Attendance Network Meeting

Welcome

July 2025

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Living our values every day

Accountable Integrity Empower Respect Excellence

GCC

Fire exits

Housekeeping

The Education Inclusion Service (EIS) sits within the Education Hub in GCC's Children's Services.

Our focus is on ensuring children with additional needs are supported to remain in school and achieve, through:

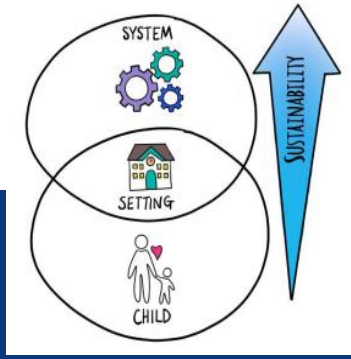
- supporting families and education settings in the development of inclusive practice and environments, ensuring children and young people have access to an education appropriate to meet their needs
- supporting families and education settings to take early holistic action to address emerging issues, and prevent escalation for children with no SEN and at SEN Support
- meeting statutory duties for attendance, exclusion, home education (EHE), and children in employment & entertainment (CIEE)

[Education Inclusion Service (EIS) | Gloucestershire County Council]

We are a multifaceted inclusion service that strengthens the LA's approach to inclusive practice. Alongside our significant statutory responsibilities, our aim is to play a lead role in the County's shared journey towards 'System Cohesion': everyone working together to ensure those working with children, young people, and their families have the skills, knowledge, and support systems around them to create a fully inclusive system that meets needs and puts in the right support at the right time.

To achieve this, EIS supports at all 3 aspects of the inclusion sustainability model:

- **System**: Local and countywide, evidence-informed approaches to support inclusion, and our contribution to systemic changes across
- the county
- **Setting**: Helping to support and build capacity & expertise within schools
- **Child / family**: Advice, guidance, and support for schools in relation to children and young people with no SEN and at SEN Support



Our Role

Helping to build sustainable, long-term capacity, confidence, and skills; supporting the development of effective whole school inclusion practice and whole system change through tailored support, focused training, and targeted intervention

Individual child-facing support, advice and guidance for both schools and parents (non-EHCP and non-CiC CYP)

Supporting schools with the development of their policies and procedures in relation to key statutory areas

Providing advice, guidance, and signposting to schools and parents, providing emergency help and responses where required

Holding overall responsibility for and leadership of key LA statutory responsibilities around inclusion, namely exclusions, attendance, EHE and CIEE; this includes undertaking key statutory roles within these

Helping to facilitate collaborative multi-agency working

Helping schools to focus on early identification of need, preventing or overcoming barriers, and preventing escalation

Education Inclusion Service

Structure

Head of Service – Lisa Meggs

Inclusion Leads

Cheltenham & Tewkesbury – Vikki Burt

Stroud & Cotswolds - Andrea Jordan (M/Tu/W) Becky Atkins (Th/Fr)

Gloucester & Forest - Cilla James

Alternative Provision - Sian Edwards

Outcome Co-ordinators, Inclusion Officers, Lead Officer for Legal Intervention in Education (Attendance)

Contact us

Attendance Schoolsnet pages – 'self serving' – try here first

General helpline 01452 427274 or email attendance@gloucestershire.gov.uk

For updates please check the Schoolsnet bulletin board (contains everything that also goes in Heads Up)

Current Team Structure

Chelt / Tewks Lead - Vikki Burt Exclusions and CIEE	Stroud / Cotswolds Leads - Andrea Jordan Attendance and Becky Atkins	Glos / Forest Lead - Cilla James Elective Home Education	APS Lead - Sian Edwards
Outcome Coordinators Brian McGuire Paul Waite Darren Peters **Inclusion Officers** Laura Nutland Tracey Knight Cath Jones Darren Peters Michelle Burbidge Yusef Hussain	**Outcome Coordinators** Steve Witt Claire Bailey **Inclusion Officers** Helen Kay Lauren Deponeo Dave Walton Michelle Burbidge	**Outcome Coordinators** Gill Rennie Anita King Thalia Guerra **Inclusion Officers** Brian Gazzard Stacey Baylis Amy Read Sarah Bunce Abbie Hawker Sam Chivers	**Outcome Coordinators** Alice Hibberd **Fair Access Outcome Coordinator** Toby McGregor

Lead Officer for Legal Intervention in Education (Attendance)
Fliss Falconer

Roles and responsibilities

Inclusion Officer

Each school has an Inclusion Officer who…

- Are the **first port of call** for the Education Inclusion Service
- Are allocated to schools for support and guidance
- Offer advice and guidance on our 4 statutory areas to schools parents and other agencies
- May have an EHE case load
- Have areas of oversight and specialisms
- Signpost schools, families and other agencies

Outcome Coordinators

Each dual locality has 2 OCs who…

- Case hold children
- Ensure that children are able to access an education
- Take a child centered approach
- Support schools and families to meet individual needs
- Work with families, schools and other partner agencies
- Signpost schools, families and other agencies

Attendance leadership messages from DfE conference 2025

🧮 Small Absences Add Up – Every day matters

Nearly half of all absences come from pupils missing just 5–15% of school.

