



Ruskin Community High School  
**Attendance Action Plan 2023-2024**

**Target from 2019 OFSTED Inspection:** To continue to improve the attendance of disadvantaged pupils, so that they attend school more regularly and fewer are persistently absent from school.

**Taken from the Strategic Development Plan 2022-2028:**

Key Objective	Actions	Success Criteria	SLT Lead Monitoring & Evaluation
Improve attendance across all year groups and monitor and close gaps in PP/ non PP attendance.	<ul style="list-style-type: none"><li>• Appoint full time and part time Educational Family Support Worker to reduce barriers to attendance and be able to visit families to support and intervene.</li><li>• Appoint a fulltime Attendance &amp; Welfare Officer to focus on attendance/parental and student liaison.</li><li>• Review the use of ClassCharts to improve processes and procedure and amend accordingly to support attendance processes.</li><li>• Rigorous tracking of attendance by the pastoral team and monitoring the high profile of attendance with students and parents.</li><li>• SLT lead to strategically lead this area and work with the LA to implement 'deep dives'.</li><li>• To feedback to governors around progress regularly.</li><li>• From Sept 2023, improve and develop working with the ACOSS team, with an EFSW dedicated to the school one day a week in school and at least one further day outside of school.</li><li>• Continue to monitor school attendance against local/regional and national %s regularly.</li></ul>	<ul style="list-style-type: none"><li>• Weekly tracking of attendance.</li><li>• Letters of intervention to be sent at the correct times.</li><li>• Termly reporting of attendance to SLT and Governors.</li><li>• Early intervention evident by the Education Family Support Worker.</li><li>• Deep dive feedback from LA.</li></ul>	HAR / BUN

**Actions from the Attendance Deep Dive November 2023:**

Objective	Strategy	Actions/Progress/Dates
<p><b><u>Irregular FPN process</u></b></p> <p>During the deep dive 21.11.23 it was identified that school have started to identify pupils for ACOOS for a 15-day warning period and possible PN as soon as a pupil reaches 10 unauthorised sessions (can be mix of U, O &amp; G Codes). Delay in identifying this trigger may result in children falling below 75% and the referral being rejected.</p> <ul style="list-style-type: none"> <li><b>Ruskin to reduce the number of letters they are sending.</b></li> <li><b>Advice is that Unauthorised and Authorised absences follow separate pathways.</b></li> <li><b>Ruskin to implementing the advice from the deep dive.</b></li> <li><b>Advice is that all staff that have access to the Attendance Tool Kit.</b></li> </ul>	<p>Ruskin School attendance flowchart updated to show the separate pathways and continue to speed the process up.</p> <p>Letters adapted and attached to Sims to allow for quicker process.</p> <p>Pre PN letter introduced for unauthorised pathway.</p> <p>Develop working with the ACOSS team, with an EFSW dedicated to the school one day a week in school and at least one further day outside of school.</p>	<p>Flowchart updated Dec 2023.</p> <p>Letters to be emailed to parents to avoid delay with postal service – ongoing.</p> <p>2 weekly tracking to support with getting letters out more quickly.</p> <p>EFSW in school each Tuesday to support with attendance, to liaise with parents, complete individual attendance actions plans and attendance panel meetings.</p>

