
Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/53/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	
Subject:	Attendance Strategy 2024-26		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is to present the strategy for improving attendance at school over 2024/26 – appendix 1.

1.3 As well as this the report shares further data around attendance beyond that already shared during the members briefing in 2023 and again in 2024, as requested by Elected Members – appendix 2.

1.4 The strategy outlines the four key priority areas for the year ahead, the key actions against each priority and rationale that will form the basis of a longer-term approach over the next 3 years.

1.5 The strategy also refers to the development of an attendance policy for the Education Service. This will be written as one of the key actions against the first priority in the strategy, based on a template version, written and shared nationally by Education Scotland. This policy requires to be developed in consultation with key stakeholders, including Heads of Establishment and colleagues from Children's services and the HSCP.

1.6 The data in appendix 2 outlines that following the pandemic, the overall picture for attendance has been an improving one, despite the issues linked to the periods of remote learning during the Covid 19 pandemic. This is particularly the case for primary schools, whilst the secondary attendance has plateaued over the last two years.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Communities Committee:
- Approves the content of the Attendance Strategy for 2024 - 26.

**Ruth Binks
Corporate Director
Education, Communities & Organisational Development**

3.0 BACKGROUND AND CONTEXT

- 3.1 The Attendance strategy for 2024/26 has been written in order to ensure clarity of focus on our approach to supporting and challenging establishments to improve the attendance of pupils.
- 3.2 Over the last 5 years, attendance at school has been a focus for the Education Service, Schools and the Attainment Challenge in Inverclyde. This has included the development of a data dashboard shared on a weekly basis with all establishments to support them to have the most up to date data on attendance and a range of analytics, to analyse this data.
- 3.3 Following the pandemic, attendance of pupils at school is a national issue, beyond Scotland; indeed there is evidence that this is a global issue. There has been a greater Scottish Government focus on this issue over the past two years, resulting in the publication over the month of September 2024 of a range of resources, guidance and best practice advice from Education Scotland: [Improving attendance in Scotland | Resources | Education Scotland](#).
- 3.4 Following the pandemic, the overall attendance picture in Inverclyde is an improving one, with the overall gap between the attendance of SIMD 1-2 pupils and those in SIMD 3-10, reducing down again in 2023/24. A particular focus continues to be required across all sectors to increase the attendance of pupils in SIMD 1-2. Whilst the overall attendance % for all pupils is increasing, this is mainly due to gains over time in the primary sector. Over the last two years the attendance of secondary schools has plateaued.
- 3.5 The %s of pupils with persistent absence, defined as those with more than 10% or more of sessions missed is slightly higher in Inverclyde than the national average, and the attendance strategy seeks to focus on this, particularly around those pupils with very low attendance i.e. less than 20%, by ensuring that there is a clear and effective multi agency plan in place. This is more of an issue in secondary schools than in primary.
- 3.6 There is an increase % of families taking a term time holiday, particularly over the last three months of the school year from April through to June, with it being at its highest % in June 2024 in Primary schools at 32%. This is being driven by the cost-of-living crisis and the significant difference between travel costs during term time and school holidays periods. Although reminders are sent to parents, this can be a stubborn practice to change.

4.0 PROPOSALS

- 4.1 Appendix 1 contains the strategy for improving attendance at school over 2024/26. Further data on attendance is contained in Appendix 2.
- 4.2 The strategy refers to the development of an attendance policy for the Education Service. This will be written as one of the key actions against the first priority in the strategy, based on a template version, written and shared nationally by Education Scotland. This policy requires to be developed in consultation with key stakeholders, including Heads of Establishment and colleagues from Children's services and the HSCP.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X

5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if Applicable)	Other Comments
N/A					

5.3 Legal/Risk

N/a

5.4 Human Resources

N/a

5.5 Strategic

This attendance strategy links to the Education Service Plan 2024/25, which links to the overall Council Plan and other relevant plans such as the Children's Service Plan.

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

X	YES – Assessed as relevant and an EqIA is required, a copy of which will be made available on the Council website: Equality Impact Assessments - Inverclyde Council
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	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.
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(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

X	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed, a copy of which will be made available on the Council website: Equality Impact Assessments - Inverclyde Council
	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

5.7 Environmental/Sustainability

Summarise any environmental / climate change impacts, positive or negative, which relate to this report.

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/a

7.0 BACKGROUND PAPERS

Inverclyde Education Services

Attendance Strategy 2024 - 26

Introduction

There is a clear need to continue to develop a system wide and partnership approach to improving both the attendance of pupils at our educational establishments (ELC, Primary, Secondary and ASN) as well as their engagement in their learning once there. This is a national issue, the decline in attendance in educational settings beginning pre pandemic in 2017. The pandemic has clearly affected the social contract between establishments and families and has exacerbated historic issues and challenges families have been experiencing.

This strategy pulls together into one place all of our existing approaches to improving, as well as new and evolving initiatives and actions to tackle this issue and support pupils and their families to realise that every day counts!

We are committed to seeing further improvement and building on what is clearly working for some of our establishments. We are also committed to working in partnership beyond education to ensure that the support that is required is in place and having an impact.

Michael Roach

Head of Education

Rationale:

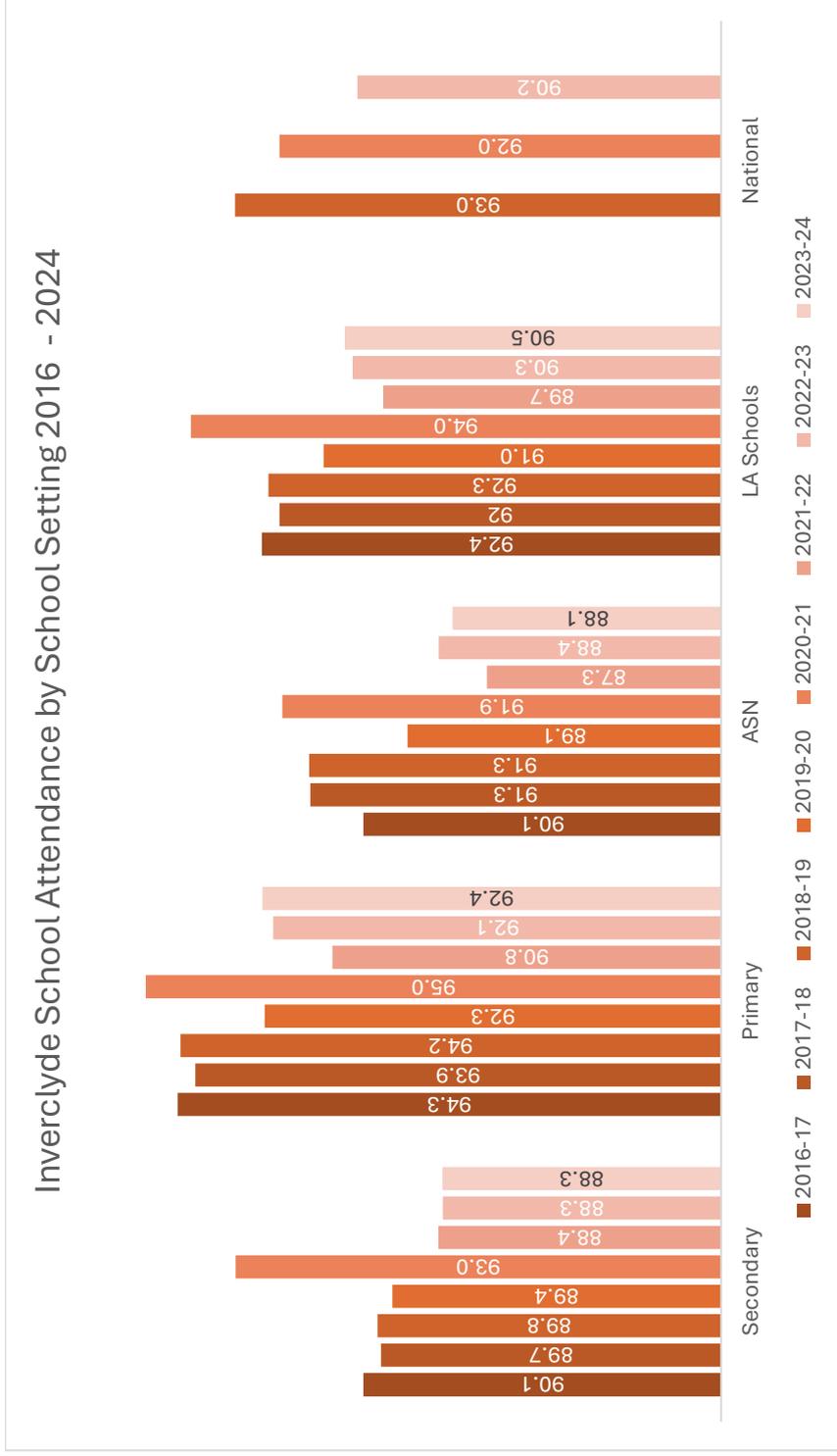
There is a system-wide concern about reduced levels of attendance in educational establishments since the COVID-19 pandemic. As a result of this concern, improving attendance and understanding the issues around attendance is a priority for all relevant parties across Inverclyde as a community. This priority sits within the Authority Improvement plan for session 2024/25:

- C1** Continue to roll out the attendance strategy with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.
- E2** Implement the attendance strategy as in C1 with a focus on effective planning for pupils who have less than 20% attendance
- F4** Continue with focused work around the attendance to care experienced young people but move towards a collegiate approach and a creation of a tiered response involving social worker colleagues and our wider third sector partners

Children and young people’s progress, attainment and achievements can be impacted by any absence. Evidence suggests that attendance that falls below 90% impacts negatively on progress. The higher the absence, the greater the impact on attainment. National statistics also provide evidence that there is a poverty-related gap in attendance and as such identified Stretch Aims for Inverclyde Council have been agreed to support and track improvements over a 3-year period focusing on Secondary attendance as a whole and Primary attendance of Q1 pupils.

		Secondary Attendance				SIMD Quintile 1 Attendance - Primary	
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	Overall Q1 Levels		
2023 - 24	(87.60% - 88.80%)	(85.60% - 86.90%)	(91.30% - 91.90%)	(-5.40% / -4.70%)	(91% -92.4%)		
2024 - 25	(88.50% - 89.78%)	(86.40% - 87.81%)	(91.50% - 92.20%)	(-4.90% / -4.39%)	(91.9% - 93.1%)		
2025 - 26	89.78%	87.81%	92.20%	-4.39%	93.1%		

Attendance rates in Inverclyde have shown a slight improvement since June 2023 in both Primary and Secondary schools **however** there is a determination that joint working with pupils, young people, parents, schools and partners will lead to improvements in attendance, resulting in improved outcomes for our children and young people. A continued focus on attendance since the pandemic has also resulted in the identification of good practice across both primary and secondary schools which was shared locally as well as nationally: [Effective strategies | Improving attendance in Scotland | Resources | Education Scotland](#)



“Children and young people are more likely to be motivated to attend school when they feel fully included and engaged in the wider life of the school. Families are also likely to encourage full attendance where they feel part of the school community and where schools work alongside them as equal partners. Promoting good attendance is a multifaceted task that requires schools to promote positive relationships within an inclusive ethos and

Schools should engage positively with parents to ensure good learning, teaching and assessment with a key focus on supporting additional support needs. They should also work with community partners to ensure that children and young people and their families are supported. Pastoral care staff also play a key role in supporting good attendance."

Included, engaged and involved part 1: promoting and managing school attendance

As national policy advises, Inverclyde are committed to ensuring that efforts to improve outcomes for children are progressed quickly and involve an appropriate and proportionate level of intervention. Measures for compulsion are expensive processes which are time consuming and can lead to further unnecessary interventions into family life. Measures for compulsion can be used when efforts to engage children and families in voluntary measures to improve attendance have failed.

Effective systems to track and monitor attendance are essential in supporting improved attendance. An attendance dashboard has been created in Inverclyde which provides an opportunity to track both local trends and individual pupil attendance, identifying where early interventions can be put in place.

This strategy sets out the key areas of focus for improving attendance across our establishments and also for developing a deeper understanding of issues around attendance. The logic model identifies our ambition in improving attendance in the long term, while also identifying the short- and medium-term outcomes that will lead us to our long-term ambition. We intend to improve attendance by taking preventative actions to improve attendance and responsive actions to support absence.

