

Annual Attendance Strategic Action Plan 2024-25

The purpose of the annual plan is to:

- Reflect the ambition of Pencalenick to achieve the best possible attendance
- To have an annual forum in which to reflect on what has worked and further strategies to be trialled.

Rationale:

All schools within our Special Partnership Trust seek to ensure that our pupils receive a full-time education which maximises opportunities for each to realise his/her true potential with regards to academic progress and social development. Each of our schools will provide a welcoming, caring environment, whereby each member of the school community feels valued, safe and secure. All school staff will work with pupils and their families to ensure each pupil attends school regularly and punctually. The ambition of our school is to achieve the best possible attendance.

Plan and Monitoring:

- Data sets will be monitored by the Head Teacher and Senior Leadership Team, with a formal data report on pupil attendance to the Local Governing Body and Trustees of our Special Partnership made by the Head Teacher and Attendance Officer each term as part of the Head Teacher report to Trustees.
- We may share attendance data with Children's Services and the local authority if required; all information is shared in accordance with the General Data Protection Regulation 2018.
- The Head teacher will report on attendance to the Local Governing Body/Trustees each term using the agreed template produced by our Special Partnership Trust. This report will outline if there are any concerns in relation to pupil attendance and any impact of pupil attendance on progress over time.
- The report will outline the measures the school has made to address any such issues ('closing the gap' opportunities). Where there have been non-attendance issues within the school the Head Teacher/ SLT will collate examples of case studies/summaries which evidences the approach taken by the school in addressing pupil attendance.
- We fully understand that improving attendance shouldn't be seen in isolation and is impacted on by the whole school culture. The Annual Strategic Plan is simply one part of our approach to improving attendance. Termly SPT Attendance meetings are in place to evaluate and reflect on attendance as well as share good practise.
- Attendance Officer/ Head teacher to attend termly SPT Attendance group.
- Plan monitored by: Diana Barry, Ali Russell, Lorraine Faulkner, Jodie Watkins-Young, Joe Martin

We fully understand that improving attendance shouldn't be seen in isolation and is impacted on by the whole school culture, "attendance is everyone's responsibility." The Annual Strategic Plan is simply one part of our approach to improving attendance. The plan

goes above and beyond our operational, daily attendance protocols and is seen as an additional document to our Attendance Policy.

Name of School: Pencalenick School						
Review Date: January 2025						
Name of School Attendance Lead: Jodie Watkins-Young			Name of Governor Lead: Joe Martin			
National Attendance Data National average for Special Schools for 2022-2023 was 86.9% (DfE website) (Office for National Statistics – next update July 2024 Pupil attendance in schools, Week 24 2024 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk))						
Attendance Target 22 -23: 83% Attendance Target 23-24: 86% Attendance Target 24-25: 88% SPT target 23-24: 90.91% New SPT target 24-25: 90% or above			Attendance achieved 22-23: 86.3% Attendance achieved 23-24: 86.9% Attendance achieved 24-25: 88.9% YTD			
Attendance Data						
Pupil Attendance						
	Autumn Term	↓ ↑ ↔	Spring Term	↓ ↑ ↔	Summer Term	↓ ↑ ↔
Pupils on roll	195	↑	195	↔	195	↔
Pupil attendance % (raw data)	87.6%	↓	86.9%	↓	86.8%	↓
Pupil attendance % (adjusted data) (National benchmark Add Termly)	94.5%	↑	94.9%	↑	92.8%	↓
Unauthorised absence %	0.4%	↓	0.9%	↑	0.9%	↔
Persistence Absence %	39.1%	↑	37.9%	↓	38.5%	↑
Number of Pupil Premium pupils on roll.	108	↑	109	↑	108	↓
Pupil Premium attendance % (raw data)	86.8%	↑	84.9%	↓	84.7%	↓
Pupil Premium attendance % (adjusted data)	93.7%	↑	92.8%	↓	91.1%	↓
Pupil Premium Unauthorised absences %	0.5%	↓	1.5%	↑	1.2%	↓
Pupil Premium Persistent absences % (below 90%)	39.5%	↑	41.3%	↑	44.4%	↑
Number of pupils educated off site/Bespoke Learning Provision	1	↓	1	↔	2	↑
Number of Children on a Reduced Timetable	11	↑	11	↔	11	↔
Reduced Timetable attendance % (raw data)	50.1%	n/a	45.1%	↓	50.7%	↑
Reduced timetable attendance % (adjusted data)	57.9%	n/a	66.3%	↑	75.5%	↑
Reduced timetable unauthorised absence %	0.5%	n/a	5.5%	↑	0.1%	↓
Reduced timetable Persistent absence % (below 90%)	82.3%	n/a	90.9%	↑	90.9%	↔
Number of Children on a Flexi Timetable (Parental request/ contract)	5	↓	5	↔	5	↔

