

## **SCRUTINY COMMITTEE REPORT**

Date Written	14 <sup>th</sup> January 2020
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Service Area	Inclusion
Committee Date	24 <sup>th</sup> February 2020

*To: Chair, Ladies and Gentlemen*

### **Attendance and Exclusions**

#### **1.0 SUMMARY OF THE REPORT**

- 1.1 Progress made in respect of Attendance and Exclusions during the academic year 2018/19.
- 1.2 In order to bring about improvements the focus is on:-
- enabling schools to improve rates of attendance, especially those of persistent absentees, and exclusions;
  - increasing provision for pupils with Social Emotional Behaviour Difficulties (SEBD);
  - re-launching a marketing campaign for attendance; and
  - enabling schools to improve levels of parental engagement.

#### **2.0 RECOMMENDATIONS**

- 2.1 The contents of this report are discussed and noted.

#### **3.0 INTRODUCTION AND BACKGROUND**

- 3.1 This report provides an update on:
- the outcomes for attendance and exclusions in 2017/18;
  - the outcomes for attendance and exclusions in 2018/19;
  - progress against targets; and
  - key areas for improvement.
- 3.2 There has been an increase in secondary and a decrease in primary attendance rates when comparing that of 2017/18 with 2018/19. Up until the end of July there has been an increase in exclusion rates for 5 days or fewer for primary and a decrease for secondary. There were no permanent exclusions in 2017/18; however, there were three in 2018/19, all of which were from secondary schools.

## 4.0 WHERE WE WERE

- 4.1 At the end of academic year 2017/18 (Appendix 1)
- the rate of fixed term exclusions for 5 days or fewer in secondary schools was 120.2 as compared with 45.8 in 2016/17;
  - the rate of fixed term exclusions for 5 days or fewer in primary schools was 21.1 as compared with 14.8 in 2016/17;
  - the rate of fixed term exclusions for 6 days or more in secondary schools was 0.3 as compared with 0.4 in 2016/17;
  - the rate of fixed term exclusions for 6 days or more in primary schools was 0.9 as compared with 0.5 in 2016/17;
  - there were no permanent exclusions;
  - the average length for an exclusion in secondary schools decreased to 1.5 days in 2017/18 from 1.6 days in 2016/17;
  - the average length for an exclusion in primary schools increased to 2.1 days in 2017/18 from 1.7 days in 2016/17;
  - secondary attendance decreased from 93.00% in 2016/17 to 92.49% in 2017/18; and
  - primary attendance decreased from 94.29% in 2016/17 to 94.03% in 2017/18.

## 5.0 WHERE WE ARE NOW

### 5.1 Attendance- 2018/19 (Appendix 2)

- The attendance across primary schools is 93.92%, compared with 94.03% in 2017/18; a decrease of 0.11%
- The attendance across secondary schools is 92.8% compared with 92.49% in 2017/18; an increase of 0.41%
- At the end of 2018/19 Merthyr Tydfil was ranked joint 22nd with RCT for secondary attendance and was 0.1% away from Blaenau Gwent; margins remain tight. The Wales Average (WA) is 93.8%. The gap between that of Merthyr Tydfil and the WA has continued to close since 2016/17 and our rate of improvement is the third best in Wales.

Local Authority	2016/17	2017/18	2018/19
Merthyr Tydfil	7.0	7.6	7.2
Wales average	5.9	6.2	6.2
<b>Difference</b>	<b>1.1</b>	<b>1.4</b>	<b>1.0</b>

- At the end of 2018/19 Merthyr Tydfil was ranked joint 20<sup>th</sup> for primary attendance with Carmarthenshire and Neath Port Talbot.
- Up until the end of July, there are sixteen primary schools with an authorised absence above the wales average of 3.66%. Of these, nine have reduced their level of authorised absences in comparison to the same period in 2018.
- Up until the end of July, there are three secondary schools, plus the PRU and Greenfield Special School with an authorised absence above the WA of 4.60%. Greenfield Special School is the only school that has reduced their level of authorised absences in comparison to the same period in 2018.

