INCLUSIVE ATTENDANCE

Developing Expertise Through Professional Learning

Workforce expertise.
Attendance at the heart of inclusion.
Proven impact.

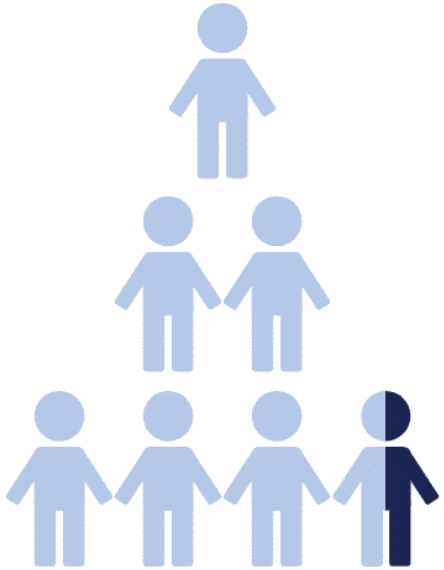


“

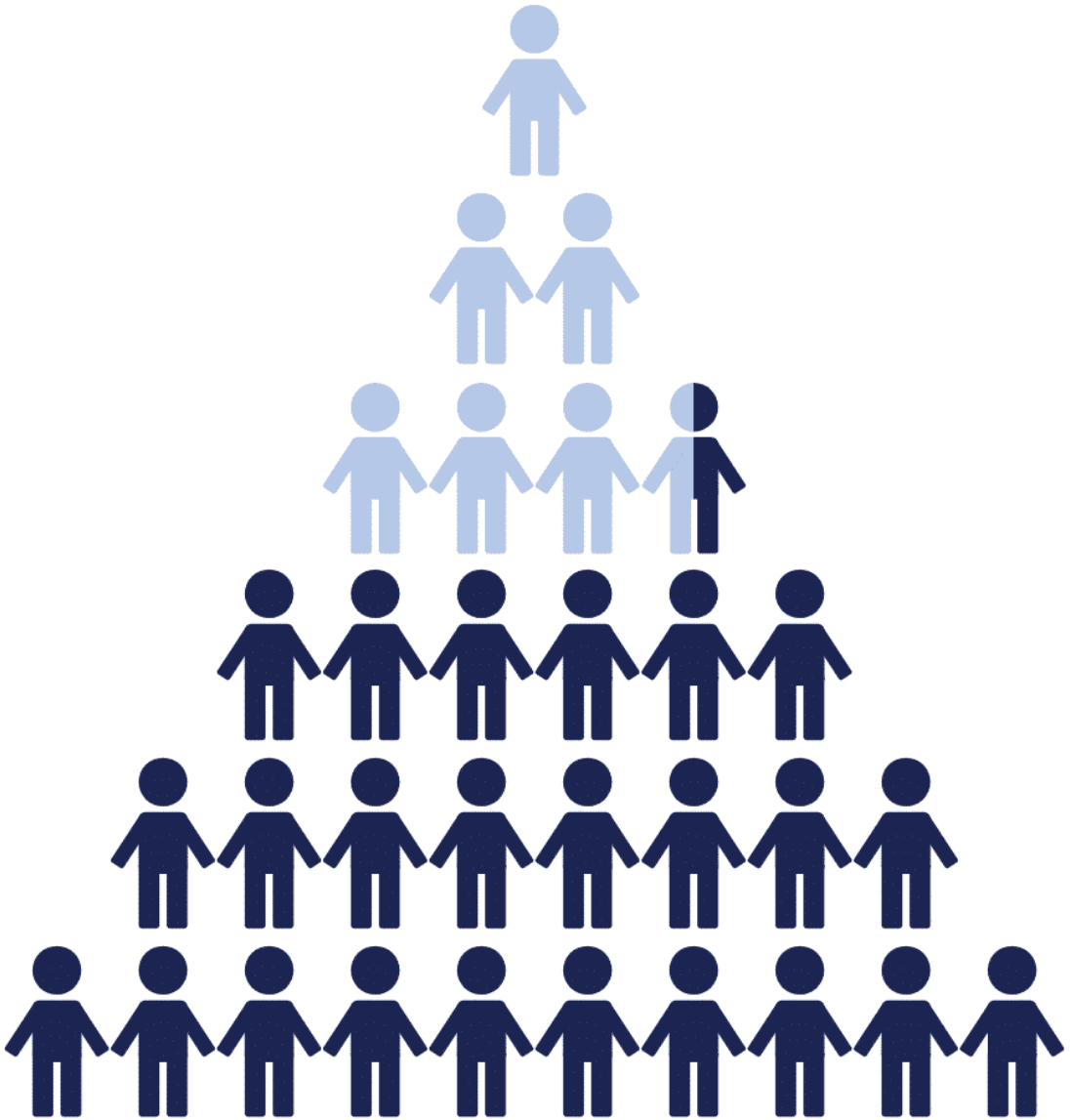
The vision is to create a culture where everyone is responsible for school attendance.

Wayne Harris (2007)

Common model



Inclusive Attendance model



“

Can we truly create a whole-school culture for attendance without professional learning and developing staff expertise?

Six connected modules, one model.

A whole-school approach to belonging, inclusion and collective responsibility.



OUR VISION & CORE VALUES

To transform education through cultures of belonging, inclusion and collective responsibility, enabling every child and young person to thrive.



Department for Education

Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

July 2026

Department for Education

Summary table of responsibilities for school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

Published 19 August 2024

Department for Education

Keeping children safe in education 2026

Statutory guidance for schools and colleges

In force 1 September 2026

DFE

Summary tables of responsibilities

Everyone's business	Universal offer for all pupils	Pupils at risk of persistent absence	Persistently absent pupils
Severely absent pupils	Cohorts with lower attendance	Medical conditions, SEND, LAC or a social worker	Monitoring responsibilities

DFE

Working together to improve school attendance

- Develop a whole-school culture
- Have a clear attendance policy
- Understand unmet need and barriers
- Support for identified groups
- Embed day-to-day procedures
- Monitor and analyse data
- Work collaboratively with others
- Provide professional development

DFE JULY 2026 AMENDMENTS

Working Together to Improve School Attendance

What changed, why it changed, and what good practice looks like.

Source: DfE statutory guidance, updated 9 July 2026

DFE JULY 2026 AMENDMENTS

1. Register Timing & Daily Practice
2. Benchmarking & Cohort Identification
3. Illness & Remote Education
4. Individual Leave of Absence
5. System Leadership & Local Collaboration
6. Register Use & Attendance Codes
7. Ground G, Roll & Reasonable Adjustments

What does this mean for you?

INSPECTION

Embedding an inclusive attendance culture

What Ofsted now expects to see — and how it is evidenced.

OFSTED'S INSPECTION FRAMEWORK

Attendance is the golden thread

Safeguarding

Absence is a risk signal

Inclusion

Every learner can attend

Curriculum and teaching

Present to access learning

Achievement

Attendance drives progress

Attendance and behaviour

Attendance in its own right

Personal development and wellbeing

Belonging brings learners in

Leadership and governance

Leaders own and act on the data

OFSTED annual report 24/25

The system-wide challenge

An endemic, system-wide challenge across all schools

At the centre of school-improvement strategy

A culture driven by consistency and expertise

Stronger systems, early intervention, multi-agency pathways

Attendance enables safeguarding, progress, inclusion, SEND access and wellbeing

OFSTED · 7 SEPTEMBER 2026

Six shifts

1. Culture, not compliance
2. Removing barriers
3. High-quality relationships
4. Inclusive practice
5. Context with data
6. Evidence of impact

WHAT INSPECTIONS TELL US

Attendance is no longer operational. It is strategic, cultural and leadership-driven.

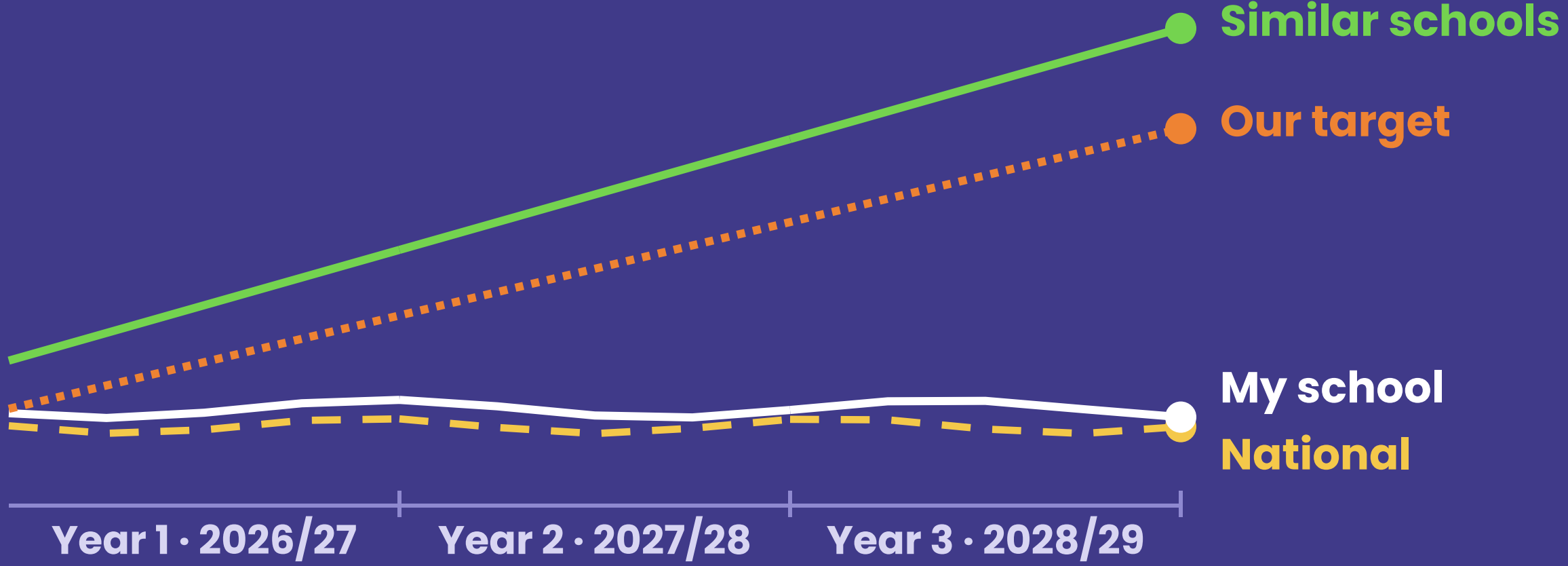
INSPECTION MATURITY · OFSTED TOOLKIT: ATTENDANCE – From activity to IMPACT