Flexi Timetable attendance % (raw data)	80.6%	↓	81.7%	↑	82.8%	↑
Flexi timetable attendance % (adjusted data)	89.3%	↓	90.5%	↑	92.3%	↑
Flexi timetable unauthorised absence %	0.8%	↓	1.9%	↑	0.9%	↓
Number of Children in Care (CiC)	5	↑	4	↓	4	↔
CiC attendance % (raw data)	98.5%	↑	96.1%	↓	96%	↓
CiC attendance % (adjusted data)	99.8%	↑	98.8%	↓	99%	↑
CiC unauthorised absence %	0.1%	↑	0	↓	0	↔
CiC Persistent absence % (below 90%)	0	↔	0	↔	0	↔
Number of Previously looked after Children (PLAC)	9	↑	9	↔	9	↔
PLAC attendance % (raw data)	95.9%	n/a	95.2%	↓	95.2%	↔
PLAC attendance % (adjusted data)	98.6%	n/a	98.2%	↓	98.5%	↑
PLAC unauthorised absence %	0.3%	n/a	1.4%	↑	0.6%	↓
PLAC Persistent absence % (below 90%)	22.2%	n/a	33.3%	↑	11.11%	↓
Permanent Exclusions Total number of pupils	0	↔	0	↔	0	↔
Permanent exclusions of pupils on bespoke packages	0	↔	0	↔	0	↔
Permanent exclusions of Pupil Premium Pupils	0	↔	0	↔	0	↔
Permanent exclusions of CiC	0	↔	0	↔	0	↔
Permanent exclusions of Pupil PLAC	0	↔	0	↔	0	↔
Fixed Term Suspension	0	↓	0	↔	0	↔
Fixed Term suspension of pupils on bespoke packages	0	↔	0	↔	0	↔
Fixed Term suspensions of Pupil Premium Pupils	0	↓	0	↔	0	↔
Fixed Term suspensions of CiC	0	↔	0	↔	0	↔
Fixed Term suspension of Pupil PLAC	0	↔	0	↔	0	↔
Formal complaints from Families	1 (ARB Bude)	↑	0	↓	1	↑

Attendance Statistics

07 Sep 2022 - 25 Jul 2023

Demographics & Inverse	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks	Persistent Absentees
Female	91.3%	7.9%	0.7%	29.2%
Male	87.1%	11.2%	1.7%	41%
Compulsory School Age (5 - 15)	88.7%	9.9%	1.4%	36.7%
Not Compulsory School Age	46.9%	53.1%	0%	100%
Not EAL	88.5%	10.2%	1.4%	37.2%
Non-Gifted	88.5%	10.2%	1.4%	37.2%
Non-Gifted + Talented	88.5%	10.2%	1.4%	37.2%
In Year Admission	91.9%	7.4%	0.6%	50%
Not In Year Admission	88.4%	10.2%	1.4%	37%
Mobile (Y10 & Y11)	57.5%	42%	0.5%	100%
Non-Mobile (Y10 & Y11)	88.7%	9.9%	1.4%	36.3%
Mobile (Y5 & Y6)	75.4%	23.9%	0.7%	80%
Non-Mobile (Y5 & Y6)	89.4%	9.2%	1.4%	34.1%
Out Of Age Group Cohort	80.5%	19.5%	0%	33.3%
Not Out Of Age Group Cohort	88.6%	10%	1.4%	37.2%
SEN	88.5%	10.2%	1.4%	37.2%
Non-Talented	88.5%	10.2%	1.4%	37.2%
Disadvantaged	85.7%	12.4%	1.9%	41%
Not Disadvantaged	92%	7.4%	0.6%	32.3%
Ever 6 FSM	85.2%	12.7%	2%	43.6%
Not Ever 6 FSM	92%	7.3%	0.6%	30%
Ever 6 Service Child	94.2%	5.4%	0.4%	50%
Not Ever 6 Service Child	88.4%	10.2%	1.4%	37%
EYPP Recipient	98.9%	1.1%	0%	0%

