

Ivanhoe College Attendance Strategy 2022-23

1. Summary information						
School	Ivanhoe College					
	Ivanhoe absence rate ALL students	National & Leics absence rates ALL students	Ivanhoe absence rates FSM students	National & Leics absence rates FSM students	Ivanhoe persistent absence rates ALL & FSM	National & Leics persistent absence rates ALL & FSM students
Total number of pupils 2018/19 ALL – 956 FSM – 111 EHCP -15	Ivanhoe 6.1%	National 5.5% Leics 5.6%	Ivanhoe 13.6%	National 9.2% Leics 10.9%	Ivanhoe ALL 16.2% (PP 31%) FSM 40.5%	National ALL: 13.7% FSM: 28.5% Leics ALL: 13.6% FSM: 34.9%
Total number of pupils 2019/20 ALL - 969 FSM - 120 EHCP -20 (Term 3 school closure)	Ivanhoe 6.1% (including data from covid non attenders eg EHCP) Term 1&2 5.4% - Term 3 was covid closure	No data	Ivanhoe 12.9% Term 1&2 11.4%	No data	Ivanhoe Persistent Absence Rate 2019/20 ALL 15.58% PP 45.03% FSM NO DATA	No data
Total number of pupils 2020/21 ALL - 967 FSM - 145 EHCP - 16 Full year (term 2 school closure)	Ivanhoe 6.0% full year	No data	Ivanhoe 14.2% full year	No data	Ivanhoe Persistent Absence Rate 2020/21 ALL 14.43% PP 52.14%	No data

2020/21 term 1 and 2 only (reported by liaise)	Ivanhoe 5.4%	Leics 6.4%	Ivanhoe FSM 14.2%	Leics FSM 13%	Ivanhoe ALL 12.6% FSM 38%	PA Leics 16.9% PA Leis FSM 39%
Total number of pupils 2021/22 ALL - 976 FSM - 150 EHCP - 11 PP - 156	Ivanhoe 8.4%	National No current data due March 23 Leics 8.9%	Ivanhoe 14.3%	National No Current Data due March 23 Leices 14.5%	Ivanhoe ALL 23.5%	PA Leics 26% PA Leics FSM 50.6% PA National PA National FSM No Current Data due March 23
					PP 38.6%	
					FSM 47.5%	
Total number of pupils 2022/23 to Jan 23 ALL - 901 FSM - 167 EHCP – 13 PP - 207	Ivanhoe 8.5%	Current National 9.1% Leics No current data	Ivanhoe 14.9%	National No Current Data Leics No Current Data	Ivanhoe ALL 22.5%	No current data as a comparison
					PP 40.5%	
					FSM 46.7%	

2. Current Attendance Commentary *Full year data for 2019/20 not currently published. Comparators report groups FSM not PP.*

- **Poor attendance is linked to disadvantage nationally and here at Ivanhoe School**
- **% Attendance at Ivanhoe is currently below the benchmark 95% our internal target is 97%**
- **National average for all absence has been adversely affected due to Covid and increased student anxiety and mental health.**
- **Ivanhoe College Improvement plan puts improved attendance at the forefront – if students are not here than all other initiatives and goals remain fruitless.**

3. Barriers to good attendance	
In-school barriers	
A.	Capacity – Our ‘Family liaison and attendance worker’ spends majority of time on complicated long running cases with marginal gains.
B.	Tutor knowledge and ‘buy in’ increasing through internal training, targets and support systems however inconsistency is still apparent.
C.	Form tutor capacity remains a barrier. Supportive measures in place eg regular data provided and communication of key students.
External barriers	
D.	Established patterns of absence from KS2 and embedded negative attitudes to education need addressing on entry.
E.	Covid impact. First winter without facemasks so increased absence due to returning illnesses and continued concern from parents over all illness.
F.	Lack of parental engagement with the school – at parents’ evenings/returning phone calls – has led to a lack of dialogue about attendance
G.	Parents requesting and taking holidays in term time is steadily on the rise. However fining to consistently to deter.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Whole school attendance will move consistently above 96% monitored each half term	Procedures are more consistent and staff are well trained to support good attendance. My Ed is being used effectively to engage and inform parents about attendance Attendance improves each half term when compared with previous year. At each cycle point, there is a sustained improvement in the attendance of PP students
B.	Parents will take fewer days holiday in term time measured in the attendance data	Holiday absence is minimal due to fining
C.	Persistent Absenteeism of FSM and PP students will move in line with National expectations as seen in National Data from Dfe	The number of persistent absentees (PA) for ALL and disadvantaged students will be below national figures.
D.	Parents will allow their children fewer absences for minor ailments and other unnecessary circumstances	Reduction of I codes and C codes. Involvement of local authority intervention will deter further unnecessary absences

