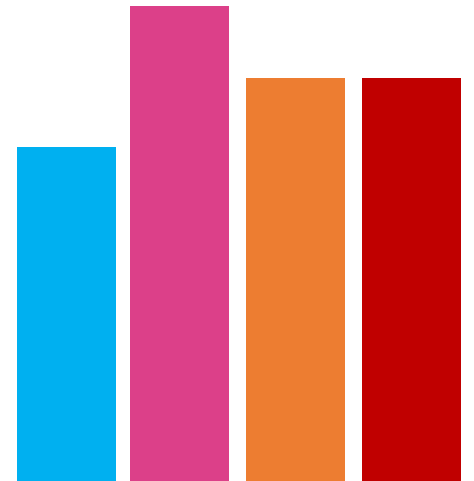


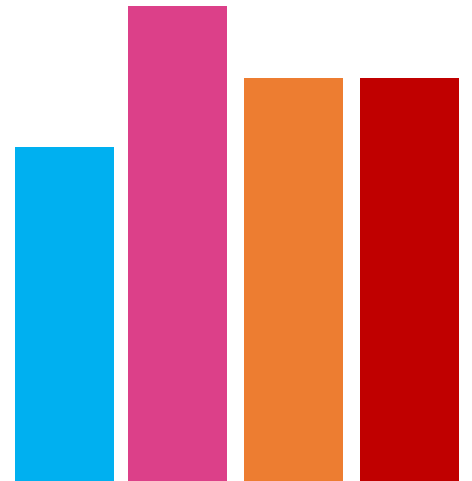
# Using Data to Monitor Attendance

- As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them. As per the DfE 'Working Together to Improve School Attendance' guidance Sept 2022, the DfE have the following expectations. [Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families.
- When analysing patterns, some schools, especially secondary schools, may wish to look further into patterns of attendance within a session to ensure all pupils are attending all timetabled lessons.



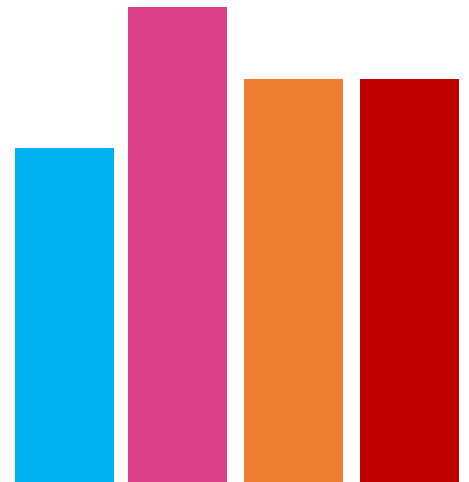
# Using Data to Monitor Attendance

- Identify the pupils who need support and focus staff efforts on developing targeted actions for those cases.
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends.
- Benchmark their attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- Provide data and reports to support the work of the board or governing body.



# The benefits of analysing Attendance data:

- Attendance data can be used to assist schools to make decisions on school practice
- Be prepared for OFSTED inspection
- The school will be able to gather patterns of absence
- The school will be able to identify vulnerable groups in need of support
- Schools can establish a better understanding of their cohort and the impact of targeted support for their pupils
- Data can assist with safeguarding



# Who Should we be analysing?

The DfE also suggests that schools should decide which cohorts of pupils should be included in their data analysis based on their context and school population.

## **This may include:**

- boys and girls,
- year groups,
- pupils with special educational needs or disabilities,
- pupils with a social worker or who are looked-after by the local authority,
- pupils eligible for free school meals,
- any pupils from backgrounds (including ethnicities, religions or beliefs, or sexual orientations where applicable) in the school community that have, or have historically had, lower attendance than their peers.