Attendance Statistics

01 Sep 2023 - 24 Jul 2024

Whole School	Demographics & Inverse	Present R/C: Marks	Unauth. Absent R/C: Marks	Auth. Absent R/C: Marks	Persistent Absentees
All Students	Female	91.6%	0.5%	7.9%	27.7%
All Students	Male	86.5%	0.7%	12.9%	36%
All Students	Compulsory School Age (5 - 15)	88%	0.6%	11.4%	33.5%
All Students	EAL	94.7%	0.5%	4.7%	0%
All Students	Not EAL	87.8%	0.6%	11.6%	34.4%
All Students	Non-Gifted	88%	0.6%	11.4%	33.5%
All Students	Non-Gifted + Talented	88%	0.6%	11.4%	33.5%
All Students	In Year Admission	92.7%	0.9%	6.4%	33.3%
All Students	Not In Year Admission	87.9%	0.6%	11.4%	33.5%
All Students	Non-Mobile (Y10 & Y11)	88%	0.6%	11.4%	33.5%
All Students	Mobile (Y5 & Y6)	77.5%	0.2%	22.3%	50%
All Students	Non-Mobile (Y5 & Y6)	88.4%	0.6%	11%	32.9%
All Students	Out Of Age Group Cohort	81.1%	0.5%	18.4%	50%
All Students	Not Out Of Age Group Cohort	88.3%	0.6%	11.1%	32.9%
All Students	SEN	88%	0.6%	11.4%	33.5%
All Students	Non-Talented	88%	0.6%	11.4%	33.5%
All Students	Disadvantaged	86.7%	0.9%	12.4%	38.6%
All Students	Not Disadvantaged	89.6%	0.2%	10.1%	27.1%
All Students	Ever 6 FSM	86.2%	0.9%	12.9%	41%
All Students	Not Ever 6 FSM	90%	0.2%	9.8%	25.3%
All Students	Ever 6 Service Child	96%	0%	4%	0%
All Students	Not Ever 6 Service Child	87.8%	0.6%	11.5%	34.2%
All Students	EYPP Recipient	98.4%	0%	1.6%	0%
All Students	Not in Receipt of Early Years Pupil Premium	87.9%	0.6%	11.5%	33.8%
All Students	FSM	86.2%	0.9%	12.9%	40.7%
All Students	Not FSM	89.9%	0.3%	9.8%	26%
All Students	Not Gypsy / Roma / Traveller	88%	0.6%	11.4%	33.5%
All Students	Not Has Key Worker Guardian	88%	0.6%	11.4%	33.5%
All Students	Pupil Premium Eligible	86.9%	0.9%	12.3%	38.2%
All Students	Not Pupil Premium Eligible	89.5%	0.2%	10.3%	27.5%
All Students	Not Pupil Premium Recipient	88%	0.6%	11.4%	33.5%
All Students	Service Child	98.3%	0%	1.7%	0%
All Students	Not Service Child	87.9%	0.6%	11.5%	34%
All Students	Not Young Carer	88%	0.6%	11.4%	33.5%
All Students	Looked After (In Care)	96.9%	0%	3.1%	0%
All Students	Not Looked After (In Care)	87.8%	0.6%	11.6%	34.4%

Registration Form	No. Students	Present R/C: Marks	Unauth. Absent R/C: Marks	Auth. Absent R/C: Marks	Comments
ARB BRN (2022/2023)	9	89.7%	0.2%	10.1%	1 PMLD pupil
ARB BUDE (2022/2023)	10	89.4%	0.7%	9.9%	1 reduced timetable
ARB FAL (2022/2023)	12	85.6%	1.7%	12.7%	1 reduced timetable, 1 long term absentees
ARB Mount Charles (2022/2023)	12	76.2%	8.0%	15.8%	2 reduced timetables
CB (2022/2023)	8	84.7%	0.5%	14.8%	1 reduced timetable
CP (2022/2023)	5	82.5%	0.1%	17.4%	1 reduced timetable
CV (2022/2023)	12	95.8%	0.4%	3.8%	
IH (2022/2023)	8	93.7%	1.7%	4.7%	
JL (2022/2023)	10	79.4%	0.6%	20.1%	3 reduced timetable
KD (2022/2023)	6	91.1%	0.5%	8.4%	
KP (2022/2023)	12	93.5%	0.2%	6.3%	
LB (2022/2023)	8	91.5%	0.6%	7.9%	
RC (2022/2023)	7	94.3%	0.8%	4.9%	
RS (2022/2023)	6	90.6%	0.4%	9.0%	
SA (2022/2023)	4	67.2%	1.5%	31.2%	Hub based provision, pupils on reduce timetable, 1 pupil with medical issues LR
SL (2022/2023)	9	93.7%	0.8%	5.5%	
SV (2022/2023)	10	93.5%	1.0%	5.5%	
VH (2022/2023)	5	85.3%	2.1%	12.6%	SEMH group, 2 reduced timetables

