**Attendance Report for S & P May 2021**

Since the last report in January 2021 we have had 21 days possible attendance for all year groups given that we had a staggered start back after the 8th March. Therefore this report is reduced to reflect that.

The last data drop avaible is for the week ending 16th April

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| **March – April 21** | **% attendance** | **Jan 21 comparison** | **PA totals March - April** |
| Y7 | 96.6% | 94.7% | 8.1% |
| Y8 | 96.2% | 95.4% | 8.1% |
| Y9 | 94.9% | 91.5% | 11.3% |
| Y10 | 93.5% | 94.1% | 14.55% |
| Y11 | 93.3% | 94.1% | 14.7% |
| Average | 94.94% | 93.96% | 11.35% Jan = 17.8% |
| Target | 95% |  | 11.5% |

So attendance has improved broadly in line with targets both overall and PA. This means that in the main students have returned to school and we have had very few self-isolation absences to contend with whereas in the autumn term the vast majority of all absences were self-isolation.

Below are case studies to illustrate the trend of absences post third lockdown:

Student 1 B.G

Pre lockdown no attendance problems. Since lockdown very anxious, Parents are separated and struggle to get BG into school. Student will not talk to anyone including Parents about how he feels. P/M to undertake a home visit. Support offered – later start time

Student 2 P.M.S

Has not attended school since 20.11.20. Did not take any mock exams. P.M.S lives with father, has no contact with mother. Did very little work throughout lockdown. Support offered to return to school post lockdown Home visit – later start agreed starting with three days a week. Exception report produced.

Student 3 C.A

Student has become very anxious due to lockdown. Worries about the safety in school. Has to be coaxed to attend daily, but parents go to work expecting him to come to school after they have left. Has made it to school on time once since returning from lockdown, usually arrives between 9.30 and 11.00. A SBM arranged for beginning of summer term

Student 4 C.M

A SEND student. Has had a brain operation, therefore not been in school this academic year due to having to isolate before operation, then recovery. C.M is now expected to be in school but Parents have taken the decision to keep him at home until September. This student has never had a shielding letter. Support in place for return, but Parents will not send him. Warning letters have been sent. Consultation with Attendance compliance – told to respect parental wishes.

Student 5 T.S

A highly anxious student who suffers with OCD so the pandemic has heightened all feelings. Has outside support for OCD. Has been offered part time timetable to encourage attendance, this did not really work. TAF arranged for beginning of summer term to determine next steps. Currently has medical support to continue self-isolation.

Student 6 B.W

Always been a poor attender, mum has previously been issued with a penalty notice. Eating disorder has arisen since lockdown, very anxious. Support in place, sits in the car park with mum to eat lunch. EWMHs support in place.

Student 7 B.W

Poor attender pre Covid. Worried that he would take the infection home to his poorly parent, so attendance became very erratic. Had a SBM, set out a reintegration plan. Now attending on a more regular basis.

Student 8 J.A

Poor attender before Covid. Any excuse to not attend. Parent is hard to contact. Lived on a houseboat with no Wi-Fi, phone etc. for most of lockdown, consequently did very little work during this time. SAP arranged, Parent did not attend. A/O monitoring attendance with a view to sending a warning letter and contact with Attendance Compliance.

Student 9 L.R.G

Has had a 4 week absence due to a medical condition. Concerns around family capacity to Parent. Home visit undertaken. A/O in contact with Parent daily.

Student 10 M.C

Highly anxious student. Referred to SNAP, therapy has started. Support at school, part time timetable. Exception report produced.

The trends are clear to see

* Attendance issues pre COVID have continued.
* Post Lockdown – emergence of new mental health issues – both for student and for some parents.
* Support and new initiative always produces immediate improvement, which tails off again – only 1/10 showing sustained improvement. Only 4/10 would eventually lead to prosecution.

Therefore, the work the school does pastorally, by having a strong and robust mental health strategy and by making fostering relationships with families the key aspect of our work overall is the only viable barrier between not being a PA school.

Jenny Comerford May 2021