- Up until July 2019, of the 20 schools that buy into the Education Welfare Service (EWS) Service Level Agreement (SLA) 10 have seen an improvement in their attendance. Of the eight schools who did not buy into the EWS SLA six have seen an improvement.
- The engagement with Fixed Penalty Notices (FPNs) is not consistent across the Local Authority (LA). This is the same in other LAs according to the Welsh Government's (WG) evaluation. There are six schools that are currently not using FPNs. The number of schools using FPNs whose attendance has seen an improvement to July 2019 is eleven, while the number of schools not using FPNs whose attendance has improved is five.
- 19 primary schools originally bought back into the EWS SLA, with the EWS receiving positive feedback from schools in the Perception Survey. One school noted the following;  
*"School has been able to demonstrate a 1.16% improvement in whole school attendance for 2018/19. This makes Pantyscallog the school with the best rate of improvement in Merthyr for 2018/19."*

## 5.2 Persistent Absenteeism- 2018/19

- 5.2.1 There has been an increase in the percentage of persistent absentees over the last three years in the primary and secondary sector. This is reflected nationally.

Year	Primary persistent absentees	Secondary persistent absentees
2018/19	2.56%	6.94%
2017/18	1.78%	6.26%
2016/17	1.08%	6.01%

- 5.2.2 Up until the end of July, the attendance for primary schools, without those who are classified as persistent absentees, would have been 96.39% (an increase of 2.47%). It would have been 99.74% (an increase of 6.94%) for secondary up until the end of May. Of the 314 persistent absentees at the end of July, 34 of those were as a result of being on a reduced timetable.

## 5.3 Exclusions September- July 2018/19 (Appendix 3)

### 5.3.1 Secondary Schools:-

- There has been a **decrease** in the total number of incidents resulting in an exclusion from 348 in 2017/18 to 179 in 2018/19.
- There has been a decrease in the number of incidents resulting in exclusion for 5 days or fewer from 347 in 2017/18 to 176 in 2018/19.
- The number of incidents resulting in exclusion for 6 days or more has increased from 1 in 2017/18 to 3 in 2018/19
- There have been three permanent exclusions for this period.
- The total number of days lost due to all exclusions has decreased from 521 days to 311 for the comparative period.

**There has been a reduction in the total number of incidents resulting in an exclusion and the number of days lost. The use of the lengthier period i.e. for six days or more, continues to be low.**

### 5.3.2 Primary Schools:-

- There has been an **increase** in the total number of incidents resulting in an exclusion from 124 in 2017/18 to 129 in 2018/19.
- There has been an **increase** in the number of incidents resulting in exclusion for 5 days or fewer from 119 in 2017/18 to 127 in 2018/19.
- The number of incidents resulting in exclusion for 6 days or more has **decreased** from five in 2017/18 to two 2018/19.
- There have been **no permanent exclusions** for this period.

**Although there has been an increase in the total number of incidents resulting in an exclusion the total number of days lost has decreased.**

- The total number of days lost due to all exclusions has **decreased** from 261 days to 220.5 for the comparative period.
- In the academic year 2018/19 there were 92 referrals from primary schools for the School Support Service (BST and Greenfield Outreach). Of these 45 (49%) had an exclusion; out of these 10 pupils had multiple (more than three) exclusions.
- In the academic year 2018/19 there were 49 referrals from secondary schools for the School Support Service (BST and Greenfield Outreach). Of these 22 (45%) had an exclusion; out of these three pupils had multiple (more than three) exclusions.

### 5.4 Reduced Timetables 2018/19

5.4.1 There is no comparative data in respect of those pupils on reduced timetables, as returns commenced as of September 2018, due to the increase of their usage. At the end of July 2019 there were 21 primary pupils and 13 secondary pupils recorded as being on reduced timetables. This does not include any pupils of non-statutory school age.

2018/19	Secondary	More than 4 weeks	Continued	Primary	More than 4 weeks	Continued
Autumn	8	1	6	10	3	4
Spring	12	11	10	23	18	19
Summer	13	11	11	21	20	17

5.4.2 Pupils can be on a reduced timetable for a number of reasons ranging from parents' preference for flexi-schooling (of which there are currently three in the LA) to displaying extreme challenging behaviour. The latter of which should never be considered as long term and should include a review date. Despite the increase in SEBD provision the LA is seeing an increasing demand for such provisions and from pupils of a young age.