The 4 key areas of focus are:

- **Developing Policy**
- **Actively involving children and young people to improve attendance**
- **Effective use of data**
- **Effective Interventions**

A strategic plan highlighting outcomes and measures is detailed below and will be reviewed at key tracking periods to ensure progress is being made. A key component of success will be the leadership of attendance within an establishment. In each school this leader must be able to influence the whole school approaches to supporting attendance as well as individual supports for absence.

The key aim of the strategy is to ensure that we continue to work collaboratively, accessing the most up-to-date research and guidance, to improve outcomes for children and young people impacted by issues around attendance.

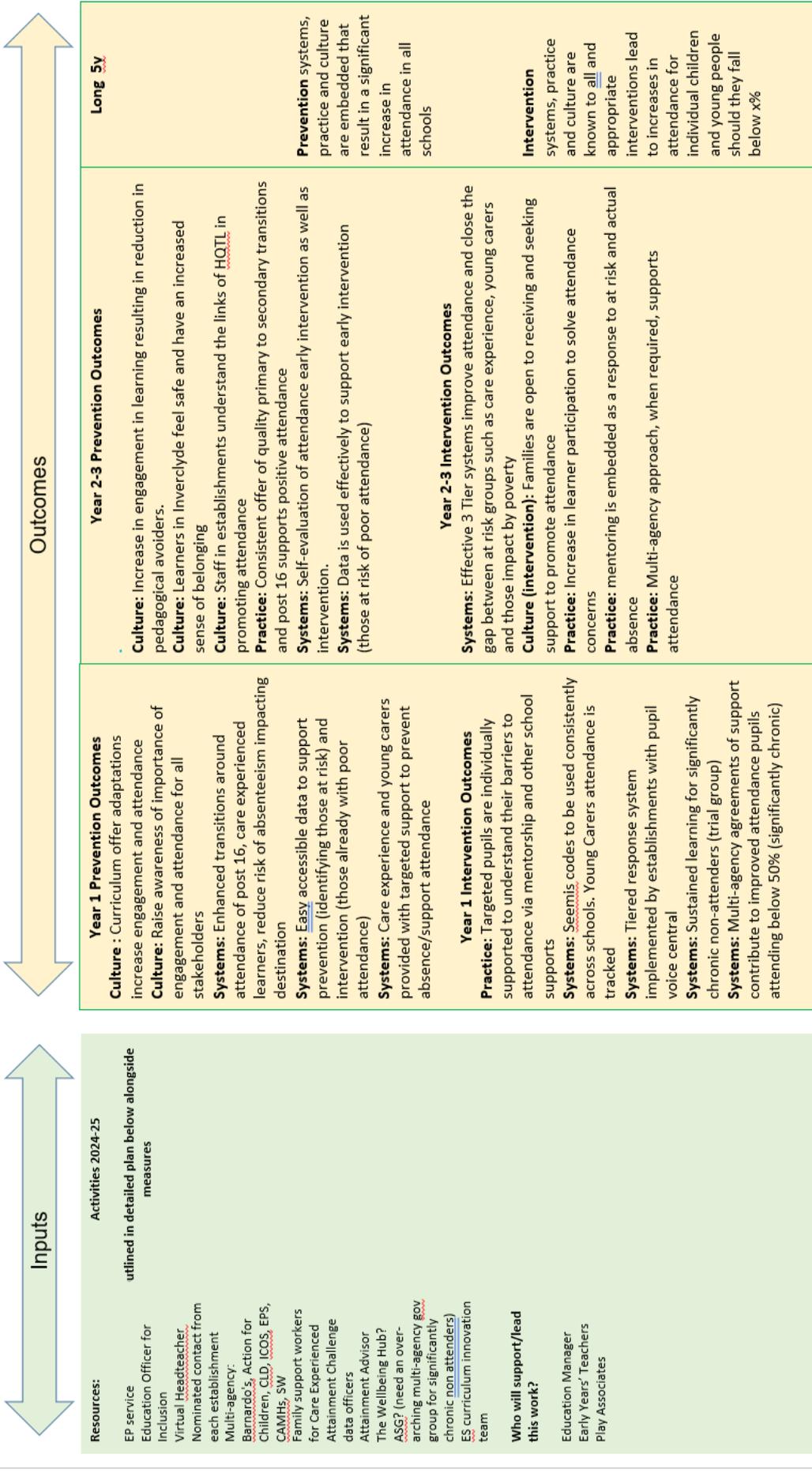
The strategy is informed by and linked with:

- [The Education Service Improvement Plan 2024/25](#)
- [Improving attendance in Scotland | Resources | Education Scotland](#)
- [Inverclyde's Promoting Positive Relationships Policy http://icon/hr/asl-policy/](http://icon/hr/asl-policy/)
- [Included, engaged and involved part 1 : promoting and managing school attendance - gov.scot \(www.gov.scot\)](#)