E.	Parents will engage with the school by attending Attendance Improvement Meetings.(AIM) and engage with the action plans created	Attendance Improvement Meetings will begin immediately at the start of the year. Meetings and Action plans will be recorded and followed up.
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Academic year

2022/2023

The two headings below enable Ivanhoe to demonstrate how we are addressing attendance as a whole school and also providing targeted support for the persistent absentees.

i. Improving attendance for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Whole school attendance will move consistently above 96% monitored each half term	Improve the speed and efficiency of our first day contact; myEd messages & follow up calls.	Making daily attendance procedures more systematic and consistent will improve attendance rates. Research has shown that effective procedures make the most difference to improving attendance.	Effective liaison between reception team and FP (weekly updates) Reception to refer flagged students to FP for parental contact.	FP	FP EB monthly review
	Track poor attendance to identify patterns	Effective procedures make the most difference to improving attendance.	Reception team/FP to log absence reasons on Arbor. Weekly illness reports provided to tutors for investigation and information sharing and monthly late reports.	Reception/F P/Tutors	FP EB monthly review

	Filter medical room referrals to prevent too many children being sent home ill, especially our PA's	Illness is the most common reason for absence nationally and accounts for 60% of all absences nationwide.	Reception to check Arbor notes & attendance % before contacting parents/carers for advice. All students to be evaluated case by case supported by FP to triage. Students encouraged to return to lessons where appropriate. Our aim is to do everything within reason to keep them in school	Reception staff	Illness data reviewed weekly by tutors & FP
	To liaise with MAT to share good practice	Proven strategies transferable to own setting	Monthly meetings to gain examples of good practice to implement	EB/FP	FP EB monthly review
	Investigate KS2 embedded trends of poor attendance in order to prevent re-occurrence on entry to Ivanhoe.	Making our admissions procedures more systematic and consistent will improve attendance rates. Poor attendance increases as the child ages.	FP to obtain attendance data from primary schools for poor attenders. FP contacting all primary poor attenders (letter/follow up call/meeting) and set targets and support strategies with families. Primary school visits – attendance a key feature.	FP HOP Year 7	FP/EB half term 1 review
	Take action with students who are persistently late to school and lessons	Research shows students who are late often go on to become persistent absentees	Monitor data and liaise with parents where cause for concern. Students to attend P6 lesson on punctuality and responsibility. Tutors to open dialogue with students and parents	SLT/HoPs tutors	Review data half termly

	<p>Develop careers curriculum education across the school - in PSHRE – assemblies – enrichment. Highlighting importance of attendance and current learning for future choices.</p>	<p>ASCL research has shown that “improving careers guidance to help pupils to work out what they want to do after they leave school, and demonstrate how coming to school will help them to achieve those goals” leads to improved attendance.</p>	<p>PSHRE Scheme of Learning is developed to promote need for good attendance for employment e.g “If you want to earn 20% more than the rest ...” implemented by PSHRE subject leader and monitored by SLT link. Careers and aspiration focus month Ivanhoe Way – attending every day.</p>	<p>EC/CG/SLT</p>	
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	<p>To ensure all forms of communication are used to raise awareness of attendance issues</p> <p>In particular to develop Arbor Communication so that it is used as effectively as possible in terms of attendance</p>	<p>Recent research from Todd Rogers at Harvard Kennedy and Avi Feller at Berkeley has evidenced that correcting parents' biased beliefs about their child's total absences compared with classmates has an appreciable impact on their child's future attendance.</p>	<p>Use Arbor, formal letters/meetings/phone calls to make parents aware of what "classmates" typical attendance is so that they are aware how far out of step their child is. E.g "Billy has missed 15 days so far this term – His classmates have only missed 2. Billy's attendance is significantly below ... etc."</p> <p>Celebrate gains with tutors/students/parents – Arbor, newsletters. Rewards for students (raffle/termly house assembly/att reward day)</p> <p>Attendance figures and advice shared through parental newsletters.</p> <p>Attendance figures and advice shared with staff through staff newsletter.</p> <p>Assemblies focussing on attendance and links to attendance in all other assemblies.</p> <p>Website maintained</p>	<p>EB/FP/Data Manager</p>	<p>FP EB monthly review All communication and specifically formal letters about attendance are now referencing classmates.</p>
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	To develop initiatives and rewards to recognise and improve on attendance	Launching attendance strategies, we have an seen a significant uplift in attendance for PAs following attendance initiatives. Involves parents in dialogue about attendance.	Christmas Hamper /Movie Night Hampers initiative for PP students – tracker scheme. Weekly prizes for full weeks attendance Attendance raffle tickets – end of year prizes – whole school. Hot chocolate with the Head to reward students improved attendance Postcards home to reward students for good attendance Letters from headteacher rewarding good attendance Attendance celebration day	FP/EB/SLT links	Review termly
	To engage with parents more quickly regarding attendance issues	Parental engagement and attitude is fundamental in improving attendance.	Create a process of parental letter, phone calls and meetings based on a tariff of absence. PCM to discuss attendance	FP/EB/Data Manager Tutors, C&G, HOPS	

