

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Attendance 2022-2025

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What needs to change e.g. teacher behaviour, student behaviour, attainment? Attendance - Parents need to ensure that pupils are on time and attend school regularly so that they do not miss learning, and opportunities for social and emotional development. - There needs to be a shared understanding between school and home of the impact of poor school attendance and lateness. - Staff need a shared understanding that poor attendance is not the fault of the child, and that no child should be left behind in learning. - All pupils will have access to a safe space to share concerns.	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working? - SEASS officer in place to support parents where attendance drops. - Additional FLO support for pupils who have anxiety issues, and struggle to come into school. - Breakfast for all pupils, to ensure that the start of the day is positive and reduce the risk of disaffection. - Early Help offer for pupils whose circumstances are such that consistent school experience is reduced. - Digital clock available so that parents can understand how late pupils are. - Rewards in place. - Attendance information shared for each child in the school.	How will it be done? What blend of activities are required? - Attendance monitoring. - Close working with partner agencies. - Home visits to bring pupils to school. - Providing before school opportunities for pupils and parents to access. - Playground collection by all staff to resolve any issues swiftly. - Adaptions to the start of the day for pupils with anxiety based school avoidance. - Support for pupils who are carers, including Kent Young Carers support. - Remote learning opportunities for pupils isolating with covid. - Counselling and mental health services in place. - Bullying reports recorded and managed.	How will you know that it is working? Do staff feel the approach is feasible and useful? Short term Attendance is compared to national figures monthly by SEASS officer. Our attendance will at least match the attendance of other schools. Medium term Pupils will benefit from consistent attendance, and progress will improve – particularly for vulnerable groups identified as CIC (including formally in care), GRT, and PP. Long term Pupils will be consistently successful in all subject areas, and staff will plan to develop understanding at a greater depth.	How will pupils, teachers and the school benefit? - All pupils will be on time for school, and lessons will not be disrupted by missed learning or lateness. This will benefit all pupils. - Learning opportunities will be accessed by all pupils, and opportunities to explore misconceptions and misunderstanding will be accessed. - Consistent progress will be monitored by the Senior Leadership Team. - All pupils will explore friendships and behaviours for learning in class. - Parents and staff will know where pupils are, and that they are safe. - Pupils will have the opportunities to take risks in their learning, and explore subjects further.

Evidence Base:

- Pupil attendance data.
- SEASS reports bi-weekly.
- Parental meetings.
- <https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/>
- <https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/>
- <https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>
- <https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance>
- <https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf
- <https://www.bbc.co.uk/news/stories-42254527>
- School study with St Mary's, another Kent school, an Essex school and a London school.
- School visits to share practice.