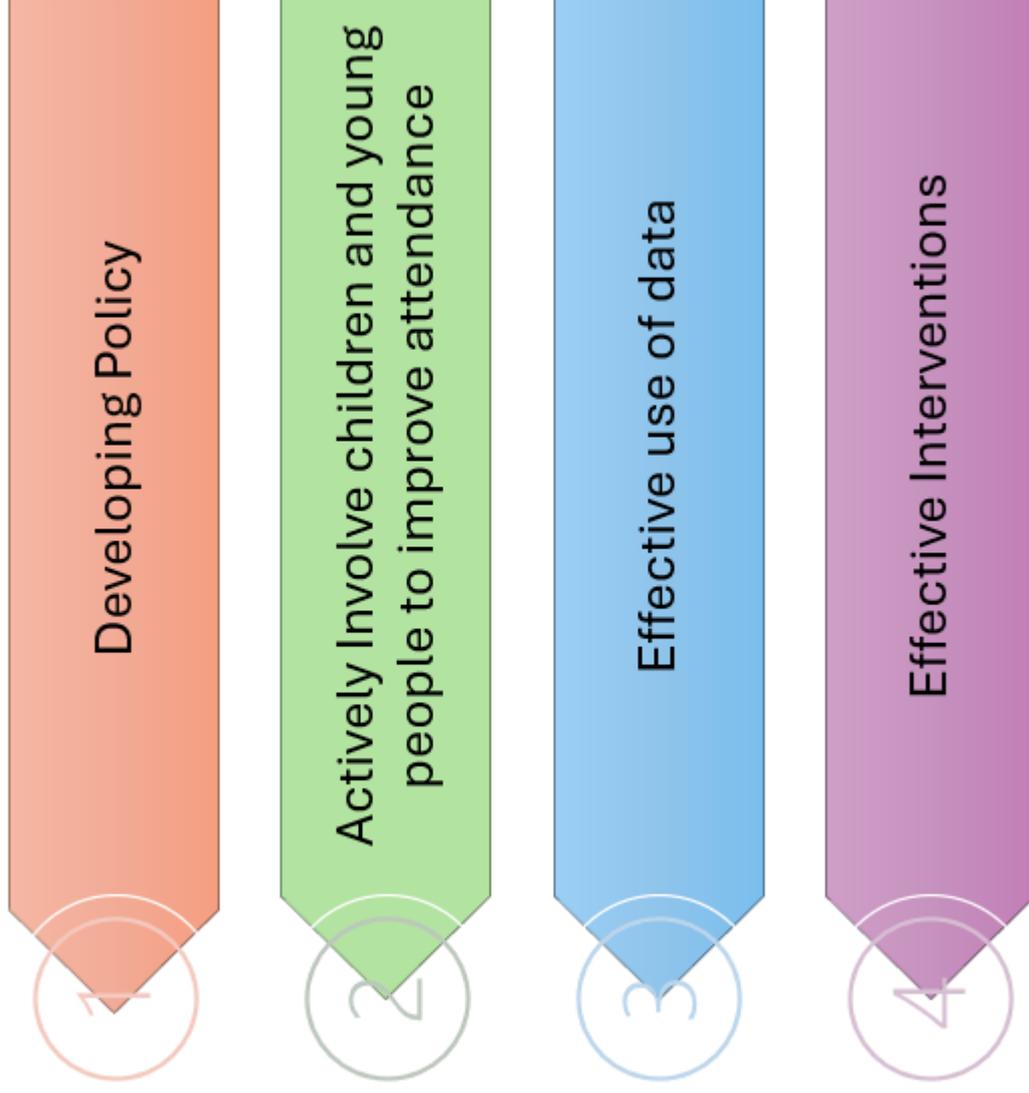
Long term, Medium and Short Term Outcomes

Classification : Official Logic Model Plan for Attendance & engagement 2023/26

Strategic Aim: remove barriers to attendance and engagement that increases attendance for all pupils



4 Key Priorities for 2024-26



Priority 1: Developing Policy

The interventions outlined in Inverclyde Attendance Strategy require to be anchored in the creation of clear policy and guidance of how we collectively prevent and respond to attendance issues. This policy needs to be understood and implemented by our whole community, such as all education staff, parents, children and agencies in order for us to work to our common goal of looking after our children and young people. It is a legal requirement for every school to have their own attendance policy.

Outcomes	Action	How will we know we've had impact	Who	timescales
By Jan 2025 all schools will implement their own policy that improves attendance	1.1 A local authority group is established to review authority policy in line with national guidance and exemplification.	<ul style="list-style-type: none"> Local authority policy reviewed and in place. All establishments have an attendance policy Attendance policy will comply with legislation Roles will be clearly known to all stakeholders 	LA Attendance Lead (TBC), Depute Principal Educational Psychologist (DPEP - JJ), AC project lead & new Attainment Advisor – AA (TBC), school reps, and Janine McCulloch from Education Scotland	By start of Sept 24
	1.2 Local authority policy will be reviewed by the review group.		LA Attendance Lead (TBC), DPEP (JJ), school reps, and Janine McCulloch from Education Scotland	Early Sept 24
	1.3 Policy shared with all establishments at HOE / ASN leaders' meetings.		LA Attendance Lead (TBC), DPEP (JJ), AC project lead and HOE	End of Sept 24
	1.4 All establishments will be provided with guidance on how to write their attendance policy meeting legislative requirements. This will include approaches to staged intervention including when to activate multi-agency working.		LA Attendance Lead (TBC), DPEP (JJ), AC project lead and HOE	End of October 24
	1.5 All establishments will be required to undertake an annual update for staff on their Attendance Policy.		Heads of Establishment	From August 2025

<p>By June 2025, parents, pupils and education staff all understand their role in improving attendance and supporting absence.</p>	<p>1.6 The role of HSCP will be clearly defined in the policy and understood by all stakeholders.</p>		HoE/HoSW/LA Lead	End of Jan 2025	
	<p>1.7 All establishments will have their new attendance policy completed.</p>			Hheads of Establishment	End of Jan 2025
	<p>1.8 Feedback from the local authority will be given to ensure compliance to legal requirements.</p>			LA attendance lead / Education officers	End of Feb 2025
	<p>1.6 Roles and responsibilities are outlined in the Establishment Attendance Policy.</p>			Hheads of Establishment	March 2025
	<p>1.7 Support for Establishment Attendance Leads to encourage all staff to approach absence concerns with understanding, mutual respect and a solution focused approach.</p>	<p>All staff are clearer about their role in supporting absence and improving attendance</p> <ul style="list-style-type: none"> • Establishments gather feedback from parents • All staff are clearer about their role in supporting absence and improving attendance 	Hheads of Establishment / Establishment Attendance Leads	March 2025	
	<p>1.8 We will provide support to Attendance Leads to encourage parents and pupils to understand their role in improving attendance.</p>	<ul style="list-style-type: none"> • Establishments gather feedback from parents 	LA attendance lead	March 2025	

Priority 2: Actively Involve children and young people to improve attendance

We will continue to make central the views of children and young people who struggle to attend school to any plan, whether this is at an individual or strategic level. It is important that terminology used for non-attendance is respectful and adequately reflects the young person's experience.