Desired Outcome	Chosen Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review
Parents will take fewer days holiday in term time measured in the attendance data	<p>To refer for fixed penalty notices for Holidays in term time when circumstances are not exceptional.</p> <p>Respond quickly and consistently to holiday requests.</p>	<p>Responding to the High Court decision over the issue of term-time holidays, Malcolm Trobe, Interim General Secretary of the ASCL, said: "Pupils are expected to attend school as close to 100 per cent of the time as possible and they should not miss school to go on holiday.</p> <p>"This is because even short periods of absence can have a detrimental impact on their education, so consistent attendance is absolutely vital.</p> <p>"The current rules do give discretion to head teachers in exceptional circumstances and whilst there has been some rise in Fixed Penalty Notices in recent years the vast majority of parents are fully onside and recognise the importance of high attendance."</p>	Any holiday requests to be reviewed by FP/EB	AA/EB	Data review EB/FP
Parents will allow their children fewer absences for minor ailments and other unnecessary circumstances	To scrupulously investigate and appropriately code all absences and request medical evidence where necessary. Tutor tracking of reasons for absence.	All absence reasons to be verified leading to increase in Os and referral to County for intervention. 50% of all county referrals lead to improved attendance.	<p>Unauthorised absences supported by Local Authority.</p> <p>Support and training from County.</p>	FP/EB Reception team/C&G	Data review EB/FP

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
Persistent Absenteeism of FSM, PP and SEND students will move in line with National expectations as seen in National Data from Dfe	Monitor and mentor PP PA's more closely and build a positive relationship with parents/carers, involving other agencies where appropriate.	"The remaining challenge is to address the deep seated causes of persistent absence of a small minority of young people" ASCL	Attendance team, HOPs and tutors to build positive relationships through Attendance Improvement Meetings (AIM) FP to support and coach identified poor attenders Use Arbor groups to identify absentees daily to allow for speedy intervention. Watchlist maintained and updated weekly for Pas. Referrals made to multi agencies to support families/students where attendance is a concern.	FP/EB/HOPs/ Tutors	Review impact half termly.
	SLT and HoP year links to create positive relationships with PAs in their year group.	ASCL attendance experts suggest "Awarding weekly prizes for good attendance, such as gift vouchers. Encouraging year groups to compete for the prize could motivate pupils across all age groups to encourage each other to come to school"	Use of POP up rewards - tutor raffle. Whole school reward for improved attendance Attendance celebration day Tutor group rewards – assembly chairs, breakfast	SLT and HoP links	
	To support students with anxiety – and parents - exacerbated post-Covid.	National rise in anxiety in children post Covid/pandemic.	Referrals to school counsellor/nurse/CFWS Mental Health Champion doing assemblies and work with student leaders to support student wellbeing Health Fayre in school inviting multiple agencies in to support student mental health	EB	

	<p>LSAs and SEND team support SEND students through all above interventions and additionally 1:1 learning mentors.</p> <p>FP – contact LSAs mentors to advice who is poor att. PT timetables to support reintegration for SEMH students.</p>	<p>Nurturing approach from trusted adults (students and parents) will enable trust to grow in non-accusatory environment. Every school day counts.</p>	<p>Regular updates provided to Learning mentors. Liaison with SENDco on high profile cases.</p> <p>Detailed monitoring and review of all PT timetables</p> <p>SEN attendance initiative Half Term 4 23</p>	<p>FP/EB</p>	
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