5.4.3 There is no statutory basis upon which to establish a reduced timetable, however, in exceptional circumstances schools may need to implement a reduced timetable in order to support a pupil who cannot attend school full-time for a short, agreed, period. However, an unintended consequence of managing behaviour in this way is the negative impact that it has on the attendance figures. Schools will need to code these pupils with the "C" code when not in school. This is an authorised absence.

## 6.0 WHERE WE WANT TO BE

6.1 Our ambition is to be in line with Welsh averages. The WA for secondary in 2017/18 is 93.8%. The WA for primary in 2017/18 was 94.9%. In order to achieve this, the performance of all pupils in respect of attendance and behaviour needs to improve.

### 6.2 Actions taken by the LA

- Updated Attendance Audit was shared with all schools for their completion so that strengths and areas for improvement could be identified. 100% of schools engaged.
- Training was delivered by EWS to schools and governors; 60.71% of schools attended (17 schools); 12 evaluations received, 100% of evaluations gave 'good' and 'excellent' feedback with positive comments of very informative, and good sharing of information.
- Truancy Patrols were re-instated on a termly basis in conjunction with the Police; two patrols were held as the Police were unable to attend that planned for July; pupils were stopped, questioned and taken back to school or to their home.
- A Marketing campaign "Miss School, Miss out" was launched at the Student Conference in November 2018. This was led by Corporate Communications. Posters and a few short videos were produced of primary pupils, which were shared with schools during Attendance Week for their promotion as well as being shared on social media.
- Meetings with schools to confirm approaches for improvement in relation to attendance.
- Discussions with schools to try to ensure a more consistent approach in the use of FPNs. Monthly data on their usage was shared with schools. This included the percentage of authorised and unauthorised absences upon which schools can be challenged.
- Reminded School Clerks and Family Liaison Officers (FLOs) of their role in attendance as that of both support and challenge.
- Made changes to the activities within the Education Welfare Service Level Agreement 2015/16. This was to ensure that work undertaken by the officers was directed by the school to where most required. Following a review of the service during August-September 2015 it was agreed that the service should be restructured. This was to ensure that schools exercise their autonomy and responsibility around key decisions and activities. Some schools have chosen to use the funding to directly employ staff to address the attendance needs of the school. Fifteen schools bought into the SLA for 2017/18. This increased to 20 in 2018/19. There are two core funded posts to deliver the statutory functions. The statutory role of the Education Inclusion Service within the local authority covers school attendance, child welfare, pupil exclusions and regulating child employment/performance licenses. **It should be noted that under the new arrangements of the EWS financial SLA schools have the autonomy to direct the work of their Education Inclusion Officer (EIO) as they see fit. However, this does mean that the EWS is somewhat restricted in its choice of actions and interventions. MTCBC is the only LA in Wales that operates an EWS financial SLA.**
- Provided training opportunities and guidance for behaviour as part of the Additional Learning Needs (ALN) Training Programme.

- Training was delivered by Greenfield Outreach on Person Centred Practices and Positive Behaviour Support.
- Mediation Training was delivered by ALN and Inclusion, to which all schools have engaged.
- Data is requested in respect of the number and duration of reduced timetables.
- A Behaviour Conference was held in 2019, to which all schools attended. The key focus of this was to challenge attitudes and beliefs.
- Resources, advice and guidance for wellbeing are shared via the Inclusion Manager with schools and colleagues.

## 7.0 WHAT WE NEED TO DO NEXT

7.1 The strategies for further improvement will focus on:-

- ensuring that attendance is a priority for the LA;
- understanding that there needs to be a consistent approach;
- increasing accountability of schools for attendance and behaviour;
- delivering Family Liaison /Attendance and Wellbeing Officer training to all schools and relevant LA staff. 70% of schools attended. The aim of this training is to:-
  - understand the role and responsibility of the Family Engagement Officer;
  - develop a job description which encompasses the role;
  - create an environment to promote positive relationships between home and school;
  - gain knowledge of key CPD training essential for the role;
  - understand the importance of supervision, health and well-being;
  - prepare for inspection; and
  - understand the key elements of an effective toolkit to increase parental engagement.