Outcomes	Action	How will we know we've had impact	Who	timescales
By Dec 25 families and children are able to access appropriate supports to prevent absence and support attendance.	2.1 Share Pupil Page at Secondary HOE meeting	<ul style="list-style-type: none"> Network attendees will report using the Pupil Page resource Schools will report that families are using the resource and finding it helpful. Visme Analytics will provide information on how many people, in which schools, will be accessing the Pupil Page. 	Educational Psychologists - EPS (JJ & MK)	September 2024
	2.2 Transfer Pupil Page from Genially to Visme		EPS (MK)	September 2024
	2.3 Identify contact details for each secondary school and create Pupil Page		Schools & EPS (MK, JJ)	September 2024
	2.4 Implement campaign – Instagram for secondary and posters, advertise via Group call, homework apps.		CLD, Schools	October 2024
	2.5 Review analytics to ensure that there is sufficient use of the Pupil Page before upscaling. Review design and implementation as a result.		EPS (JJ & MK), CLD, Schools	Dec 2024
	2.6 Create a family version and primary version of Pupil Page based on analytics; share on parental portal		EPS (JJ & MK), CLD, Schools	Jan 2025
	2.7 Scope the possibility of an Inverclyde attendance campaign		MR	
	2.8 All establishments will be provided with guidance on how to write their attendance policy		HOE, DPEP, AC lead	End of October 2024
By June 2025 all schools have				

educational plans that are constructed with CYP/families to improve school attendance, where required	<p>meeting legislative requirements. This will include approaches to staged intervention and multi-agency working.</p>	<ul style="list-style-type: none"> • Guidance is shared with relevant staff within agreed timescales • All schools will have received training in creating their policy and plans • Policies are in place and being used • Through TAC meetings focusing on attendance pupils and young people will have their say • Plans will identify clear and achievable outcomes for improving attendance • Plans available for Peer review teams to sample and provide general feedback 	<p>via attendance strategy launch event</p>
	<p>2.9 Training is provided to support relevant staff with creating their own policy and plans to support improved attendance</p>		
	<p>2.10 All establishments will be required to undertake an annual update for staff on their Attendance Policy.</p>		
	<p>2.11 Establishments identify the partners available to support targeted individual pupils in improving attendance</p>		
<p>2.12 TAC meetings focusing on attendance issues provide opportunities for pupils and young people to have a voice recorded in the single agency plan supported by relevant assessment evidence</p>	<ul style="list-style-type: none"> • TAC meeting minutes show clear evidence of family voices being heard – sampled via ASG calling in those pupils with less than 10/20% 	<p>Establishments</p>	<p>December 2024</p>
<p>2.12 Sample TAC Meeting paperwork to observe plan being implemented successfully</p>	<ul style="list-style-type: none"> • Pupils with plans are showing attendance improving over time; particular focus on pupils with ASN, CEYP and Pupils in SIMD 1 – 3. 	<p>EOs / Peer Review Teams</p>	<p>From January 2025</p>

Priority 3: Effective Use of Data

'The most purposeful use of data is to inform whole school developments to improve attendance and plan to meet individual children and young people's needs.' *Included, engaged and involved part 1: promoting and managing school attendance*

Systems for tracking and monitoring will only improve attendance when accompanied by effective **processes** which turn data into **'actionable knowledge'** that is used to support children and young people.

Outcomes	Action	How will we know we've had impact	Who	Timescales
By November 2024, an Attendance Network will be created where good practice can be shared leading to improved outcomes for children and families	3.1 An Attendance Network will be created	<ul style="list-style-type: none"> Establishments will be able to share approaches that they know make a positive impact in improving attendance 	LA Attendance Lead	By Nov 2024
By November 2024, all schools will have an identified Attendance Lead who will attend the Attendance Network with the purpose of sharing learning around supporting attendance and improving absence	<p>3.2 All schools will nominate an Attendance lead who will be responsible for improving Attendance (preventative) and supporting absence (responsive) through the attendance network.</p> <p>Programme of support to be agreed including:</p> <ul style="list-style-type: none"> Use of data Formation of policy Multi-agency, multi-tiered approaches 	<ul style="list-style-type: none"> All establishments identify an Attendance Lead 	LA attendance Lead/DPEP/Attendance Leads	October 2024
By June 2025 staff will be better able to support learners	3.3 Further development of Establishments level accessible data		AC Project lead / data analyst LA attendance lead	By Dec 2024

<p>to attend through robust analysis of data</p>	<p>3.4 Attendance leads will be provided guidance on how to access Establishments level data</p>	<ul style="list-style-type: none"> Attendance leads report more confidence in using their data to inform change Attendance rates over time for all establishments is improving or being maintained where already positive. Persistence absence rates improve as well as rates for key groups i.e. ASN, CEYP and SIMD 1 – 3. 	<p>AC Project lead / data analyst LA attendance lead</p>	<p>By Dec 2024</p>	
	<p>3.5 Guidance on undertaking a data deep dive will be shared at the attendance network</p>				<p>AC Project lead / data analyst LA attendance lead</p>
	<p>3.6 Raise awareness of ES's Supporting attendance: principles of effective use of data - Improving attendance in Scotland Resources Education Scotland</p>				<p>DPEP</p>
<p>Further develop partnership working between education services, children's social care and third sector partners</p>	<p>3.7 Review draft attendance policy at launch event with key partners, identifying any gaps in service provision to support attendance and review how these gaps can be met, including through the WFWF.</p>	<ul style="list-style-type: none"> All partners will be clear on the policy and the related provision / support that is available from across the partnership, inc the WFWF, to support families 	<p>Attendance stagey oversight group and key leads / managers from partnership agencies</p>	<p>By November 2024</p>	

Priority 4: Effective Interventions

For interventions to be effective they have to sit within Inverclyde’s staged assessment and intervention approach. In Inverclyde, we focus on the GIRFEC pathway which is split into

- 4.1 universal
- 4.2 enhanced universal
- 4.3 collaborative
- 4.4 enhanced collaborative

4.1 universal approaches to improve attendance

The universal service is the generic ways in which establishments meet the wide continuum of pupil needs on a day-to-day basis.

