notes
81.94			0 G code											
84.72			1 2nd Nov	Monitor										
84.72			1 G code											
86.11			0 G code											
87.5	L2		5 12th Oct	2nd Nov	15th Jan									

2. Review last week's absences

- Sort the YTD% column to lowest to highest
- Filter the previous weeks attendance column removing students who have 100% for that week. This will result in tracker now showing only students who have missed at least 1 session in the previous week
- Analyse the reasons for absence that week for the remaining pupils taking into consideration the weekly pattern shown on the tracker and the previous level of support. For example, is it their first absence of the half term? Is there a pattern of sporadic absence each week/fortnight. Use this information to decide on what is the next appropriate step i.e. Letter 1 for attendance dropping below 93%. Stage 2 meeting for a pupil who had a letter 1 3 weeks ago and has had a further unauthorised absence.



	W12	W13	W14	W15	End of Autumn 2
	100	100	40	0	81.9
	80	100	100	60	84.7
	100	100	80	0	84.7
	100	100	100	0	86.1

3. Review PA Pupils – 90% and below

Following the previous step, you will have reviewed all pupils that had absences last week. You should then filter the YTD% column to below 90% and review all PA pupil's attendance even if they have 100%. Are there any additional actions outside of the stepped support that were previously agreed that are yet to be completed? Are there any updates that need to be provided to the AWA (both positive or negative)?

4. Provide email summary of the meeting Email the relevant year teams details of what actions have been agreed in the Attendance Tracker Meeting.

At the end of the meeting the attendance officer emails the Year team and any additional relevant stakeholder to outline the actions that have been agreed.

Attendance Tracker Letters

Stage 1 Letter



Dear «salutation»

Re: «forename» «surname» Tutor Group: «reg»

During the SPWT weekly attendance meetings it has come to our attention that «forename»'s attendance has become a cause for concern. «forename»'s attendance currently stands at «percentage_attendance»%.

The latest research demonstrates that students who have 100% attendance are 40% more likely to achieve 5+ GCSEs at grade 4-9 including English and Maths than those students who have 90% attendance. Therefore, they are at significant risk of underachieving in comparison to their peers.

«forename»'s has now missed **(insert number)** amount of days this year which has resulted in **(X number by 6)** amount of missed lessons.

In order to support «forename» I will be monitoring their attendance and progress over the next few weeks. If their attendance continues to decline, I will invite you for a meeting to discuss how we can support them.

If you are experiencing any difficulties in relation to your child's attendance or need further support, please do not hesitate to contact me at the number below. By working together I am confident we will be able to improve «forename»'s attendance.

Yours sincerely,

Student Achievement Coordinator
0207 987 1883 EXT

Stage 2 Letter

Dear «salutation»

Re: «chosen_forename» «chosen_surname» Tutor Group:«reg»

You will recall that we wrote to you previously, concerning «chosen_forename»'s attendance. We also informed you that we would be closely monitoring «chosen_forename»'s attendance for a period of time.

Your child's attendance, unfortunately, has not shown any improvement and «chosen_forename»'s attendance currently stands at «percentage_attendance»%.

This means that they have now missed **(insert number)** amount of days this year which has resulted in **(X number by 6)** amount of missed lessons.

We are concerned regarding «chosen_forename»'s attendance and lack of improvement as the latest research demonstrates that students who have 100% attendance are 40% more likely to achieve GCSEs at grade 4-9 including English and Maths than those students who have 90% attendance. Therefore, they are at significant risk of underachieving in comparison to their peers.

As a result of this I would like to invite you to an attendance meeting, as detailed below, to discuss your child's attendance.

Date:

Time:

Please be advised that you will be required to provide medical evidence to support any absences from school due to illness.

I look forward discussing further with you on the date above. If you are unavailable to attend the meeting or wish to discuss anything further please do not hesitate to contact me at the number below. By working together I am confident we will be able to improve «chosen_forename»'s attendance.