*The follow up event to this training, due to be held on February 11th, is to confirm the outcomes of the tasks set at the training in September, as listed below. Additional funding has been sourced to include training on dealing Parental Conflict. The invitation to this training has been extended to include Keyworkers who work with families of multiple complex needs.*

- Develop a school Parental Engagement Strategy
- Hold a parental engagement event;
- re-launching of the Marketing Campaign, this has included the production of further videos of secondary and primary pupils and the increased frequency for sharing key messages on social media;
- holding two Attendance weeks for schools to have attendance as a key focus. These were held during the last week before the half-term break and the last week of the Autumn term;
- improving working arrangements between the Challenge Advisers and EWS in order to support and challenge practices around attendance. To date joint visits have been held with 25 out of the 28 schools;
- providing an overview of the Attendance Audits to share with schools. The Self Evaluation Report (SER) is an important tool to help identify issues within a school and to target and prioritise actions to improve attendance. As of January 2020, 96% of schools have returned their SER, to which all school have received a response (Appendix 4);
- providing guidance on attendance matters e.g. code usage, especially on the level of authorised absences;
- enabling timely engagement with the prosecution process, including FPNs;

- challenging those schools not buying into the EWS SLA as to where their allocation of money designated for attendance is being utilised. As a result of this approach one school has now appointed a FLO; (Appendix 5)
- ensuring the engagement of secondary schools in the NEST programme delivered by British Gas. The aim of which is to improve attendance and engagement;
- auditing of pupils on a reduced timetable in order to;
  - confirm what worked well;
  - confirm what could be improved;
  - identify patterns for opportunities of learning;
  - confirm route for wrap around support; and
  - confirm the use of one Team Around the Family (TAF) plan and of its portability;
- rolling out the Early Identification Toolkit (EIT) across KS2 in order to identify vulnerable pupils and interventions of support at an earlier stage;
- building capacity in schools for effective classroom management; this will include the new arrangements for the allocation of additional support;
- improving support for pupils with ALN including SEBD;
- increasing levels of parental engagement in pupil learning;
- ensuring that all schools have Emotional Literacy Support Assistant (ELSA) trained staff;
- delivering a Behaviour Conference in March 2020 with a focus on Nurture;
- confirming the roll out arrangements for PERMA;
- continuing to hold an annual Behaviour Conference. The focus of this conference will be Nurture: it's significant influence on social emotional skills, wellbeing and behaviour and how we can offer pupils a more nurturing approach;
- utilising WG funding for a "Whole School Approach to Wellbeing" to support the above conference and to provide a targeted response to support the pupils attending the SEBD/Nurture provisions in building trusting relationships and regulating emotions. Emotional coaching would also be offered to the parents of these pupils;
- developing a cross department action plan in response to the report "Exclusions- the Hidden Cost". The aim of this is to improve the outcome for children and young people, and to reduce exclusions by ensuring that there is a clear shared pathway for support with one unified "TAF" plan being followed and a comprehensive directory for Behaviour;
- delivering training and workshops on combating racism utilising WLGA grant funding;
- ensuring that prevention and early intervention strategies for all pupils are well established; and
- targeting support by using data effectively.

## **8.0 CONTRIBUTION TO WELLBEING OBJECTIVES**

8.1 The contents of this report relate to the following Wellbeing Objectives:

- Best start to life: Children and young people are equipped with the skills they need to be successful learners and confident individuals
- Living Well – tackling adverse childhood experiences and developing community resilience; improving emotional wellbeing and mental health.
- Working well – preparing learners for the life of work.

**SUE WALKER**  
**CHIEF OFFICER, LEARNING**

**COUNCILLOR LISA MYTTON**  
**PORTFOLIO LEAD**

<b>BACKGROUND PAPERS</b>		
<b>Title of Document(s)</b>	<b>Document(s) Date</b>	<b>Document Location</b>
<b>Does the report contain any issue that may impact the Council's Constitution?</b>		