Outcomes	Action	How will we know we've had impact	Who	timescale
There is an increase in the number of learners in Inverclyde that feel safe and have an increased sense of belonging (baseline to be collated)	4.1. All establishments will be encouraged to engage with the Education Services Implementation Pathway contained within the Inverclyde Trauma Informed and Responsive Practice Strategic Plan.	<ul style="list-style-type: none"> • We will be meeting the outcomes outlined in the strategic plan 	EPS Schools	June 2025
By June 25 any member of staff attending Inverclyde EPS & Attainment Challenge CLPL will understand the links between HQLT and engagement/ attendance	4.1.2. All Inverclyde training will explicitly make the links between high quality teaching and learning (HQLT) and engagement and attendance.	<ul style="list-style-type: none"> • Staff understand the link between HQLT and engagement/ attendance 	EPS Strategic Pedagogical Leads (SPLs) Schools	June 2025
	4.1.3 Local authority will offer a suite of pedagogy related training via Gateway.	<ul style="list-style-type: none"> • CLPLs are evaluated and HTs report 	EOs & TM	June 2025

	<p>By June 2025, secondary schools will be more effective in ensuring curriculum pathways are engaging which leads to improved attendance</p>	<p>4.1. 4 Link to the Education Service Plan 2024/25 priorities focussing on developing the BGE curriculum offer and the Senior Phase Curriculum in order to:</p> <ul style="list-style-type: none"> • Ensure improved curriculum pathways • Improve engagement in learning and raise attainment • Further develop and promote the concept of the “pull to school” <p>4.1.5 Providing wider certification options for secondary schools to support engagement.</p>	<p>changes in staff practice.</p> <p>See outcomes within the Education Service Plan 2024/25</p>	<p>Sec HTs, EO (AA/GB), Senior Phase Action group</p> <p>CLD</p>	<p>June 2025</p> <p>June 2025</p>
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4.2 Enhanced Universal approaches to improve attendance

The Enhanced Universal approaches are considered when more is needed than the generic strategic offers. At this stage, additional support may be required which may or may not involve other professionals.

Outcomes	Action	How will we know we've had impact	Who	timescales
By June 2025, schools will use in-school supports to respond early to disengagement from learning to prevent persistent absence.	4.2.1. Establishments will have confidence to provide their own interventions such as pastoral based mentoring supports to engage children who are starting to disengage with learning.	<ul style="list-style-type: none"> Decrease in % of pupils persistently absent. 	Establishments	June 2025
Invited schools with attendance issues will make improvement in attendance for identified groups.	4.2.2 Leads from invited schools will be invited to join Collaborative Action Research (CAR) groups to use improvement methodology to improve the attendance of pupils.	<ul style="list-style-type: none"> Attendance data will improve for schools involved in CAR, inc a decrease in % of pupils persistently absent. 	Attainment Advisor/ Attendance Leads and EPS (JJ)	Sept- June 2024

4.3 Collaborative

Collaborative approaches are considered when education requires support over and above that within school and requires a partnership approach with other agencies and or between sectors.

Outcomes	Action	How will we know we've had impact	Who	timescales
Pupils who are experiencing EBSA will engage in	4.3.1 A referral process and criteria will be established for pupils experiencing EBSA to receive tutoring support.	<ul style="list-style-type: none"> Attendance and attainment data from each intervention. 	HT of Virtual School (SC)	January 2025

<p>Learning but not within a school setting.</p>	<p>4.3.2. A referral process and criteria will be established for pupils experiencing EBSA to access virtual learning (VL).</p>	<p>HT of Virtual School (SC)</p> <p>January 2025</p>
<p>Care Experienced children who struggle with school attendance will maintain their post school destination.</p>	<p>4.3.3 Schools will be supported to identify CECYP who are at risk of a negative destination and refer to the ASG for support from Education Support Workers (ESWs)</p> <p>4.3.4 ESW will provide a pastoral role for CECYP during the senior phase and post school transitions</p>	<p>HT of Virtual School (SC) & EO for Senior Phase GB</p> <p>November 2025</p> <p>ESW</p> <p>February 2025</p>
<p>Young People who struggle with school attendance will sustain their post school destination.</p>	<p>4.3.2 Encourage schools to implement the Leavers Guidance (add Leavers Guidance hyperlink)</p> <p>Education officer to identify services for post school destination young people who are not care experienced.</p>	<p>EO for Senior phase GB SDS, DYW</p> <p>November 2024</p> <p>EO for Senior phase GB</p> <p>February 2025</p>
<p>More effective use of resources through a cluster approach to support improved attendance of families at risk.</p>	<p>4.3.3 Primaries and secondaries will be encouraged to take a cluster approach to identify families at risk of absence and provide appropriate interventions, through sharing existing practice in the attendance network.</p>	<p>Schools</p> <p>ASN Leads meeting. EPS (JJ)</p> <p>November 2024</p>

4.4 Enhanced Collaborative

Outcomes	Action	How will we know we've had impact	Who	timescales
<p>The educational plans for children who have extended non-attendance and below 10% will be more robust and responsive.</p>	<p>The authority will put in a more rigorous tracking system for children and young people attending less than 10%. We will increase the meeting of Attendance ASG from termly to 6 weekly.</p>	<p>Interventions will be more responsive and therefore the number of children being discussed at the ASG with extended non-attendance will decrease</p>	<p>Education Officer for inclusion & schools.</p>	<p>June 2025</p>
	<p>Through ASG monitoring of planning for pupils with less than 10% attendance, there is evidence that the planning is improving, meeting needs and ensuring improved attendance</p>			
	<p>All pupils with lower than 10% have a clear single and or multi agency plan in place.</p>			
<p>By June 25 schools there will be a reduction in the numbers of pupil who are non-attendance data. (Baseline to be collated)</p>	<p>Attendance reports for young people with under 50%, 30%, 20% and 10% attendance from the ASG including school leads. Schools will provide a response to this data outlining their staged response.</p>	<p>Increase in early intervention will reduce the numbers of children with extended non-attendance.</p>	<p>Education Officer for inclusion & Schools</p>	<p>In Term 1 (September 2024)</p>

Inverclyde Education Services

Attendance data report

1.1 Overall attendance picture and by sectors

Year	Secondary	Primary	ASN	LA Schools	National
2016-17	90.1	94.3	90.1	92.4	
2017-18	89.7	93.9	91.3	92	
2018-19	89.8	94.2	91.3	92.3	93.0
2019-20	89.4	92.3	89.1	91.0	
2020-21	93.0	95.0	91.9	94.0	92.0
2021-22	88.4	90.8	87.3	89.7	
2022-23	88.2	92.1	88.3	90.3	90.0
2023-24	88.3	92.4	92.8	90.6	

General Trends:**Secondary Schools:**

There has been a general decline in the Secondary schools' metrics from 2016-17 (90.1) to 2023-24 (88.3).