<p><b><u>Attendance Action Plan Meetings</u></b></p> <p>Previous ways of working with ACOOS Traded service have been updated to create a swifter process. The Education Family Support Workers will complete an Attendance Action plan. Within the Attendance Action Plan a monitoring period of 15 schools days will be set and if improvement not made then EFSW will hold review of the Attendance Action plan and then this will then transfer to a Parenting contract which details more about the consequences of possible legal action, if no improvement following a further short monitoring period then school will be advised by EFSW to complete Appendix 3 for request for Legal Assessment.</p> <ul style="list-style-type: none"> <li>• <b>Ruskin to implement this advice.</b></li> </ul>	<p>EFSW attendance action planning meetings to be completed following attendance team weekly meeting.</p> <p>School and parent to receive copies of the attendance action plan from the EFSW once parenting contract for monitoring has been completed.</p>	<p>Weekly attendance team meetings to discuss students where EFSW support would be beneficial.</p> <p>Review support throughout the year.</p>
<p>It was observed during Deep Dive Day that Medical Letters are being sent out.</p> <p>Sarah Bayley (Cheshire East ACOOS) advised that when School is analysing data if there is 5 or more (10 sessions of absence) then this pupil can be flagged so that a welfare call to parents is completed – school need to ensure that the Attendance Officer is updated with outcomes of discussions and any interventions are recorded within system all has access to.</p>	<p>Attendance team to continue to monitor illness and home visits/calls to be completed as part of student welfare.</p> <p>Termly attendance to be shared with parents through the newsletter.</p> <p>Ongoing monitoring of students for absence – refer to inclusion panel or medical needs where needed.</p> <p>Transition timetables to be implemented and reviewed 4-6 weeks.</p>	<p>Attendance monitoring - home visits /calls to be completed when students have several days of absence for illness – ongoing.</p> <p>Newsletter updated termly. In the Spring newsletter to link:  <a href="https://www.publichealth.hscni.net">https://www.publichealth.hscni.net</a>  <a href="https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/">https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/</a></p>



<p>Ruskin to send termly newsletters around attendance</p> <ul style="list-style-type: none"> <li>• <b>School to ensure that in cases where a child has not been in school for 15 days they refer to inclusion panels.</b></li> <li>• <b>School also needs to consider Medical Needs referral for those cases where there is a clear medical need.</b></li> </ul>		<p>Staff responsibility identified for inclusion panel referrals, medical needs referrals and transition timetables.</p> <p>Transition timetables to be reviewed every 4-6 weeks</p>
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Objective	Strategy	Actions/Progress/Dates
To have a further deep dive into attendance in Spring/Summer term to review progress with attendance.	HAR to arrange with ACOOS team.	Booked in for February 2024
<p>Continue to review and Improve efficiency of tracking and analysis of attendance data</p> <p>Rigorous monitoring of attendance</p>	<p>Continue to develop the use of Class Charts for attendance.</p> <p>Tracking and analysis of attendance data to take place fortnightly.</p> <p>Home visit to be made if a student has been absent for 3 days.</p> <p>YAM drop down days – students attendance is a focus.</p>	<p>Weekly attendance data shared with all staff.</p> <p>Fortnightly monitoring and attendance team discussions of students.</p> <p>Case studies of students and measuring the impact of interventions each half term/term.</p> <p>YAM drop down days – attendance discussions with students.</p>
Improve parental engagement and communication with regards to students attendance.	<p>Review existing letters sent to parents following feedback from Deep Dive review.</p> <p>Parent group attendance meetings and drop ins to be held in school.</p>	<p>Letters adapted to suit the new Ruskin flow chart Dec 2023.</p> <p>Letters sent via email from December 2023 to speed up the process.</p>

	<p>Increase parent conversations around attendance – where possible conversations to be completed via phone calls, when attendance drops below 80% parental invites to meetings, ensuring sufficient time given between meeting request letters sent out and meeting time.</p> <p>EFSW to be promoted on the school website with email address so parents can contact if they have any attendance concerns</p>	<p>Parental access to an attendance team email address for correspondence where needed.</p> <p>Attendance parent group meetings offered December 2023.</p> <p>Trial of phone conversations with parents following the advice of EFSW to build relations and discuss attendance January 2024. Review at February half term.</p>
<p>Improve rewards for attendance and the profile of these within school</p>	<p>Review rewards for every term. Competitive element for attendance – between students, tutor groups, year groups and houses. Advertise rewards</p>	<p>Student vote for end of year attendance prizes Sept 2023.</p> <p>Weekly 100% attendance tokens given out for the prizes.</p>
<p>To identify the key groups where the gap is widest. FSM IYA SEN PP</p>	<p>Increased parental contact with all parents in key groups where attendance falls below 95%.</p> <p>FT and YAM to contact home /discuss attendance with students. Home visits. SEN PAs – discuss with SEND Keyworker/Inclusion Quality Team Develop EAL attendance information sheets to be given to parents on arrival at the school. PP Champions meet with PP students in each year group. FT to have regular meetings with students.</p>	<p>Parental contact has commenced with tutors/YAMs/Safeguarding lead/attendance team and EFSW all contacting home.</p>