These are often occasional absences where targeted interventions can help.

📈 Every Week Counts when it comes to attainment - so keep going

Students attending 95%+ are twice as likely to achieve a grade 5 in English & Maths

compared to those attending 90%.

⏰ Early Action is Crucial and can make all the difference

The tipping point is surprisingly low and between year changes can have a big impact.

🎯 Focus on Years 6–8

Attendance dips significantly in Year 7 and Year 8, especially for FSM pupils.

These years are critical for building habits.

England	% of all pupils year groups attending nearly everyday (95%+) [FSM eligible]
Y1	51% [33%]
Y2	55% [38%]
Y3	58% [40%]
Y4	58% [41%]
Y5	57% [41%]
Y6	57% [41%]
Y7	54% [31%]
Y8	46% [29%]
Y9	43% [26%]
Y10	43% [26%]
Y11	43% [29%]

Source: DfE absence data

View Your Education Data – reporting tools

Absence bandings for schools - see next slide

Schools, academy trusts and local authorities can use the absence bandings report to review absence data. Use the absence bandings user guide to find out how to use it to target your resources to have the greatest impact.

Compare your school attendance tables Pupil attendance in schools, Week 24 2025 - Explore education statistics - GOV.UK

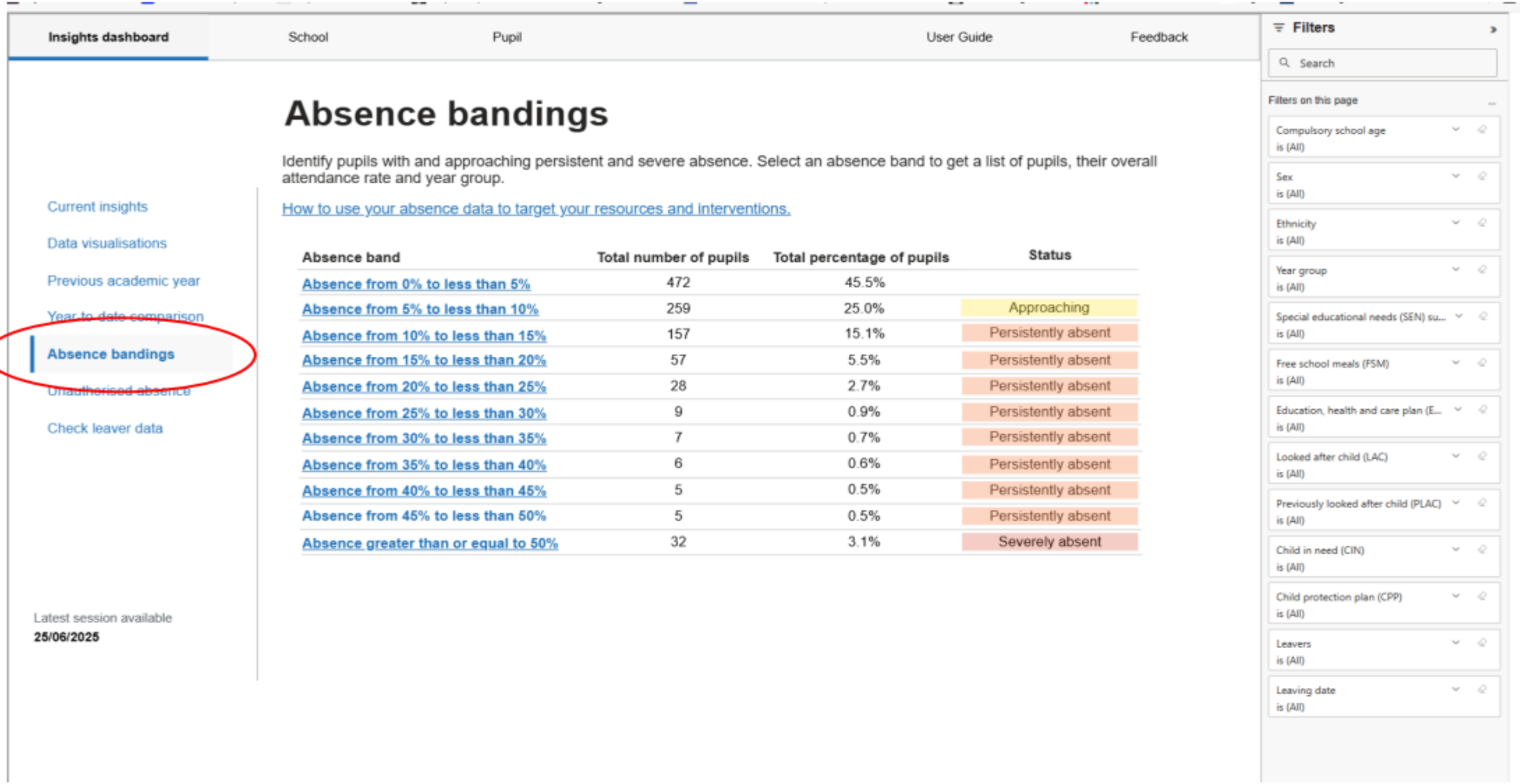
Schools can compare pupil attendance and absence data with other schools in the same phase of education. You can compare schools within your local authority and nationally. (see previous training on our Schoolsnet page)