Registration Form	No. Students	Present R/C: Marks	Unauth. Absent R/C: Marks	Auth. Absent R/C: Marks	Persistent Absentees	Comments
ARB BRN (2023/2024)	16	85.9%	0.4%	13.8%	37.5%	0
ARB BUDE (2023/2024)	14	85.8%	0.9%	13.3%	35.7%	0
ARB FAL (2023/2024)	12	78.7%	0.4%	20.8%	41.7%	0
ARB Mount Charles (2023/2024)	14	76.9%	0.2%	22.9%	57.1%	0
BL (2023/2024)	11	92.1%	0.4%	7.5%	18.2%	0
CB (2023/2024)	10	92.2%	0.2%	7.6%	40.0%	0
CP (2023/2024)	13	81.0%	2.8%	16.1%	76.9%	0
IH (2023/2024)	14	91.0%	1.3%	7.6%	42.9%	0
JL (2023/2024)	11	74.1%	1.8%	24.1%	81.8%	0
KD (2023/2024)	8	90.2%	0.0%	9.8%	12.5%	0
KP (2023/2024)	16	95.0%	0.3%	4.7%	6.3%	0
LB (2023/2024)	9	94.3%	0.1%	5.6%	11.1%	0
RC (2023/2024)	13	90.0%	1.8%	8.2%	23.1%	0
SA (2023/2024)	10	94.5%	0.5%	5.0%	20.0%	0
SL (2023/2024)	13	87.9%	0.2%	11.9%	53.8%	0
SV (2023/2024)	11	92.5%	0.3%	7.2%	18.2%	0
VH (2023/2024)	14	77.7%	1.7%	20.6%	50.0%	0
AT (2023/2024)	4	95.1%	0.7%	4.2%	0.0%	n/a
MB (2023/2024)	7	90.7%	1.0%	8.2%	28.6%	n/a

Year Group	No. Students	Present R/C: Marks	Unauth. Absent R/C: Marks	Auth. Absent R/C: Marks	Persistent Absentees
Reception (2022/2023)	2	86.3%	0.5%	13.2%	100.0%
Year 1 (2022/2023)	4	93.4%	0.1%	6.5%	25.0%
Year 2 (2022/2023)	4	66.1%	4.1%	29.8%	50.0%
Year 3 (2022/2023)	5	90.9%	0.2%	8.9%	40.0%
Year 4 (2022/2023)	3	48.7%	31.4%	20.0%	100.0%
Year 5 (2022/2023)	6	75.4%	1.0%	23.7%	66.7%
Year 6 (2022/2023)	3	72.1%	1.4%	26.5%	100.0%
Year 7 (2022/2023)	31	89.6%	2.0%	8.5%	38.7%
Year 8 (2022/2023)	25	94.2%	0.5%	5.4%	16.0%
Year 9 (2022/2023)	37	88.8%	2.2%	9.0%	32.4%
Year 10 (2022/2023)	34	86.3%	1.0%	12.8%	38.2%
Year 11 (2022/2023)	27	81.6%	4.5%	13.9%	37.0%