	URGENT IMPROVEMENT	NEEDS ATTENTION	EXPECTED STANDARD	STRONG STANDARD	EXCEPTIONAL
	No strategic approach	**Activity exists – impact does not**	**Secure and improving**	**Embedded in culture**	**Sustainable and preventative**
Culture of attendance	Attendance seen as admin	Expectations vary by class	High expectations shared; impact on belonging checked	Every adult promotes attendance – visible impact	Every CYP belongs – sustained impact
Sustainable impact	Low, with no sustained improvement	Too early to show impact	Impact shown: in line with national and similar schools	Rapid impact for groups; above similar schools	Sustained impact above national and similar schools
Holistic leadership	Left to one person; no strategy	Top-down; leaders work in silos	One shared plan; leaders evaluate impact	Every leader evidences their impact	Survives staff change; practice shared beyond the school
Workforce expertise	Little or no staff training	One-off training; pockets of practice	All staff trained – impact on practice checked	Confident, challenging conversations with impact	Expertise deepens; staff coach others
Parents as partners	Contact only when there is a problem	Parents informed, not involved	Families engaged early – impact on attendance	Plans co-produced – impact for families	Families shape practice; lasting impact
Multi-agency and systems	Agencies not involved; AP unmonitored	Agency work uncoordinated	Clear roles; shared impact measures	Partners review impact together	Systems prevent PA – proven impact

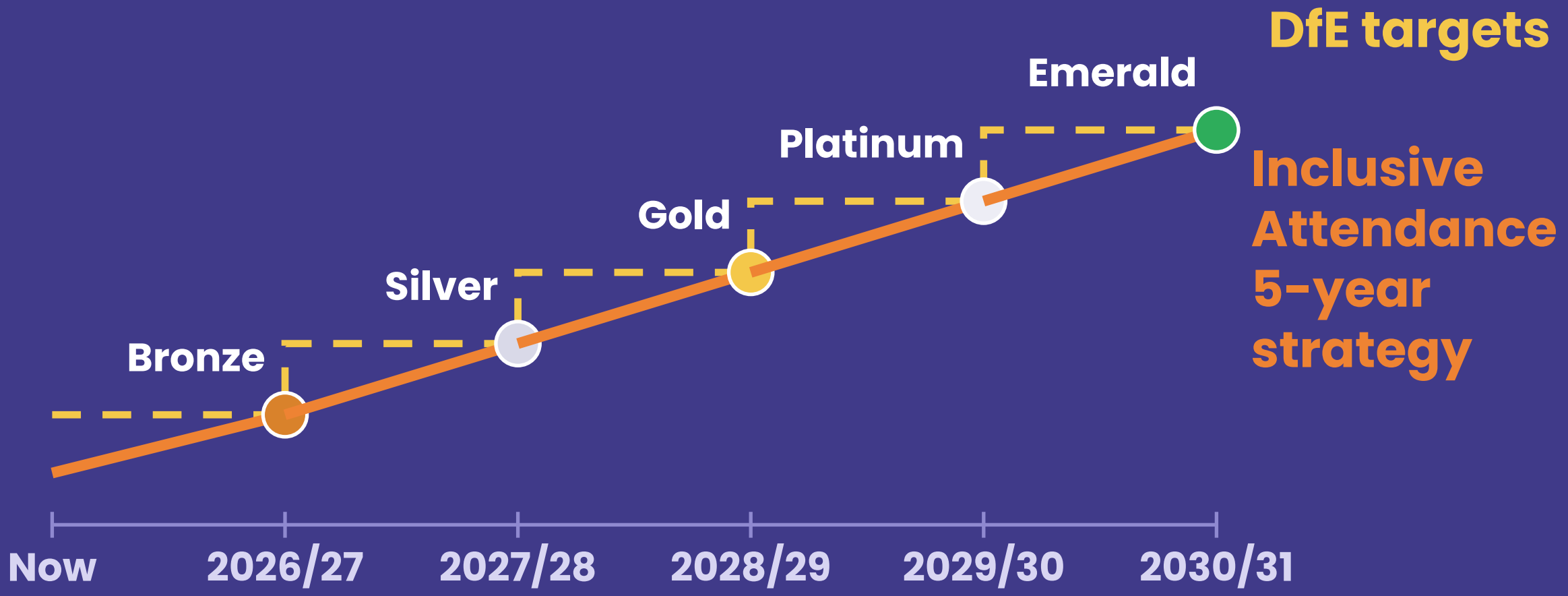
“We are at national.”

Don’t normalise national.

Multi-year baseline targets: aim for similar schools, not national.



Multi-year DFE targets need a multi-year strategy.



Illustrative · Source: DfE Similar Schools Comparison Reports

Attendance remains flat: a year on, barely any movement

Like-for-like Week 37: week commencing 8 September 2025 compared with week commencing 7 September 2026.

ALL SCHOOLS

95.34%

Week 37, Sept 2026

Sept 2025: **95.21%**

▲ +0.13pp

Barely moved

PRIMARY

96.27%

Week 37, Sept 2026

Sept 2025: **96.20%**

▲ +0.07pp

Barely moved

SECONDARY

94.58%

Week 37, Sept 2026

Sept 2025: **94.33%**

▲ +0.25pp

Largest, still small

SPECIAL

89.53%

Week 37, Sept 2026

Sept 2025: **89.67%**

▼ −0.14pp

Only fall

THE ABSENCE FIGURES SHOW THE SAME PATTERN

Primary absence 3.80% → **3.73%**

Secondary absence 5.67% → **5.42%**

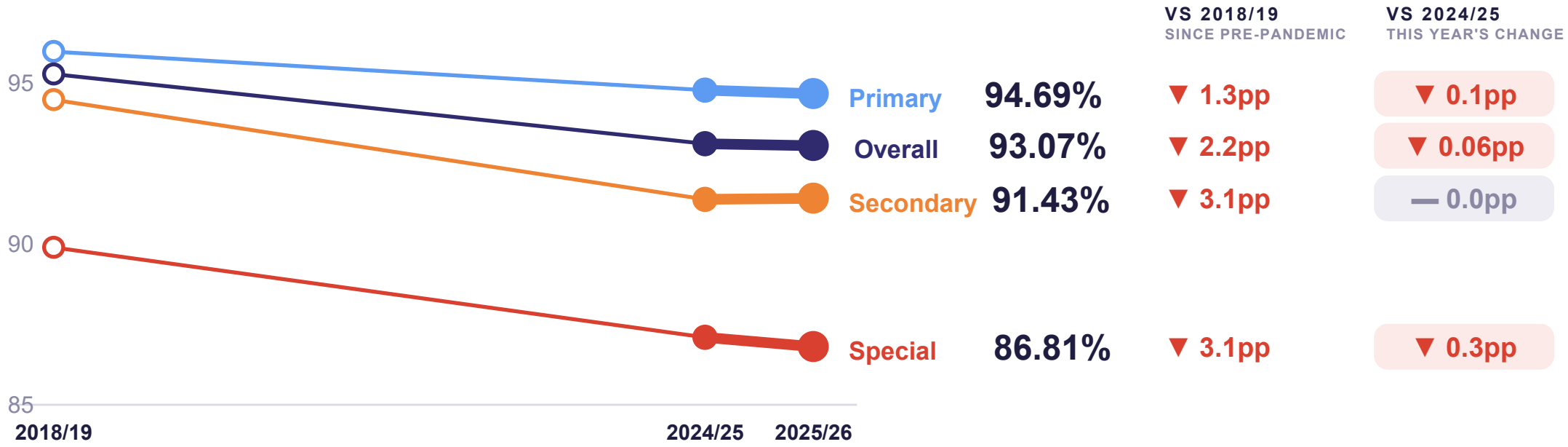
Special absence 10.33% → **10.47%**

THE RECOVERY THAT STALLED

Still far below where we started

Attendance rate by setting
2018/19 → 2024/25 → 2025/26

ATTENDANCE RATE



		VS 2018/19 SINCE PRE-PANDEMIC	VS 2024/25 THIS YEAR'S CHANGE
Primary	94.69%	▼ 1.3pp	▼ 0.1pp
Overall	93.07%	▼ 2.2pp	▼ 0.06pp
Secondary	91.43%	▼ 3.1pp	— 0.0pp
Special	86.81%	▼ 3.1pp	▼ 0.3pp

FLATLINED

−0.06pp

Overall attendance, 2024/25 to 2025/26. No setting improved; special fell furthest (−0.3pp).

FURTHEST BEHIND

−3.1pp

Special and secondary schools against 2018/19, each down about 3.1pp.

PERSISTENT ABSENCE

19.05%

Overall, up about 8.2pp on 2018/19 and up 0.35pp on last year. No reversal of the surge.