Use the compare your school attendance tables to compare:

- overall absence
- overall attendance
- persistent absence (misses 10% or more of sessions)
- severe absence (misses 50% or more of sessions)authorised absence

•unauthorised absence

Monitor your school attendance: user guide - GOV.UK


Insights dashboard
School
Pupil
User Guide
Feedback
Absence bandings
Identify pupils with and approaching persistent and severe absence. Select an absence band to get a list of pupils, their overall attendance rate and year group.
How to use your absence data to target your resources and interventions.
Current insights
Data visualisations
Previous academic year
Year to date comparison
Absence bandings
Unauthorised absence
Check leaver data
Latest session available
25/06/2025
Absence band | Total number of pupils | Total percentage of pupils | Status
Absence from 0% to less than 5% | 472 | 45.5%
Absence from 5% to less than 10% | 259 | 25.0% | Approaching
Absence from 10% to less than 15% | 157 | 15.1% | Persistently absent
Absence from 15% to less than 20% | 57 | 5.5% | Persistently absent
Absence from 20% to less than 25% | 28 | 2.7% | Persistently absent
Absence from 25% to less than 30% | 9 | 0.9% | Persistently absent
Absence from 30% to less than 35% | 7 | 0.7% | Persistently absent
Absence from 35% to less than 40% | 6 | 0.6% | Persistently absent
Absence from 40% to less than 45% | 5 | 0.5% | Persistently absent
Absence from 45% to less than 50% | 5 | 0.5% | Persistently absent
Absence greater than or equal to 50% | 32 | 3.1% | Severely absent
Filters
Search
Filters on this page
Compulsory school age is (All)
Sex is (All)
Ethnicity is (All)
Year group is (All)
Special educational needs (SEN) su... is (All)
Free school meals (FSM) is (All)
Education, health and care plan (E... is (All)
Looked after child (LAC) is (All)
Previously looked after child (PLAC) is (All)
Child in need (CIN) is (All)
Child protection plan (CPP) is (All)
Leavers is (All)
Leaving date is (All)

View Your Education Data – reporting tools

Attendance summary reports

Schools, local authorities and trusts can download an attendance summary report specific to them. It is based on the Share your daily school attendance data - GOV.UK that your school shares with the DfE.

Using your report to help improve attendance

Your summary report gives you an understanding of attendance in the 2024 to 2025 academic year.