A notable decrease occurred between 2020-21 (93.0) and 2021-22 (88.4), relating to the recording of attend during a period of school closure and remote learning in 2020-21 due to the pandemic.

Primary Schools:

The Primary school metric shows fluctuations but remains relatively stable around the 92-94 range.

The highest value was recorded in 2020-21 at 95.0 (due to the recording of attendance during remote learning), while the lowest was in 2021-22 at 90.8. There is a slight recovery in 2023-24 to 92.4%.

ASN (Additional Support Needs) Schools:

ASN schools show a similar pattern of decline as Secondary schools, from 2016-17 (90.1) to 2022-23 (88.4), followed by a significant rise to 92.8 in 2023-24.

The metrics fluctuated more in the earlier years, with a notable dip in 2021-22 (87.3).

LA Schools (Local Authority Schools):

The trend in LA Schools' metrics follows a similar pattern of decline and recovery to the national pattern, although having been historically below the national average the latest overall data shows Inverclyde in line with or slightly above the national average.

The highest recorded was in 2020-21 (94.0), while the lowest was in 2021-22 (89.7). A slight improvement is observed in 2023-24 (90.6).

National Metric:

The National data is available only for certain years. It shows a decline from 93.0 in 2018-19 to 90.0 in 2022-23.

No national data is available for 2023-24, making it difficult to compare recent trends.

1.2 Authorised vs unauthorised absence

Session	Setting	Local Authority	Attendance	Authorised absence	Unauthorised absence
2022/23	Primary	Inverclyde	92.1	5.9	2.0
2022/23	Primary	Scotland	92.2	5.3	2.6
2022/23	Secondary	Inverclyde	88.2	7.5	4.3
2022/23	Secondary	Scotland	87.7	7.1	5.1
2022/23	Special	Inverclyde	88.3	9.3	2.4
2022/23	Special	Scotland	87.1	9.0	3.8

*Taken from the Scot Gov Website. 22/23 is the last year we have NA data to compare to. There is no data for 23/24.

Inverclyde's authorised absence % is slightly higher across each sector than the national figure and the unauthorised absence % is lower than the national average.

1.3 Attendance by stage

	Local Authority	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6
2022/23	Inverclyde	92.0	91.9	92.0	92.8	92.4	91.7	92.2	89.4	88.2	85.7	87.9	88.7	90.2
2022/23	Scotland	92.1	92.1	92.4	92.5	92.3	91.9	91.8	89.6	87.2	85.5	87.0	88.6	89.8

*Taken from the Scot Gov Website. 22/23 is the last year we have NA data to compare to. There is no data for 23/24.

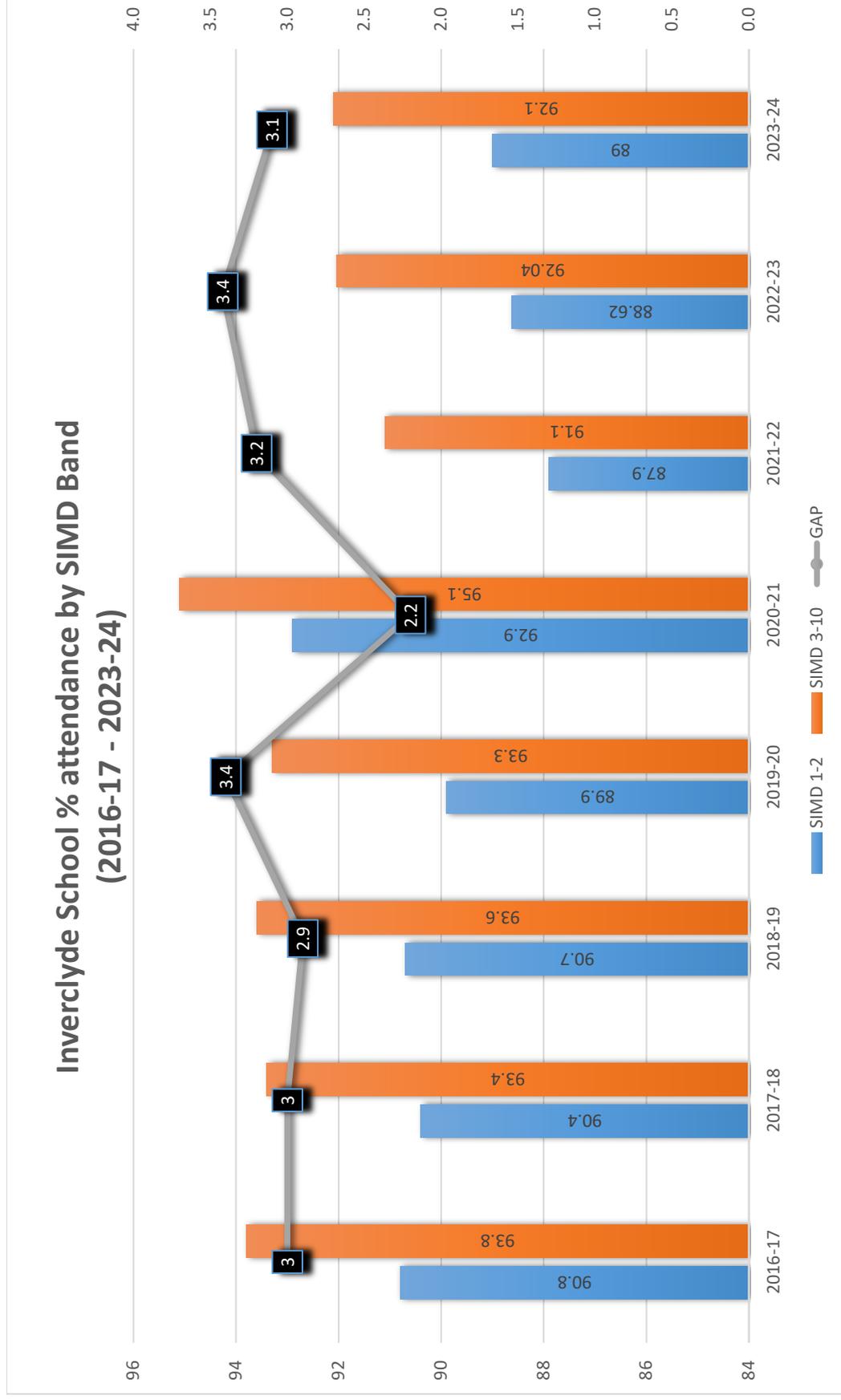
Across each primary stage Inverclyde's %s are broadly in line or above the national average, with the most sig difference being above in P7.