Yours sincerely,

Student Achievement Coordinator

Meeting guide



Welcome	
Welcome parent to meeting <i>Your child's attendance is currently _____. We aim for all children to achieve attendance of 96% or above as research shows that this supports good progress and development. We understand that there are lots of reasons why children might miss school so we have invited you in for a meeting to listen, understand and discuss ways to support your child's attendance.</i>	
Listen and understand	
Review attendance certificate for current year which details reasons for absence and blocks of absence. When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them. <u>Potential barriers may include:</u> -Illness -School refusal/anxiety -Parental illness/ parental factors -School holidays -Caring responsibilities/dependents	
Facilitate support	
When causes for absence have been identified, discuss how they can overcome these barriers and what support school or external services can offer.	
Barrier	Possible strategies to support
Short-term illnesses	-NHS guidelines- emphasize that most of the time, children will be ok to come to school with minor colds, coughs etc. If they are not accompanied by a temperature.



	https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/
Longer term illnesses	-Establish if the child has involvement with health care professionals and seek consent to contact. Ask parents to contact GP to write a health care plan to support their child and ensure they can access their right to education. -School nurse referral if not already in care of health care professionals.
School refusal/ anxiety	-Establish the specific reasons for children's school refusal and offer relevant pastoral support/ check-ins/ a separate meeting with class teacher to share any specific issues. -Offer a THEWS referral (THEWS support parents of primary age children with anxiety)
Parental illness/ parental issues	-Establish what support the parent has currently accessed. -Explore what other arrangements can be made for child's drop-off to school etc. -Advise a GP/medical appointment as this is impacting on their child's right to education.
Caring responsibilities/ dependents	-A child should not have to miss school to care for others. If this is the case, school must complete a MAST referral to initiate a Young Carer assessment.



	-If families have caring responsibilities, discuss wider support network that can ensure that children are able to access their right to an education.
For all circumstances, share Tower Hamlets Early Help Offer leaflet and timetable which can be accessed at the following website: https://www.thfamilyhubs.co.uk/Page/29997 If parents consent to Early Help, complete a MAST Request for Support form to refer to EH service.	
Actions	
Thank the parent/carer for their attendance and clarify any actions for both the parent and school. Please add the agreed actions to the tracker	



Stage 2 Support Plan

Stage 2 Support Plan

Pupil details					
Name		Year Group		Reg	
Staff present:					

Any external agencies involved: Yes/No If yes details:

Summary of attendance barriers:

The latest research demonstrates that students who have 100% attendance are 40% more likely to achieve 5+ GCSEs at grade 4-9 including English and Maths than those students who have 90% attendance. Therefore, they are at significant risk of underachieving in comparison to their peers.

Target:	Actions: (referrals/home visits/ routines etc)	Responsibility:	When:
1.			
2.			
3.			

	Sign:	Date agreed:
Staff		
Parent/carers (copy to be shared)		
Pupil		

Please note, if attendance **does not** improve you will be invited to a follow up meeting with the **Head of Year and School's Attendance Officer**.

Stage 3 Letter



Dear «salutation»

Re: «chosen_forename» «chosen_surname» Tutor Group:«reg»

Following the recent attendance meeting with your child's Student Achievement Coordinator to create a support plan we have been closely monitoring «chosen_forename»'s attendance.

Your child's attendance, unfortunately, has not shown any improvement and «chosen_forename»'s attendance now stands at «percentage_attendance»%. This means that they have now missed (insert number) amount of days this year which has resulted in (X number by 6) amount of missed lessons.

We are concerned regarding «chosen_forename»'s attendance and lack of improvement as the latest research demonstrates that students who have 100% attendance are 40% more likely to achieve GCSEs at grade 4-9 including English and Maths than those students who have 90% attendance. Therefore, they are at significant risk of underachieving in comparison to their peers.

As a result of this I would like to invite you to an attendance meeting, as detailed below, to discuss your child's attendance.

Date:

Time:

Please be advised that you will be required to provide medical evidence to support any absences from school due to illness.

I look forward discussing further with you on the date above. If you are unavailable to attend the meeting or wish to discuss anything further, please do not hesitate to contact me at the number below. By working together, I am confident we will be able to improve «chosen_forename»'s attendance.