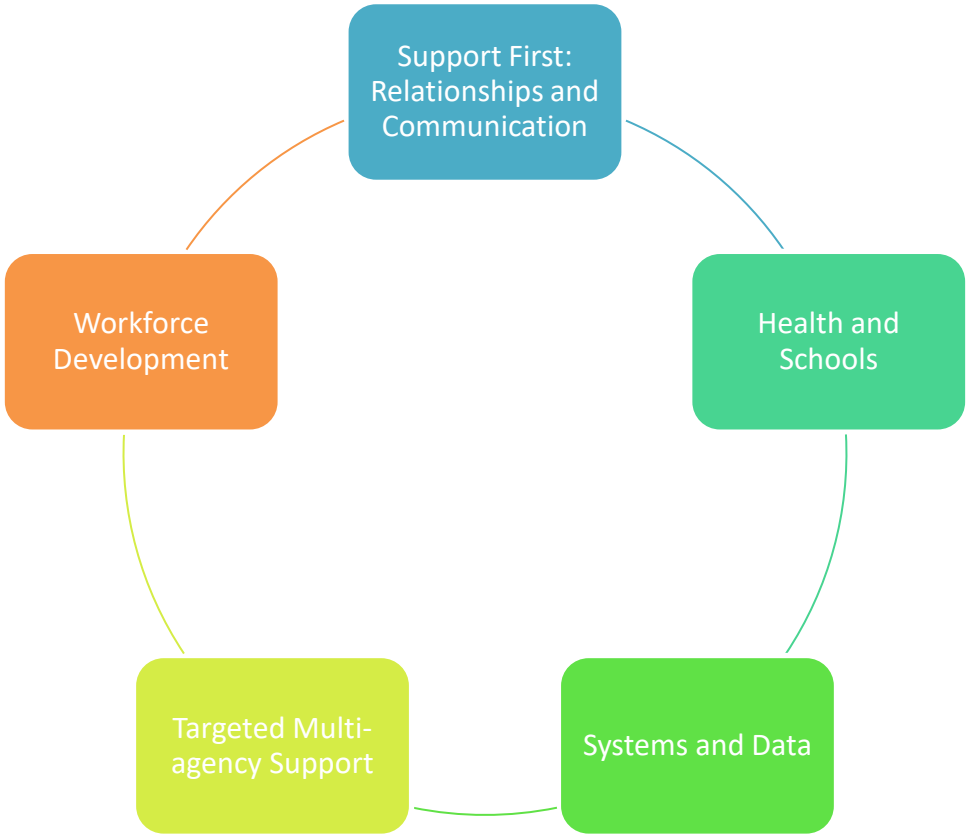
Schools can share it with your academy trust, governing body or local authority to discuss current strategies to attendance, their effectiveness and whether alternative approaches are needed.

Local authorities and trusts can use it to identify school-level variation and to facilitate additional support or intervention.

Details on how to access your summary report can be found in the user guide.

Improving attendance project

Attendance Strategy - Strategic priorities



Our vision

The One Plan vision for all children and young people in Gloucestershire

A great place to grow up where children and young people thrive and live lives of choice and opportunity.

To achieve our vision we commit to four objectives:

- Equity – close the gap and eliminate inequalities
- Access – right help at the right time for all children
- Inclusion – a county where everyone belongs and we celebrate diversity
- Quality – effective, outstanding services

We want all children and young people in Gloucestershire to be ambitious and aspirational; by focussing on making attendance everyone's business as a key focus for all frontline services, all pupils on a school roll will be supported to attain the highest possible school attendance. The strategy will also drive the development of supportive and inclusive environments that enable and inspire them to achieve their full potential and maximise their opportunities for the future.

Priority 1 : Support First: Relationships and communication

'Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly, requires schools and local partners to work collaboratively in partnership with, not against families.' *(DfE, 2024)*

At all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

Priority 2: Health and Schools

The development of a shared understanding that will provide guidance on pathways and support available for managing pupil absences from school where medical reasons are cited and focus on improving data sharing and communication between health professionals and schools in Gloucestershire to support the health and well-being of students.

If your school is interested in being part of this workstream please email andrea.jordan@gloucestershire.gov.uk and let me know

Priority 3: Systems and Data

By using and sharing data we will strengthen our strategic vision for attendance underpinned by high quality data systems

Priority 4: Targeted and effective intervention/multi agency approach

Poor school attendance is more than one incident or experience; it is a result of many push and pull factors inside and outside the school walls and home. There are many stakeholders involved who experience and respond to the challenge of school absence in different ways, bringing different perspectives and approaches to change. Understanding how these factors and stakeholders relate to one another and identifying underlying patterns can help us look for opportunities to intervene early and reduce the likelihood of escalation.

Priority 5: Workforce Development

Attendance is everyone's responsibility. Everyone who works with children, young people and their families has a role to play. These roles should complement each other and work together to support raised attendance. In order to achieve this, we will seek to develop the skills of the workforce ensuring they have the knowledge, understanding and skills to meet the needs of our young people and respond effectively to concerns about school attendance

Useful links and resources

Useful Links from Attendance Schoolsnet page

Supporting attendance | EEF

Training and Support from Attendance Schoolsnet page

attendance-presentation-for-governors.pdf resource for Attendance Champion to use for governors and trustees