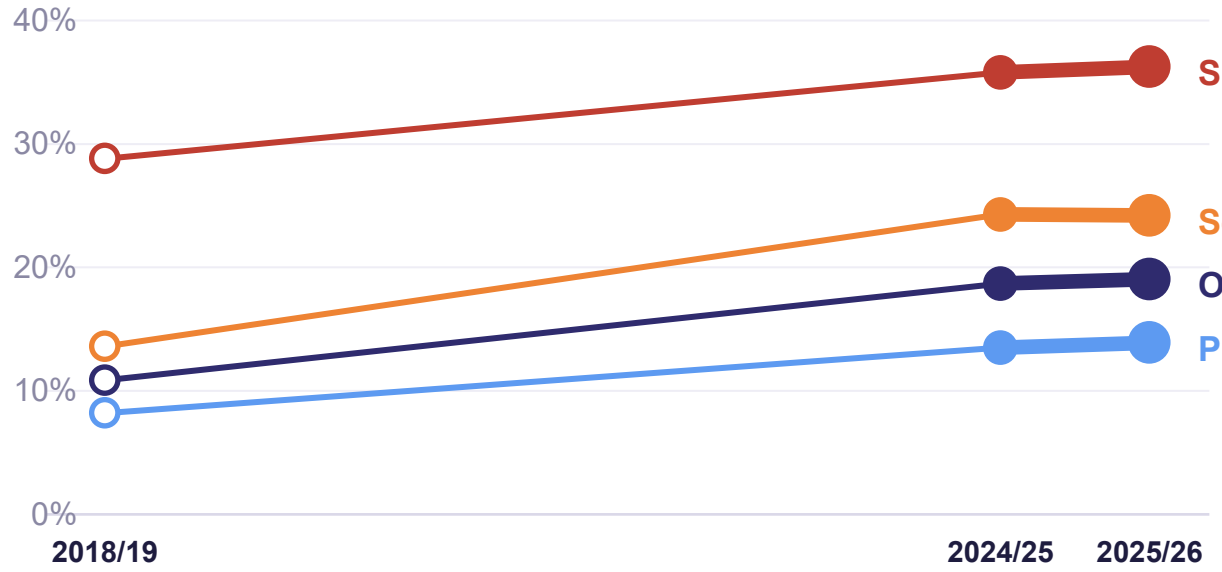
Source: DfE Official Statistics. 2018/19 from the termly absence release; 2024/25 and 2025/26 from the weekly pupil attendance releases (end-of-year, to 18 Jul 2025 and 24 Jul 2026). Changes vs 2024/25 for phases use 1 d.p. baselines, so are approximate. Mixed sources: gaps vs 2018/19 are indicative.

THE RATE THAT WON'T COME DOWN

Still far above where we started

Persistent absence rate by setting
2018/19 → 2024/25 → 2025/26

PERSISTENT ABSENCE RATE



		VS 2018/19 SINCE PRE-PANDEMIC	VS 2024/25 THIS YEAR'S CHANGE
Special	36.25%	▲ 7.5pp	▲ 0.5pp
Secondary	24.21%	▲ 10.6pp	▼ 0.1pp
Overall	19.05%	▲ 8.2pp	▲ 0.35pp
Primary	13.90%	▲ 5.7pp	▲ 0.4pp

STILL CLIMBING

+0.35pp

Overall, year on year. Primary and special rose; secondary fell 0.1pp.

BIGGEST RISE

+10.6pp

Secondary schools against 2018/19: the largest rise of any setting.

SPECIAL SCHOOLS

36.25%

More than one in three pupils persistently absent, up from 28.8% in 2018/19.

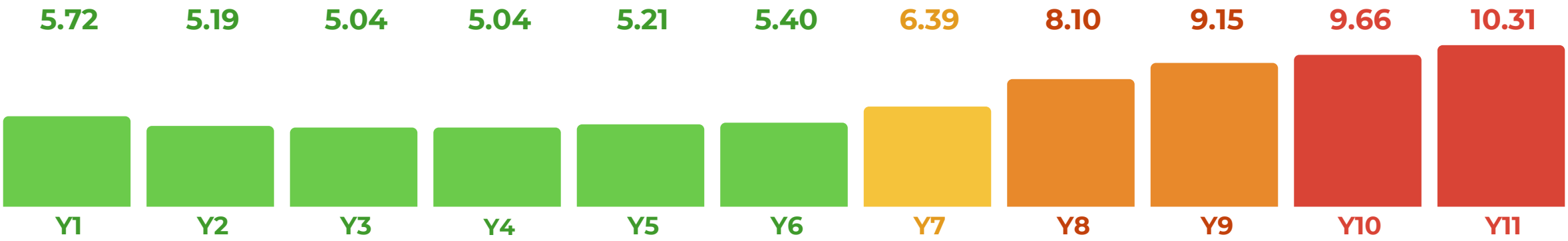
Source: DfE Official Statistics. 2018/19 from the termly absence release; 2024/25 and 2025/26 from the weekly pupil attendance releases (end-of-year, to 18 Jul 2025 and 24 Jul 2026). Weekly figures run about 0.6pp above termly (overall 2024/25: 18.70% weekly vs 18.14% termly), so gaps vs 2018/19 are indicative. Phase changes vs 2024/25 use 1 d.p. baselines.

ABSENCE BY YEAR GROUP

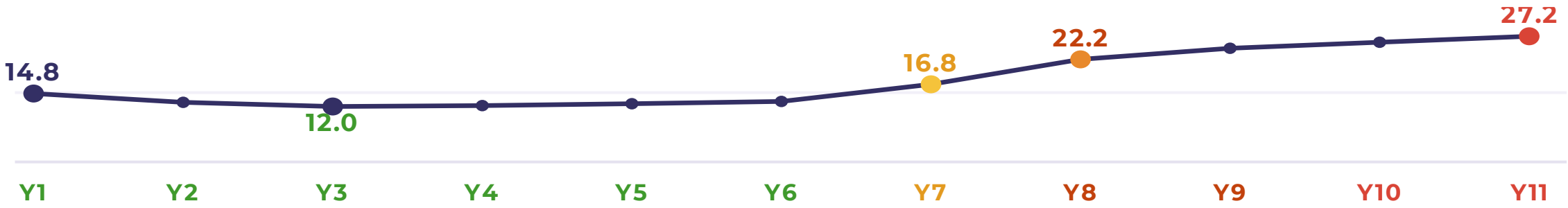
Absence climbs with every year of secondary school

Overall absence rate England · 2024/25

OVERALL ABSENCE RATE · 2024/25



PERSISTENT ABSENCE · 10% OR MORE MISSED



Y6 → Y7 TRANSITION

+0.99pp

Persistent absence jumps 13.1% to 16.8% in a single move

Y7 → Y8 'SECOND DIP'

+1.71pp

The single biggest year-on-year rise anywhere in the data

SEVERE ABSENCE RISING

7 of 11

Year groups saw severe absence increase — including every primary year

ABSENCE BY GENDER

Girls now attend less than boys

Female pupils have the higher absence rate on every measure · 2024/25

FEMALE AGAINST MALE · ALL THREE MEASURES

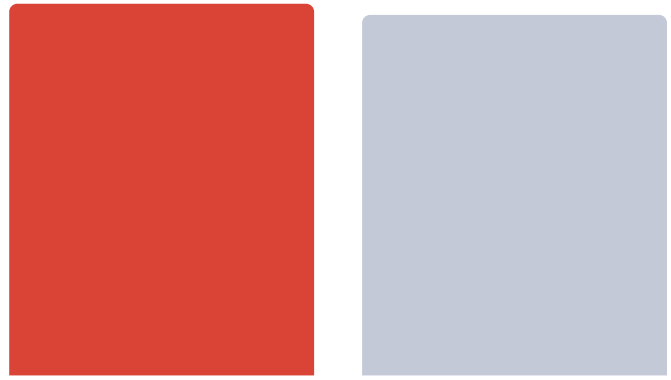
Overall absence



Persistent absence



Severe absence



A REVERSED PATTERN

All three

Girls are highest on overall, persistent and severe absence alike

GIRLS' PA GAP WIDENED

0.36pp

Boys improved faster — ▾1.81pp against ▾1.79pp

GIRLS NOW MATCH

2024/25

Girls' severe absence now matches the male rate of a year earlier

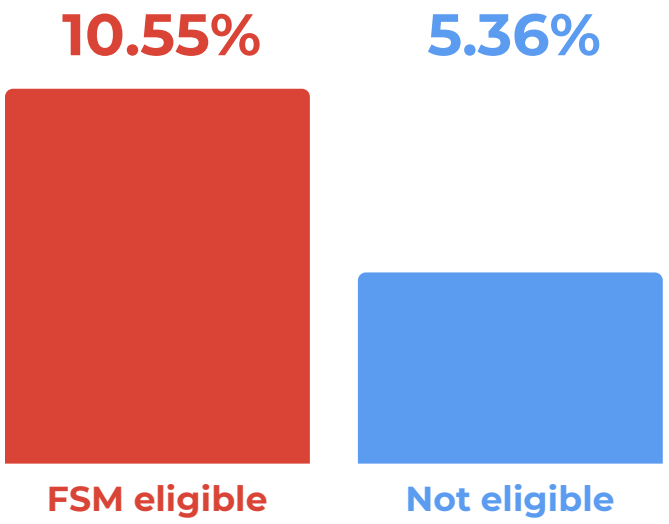
THE GAP THAT WON'T CLOSE

Absence improved. The divide didn't

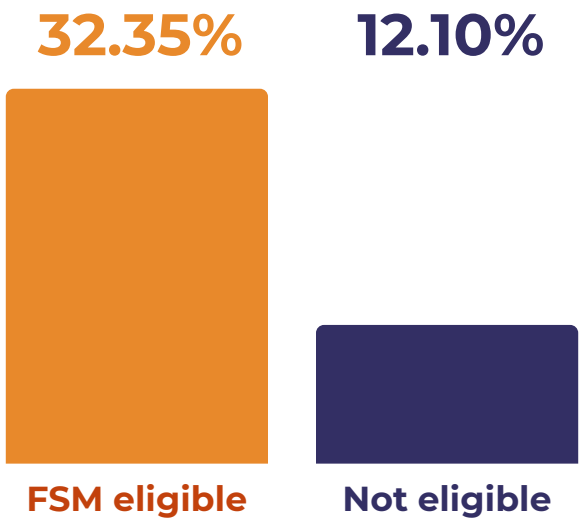
Absence by free school meal eligibility · 2024/25

