

NHA Annual Attendance Strategic Plan 2024-25

The purpose of the annual plan is to:

- Reflect the **ambition** of the organisation to achieve the best possible attendance;
- To have an annual forum during September in which to reflect on what has worked and further strategies to be trialled;
- To present a coherent strategy that allows The Governing Body to scrutinise the academy's efforts to tackle barriers to attendance. Trystan Williams (Chair of LGB) is the key member who holds the Academy, Michelle Reysenn for SLT, and Louise Gardiner, Attendance Lead, to account.

Notton House Academy: Headteacher: Michelle Reysenn					
Start Date: September 2024			Review Date due: Mar 2025		
Name of School Attendance Lead: Louise Gardiner, Head of Welfare			Name of LGB Lead: Trystan Williams, Chair of LGB		
National Attendance Data (<i>Office for National Statistics – Sep 24 Update</i>)					
Special Schools with EHCP: 86.7%					
Aspirational Attendance Target 23 -24: 90%			Attendance Achieved 23 -24: 80%		
Attendance Data – 6 Year Comparison					
18-19	19-20	20-21	21-22	22-23	23 -24
Overall					
63%	83%	78%	82%	81%	80%
On-Site					
88%	88%	83%	86%	82%	86%
Bespoke					
25%	66%	56%	54%	61%	49%
Day					
72%	84%	79%	82%	80%	77%
Residential					
82%	91%	88%	91%	87%	95%
BME					
89%	82%	84%	89%	76%	88%
PPG					
75%	75%	73%	80%	79%	80%
CIC					
77%	85	98%	93%	96%	98%
Improvement from Baseline					
66%	70%	68%	73%	71%	69%

Attendance Data Summary Commentary 23-24

Attendance data was carefully tracked throughout the year and was clearly aligned to national and local trends and spikes in sickness rates this year. Some students accessing long or short-term offsite support for MHWB concerns or to reduce the risk of full placement breakdown, are receiving outreach support visits to maintain strong connections with school and key adults with the aim to positively integrate them back into onsite learning at the earliest and safest time. This is often in relation to students' individual levels of social and emotional difficulties as well as anxieties around travelling, attending school in general or high levels of anti-social behaviour. Through child centred approaches working with parents and associated professionals' attendance for these students has improved throughout the year.

A particular concern that the data highlights is the attendance of students who are on bespoke timetables. The majority of these students have a weak academic, or challenging social and emotional profile, as well as for many, have poor literacy and communication skills. Many are involved in anti-social behaviour within their community, and some may say that ease of transport is a barrier to attending school.

We are pleased, however, with our continued ability to rapidly improve attendance from previous provisions for new students. 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, enabling appropriate provision to be quickly put in place.

Successful Interventions: Sept 2023 - Sept 2024

Description of Intervention

- Weekly key working sessions with trusted members of staff, covering attendance concerns and possible strategies to assist anxious students.
- Last year, 2023-24, the school reviewed our individual attendance action plan for students with reduced or below expected attendance. This was an attempt to encourage young people into school, and to motivate students.
- Termly TAC meetings for key students to discuss attendance, barriers to attendance, and possible interventions.
- Close following of the attendance policy and using Family Support Worker, SEN to provide for additional support for families.
- Daily text messages and phone calls to parents for those students who haven't arrived in school on time or at all.
- Daily attendance email to all staff informing them of any attendance concerns/ actions required.
- As a result of the successful trial of Individual Attendance programmes, Attendance Focus meetings will be held termly with leaders to monitor attendance, leaders will then decide which students require appropriate interventions or letters to parents.

Impact 2023-24

- Improvement of attendance from baseline for all Notton students reached 69% for 23-24 and 88% for students educated onsite.
- Furthermore, all students improved the speed at which they engaged with staff when being collected from their home and all students have maintained improved attendance since the scheme finished and transport became less crowded.
- CiC attendance 98%, shows we are maintaining high attendance for CIC.
- Residential pupil attendance 95%.
- It is difficult to separate out the impact that each intervention has. However, the ones that appear to have the greatest impact are:
 - Home visits/ meetings
 - Letters to parents
 - Attendance programmes/ targeted interventions
 - Personalised incentives
- Daily attendance emails to staff have enabled tutors to make daily calls of encouragement to students and where necessary possible interventions are then planned.

Attendance Target 24-25: 90%

- Introduction of an Outreach Engagement Worker to work 1-1 with students (and their families) who are disaffected from education and who are finding it challenging to access learning/ attend school.
- Implement MNSP Attendance strategy 24/25.
- Introduce bespoke incentives for pupils whose attendance has fallen on or below 90% to increase their attendance term on term.
- Continuation of daily text messages for those students who haven't arrived in school in time.
- Regular attendance letters to the families of those students whose attendance is below their expected attendance for the term/ have unauthorised absence, or is below target attendance. Arrange meetings where appropriate each term.
- Termly TAC meetings to address barriers and possible interventions to help improve attendance.
- Involve professionals with cases not improving/ complete referrals to relevant agencies.
- Termly postcards/ letters congratulating students on most improved attendance or above 95% attendance.

Success Criteria

- Increase in overall attendance to meet the Academy target of 90%.
- All students meet their individual attendance targets set at 95%, or their individual target if on a bespoke engagement programme/ targeted action plan.
- Performance Management targets are taken from the SIP to reflect the priority to improve student attendance.
- Improvement in pupil engagement in lessons and all educational activities, as well as improved well-being, behaviour and safety.

Rationale for Approach: EEF evidence suggests that sending personalised letters or texts can help with a student's attendance.

EEF evidence suggests that enrichment activities can have intrinsic benefits, but also argue that it can directly improve pupil attainment especially when linked to classroom learning.