	Weekly attendance team meetings to discuss all students	
Continue to develop a competitive element around attendance/ improve knowledge of attendance figures for all	<p>Update the attendance board in the main hall for year groups and best form</p> <p>Attendance PP shared with all staff weekly / FT to share with form groups.</p> <p>Weekly texts home.</p> <p>Provide tailored praise and encouragement when pupils attend and arrive on time</p> <p>Virtual badges on Class Charts for attendance</p>	<p>Boards are in use in the hall.</p> <p>Attendance PP shared weekly via email/uploaded to TEAM attendance folder</p>
For pupils at risk of PA	<p>Provide regular attendance reports to tutors to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes</p> <p>initiate and oversee the administration of absence procedures. This could include:</p> <ul style="list-style-type: none"> <li>• letters home</li> <li>• attendance clinics</li> <li>• Regular home visits by attendance team, both before and after registration to target regular lateness and poor attendance</li> <li>• Meetings in school with parents to discuss attendance – any issues and any support school can offer.</li> <li>• engagement with local authorities and other external agencies and partners, eg FSW, Social Care, MHST, Youth Support Service.</li> </ul>	<p>HAZ provides all staff with the attendance reports and they liaise with the tutors.</p> <p>Letters and texts are also regularly used to encourage attendance.</p>

	<ul style="list-style-type: none"> <li>• work with families and the community to identify which methods of communication work best, recognising potential barriers in hard to reach families and find methods that work and are understood</li> <li>• consideration if further interventions are required in line with the statutory guidance on parental responsibility measures</li> </ul>	
<p>For PA students</p>	<p>Provide regular attendance reports to tutors to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes</p> <ul style="list-style-type: none"> <li>• initiate and oversee the administration of absence procedures. This could include:             <ul style="list-style-type: none"> <li>• letters home</li> <li>• Regular home visits by VIT, both before and after registration to target regular lateness and poor attendance</li> <li>• Meetings in school with parents to discuss attendance – any issues and any support school can offer.</li> <li>• engagement with local authorities and other external agencies and partners, eg FSW, Social Care, MHST, Youth Support Service.</li> <li>• work with families and the community to identify which methods of communication work best, recognising potential barriers in</li> </ul> </li> </ul>	<p>Check fortnightly that FTs are having meetings and monitoring student’s attendance.            Log of all letters sent out and home visits made.            Log of all meetings.            Log of all EWO meetings.            Measure the impact of interventions.</p>

	<p>hard to reach families and find methods that work and are understood</p> <ul style="list-style-type: none"> <li>• consideration if further interventions are required in line with the statutory guidance on parental responsibility measures.</li> </ul> <p>Provide regular reports to leaders on the at-risk cohort</p> <p>Provide regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils</p>	
Investigate other proven strategies for improving attendance in PA pupils	<p>Use of Inclusion Hub to support PA/school refusers.</p> <p>VIT to investigate different strategies used in different schools and feedback.</p> <p>Student and Parent Voice.</p>	Costs and resources need to be considered.
Use of Class Charts for attendance	<p>Use of Class Charts to take attendance and monitor attendance.</p> <p>Quicker to view students who are absent and put in the necessary interventions.</p> <p>Rewards automatically be added to Class Charts</p> <p>Parents to use Class Charts to log absence</p>	<p>ClassChart is fully established with staff to take attendance.</p> <p>Currently Group Call followed up by individual phone calls.</p> <p>Parents can call / use class chart to log absence now.</p>
Late processes	<p>Investigate the current procedures for pupils arriving late and the effectiveness of the sanctions in place.</p> <p>VIT/LAN home visits prior to school starting to try to support students arriving on time.</p>	<p>Lates need to be analysed to see the impact of the current sanctions. Investigate alternative rewards/sanctions to see if any additional measures may positively impact.</p>