<b>Progress to date</b>	<b>Ranking 2016/17</b>	<b>Outcomes 2017/18</b>	<b>Ranking 2017/18</b>	<b>Outcomes 2018/19</b>	<b>Ranking 2018/19</b>
<b>Primary</b> school attendance	22 <sup>nd</sup>	94.03	21 <sup>st</sup>	93.92	Joint 20 <sup>th</sup>
<b>Secondary</b> school attendance	22 <sup>nd</sup>	92.49	22 <sup>nd</sup>	92.8	22 <sup>nd</sup>
<b>Secondary</b> school attendance <b>EOTAS</b>		56.2			
<b>Primary</b> absence rates <b>persistent absentees</b>		1.78		2.56	
<b>Secondary</b> absence rates <b>persistent absentees</b>		6.26		4.65	
<b>Primary</b> fixed-term 5 days or fewer <sup>1</sup>		21.1		21.9	
<b>Primary</b> fixed-term 6 days or more		0.9		0.3	
<b>Primary</b> permanent exclusions		0		0	
<b>Secondary</b> fixed-term 5 days or fewer		120.2		60.4	
<b>Secondary</b> fixed-term 6 days or more		0.3		1.0	
<b>Secondary</b> permanent exclusions		0		3	
<b>Secondary</b> exclusions <b>EOTAS</b>		18		82	
<b>Secondary</b> average length of exclusion (days)		1.5		1.7	
<b>Primary</b> average length of exclusion (days)		2.1		1.7	

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<sup>1</sup> Rate per 1,000 pupils

	Outcomes 2017-18	Wales Average 2017-18	Targets 2017-18	Actual performance July 2018-19	Outcomes 2018-19	Targets 2018-19	Targets 2019-20
Primary Schools Attendance	94.03%	94.9%	95.5%	93.92%	94.6%	96%	96%
Secondary Schools Attendance	91.76%	94.2%	95.5%	91.82%	93.8%	95%	96%
Attendance for pupils eligible for FSM- primary	92.31%		95%	91.82%		95%	95.5%
Attendance for pupils non FSM- primary	94.46%		95.5%	94.51%		95.5%	96%
Attendance for pupils eligible for FSM secondary	88.03%	93.9%	92%	89.08%		92.5%	92.5%
Attendance for pupils non FSM secondary	92.77%		95%	92.61%		95%	96%
% of overall attendance for <b>boys</b> in primary school	93.93%		95.5%	93.71%		96%	96%
% of overall attendance for <b>girls</b> in primary school	94.14%		95.5%	94.14%		96%	96%
% of overall attendance for <b>boys</b> in secondary school	91.12%	93.7%	95.50%	91.63%		95%	95%
% of overall attendance <b>for girls</b> in secondary school	92.44%	93.8%	95.50%	92.04%		95%	95%
% of overall persistent absenteeism in secondary school	6.26%	4.1%	2.0%	6.94%		2.0%	2.0%
% of overall persistent absenteeism in primary school	1.78%		0.5%	2.56%		0.5%	0.5%

	Outcomes 2014-15	Outcomes 2015-16	Outcomes 2016-17	Outcomes 2017-18	Actual performance July 2019	Targets 2018- 19	Targets 2019- 20
Primary schools permanent exclusions	1	0	1	0 (5046)	0	0	0
Secondary schools permanent exclusions	1	4	0	0 (2880)	3	0	0
Secondary schools fixed term exclusions 5 days or fewer (Rate per 1,000 pupils)	36.2 (2903)	<b>40</b> <b>(2903)</b>	<b>45.8</b> <b>(2848)</b>	120.2 (2880)	<b>60.4</b>	16	16
Secondary schools fixed term exclusions 6 days or more (Rate per 1,000 pupils)	2.4 (2903)	<b>0</b> <b>(2903)</b>	<b>0.4</b> <b>(2848)</b>	0.3 (2880)	1.0	0	0
Primary schools fixed term exclusions 5 days or fewer (Rate per 1,000 pupils)	9.6 (4988)	<b>7.0</b> <b>(4988)</b>	<b>14.8</b> <b>(5750)</b>	21.1 (5046)	<b>21.9</b>	8	
Primary schools fixed term exclusions 6 days or more (Rate per 1,000 pupils)	1.2 (4988)	<b>1</b> <b>(4988)</b>	<b>0.5</b> <b>(5750)</b>	0.9 (5046)	0.3	0	0
Average length of an exclusion (secondary)	2.2days	<b>1.5 days</b>	<b>1.6 days</b>	1.5 (2880)	1.7	1 day	1 day
Average length of an exclusion (primary)	3.2days	<b>3.2</b> <b>days</b>	<b>1.7 days</b>	2.1 (5046)	1.7	1 day	1 day