FSM ELIGIBLE AGAINST NOT ELIGIBLE · ALL THREE MEASURES

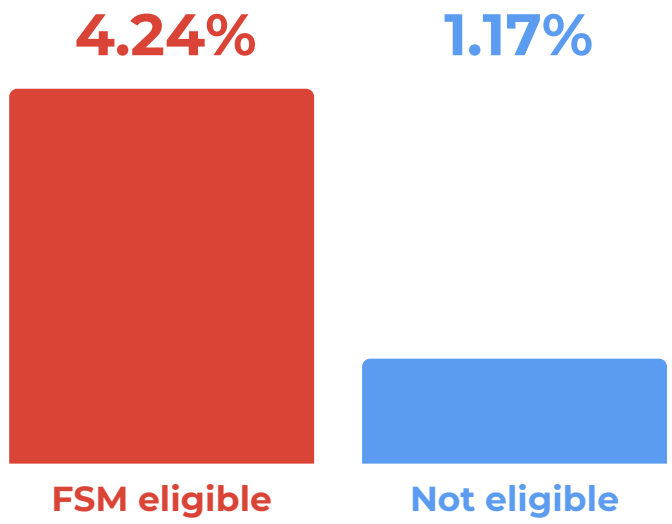
Overall absence — 2.0×



Persistent absence — 2.7×



Severe absence — 3.6×



THE OVERALL GAP

5.19pp

Both groups fell — the gap barely moved

PERSISTENT ABSENCE

1 in 3

Nearly one in three FSM pupils is persistently absent — 20.25pp gap

SEVERE ABSENCE

3.6×

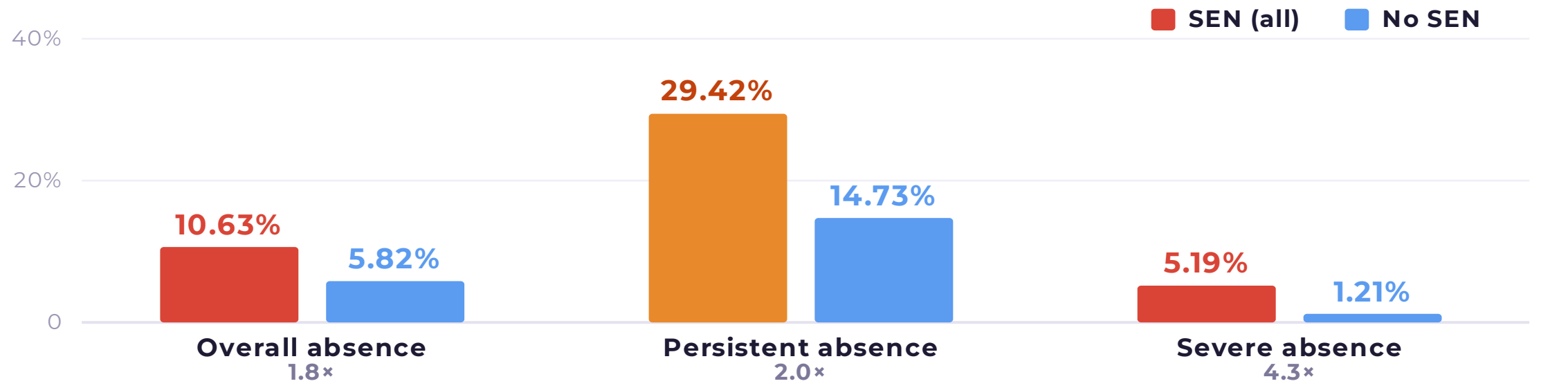
More likely to be severely absent — and FSM has not shifted at all

SEN AND NON-SEN

Identify a need, and absence doubles

SEN against no identified SEN England · 2024/25

ABSENCE RATE BY MEASURE



OVERALL GAP GREW

4.81pp

Non-SEN improved faster — ▾0.47pp against ▾0.27pp

DIVIDE UNTOUCHED

14.69pp

Persistent absence gap — both fell almost equally

SEVERE ABSENCE

4.3×

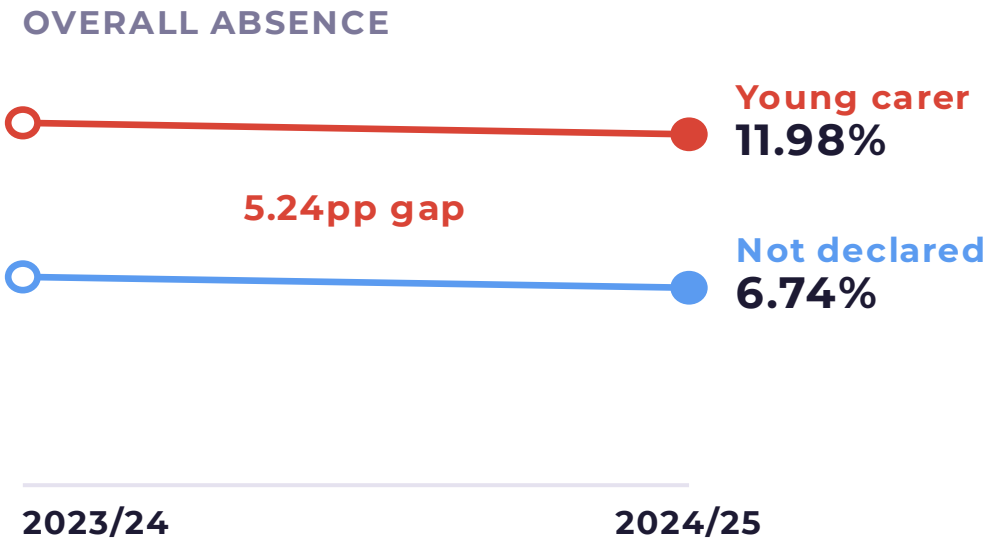
Rose for SEN pupils (4.96→5.19%) while non-SEN fell

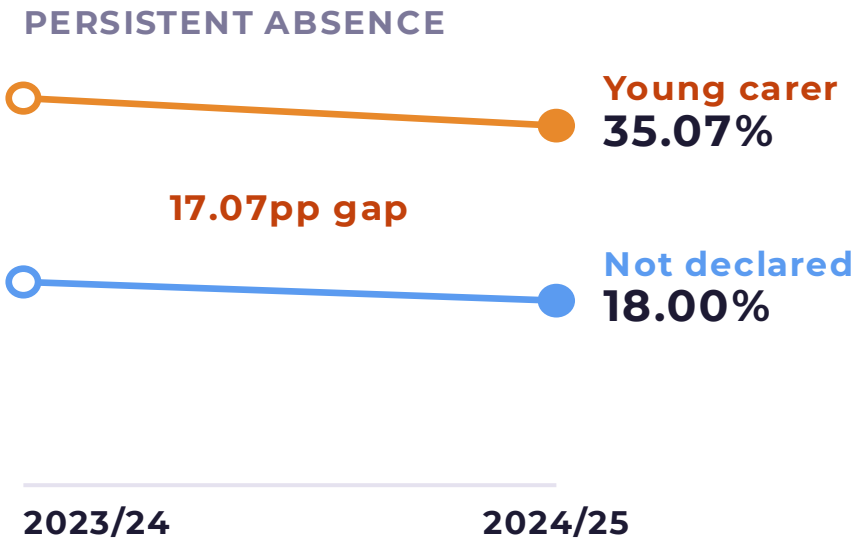
YOUNG CARERS · A DFE FOCUS GROUP

More than 1 in 3 is persistently absent

Young carers against all other pupils 2023/24 → 2024/25

OVERALL ABSENCE · AND PERSISTENT ABSENCE





HIGHEST PA OF ANY GROUP
35.07%
Above FSM (32.35%) and EHC plan (34.28%)

OVERALL GAP UNMOVED
5.24pp
Both groups fell equally — no closing of the divide

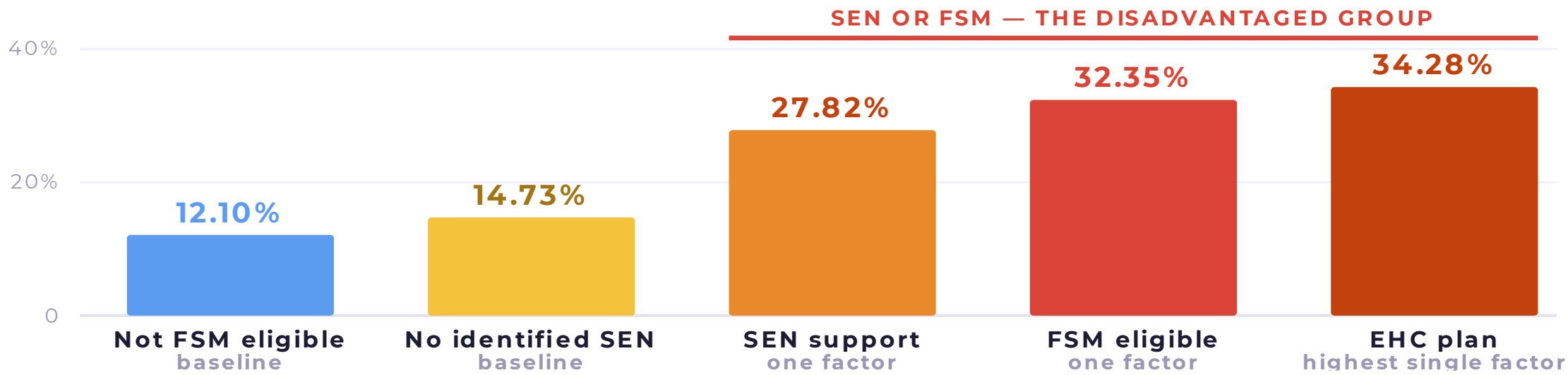
DAYS LOST
23 days
Of a 190-day year — more than four school weeks

COMPOUND RISK · SEN AND FSM TOGETHER

Risk factors don't sit in silos — they stack

Persistent absence by cohort England · 2024/25

PERSISTENT ABSENCE · BASELINES, THEN THE DISADVANTAGED COHORTS



SEN OR FSM

27.8–34.3%

Every disadvantaged cohort sits at 2.3–2.8× the baseline

SEN AND FSM

> 34.3%

Not published — the doubly disadvantaged child has no national figure

SEVERE ABSENCE MULTIPLIER

6.2×

EHC plan 7.50% against a 1.21% baseline — and rising

Challenges

Whole-school approach

Professional development

External agency access

Attitudes & culture

Cost of living & mental health

No evidence research

REFLECTION

What are the challenges you face?