Year Group	No. Students	Present R/C: Marks	Unauth. Absent R/C: Marks	Auth. Absent R/C: Marks	Persistent Absentees	
Year 1 (2023/2024)	2	86.6%	0.1%	13.3%	100.0%	↑
Year 2 (2023/2024)	5	94.2%	0.0%	5.8%	0.0%	↑
Year 3 (2023/2024)	6	71.7%	0.0%	28.3%	83.3%	↓
Year 4 (2023/2024)	5	90.8%	0.3%	8.9%	40.0%	↑
Year 5 (2023/2024)	3	38.3%	0.4%	61.3%	66.7%	↓
Year 6 (2023/2024)	5	77.0%	1.0%	22.1%	40.0%	↑
Year 7 (2023/2024)	47	89.0%	0.4%	10.6%	27.7%	↓
Year 8 (2023/2024)	30	88.3%	0.3%	11.3%	40.0%	↓
Year 9 (2023/2024)	25	93.5%	0.2%	6.3%	16.0%	↑
Year 10 (2023/2024)	37	86.7%	1.5%	11.8%	43.2%	↑
Year 11 (2023/2024)	33	85.1%	1.3%	13.6%	51.5%	↑

Narrative 22-23 to 23-24 Comparison

- Overall attendance achieved in 22-23 was 86.3% this increased to 86.9% in 23-24. This is in line with the national data of 87% for special schools. 13 pupils (6.7% of our population) were on a reduced timetable. They accessed bespoke provision successfully and considering their attendance within the reduced timetable the attendance is 88.3%.
- For pupil premium, attendance has increased from 82.96% in 22-23 to 85.2% in 23-24.
- Regular meetings with both, Cornwall council EWO Karen Varker and Peninsula EWO Allison McGee- Harrison, took place each term. Both were complimentary about our relationships with parents, efficiency of coding and on our contract format for pupils on a reduced, flexible or bespoke timetable. This was also confirmed during a safeguarding audit that focused on attendance. For pupils with an EHCP, the first contact remains the SEN caseworker (rather than EWO) in the first instance.

Persistent absentees:

For the academic year 2022-23 the persistent absentee rate across special schools was 38.7% (DfE website). Our data: 37.1%.

In 2023-24, our data has increased to 37.8% compared to DfE data 37.6% for special schools.

Number of persistent absentees identified as needing support in September 22: 11 pupils, 6.3% of school population. This is a decrease from last year (2021-22), where there were 17 pupils (9.7% of our population).

Average this year 80-90%	PA				36 autumn 1 40 autumn 2 46 spring 1 36 spring 2 36 Summer 1 41 Summer 2
Average this year below 80%	PA				26 autumn 1 24 autumn 2 21 spring 1 24 spring 2 22 Summer 1 19 Summer 2
Average this year below 50%	SA				8 autumn 1 11 autumn 2 10 spring 1 10 spring 2 10 Summer 1 10 Summer 2

In September 2023 the number of persistent absentees identified needing significant support were 8 pupils, 4.1% of our school population. We have tracked persistent absentees more thoroughly in half termly reports.

Autumn 23: Persistence absence increased for both whole school and pupil premium. Overall, from 33.5% to 39.1% and PP from 37.9% to 39.5%.

Spring 24: Persistence absence decreased for whole school from 38.9% to 37.9% and for PP it increased from 38.9% to 41.3%.

Summer 24: increased compared to spring from 37.9% to 38.5% (PP increased from 41.3% to 44.4%) this was linked to increased illness.

3 pupils increased attendance and moved from <80% PA to <90% PA (SP, TF, TM)

2 pupils attendance decreased moving from <90% to <80% (CH, SB) this was linked to illness as one pupil had seizures.

5 pupil increased attendance moving from <90% to above 90% (SW, CD, MY, LH, RD)

Attendance Data Summary Commentary

Attendance data was carefully tracked throughout the year and was clearly aligned to national and local trends. Our attendance is continuing to improve. We continue to have a number of young people with complex needs who are unable to access full time education, needing a reduced timetable. Several elements affected our attendance last year. There have been a large number of illness, as the 'COVID generation' there seems to be reduced immunity and with many coughs and colds.

There has remained an ongoing impact of transport providers on attendance. We have now a direct contact to county to report transport issues that has helped but needs to be monitored. For example, applications for lone transport for learners who affect transport, such as this, and where transport has broken down, are either slow or unsuccessful. There were several phased starters for the Primary learners who were already identified as persistent absentees. This was as they began transition to new settings and began school refusing. Additionally, some children are 'legacy' children that have been place by

local authority in ARB that is not a suitable provision. We have carefully considered each pupils needs to provide access to an appropriate learning programme whilst meeting individual pupils EHCP outcomes with the aspiration to extend attendance at school gradually. We use external provision as well as SITT (Special Intervention Therapy Team) support to achieve this. Plans are reviewed every 6 weeks to evaluate and support with next steps.