Attendance Audit Analysis

Question	Primary	Secondary	Comments
Attendance data as of end of November 2019	94.53% (-) 0.22%	93.65% (+)0.57%	Increase in comparison to 2018-19 rolling figure for the secondary sector. A decrease for the primary sector.
Number of schools that have improved	10 Includes PRU and Greenfield	3	13 in total.
Number of schools that have responded to profile	24 Includes PRU and Greenfield	3	96%
% of schools that have responded to profile	100%	67%	
Number of schools who are part of EWS SLA	19 Includes PRU and Greenfield	1	
% of schools who are part of EWS SLA	79.16%	25%	
Number of schools in EWS SLA whose attendance has improved	9	1	
% of schools in EWS SLA whose attendance has improved	47.36%	100%	
Number of schools <b>not</b> in EWS SLA whose attendance has improved	1	2	5 primary schools not in EWS-SLA 3 secondary school not in EWS-SLA
% of schools <b>not</b> in EWS SLA whose attendance has improved	20%	67%	
<b>The figures below are based upon those schools for which a response has been received</b>			
Number of schools for which attendance is a priority for school improvement and included in the School's Improvement Plan (SIP)	18	3	
% of schools for which attendance is a priority for school improvement and included in the School's Improvement Plan (SIP)	75%	100%	
Admissions- % of schools for which all areas were Green	95% (2 schools did not answer)	67%	<b>Areas for improvement;</b>
Admission Registers- % of schools for which all areas were Green	81% (2 schools did not answer)	67%	<b>Areas for improvement;</b>

Question	Primary	Secondary	Comments
Admissions and Leavers - % of schools for which all areas were Green	81% (2 schools did not answer)	67%	<b>Areas for improvement;</b>
Strategic Management-% of schools for which all areas were Green	50%	67%	<b>Areas for improvement;</b> <ul style="list-style-type: none"> <li>• Persistent absentees monitored. Other target groups in process of being monitored.</li> <li>• All processes have been followed fully but impact was varied towards end of Summer Term</li> <li>• We closely monitor persistent absentees and/or those identified as vulnerable but we haven't monitored specific groups of learners as closely as we should. have started to address this area</li> </ul>
Attendance Policy-% of schools for which all areas were Green	46%	67%	<b>Areas for improvement;</b> <ul style="list-style-type: none"> <li>• The new procedures need time to become embedded and continue to develop.</li> <li>• Agreed FPN threshold shared with parents.</li> <li>• Further way forward to scrutinise specific cohort/vulnerable groups – transition project planned for Years 2/3 to address identified issues with specific year group cohort.</li> <li>• EWO to work closely with MASH and the Police if necessary. Plus all local authority contacts</li> <li>• CALLIO letters to be sent out at the end of each term</li> <li>• Policy is revised every year but we need to evaluate the impact of the policy.</li> <li>• Need to refine the current policy.</li> <li>• Develop the this as part of the family engagement policy</li> <li>• Measure the impact of attendance interventions on pupil outcomes rather than just measuring an improvement in attendance</li> <li>• A pupil friendly attendance policy is something that the School should develop and put to the school counsel</li> <li>• Reward Schemes are in place but are not consistent. This is an area to be taken forward by the school counsel.</li> </ul>
Managing Attendance% of schools for which all areas were Green -	42%	67%	<b>Areas for improvement;</b> <ul style="list-style-type: none"> <li>• Letters to be issued to parents informing them of the registration period/ lateness etc to be included with Attendance Policy</li> <li>• Registration Certificates for provisions to be printed out after close of Reg (am &amp; pm) in case of evacuation.</li> <li>• In the past school issued advisory notices, A &amp; B warnings, FPNs where appropriate and has commenced court proceedings</li> </ul>