Create a new attendance culture

Understand how to cultivate a culture where collective responsibility for school attendance is embraced.

Six connected modules, one model.

A whole-school approach to belonging, inclusion and collective responsibility.



KEY STRAND 1.3

Empowerment

KEY STRAND 2.3

Support Before Improvement

KEY STRAND 1.3 EQUITY, EQUALITY & INCLUSION

Empowerment

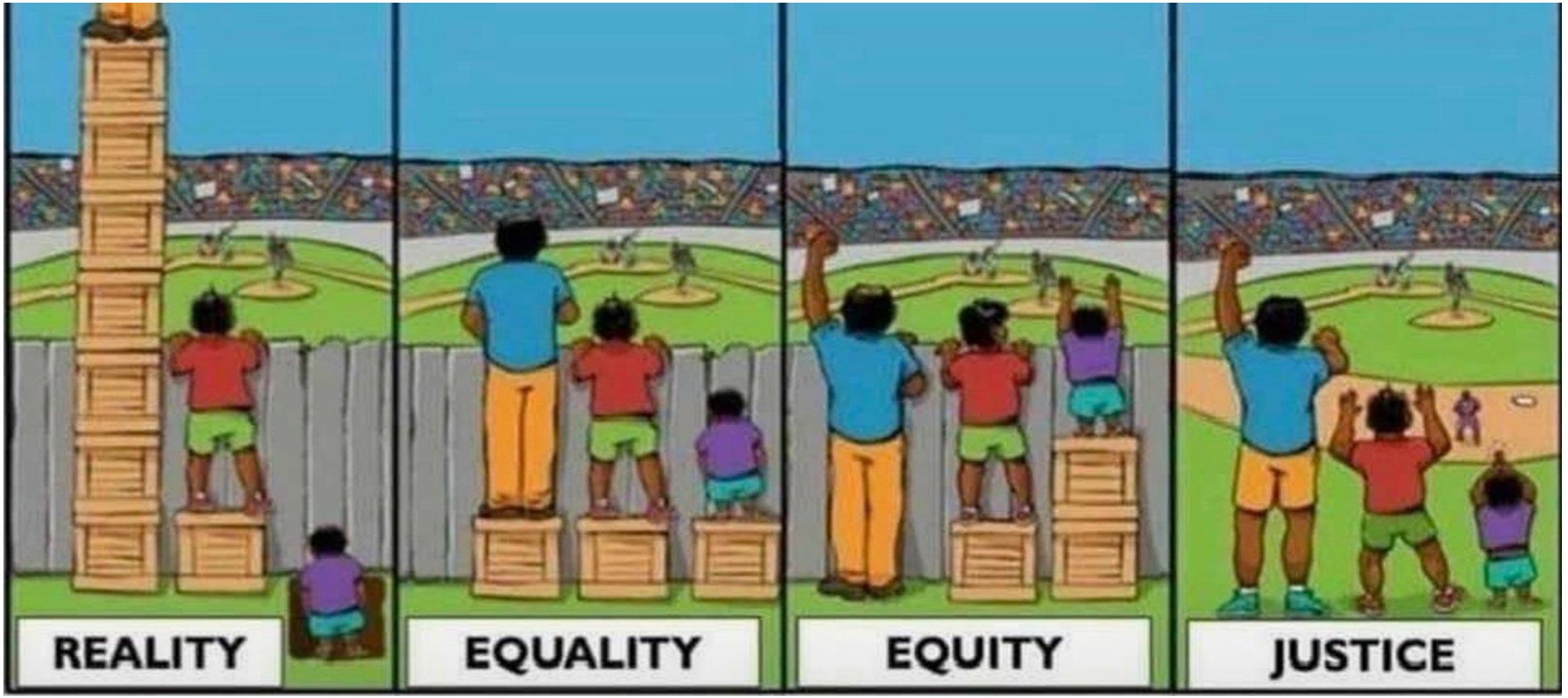
This strand focuses on equity and inclusion as drivers of effective support.

It encourages staff to empower children and families to overcome barriers and introduces a tiered model to structure targeted attendance responses.

“

Empowering children and families encourages them to believe that their strengths can flourish and that they can survive inevitable setbacks and failures.

Tomkins (2014)


REALITY
EQUALITY
EQUITY
JUSTICE

Attendance Ladder



“

A Multi-Tiered System of Support (MTSS) is an educational framework that offers a structured approach to addressing children’s diverse needs, delivering interventions in a tiered manner, each tier representing a different level of intensity and targeted assistance.

Branching Minds (2020)

KEY STRAND 1.3 · EMPOWERMENT

A tiered model of support

TIER 1

Universal offer

Every child, every day — culture, routines and belonging.

TIER 2

Targeted support

Early, additional support for pupils showing risk.

TIER 3

Intensive support

Individual, multi-agency plans for the highest need.

INCLUSIVE ATTENDANCE: A MULTI-TIERED SYSTEM OF SUPPORT

Right support, right time, for every child and young person

	TIER 1 UNIVERSAL SUPPORT	TIER 2 TARGETED SUPPORT	TIER 3 SPECIALIST SUPPORT
WHO?	All children and young people	Children and young people at risk of poor attendance (PA)	Children and young people with persistent absence (PA) or severe absence (SA)
FOCUS	**PREVENTION** Build positive attendance and strong foundations	**EARLY INTERVENTION** Reduce risk factors and prevent escalation	**INTENSIVE SUPPORT** Address complex needs and remove multiple barriers
APPROACH	**WHOLE SCHOOL APPROACH** High-quality teaching, inclusive environment and strong relationships	**TARGETED AND INDIVIDUALISED** Identify barriers and provide early support	**INDIVIDUALISED & MULTI-AGENCY** Specialist support and personalised pathways
EXAMPLES	**EVERYDAY PRACTICE** • Positive attendance culture • Belonging and inclusion • Family and community engagement • Attendance monitoring • Early identification of concerns	**EXAMPLES** • Attendance plans • Mentoring and coaching • Parental meetings • Targeted pastoral support • Small group interventions	**EXAMPLES** • Multi-agency working • Personalised timetables • Therapeutic and wellbeing support • Alternative provision • Specialist interventions
GOAL	**GOAL** Prevent absence and promote attendance for all	**GOAL** Reduce risk, improve attendance and strengthen engagement	**GOAL** Re-engage and reintegrate for sustainable attendance and outcomes

PROMOTE → SUPPORT → SPECIALIST

WORKING TOGETHER • EARLY HELP • THE RIGHT SUPPORT AT THE RIGHT TIME

ROLE OF TEACHERS AND SCHOOL

- Use data proactively
- Identify children and young people at risk
- Work with families
- Implement daily strategies
- Monitor pupil progress
- Recognise achievements regularly

ROLE OF CHILDREN

- Participate in targeted interventions
- Recognise own achievements
- Share worries with staff
- Stay engaged in school
- Help and support others
- Understand missed days

ROLE OF PARENTS

- Work with school
- Understand and share attendance barriers
- Engage with support
- Prevent escalation
- Communicate with school

ROLE OF EXTERNAL AGENCIES

- Provide timely support
- Share resources widely
- Collaborate with schools
- Strengthen multi-agency efforts
- Train staff effectively
- Support and challenge the school

A Multi-Tiered System of Support (MTSS) is an educational framework that offers a structured approach to addressing children's diverse needs.

It involves delivering interventions and support in a tiered manner, with each tier representing a different level of intensity and targeted assistance.

FOUNDATIONS ACROSS ALL TIERS

STRONG RELATIONSHIPS
Trust, connection and understanding

BELONGING
Every child feels seen and valued

LIFE SATISFACTION
Wellbeing, hope and aspirations

RISK & PROTECTIVE FACTORS
Understand and respond to individual needs

ATTENDANCE DATA
Use data to inform actions and decisions

EVERY CHILD, EVERY DAY, EVERY OPPORTUNITY | **#EveryBagMatters**

KEY ACTIONS KEY STRAND 1.3

Empowerment

Co-create intervention support

Break the ladder!