A particular concern that the data highlights is the number of students who are persistently absent especially those on reduced timetables. Furthermore, some persistent absent students are extremely anxious about attending school. We feel our focus on more robust processes to collect information from those previously involved with the young person, has led to an improved understanding of the child, provide early intervention and enabling appropriate provision to be quickly put in place. More robust monitoring and earlier interventions to attendance increase using 3 stages to be established.

Key barriers to attendance over the year 23-24 were identified as being:

- ARB Primary attendance data low
- Reduced timetables
- All other barriers were identified as being specific to the learner/family.

Successful Interventions 23-24	
Description of Intervention	Impact
<p>1. Positive interactions and relationship with parents</p>	<ul style="list-style-type: none"> • School worked with parents to put an individual plan in place to support family for best outcome for the pupil. For example, early transition and familiarisation with new placement was highly successful as this reduced anxiety level for pupils and parents. • Informal coffee mornings were held regularly to allow face to face meetings • attendance letters were send to parents termly; face-to-face meetings carried out for low attendance • parents made aware firstly with Year 7 transition pack about the importance of good attendance and this is followed up by termly reminders • use of Arbor portal allowed parents to access attendance data 'live' and also provides an easy communication tool for parents and tutors • pupils provision and temporary bespoke timetable reviewed every 6 weeks
<p>1. Transport</p>	<ul style="list-style-type: none"> • SLL appointed as one point of contact with county transport matching

	<p>learners needs and overcome any issues more rapidly</p> <ul style="list-style-type: none"> • Worked closely with county manager Dan Baker and allocated worker Jamie Gifford • Clear recording to monitor reports made and follow ups to challenge
<p>2. Engagement curriculum, interventions and specific discussion with parents to support with individual needs i.e. DJing, LEGO, Footsteps, Horse riding, BF, and extended work-experience</p>	<ul style="list-style-type: none"> • students engaged well with the individual, personalised curriculum/ provision resulting in increased attendance • pastoral interventions and SIT interventions reduced anxiety and therefore increased attendance • students were able to complete their certification/accreditation/ post 16 connection • Hub work incl. SIT team and pastoral team shaped interventions suited to individual need. Enrichment activities were linked to individual needs