Question	Primary	Secondary	Comments
			<p>where necessary. This now needs to be revisited.</p> <ul style="list-style-type: none"> <li>• Dinner registers taken outside but no contact details. Ensure class teachers have up to date contact details for pupils</li> <li>• In a minority of cases the level of challenge needs to be increased</li> <li>• School has had some issues with the reliability of afternoon registers being submitted in a timely fashion.</li> <li>• Medical information is routinely requested. Follow up on this could be improved.</li> </ul>
Code Usage- % of schools for which all areas were Green	64%	33%	<b>Areas for improvement;</b>
Holidays-% of schools for which all areas were Green	91%	100%	<b>Areas for improvement;</b>
Collection and Analysis of Data- % of schools for which all areas were Green	42%	33%	<p><b>Areas for improvement;</b></p> <ul style="list-style-type: none"> <li>• All Governors know key issues and key problems which are discussed in full GB meetings.</li> <li>• New Link Governor appointed October 2019 and is at the early stages of developing a more robust role. She has attended reviews in the Autumn term where specific input was given to the SIP and amendments made as a result.</li> <li>• Area for improvement, attendance needs to be discussed weekly by SLT and during every staff meeting to ensure whole staff involvement.</li> <li>• Further work needed to analyse vulnerable groups and links to standards.</li> <li>• Attendance will be reviewed on a monthly basis, particularly the vulnerable groups. The weekly EIO reports will be shared and analysed. Pupils' attendance is tracked on a weekly basis.</li> <li>• Need to challenge lateness more robustly by making it a focussed campaign termly or when it becomes an issue with specific individuals.</li> <li>• Develop the role of Governors in the process</li> <li>• SLT discuss weekly. The role of the Governing Body and School council needs developing.</li> <li>• Pupil voice to develop appropriate role &amp; initiatives e.g. poster design etc to address attendance objective.</li> <li>• It has been identified that there is a need for Attendance Ambassadors.</li> </ul>

Question	Primary	Secondary	Comments
			<ul style="list-style-type: none"> <li>• new HT to establish an 'A Team' for attendance to promote attendance through pupil voice.</li> </ul>

**NB- One secondary school have not submitted their forms. Some schools completed the form used in 2017/18 so not all information is available.**

- 25 schools out of 27 completed admissions section, 22 primary, 3 comprehensive.
- 25 schools out of 27 completed code usage section, 22 primary, 3 comprehensive.
- 25 schools out of 27 completed holiday section, 22 primary, 3 comprehensive.