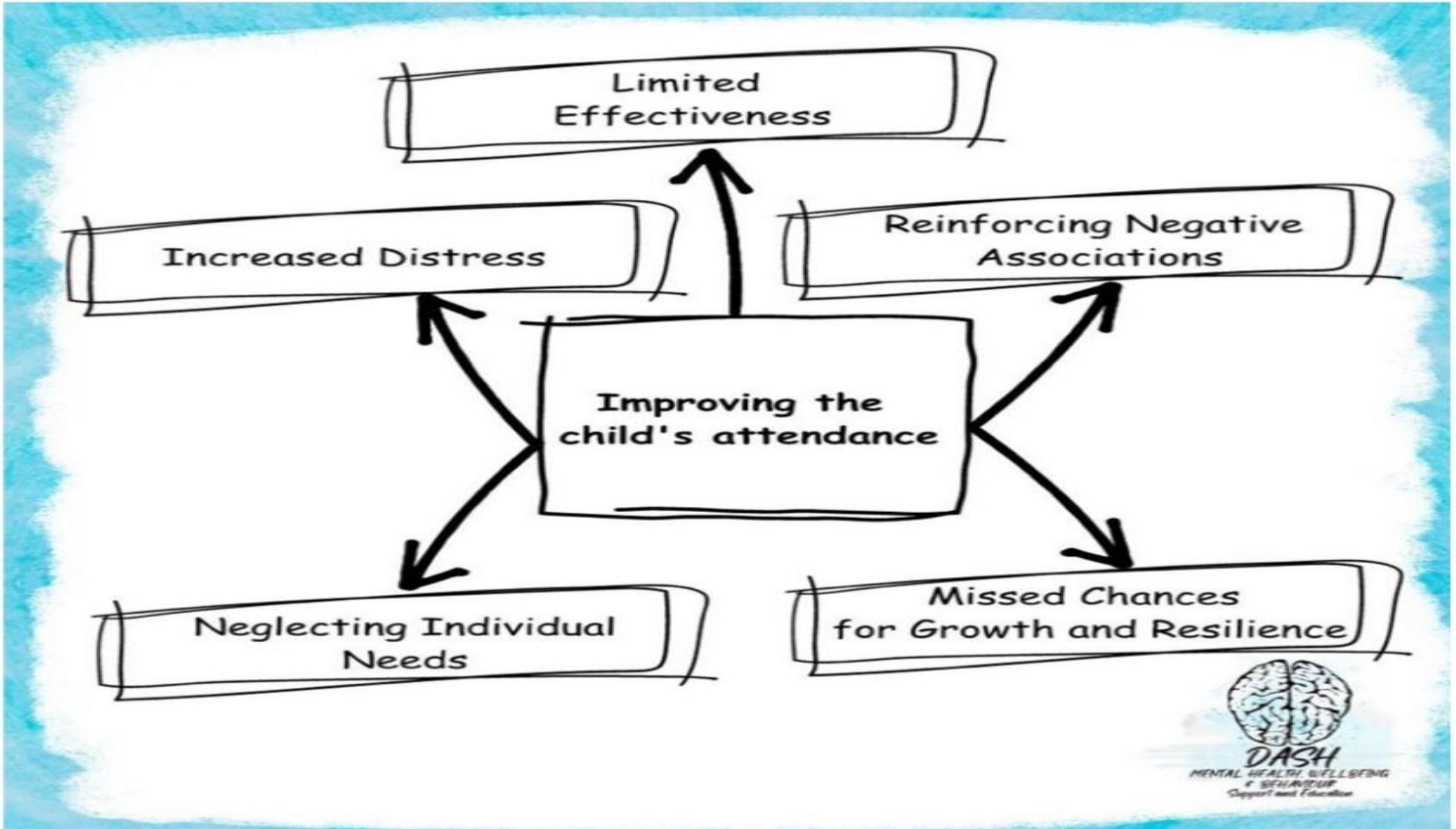
Plan for independence

KEY STRAND 2.3 UNDERSTANDING ATTENDANCE BARRIERS

Support before Improvement

This strand reinforces child-centred actions and timely support as the foundation of attendance improvement.

It promotes benchmarking and data analysis to inform compassionate, strategic practice across the whole school.


Limited Effectiveness
Increased Distress
Reinforcing Negative Associations
Improving the child's attendance
Neglecting Individual Needs
Missed Chances for Growth and Resilience
DASH

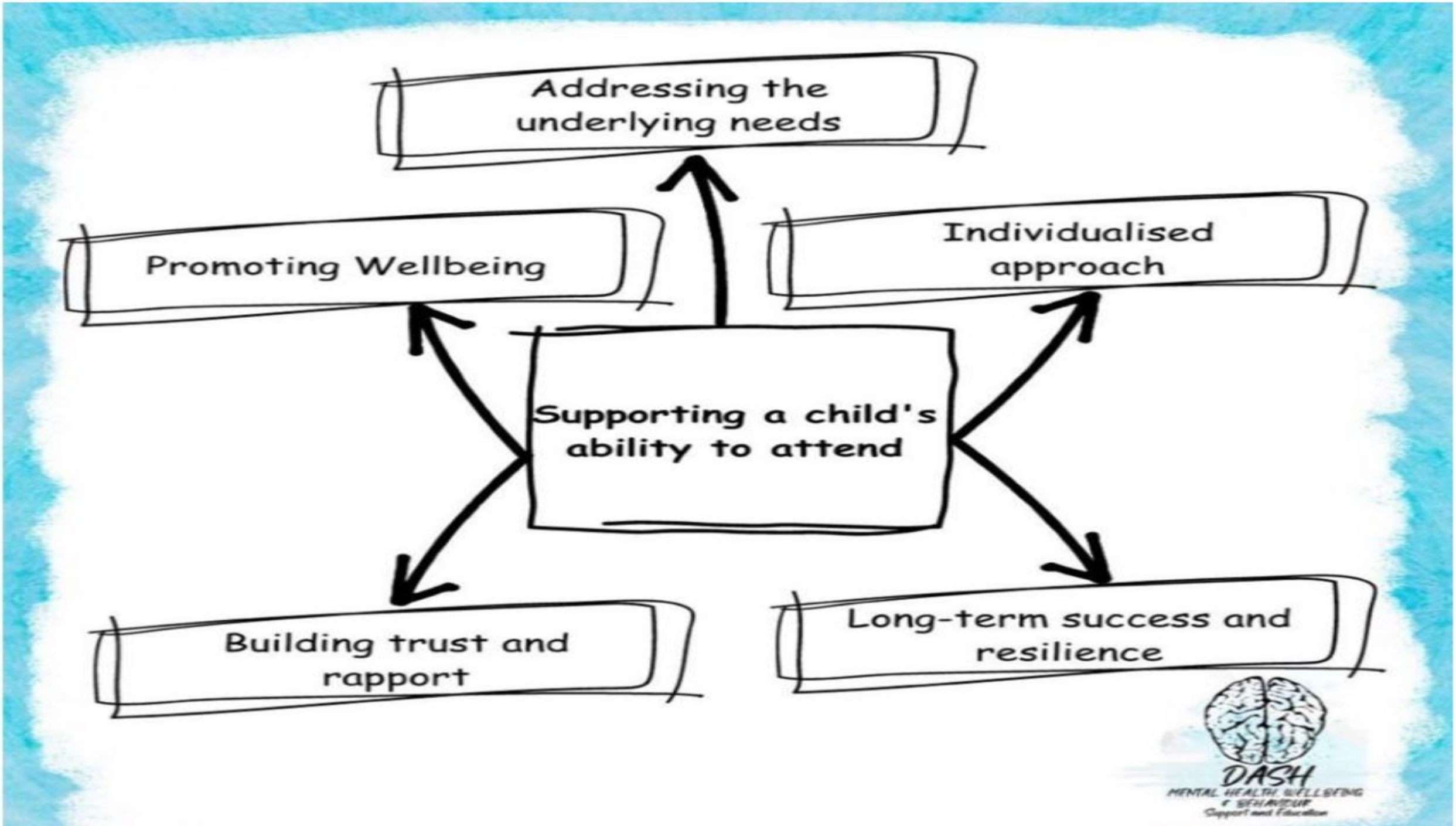

Addressing the underlying needs
Promoting Wellbeing
Individualised approach
Supporting a child's ability to attend
Building trust and rapport
Long-term success and resilience
DASH

Table 1: Days Absent and Risk of PA

Days Absent (Cumulative)	Risk of PA Level	Additional Factors
1 – 4 days	**Low** (Risk of PA)	Risk and Protective Factors, traditional absence, identified as SEND or FSM demographic, external agency involvement.
5 – 9 days	**Emerging** (Risk of PA)	
10 – 14 days	**Moderate** (Risk of PA)	
15 – 18 days	**High** (Risk of PA)	
19+ days	**Locked into PA**	

Table 2: Spells of Absence and Risk of PA

Number of Spells of Absence	Risk of PA Level
1	**Low** (Risk of PA)
2	**Low** (Risk of PA)
3	**Moderate** (Risk of PA)
4	**Moderate** (Risk of PA)
5	**High** (Risk of PA)
6 or above	**High** (Risk of PA)

Important: Risk levels should be considered alongside individual pupil circumstances, attendance patterns over time, and the presence of any risk or protective factors.

PERSISTENT ABSENCE · RISK REGISTER

Children and Young People by Absence Tier

Severe Absence 95+ days		Tier 3: Locked into PA 19+ days		Tier 2: High Risk of PA 15–18 days		Tier 2: Moderate Risk of PA 10–14 days		Emerging Risk of PA 5–9 days	
Noah S.	112	James R.	21	Mia T.	18	Ella B.	14	Leo G.	6
Lily B.	107	Sophie L.	22	Oliver P.	17	Jack W.	13	Ava H.	5
Thomas D.	103	Liam N.	23	Emily S.	16	Harry F.	12	Noah K.	7
Ruby L.	98	Olivia K.	24	Ethan M.	16	Grace D.	12	Isla J.	6
Jacob W.	95	Daniel T.	19	Amelia R.	17	Sophia L.	11	Ethan C.	5
		Chloe A.	20	Logan B.	15	Lucas T.	10	Ruby P.	7
		Isaac H.	25	Hannah E.	15	Lily G.	11	Henry M.	6
				Jacob F.	16	Mason V.	10		
				Ava J.	18	Harper S.	14		

5 CYP in this tier | *7 CYP in this tier* | *9 CYP in this tier* | *9 CYP in this tier* | *7 CYP in this tier*

PERSISTENT ABSENCE · TARGET SETTING

How we turn "PA locked in" data into a target

Worked example for 185 children on roll · illustrative names/figures for training purposes only

PA % = children with 19+ days absent this year ÷ children on roll

PA Locked In — 2025/26

Every child with 19+ days absent last year, ranked by days missed (38 at top → 19 at bottom)

■ 42 children currently in PA

38	Amelia	31	Thomas
38	Oliver	30	Rosie
38	Isla	30	Archie
38	Noah	29	Millie
38	Ava	29	Henry
37	George	28	Evie
37	Freya	28	Joshua
37	Leo	27	Sophie
37	Grace	27	Mason
37	Jack	26	Chloe
36	Poppy	25	Finley
36	Harry	25	Emily
36	Ruby	24	Toby
36	Charlie	23	Maya
35	Lily	23	Riley
35	Oscar	22	Hannah
34	Ivy	21	Lucas
33	Jacob	21	Ella
33	Daisy	20	Theo
32	Alfie	19	Zara
31	Willow	19	Max

42 ÷ 185 on roll

22.7%

This is last year's PA rate — our starting point.

