



Stratification Report

Understanding severe absence

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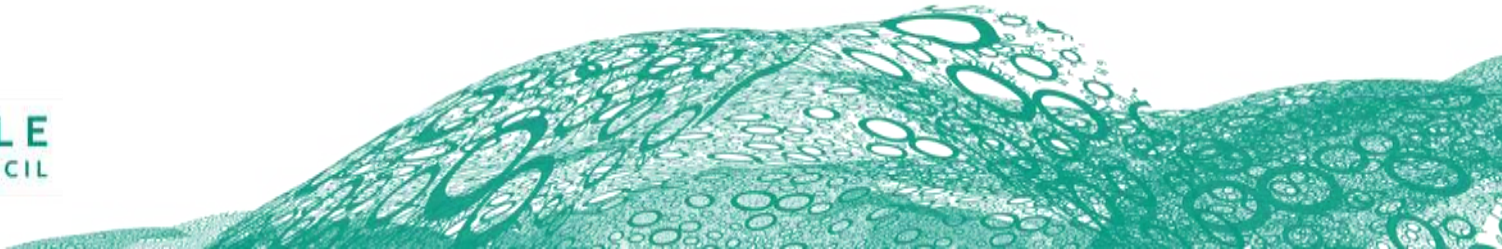
"Attendance is everyone's responsibility"

Origins of the stratification report

- Attendance post-covid
- Increased levels of persistent absence (attendance 90% and below)
- Emergence of severe absence (attendance 50% and below)
- Significant increases of children electively home educated
- New statutory guidance 'Working together to improve attendance'
- Emotionally based non-attendance
- Increased suspensions

Stratification Objectives and project rationale

To understand the different groups of children and young people who are severely absent from school, overlaid with a clear assessment of vulnerability & risk (including an understanding of children who have multiple risk factors), to assess the systems contribution to supporting need for severely absent children and the impact of effective multi agency working on outcomes.



Year One – Stratification analysis

- Widespread data analysis at a **granular** level
- Quantitative & qualitative research
- Strong data set from a wide range of partners/agencies
- Additional insights re: EHE/in year transfers



Key Headlines

- Negative link to attainment and progress - children not achieving expected standards – P8 score: **-1.91**
- Severe absence increases with age – KS4 highest numbers – **221%** increase when comparing Y7 to Y11.
- **45.8%** children FSM
- **167** children rec'd suspensions across Spring term – **63%** boys – **57%** on FSM
- **43%** of all severely absent children live within the top **10%** of the most deprived areas in the UK.
- **38.7%** recorded SEND
- Predominantly **White British**



Right to Succeed – Inclusion ‘Discovery’

Five ‘Discovery’ objectives have enabled the work to be achieved during 2022/23.

1. A Common Agenda and positive buy-in from all Schools with a shared definite and vision of inclusion.
2. Shared Measurements - A shared and well communicated quantitative and qualitative multi-agency framework developed
3. Mutually Re-enforcing Activities - Activities to improve inclusion that are: sequential and developmental, avoid duplication, and maximise impact
4. Continuous Communication – There has been very clear structures that have supported high-quality communication with partners, schools, children, young people and families
5. Backbone Support – Excellent governance which has been strongly supported by Right to Succeed team



Next Steps – Plans for Year 2



Attendance Alliance – A team around the school, child & family

- A core group identified
- Identify independent chair & governance structure
- Identifying the right tool to support...relational style models/ person centred planning tools?
- Approval via wider leadership team and consultaion with core agencies
- Develop model /terms of reference

Right to Succeed

Work has been developed with inclusion Deputies 'working' group who have co-designed and planned the 3 year 'Delivery' programme, commencing September 2023.