Across all secondary year groups, Inverclyde's %s are above the national average.

1.4 Attendance by SIMD

Session	Setting	Local Authority	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 3	SIMD Quintile 4	SIMD Quintile 5	SIMD not available [note 2]
2022/23	All Sectors	Inverclyde	88.5	90.2	91.7	92.5	93.5	92.5
2022/23	All Sectors	Scotland	86.8	88.8	90.6	92.1	93.5	89.5
2022/23	Primary	Inverclyde	90.3	92.3	93.7	94.2	94.9	93.4
2022/23	Primary	Scotland	89.1	91.2	92.6	93.7	94.8	90.9
2022/23	Secondary	Inverclyde	86.2	87.5	89.2	91.2	91.5	90.8
2022/23	Secondary	Scotland	83.7	85.7	87.9	89.9	91.8	86.7
2022/23	Special	Inverclyde	87.4	88.7	91.0	88.3	93.5	81.0
2022/23	Special	Scotland	84.7	87.6	88.3	89.6	91.0	86.2

*Taken from the Scot Gov Website. 22/23 is the last year we have NA data to compare to. There is no data for 23/24.



1.5 Reasons for absence

Secondary Seemis Code	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Authorised Parental Holiday	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%
Exceptional domestic circ. (authorised)	2%	1%	1%	2%	1%	1%	1%	1%	2%	2%	2%
Exceptional domestic circumstances	1%	0%	0%	0%	0%	0%	1%	0%	1%	1%	1%
Medically Certified	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other Authorised Absence	13%	9%	9%	8%	8%	9%	7%	6%	7%	6%	10%
Other unauthorised absence	1%	1%	1%	1%	1%	1%	1%	1%	2%	2%	1%
Parental Holiday	4%	11%	13%	3%	5%	3%	2%	3%	6%	10%	20%
Part Time Timetable (exclusion related)	2%	1%	2%	4%	4%	5%	7%	6%	7%	8%	3%
Part Time Timetable (health related)	3%	3%	3%	3%	2%	2%	3%	3%	4%	4%	1%
Self Certified	48%	46%	43%	50%	43%	46%	47%	46%	40%	43%	34%
To be Confirmed	10%	10%	9%	10%	14%	10%	11%	11%	13%	9%	13%
Truancy or Unexplained Absence	16%	17%	18%	20%	22%	21%	21%	21%	18%	14%	15%

Primary Seemis Codes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Authorised Parental Holiday	2%	1%	0%	1%	1%	0%	0%	0%	1%	0%	1%
Exceptional domestic circ. (authorised)	2%	1%	0%	1%	0%	1%	1%	1%	1%	2%	1%
Exceptional domestic circumstances	2%	2%	2%	1%	1%	1%	1%	1%	1%	1%	1%
Medically Certified	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Notifiable Illness (Medically Certified)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other Authorised Absence	5%	4%	6%	6%	7%	5%	4%	4%	4%	4%	4%

Other unauthorised absence	4%	3%	3%	2%	3%	5%	3%	3%	5%	5%	5%
Parental Holiday	12%	23%	22%	6%	10%	7%	8%	20%	21%	5%	32%
Part Time Timetable (exclusion related)	2%	1%	1%	1%	1%	1%	2%	2%	2%	2%	1%
Part Time Timetable (health related)	1%	1%	1%	1%	0%	0%	0%	1%	0%	0%	0%
Self Certified	62%	57%	58%	74%	65%	71%	73%	59%	56%	56%	44%
To be Confirmed	5%	5%	4%	4%	8%	5%	5%	4%	6%	6%	7%
Truancy or Unexplained Absence	3%	3%	4%	4%	5%	4%	3%	3%	3%	3%	4%

1.6 Persistent absence (Percentage of persistent absentees - 10% or more sessions missed) by Local Authority and sector, 2022/23

Local Authority	All sectors	Primary	Secondary	Special
Inverclyde	33.7	26.2	42.3	42.1
Scotland	32.5	25.6	41.0	38.6

SIMD	Secondary		(50%-60%)	(60%-70%)	(70%-80%)	(80%-90%)	(90%-100%)
	(0-50%)	(50%-60%)	(60%-70%)	(70%-80%)	(80%-90%)	(90%-100%)	
1	6%	3%	5%	10%	26%	51%	
2	3%	2%	4%	7%	26%	57%	
3	3%	2%	3%	7%	24%	61%	
4	5%	1%	2%	7%	28%	56%	
5	5%	2%	2%	6%	24%	61%	
6	4%	1%	1%	2%	23%	68%	
7	2%	1%	2%	5%	22%	68%	
8	3%	0%	1%	4%	12%	79%	
9	2%	0%	1%	2%	20%	75%	

10		3%	0%	3%	4%	12%	79%
No SIMD		3%	2%	6%	15%	32%	42%
Total		4%	2%	3%	7%	24%	60%

Primary		(0-50%)	(50%-60%)	(60%-70%)	(70%-80%)	(80%-90%)	(90%-100%)
SIMD							
1	1%	0%	2%	7%	25%	65%	
2	0%	0%	1%	5%	18%	75%	
3	1%	0%	1%	2%	21%	75%	
4	0%	0%	1%	5%	13%	82%	
5	0%	0%	0%	4%	16%	80%	
6	0%	0%	0%	2%	11%	86%	
7	0%	0%	0%	3%	12%	85%	
8	0%	0%	1%	1%	11%	88%	
9	0%	0%	1%	1%	8%	90%	
10	0%	0%	0%	1%	8%	91%	
No SIMD	1%	0%	1%	6%	33%	58%	
Total	1%	0%	1%	4%	18%	76%	