Target Scenario

If every child on 19–32 days moves out of PA (i.e. below 19 days)

■ 23 move out of PA ■ 19 remain in PA

38	Amelia	31	Thomas
38	Oliver	30	Rosie
38	Isla	30	Archie
38	Noah	29	Millie
38	Ava	29	Henry
37	George	28	Evie
37	Freya	28	Joshua
37	Leo	27	Sophie
37	Grace	27	Mason
37	Jack	26	Chloe
36	Poppy	25	Finley
36	Harry	25	Emily
36	Ruby	24	Toby
36	Charlie	23	Maya
35	Lily	23	Riley
35	Oscar	22	Hannah
34	Ivy	21	Lucas
33	Jacob	21	Ella
33	Daisy	20	Theo
32	Alfie	19	Zara
31	Willow	19	Max

19 ÷ 185 on roll

10.3%

Down from 22.7% — this becomes the target %.

Aspirational Scenario

If every child on 19–35 days moves out of PA (i.e. below 19 days)

■ 28 move out of PA ■ 14 remain in PA

38	Amelia	31	Thomas
38	Oliver	30	Rosie
38	Isla	30	Archie
38	Noah	29	Millie
38	Ava	29	Henry
37	George	28	Evie
37	Freya	28	Joshua
37	Leo	27	Sophie
37	Grace	27	Mason
37	Jack	26	Chloe
36	Poppy	25	Finley
36	Harry	25	Emily
36	Ruby	24	Toby
36	Charlie	23	Maya
35	Lily	23	Riley
35	Oscar	22	Hannah
34	Ivy	21	Lucas
33	Jacob	21	Ella
33	Daisy	20	Theo
32	Alfie	19	Zara
31	Willow	19	Max

14 ÷ 185 on roll

7.6%

The 14 hardest-to-shift children (36–38 days) remain.

KEEP IT SIMPLE

One list. One line per child.

1. **Count** — who and how many
2. **Add context** — what is going on
3. **Act** — the right support
4. **Review** — is it working?

Child	Group	Attendance	Context	Next support
Maya	Young carer	78%	Cares for mum before school	**Flexible start, carer plan**
Jayden	SEN Support	81%	Noise and transitions overwhelm him	**Sensory plan, quiet entry**
Ellie	FSM	84%	Exam anxiety; no quiet space at home	**Trusted adult, study space**
Tom	No SEND recorded	82%	Reading difficulty not yet identified	**Screen for need, SENCO review**

Not another dashboard. Start with the names and CYP centred actions!

Illustrative data and fictional children — replace with your own.

KEY ACTIONS KEY STRAND 2.3

Support before Improvement

Simplify your systems — days

Use your Management Information System

Benchmark internal progress

KEY STRAND QUESTIONS TO CONSIDER

1.3 Empowerment

Do staff and families understand their role within our graduated approach to attendance?

2.3 Support Before Improvement

Is our data system helping us respond early — or only react late?

Implementation Science

Move from top-down leadership towards a culture where everyone actively engages in school attendance responsibility.

“

Implementation is what schools do to improve: to change existing habits and practices towards better ones.

Education Endowment Foundation

IMPLEMENTATION SCIENCE

The foundations

Clear implementation stages

Evidence-informed models and practice

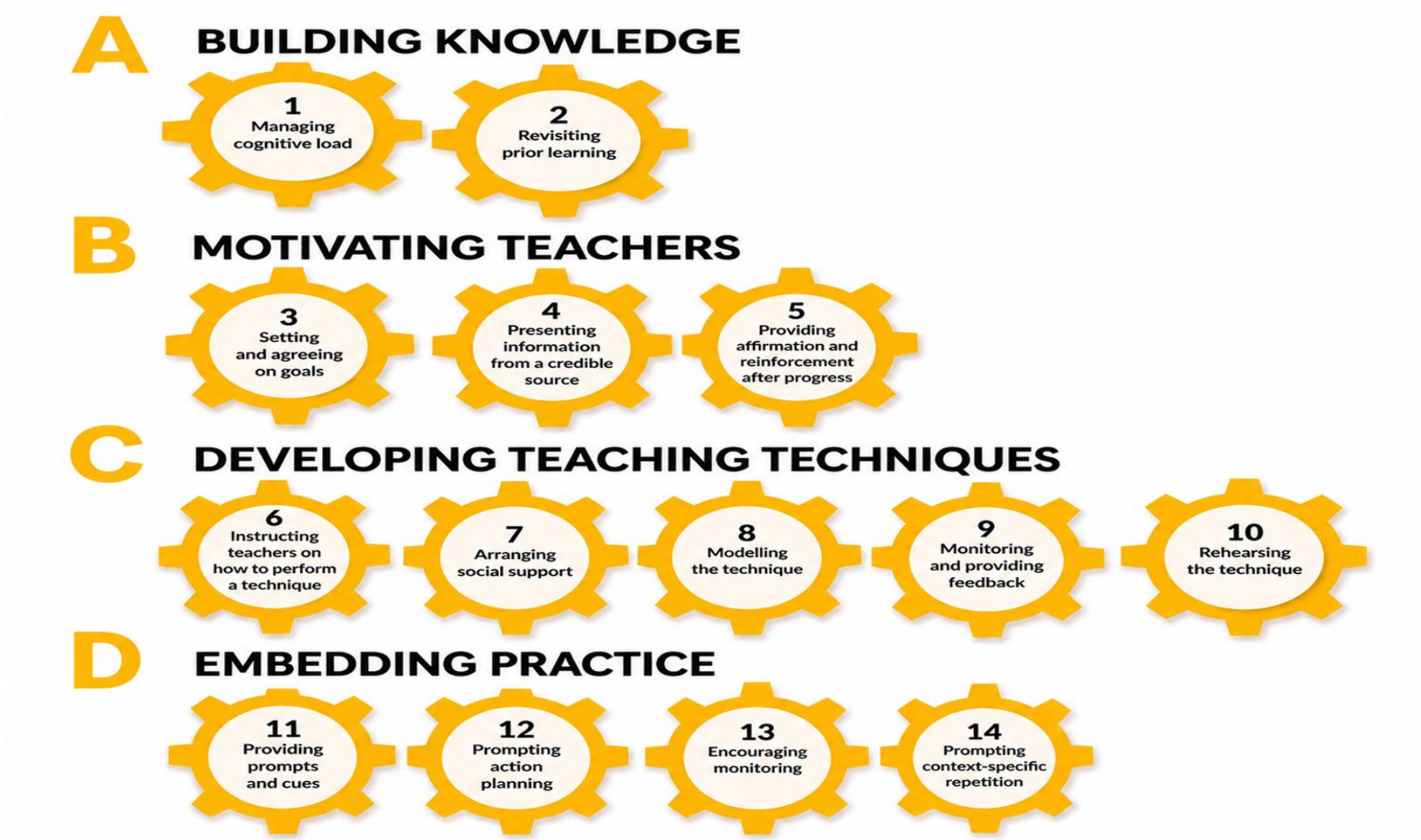
Professional learning and coaching

Leadership alignment and consistency

Ongoing review, adaptation and sustainability

EVIDENCE RESEARCH

Education Endowment Foundation



EEF

Behaviours that drive effective implementation

Engage

- Involve all stakeholders
- Create shared ownership
- Collaborate

Unite

- Build shared understanding
- Clarify the why
- Model and reinforce

Reflect

- Evidence and data
- Monitor implementation
- Adapt and improve

IMPLEMENTATION PROGRAMME

The 4-Stage Implementation Programme

IMPLEMENTATION PROGRAMME

The year ahead

STAGE 1

Building Knowledge and Motivating Teachers

Date TBC

STAGE 2

Developing Techniques

Date TBC

STAGE 3

Embedding Practice

Date TBC

STAGE 4

Sustaining Practice

Date TBC

STAGE 1 4-STAGE IMPLEMENTATION

Building Knowledge and Motivating Teachers

Purpose: build a shared attendance culture through knowledge, motivation and collective responsibility.

EEF KEY MECHANISMS

Evidence-informed practice

Shared understanding

Staff motivation

Collective responsibility

SCHOOL ACTIVITIES

Launch the programme (professional learning)

Engage all stakeholders

Establish baseline measures

Identify key performance indicators

STAGE 2 FIRST DEEP DIVE

Developing Techniques

Purpose: develop staff confidence and skills to translate attendance knowledge into practice.

EEF KEY MECHANISMS

Modelling effective practice

Coaching and feedback

Skill development

Sustained staff motivation

SCHOOL ACTIVITIES

Implement attendance strategies

Develop staff practice

Complete the first onsite deep dive audit

Measure progress from Stage 1

STAGE 3 SECOND ONSITE AUDIT

Embedding Practice

Purpose: embed attendance within systems, routines and everyday school practice — impact.

EEF KEY MECHANISMS

Consistent routines

Monitoring systems

Structured processes

Ongoing feedback

SCHOOL ACTIVITIES

Embed attendance systems

Strengthen accountability

Complete the second onsite deep dive audit

Measure impact and plan Stage 4

STAGE 4 FINAL DEEP DIVE

Sustaining Practice

Purpose: secure sustainable attendance improvement through evaluation, refinement and planning.

EEF KEY MECHANISMS

Evaluate implementation impact

Refine practice

Build capacity

Sustain accountability systems

SCHOOL ACTIVITIES

Evaluate attendance impact

Complete the final onsite deep dive audit

Measure sustainable progress

Plan priorities for the next year

CORNWALL EDUCATION PARTNERSHIP · THREE STRATEGIC PRIORITIES

One thread. *Not another initiative.*

1

Attendance & Belonging

Belonging, families, removing barriers

2

Inclusive Education Communities

Child-centred, relational, inclusive

3

Centres of Excellence

Shared expertise across Cornwall

Inclusive Attendance accelerates all three

"From individual action to collective responsibility"

Priorities: Cornwall Education Partnership strategy (CAPH). Summaries of each priority's focus, not verbatim objectives.