Yours sincerely,

Student Achievement Coordinator
Telephone number

Stage 3 Support Plan



Stage 3 Support Plan

Pupil details				
Name		Year Group	Reg	
Staff present:				

Any external agencies involved: Yes/No If yes details: _____

Review of previous actions discussed in Stage 2 Support Plan:

Actions: (referrals/home visits/ routines etc)	Responsibility:	RAG:

Summary of attendance barriers:

Target:	Actions: (referrals/home visits/ routines etc)	Responsibility:	When:
1.			
2.			
3.			

	Sign:	Date agreed:
Staff		
Parent/carer (copy to be shared)		
Pupil		

Please note, if attendance **does not** improve you will be invited to a follow up meeting with the Attendance Welfare Advisor from London Borough of Tower Hamlets.

Attendance Welfare Advisor (AWA) Formative Support

The Our Stepped Support Model allows us to quickly identify families that require formalised support. We work closely with our Local Authority, holding a SLA for their Attendance Welfare Service. The main part of this service is having an Attendance Welfare Advisor (AWA) on site for one day per week. The initial involvement of the AWA comes in the form of 'pre-referral' work. Where students have moved through the in-school stages with no improvement in their attendance, the AWA meets with the family to explore if further support would be beneficial, working closely with school staff to ensure a robust multiagency approach.

If no improvement is made an official referral for formalised support takes place. Further absences may then result in the family being issued a Notice to Improve letter and then progressing to a Fixed Penalty Notice (FPN). As with all our interventions, the AWA support is evaluated half termly in an 'impact report'. The school does not authorise any holiday during term time except for exceptional circumstances. The AWA issues FPNs for any family who take an unauthorised holiday during term time without approval.

AWA Caseload review template

The Attendance Welfare Advisor (AWA) is required to keep records of students that are on their caseload. The table below summarises the status of each case so all those involved have a clear outline on the progress of the formative support provided by AWA.

Student details	Referral date	1 st Initial meeting accompanied with Reminder Letter (date)	Interventions discussed	Review/ Outcome	Warning Letter FPN/CWN (date)	Fixed Penalty Notice/ Court Proceedings to begin (date)	Final Outcome

AWA Weekly Actions Template

The Attendance Welfare Advisor (AWA) and pastoral teams have access to the live document that is updated on a weekly basis. Following the weekly attendance meetings, attendance officers update the spreadsheet below and YTLs leave additional comments. This method means that despite the AWA only working with the school for one day per week there are no communication gaps.

Date	Actions/Meetings/Phone Calls	YTL Comments	Outcome following meetings
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AWA Impact Report Template (half termly and annual):

Every half term and end of the academic year, Attendance Officers evaluate the AWA’s service by creating an “impact report”. The impact report focuses on their current caseload, the progress of each case and measuring the impact since AWA involvement. This enables the school to measure against the SLA and an overview of all the formative support provided. The report also captures any additional provisions led by AWA such as pre-referral meetings, home visits, register inspections and so on.

Below is the template of the AWA impact report:



AWA Impact report for Spring 2 2022/23

Open cases:

Limited to **8 students** at any one time due to **1 day** allocated for SPWT



Student Name	REG	Date of referral and %	% End of Spring 2	AWA level	Services involved	History	Actions to date	Next steps

Support this term (not on caseload):

Parent meetings held this term (pre-referral):

Home visits held this term (pre-referral):

Term-Time Holiday Request Template:

At SPWT we have a rigorous system that closely monitors families that go abroad during term time. Parents are required to complete an "extended leave application" where they submit details of their travel, their reasons and copies of their tickets and any evidence. Once forms are completed parents have a follow up meeting with the attendance officers who explain the consequences of their travel during term time i.e. impact of missing school and the Fixed Penalty Notice (FPN) process.

The link below are examples of our extended leave application form and term time holiday spreadsheet.

[Extended leave application template update v2.pdf](#)

Term	Date informed	Name	Year	Reg group	Form	Arbor	Ticket	Date from	Date to	Days missed	FPN	Destination	Additional comments	Return to school-date	FPN completed