Monitoring and Related Actions

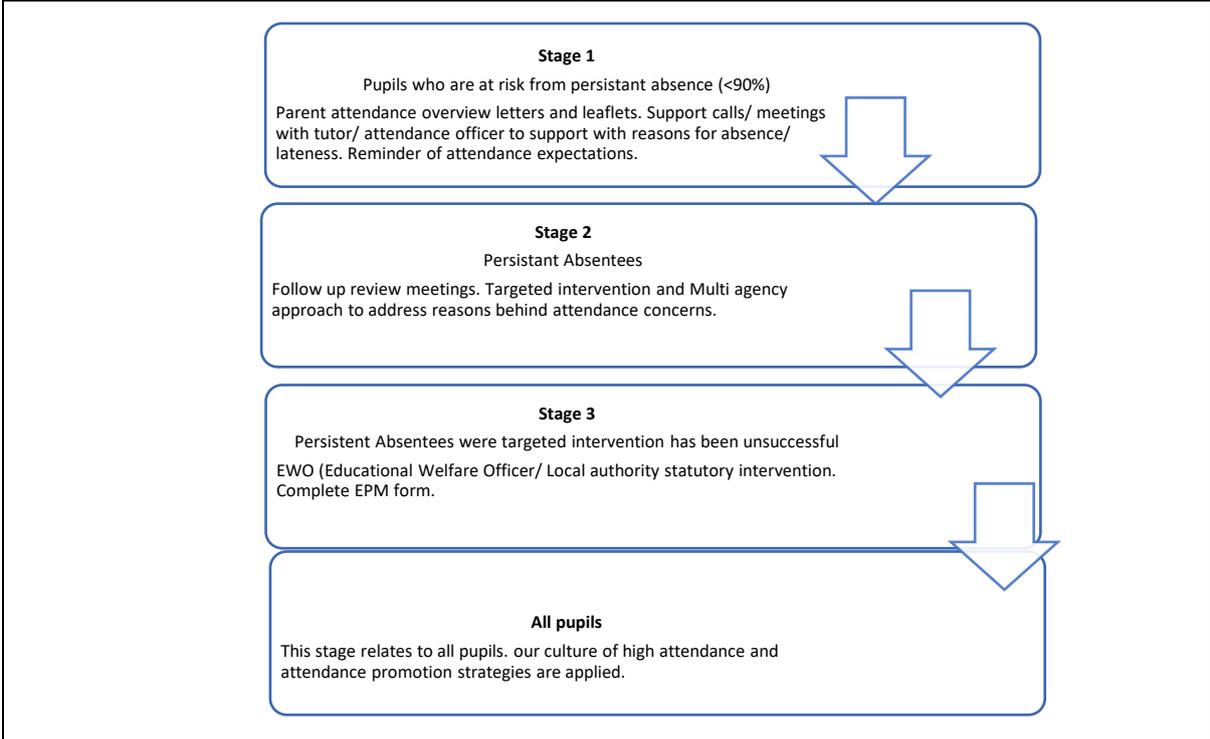
- Weekly SOM and BOM will consider behaviour, safeguarding and attendance to plan and discuss next steps and intervention.
- Pastoral and SITT team includes parent support and counselling.
- Wellbeing team consider support plan for individuals. Pupils grouped by need with adapted timetable i.e. increased sensory provision with in house referrals to SITT (Specialist Intervention Therapeutic Team).
- SLT Ali Russell SenCo monitors bespoke/ flexi and reduced timetable contracts every 6 weeks with focus on individual SEND. Contracts with parents in place. Discussion take place in formal interim meetings that can include LA and EWO.
- Continue to work closely with transport county manager and allocated worker
- Introducing rewards for good attendance
- Review of reduced timetables
- Introduce reduced time table tracker
- Introduce sight and sound
- Working closely with EWO
- Introduce attendance reduced timetable action plan
- Developing the role of an attendance support worker

Attendance targets 2024-25

1. Establish implementation of structured parent partnership through staged and early intervention

Rationale for Approach	Success Criteria
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<p>Good partnership with parents essential to make a positive change. Engage other outside agencies to promote positive change</p>	<ul style="list-style-type: none"> ✓ <u>U</u>se staged approach with templates given by EWO i.e. action plan school support ✓ All information monitored providing chronology of provision and interventions. ✓ To be discussed with SPT to streamline within Trust ✓ Introduce Attendance Action Plans so that home and school can work together to improve attendance
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2. Decrease number of reduced timetables

<p>Plans are reviewed every 6 weeks to evaluate with ambition to increase to full time in an allocated time frame</p>	<ul style="list-style-type: none"> ✓ Discussion takes place in reviews considering individual needs that can include LA and EWO ✓ Attendance monitored on Tracker with robust and timely action being taken when issues arise ✓ Contract and reduced timetables are in place leading to planned increases in attendance to a fulltime in school target ✓ Review of reduced timetables shows an increase in use and length ✓ Pupil tracker being used as a live document to record and evaluate actions taken ✓ Sight and sound trackers provide a failsafe system for ensuring the welfare of pupils not in school
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3.Improve attendance in ARB Primary provision

<p>Primary learners who are in the persistent absentee category have a phased start to meet need or are 'legacy' children where provision is not suitable</p>	<ul style="list-style-type: none"> ✓ The Primary data is steadily increasing as phased return is increasing ✓ Pupils' needs met through access to a learning programme whilst meeting individual pupils EHCP outcomes with the aspiration to extend attendance carefully considered ✓ External provision as well as SITT (Special Intervention Therapy Team) support to achieve this ✓ Close working with the local authority shows further options are being used i.e. EOTS
<p>4. Primary FSM pupils attendance is lower than non FSM</p>	
	<ul style="list-style-type: none"> ✓ Attendance monitored on Tracker and in half termly reports
<p>5 .SPT attendance hubs – focusing on attendance and SEND across our Trust which explores national issues related to absences/ attendance in partnership with the DfE and also the Cornwall attendance hub.</p>	
<p>Being well informed of issues that affect attendance both nationally and locally and sharing of best practice</p>	<ul style="list-style-type: none"> ✓ Attendance hub shaping intervention through sharing of best practice and most successful approaches
<p>Review Date: January 2025</p>	