INCLUSIVE EDUCATION COMMUNITIES

Child-centred, always

We accelerate inclusive, relational practice.

The child first	Named children, not percentages.
What works	Evidence-informed practice, every classroom.
Relationships	Trusted adults; lived experience heard.

IMPACT **Supporting child centred actions, not data headlines!**

ATTENDANCE AND BELONGING

Systems-led, multi-agency

We accelerate collective action on barriers.

Removing barriers	Systemic barriers, not just individual support.
Families as partners	Communication that builds trust.
SEND and partners	SENDCo, local authority and agencies – one strategy.

IMPACT **Multi-agency work making a measurable difference.**

CENTRES OF EXCELLENCE

Expertise that travels

We accelerate shared expertise across Cornwall.

Collective practice	From individual action to collective responsibility.
Building expertise	Professional learning that changes practice.
Sharing what works	Networks across schools, trusts and authorities.

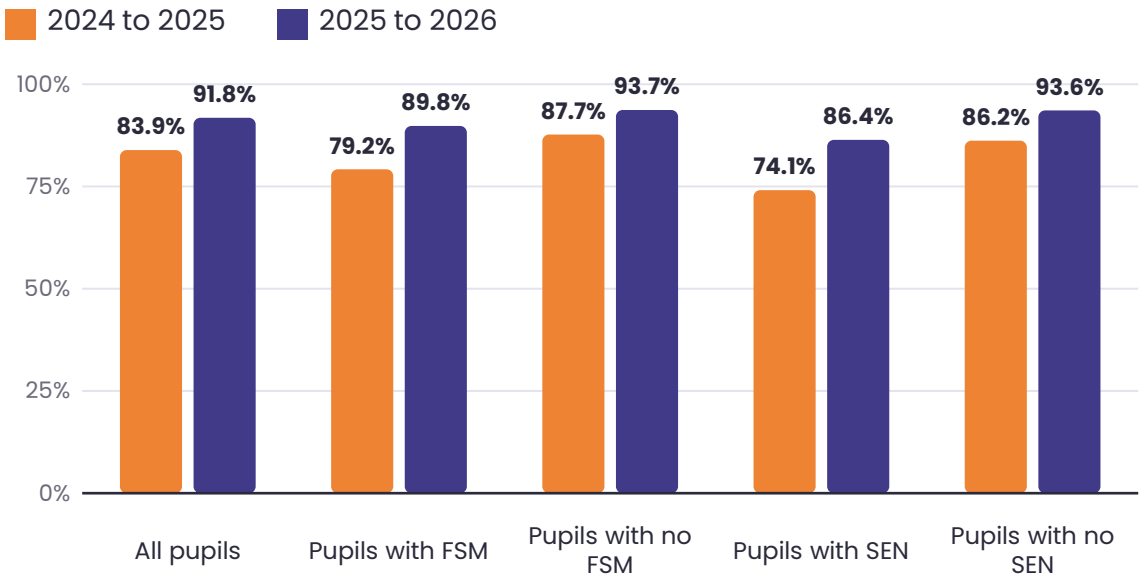
IMPACT **Sharing professional learning in a systems led approach.**

CASE STUDY IMPACT *Source: Stamford Park Trust attendance data, 2024–2026. Figures shown are unchanged from the original.*

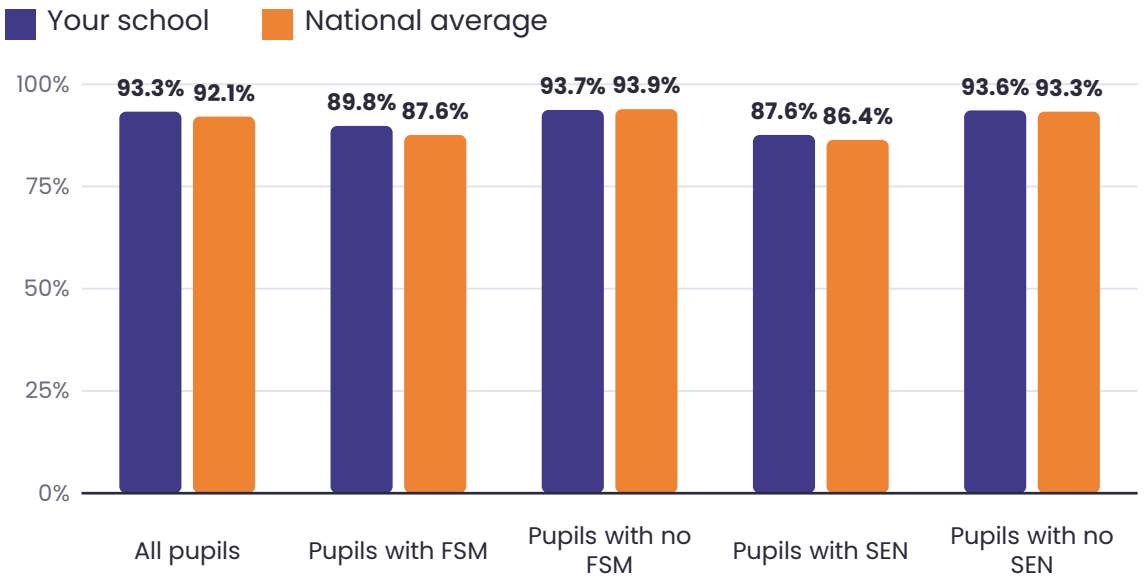
Attendance Impact

Year-on-year improvement, and performance against the national average, by pupil group

Year-on-Year Improvement



Your School vs National Average



PERSISTENT ABSENCE 23/24
36.06%

PERSISTENT ABSENCE 24/25
29.9%

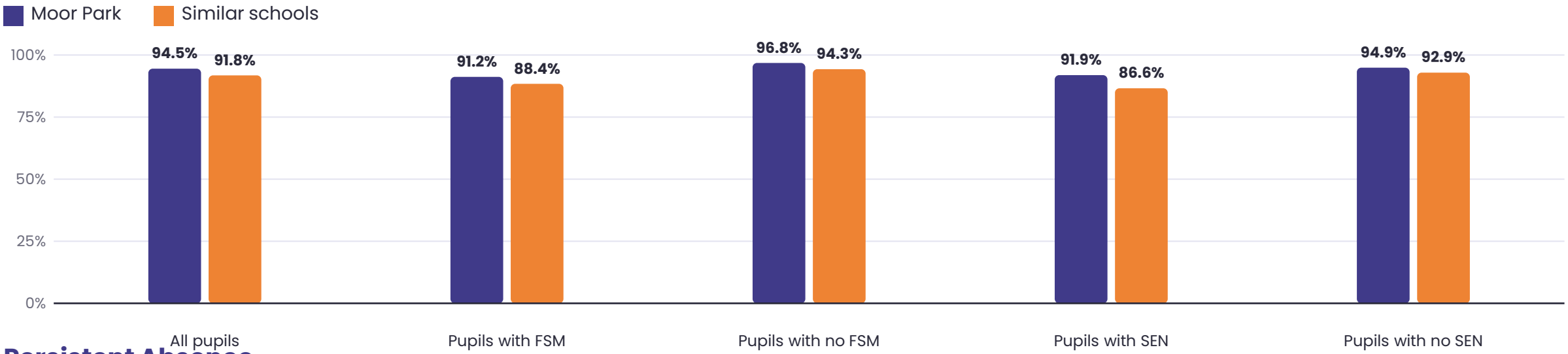
PERSISTENT ABSENCE 25/26
20.1%

SCHOOL RANKING

Moor Park High School and Sixth Form

Ranked 1st of 21 similar schools for overall attendance

Attendance by Pupil Group — Moor Park vs Similar Schools



Persistent Absence

Moor Park (1st of 21 schools)
14.8%

9.8% less than

Median of similar schools
24.6%

Moor Park ranks 1st of 21 similar schools for overall attendance and for the lowest persistent absence — outperforming similar schools across every pupil group shown above.

NETWORK IMPACT

The Average Gains Schools See With Us

Based on feedback from 628 schools across the Inclusive Attendance network

+2.8%

Attendance Rate

average uplift

-7.1%

Persistent Absence

average reduction

-1.4%

Severe Absence

average reduction

Severe Absence: reducing almost 5× faster than the national rate



WHAT SCHOOLS ARE SAYING

Feedback From the Programme

"Inspiring"

Wayne's enthusiasm, knowledge, and commitment to tackling barriers to attendance are inspiring, rooted in evidence-informed practice!

"Transformed our mindset"

Our overall school attendance has improved by 3%, and we've remarkably reduced PA by 9%. The Inclusive Attendance approach has transformed our mindset and culture.

"Excellent course!"

Excellent programme! Practical ideas based on evidence, linking behaviour, SEND & attendance.

"Really engaging"

Good pace, really engaging, practical & informative.

"Excellent knowledge"

Wayne is an inspirational speaker with a clear vision, excellent knowledge & lots of supportive resources.

WHAT SCHOOLS ARE SAYING

Feedback From the Programme (continued)

"A systematic approach"

A systematic approach to improving attendance, with opportunities to reflect on current practice & network with colleagues — excellent!

"Excellent content"

Excellent content & delivery. Great to hear the research base behind it all.

"Opened my eyes"

Wayne is inspiring! The content was practical, realistic & delivered with a no-nonsense attitude. It has really opened my eyes.

"Clarifying our vision"

Working with Inclusive Attendance has allowed us to clarify our vision. We've transformed our culture into one of collective responsibility for attendance.

"Today was exceptional!"

Rarely do I leave a conference feeling both thoroughly entertained and enriched but today was exceptional!

INCLUSIVE ATTENDANCE

Thank you

Be Brave.

Be Innovative.

Be Inclusive.

#EveryBagCounts