

## Attendance data

PROMPTS	NOTES
<input type="checkbox"/> How often is attendance data checked?	
<input type="checkbox"/> How often is attendance data checked for each year group?	
<input type="checkbox"/> How often is attendance data checked by gender of pupils?	
<input type="checkbox"/> How often is attendance data checked for pupils eligible for the pupil premium?	
<input type="checkbox"/> How often is attendance data checked for pupils with special educational needs and/or disabilities (SEND)?	
<input type="checkbox"/> How often is attendance data checked for pupils with an education, health and care (EHC) plan?	
<input type="checkbox"/> How often is attendance data checked for looked after children?	
<input type="checkbox"/> How often is attendance data checked for mobile pupils?	
<input type="checkbox"/> How often is attendance data checked for newly-arrived pupils?	
<input type="checkbox"/> How often is attendance data checked for pupils with English as an additional language (EAL)?	
<input type="checkbox"/> Are persistent absence figures for each group monitored? How often is this checked?	
<input type="checkbox"/> Is there a system in place to identify patterns in attendance?	
<input type="checkbox"/> What training do your staff have to analyse attendance data?	

## Understanding barriers to attendance

PROMPTS	NOTES
<input type="checkbox"/> What measures are in place to understand why pupils are absent?	
<input type="checkbox"/> How are parents/carers involved in the identification of barriers to attendance?	
<input type="checkbox"/> How are pupils' views on their barriers to attendance captured?	
<input type="checkbox"/> What are the biggest barriers to attendance facing your pupils?	

## Attendance interventions

PROMPTS	NOTES
<input type="checkbox"/> How are parents/carers and pupils involved in the planning of attendance interventions?	
<input type="checkbox"/> How are interventions tailored to pupil's barriers to attendance?	
<input type="checkbox"/> What interventions are currently in place for improving attendance?	
<input type="checkbox"/> Are there different interventions for each group of pupils?	
<input type="checkbox"/> Who is monitoring attendance interventions? How often does this take place?	
<input type="checkbox"/> How often is the progress of attendance interventions reported to governors?	
<input type="checkbox"/> What is the impact of current interventions?	
<input type="checkbox"/> What are the costs of the current interventions?	

<input type="checkbox"/> Is there a specific governor responsible for attendance? How often are they informed about progress in attendance?	
<input type="checkbox"/> Are the interventions being analysed by group?	
<input type="checkbox"/> Who is responsible for implementing different interventions?	

## Communication

PROMPTS	NOTES
<input type="checkbox"/> How is unexpected absence dealt with?	
<input type="checkbox"/> How is information about planned absences communicated?	
<input type="checkbox"/> What lines of communication are in place to inform the senior leadership team/parents and carers/staff about unexpected absences?	
<input type="checkbox"/> Are these lines of communication effective, rapid and robust?	
<input type="checkbox"/> How does the school make sure parents/carers are hearing consistent messaging from all staff?	

## Safeguarding

PROMPTS	NOTES
<input type="checkbox"/> How does the school link attendance monitoring with safeguarding measures?	
<input type="checkbox"/> Are there any strategies to encourage pupils to have a trusted adult, that they can talk to about any concerns related to attendance?	
<input type="checkbox"/> Who is in charge of ensuring the link between attendance and safeguarding?	
<input type="checkbox"/> Are there specific strategies for checking the attendance of at risk/vulnerable pupils?	
<input type="checkbox"/> How are these strategies linked with safeguarding measures already in place?	

Contextual/Setting Specific Issues and action plans

PROMPTS	NOTES