## Attendance and Persistent absence data to May for Secondary Schools and July for Primary, Greenfield and PRU

School	SLA	No of Hours in SLA	Non SLA	FLO In School	Money given for attendance	Money clawed back by SLA	Attendance 17/18	Attendance 18/19	difference	No of persistent abs for 2018-19	% of persistent abs	No: persistent absentee authorised absence	No on reduced timetable	No Of persistent abs unauthorised	NON FSM	eFSM	Attendance Boys	Attendance Girls	Date attendance Audit was complete
Afon Taf			✓	✓	8841.78		92.87	93.08	0.21	34	5.14%	34	8	34	94.26	89.64	93.00	93.17	10/11/2018
Bishop Hedley	✓	6.5		✓	7763.54	3492.91	93.46	92.69	-0.77	25	4.93%	25	0	18	93.22	90.83	92.42	92.91	25/09/2018
Cyfarthfa High			✓	✓	12069.51		92.26	93.01	0.75	49	4.54%	47	0	46	93.76	88.15	92.70	93.38	Oct-18
Pen Y Dre			✓	✓	8596.45		91.67	92.41	0.74	26	4.33%	26	4	26	93.39	90.48	92.44	92.38	17/12/2018
Abercanaid			✓	✓	3419.38		95.08	94.44	-0.65	4	2.67%	4	6	2	94.89	90.22	94.52	94.34	05/03/2019
Bedlinog	✓	1			2658.31	878.75	94.91	95.02	0.11	1	1.61%	1	0	1	94.98	95.60	93.99	96.32	06/09/2018
Caedraw	✓	3			3539.71	2636.25	93.14	93.88	0.74	5	2.81%	5	2	5	93.97	93.94	93.98	93.77	Mar-19
Cyfarthfa Park	✓	1		✓	4895.14	261.25	95.24	94.72	-0.51	4	1.15%	4	3	4	94.95	93.40	95.02	94.37	10/10/2018
Dowlais	✓	3		✓	3396.94	783.75	92.61	93.19	0.58	5	3.29%	5	0	5	93.67	91.86	93.07	93.31	27/11/2018
Edwardsville			✓	✓	4475.25		93.41	93.75	0.34	4	1.51%	4	1	1	93.93	93.05	93.79	93.71	05/03/2019
Gellifaelog			✓	✓	3800.33		93.02	92.52	-0.49	8	4.04%	8	0	5	93.36	90.52	92.21	92.85	16/11/2018
Goetre	✓	6.5		✓	5395.44	5711.88	93.85	92.15	-1.71	25	6.48%	25	6	25	93.58	90.89	91.66	92.63	04/03/2019
Gwaunfarren	✓	3		✓	3890.02	2636.25	94.36	94.94	0.58	2	0.99%	2	0	1	95.57	92.18	94.35	95.54	10/09/2018
Heolgerrig	✓	2			3673.06	1757.5	95.36	94.67	-0.69	1	0.57%	1	3	0	94.84	93.24	94.06	95.32	06/09/2018
Pantysgallog	✓	4.5			3863.97	3954.38	92.88	94.04	1.16	3	1.67%	3	0	3	94.40	92.08	93.88	94.20	07/03/2019
St Aloysius	✓	1			3259.97	878.75	93.70	93.86	0.16	1	0.76%	1	1	1	94.00	93.40	93.40	94.24	Sep-18
St Illtyds	✓	2.5		✓	3172.69	2196.88	93.89	93.43	-0.47	7	5.04%	7	2	7	94.34	90.01	93.29	93.59	07/01/2019
St Marys	✓	2.5		✓	3547.92	2196.88	95.21	95.53	0.32	0	0.00%	0	0	0	95.59	94.88	95.95	95.26	07/01/2019
Trelewis	✓	1			3687.08	878.75	94.49	94.14	-0.35	2	1.10%	2	1	2	94.87	90.67	94.16	94.11	06/09/2018
Troedyrhiw			✓	✓	3562.08		95.00	95.24	0.24	4	2.42%	4	0	4	95.99	93.37	94.93	95.59	06/09/2018
Twynyrodyn			✓	✓	4291.09		93.59	93.71	0.12	4	1.39%	4	0	4	94.06	91.61	93.81	93.60	15/10/2018
Ynysowen	✓	2			3996.12	1757.5	92.79	93.79	1.00	6	2.93%	6	0	6	94.41	92.09	93.80	93.76	Spring 2019
Coed Y Dderwen	✓	2		✓	3698.9	1757.5	93.31	92.90	-0.41	9	5.08%	9	5	8	94.06	90.92	91.53	94.02	06/01/2019
Rhyd-Y-Grug	✓	2		✓	4059.9	1757.5	93.66	93.66	0.00	2	0.96%	2	0	2	94.08	91.56	93.82	93.51	12/04/2019
Santes Tudful	✓	3		✓	5181.74	2636.25	94.94	94.86	-0.08	3	0.88%	3	0	1	95.10	92.86	94.22	95.34	09/04/2019
Ysgol Y Graig	✓	3		✓	3359.14	2636.25	93.91	93.13	-0.78	10	6.85%	7	1	7	93.91	89.59	92.80	93.46	22/11/2018
Greenfield	✓	4		✓	3226.99	3515	90.15	90.89	0.74	15	11.81%	14	0	13	90.48	91.28	90.98	90.56	15/01/2019
PRU	✓	7.5		✓	nil	6590.63	-	64.04	-	11	61.11%	10	10	10	76.39	44.40	64.08	62.97	09/04/2019



## Service Level Agreement - Attendance Improvement Data

School	SLA	Attendance 17/18	Attendance 18/19	difference
Bedlinog	✓	94.91	95.02	0.11
Caedraw	✓	93.14	93.88	0.74
Dowlais	✓	92.61	93.19	0.58
Gwaunfarren	✓	94.36	94.94	0.58
Pantysgallog	✓	92.88	94.04	1.16
St Aloysius	✓	93.70	93.86	0.16
St Marys	✓	95.21	95.53	0.32
Ynysowen	✓	92.79	93.79	1.00
Rhyd-Y-Grug	✓	93.66	93.66	0.00
Greenfield	✓	90.15	90.89	0.74

10 out of 20 schools that have bought into the EWS-SLA has improved attendance for 2018/19 academic year when compared with 2017/18 academic year.

School	Non SLA	Attendance 17/18	Attendance 18/19	difference
Afon Taf	✓	92.87	93.08	0.21
Cyfarthfa High	✓	92.26	93.01	0.75
Pen Y Dre	✓	91.67	92.41	0.74
Edwardsville	✓	93.41	93.75	0.34
Troedyrhiw	✓	95.00	95.24	0.24
Twynyrodyn	✓	93.59	93.71	0.12

6 out of 8 schools that have not bought into the EWS-SLA has improved attendance for 2018/19 academic year when compared with 2017/18 academic year.

Please note secondary figures are to the end of May