

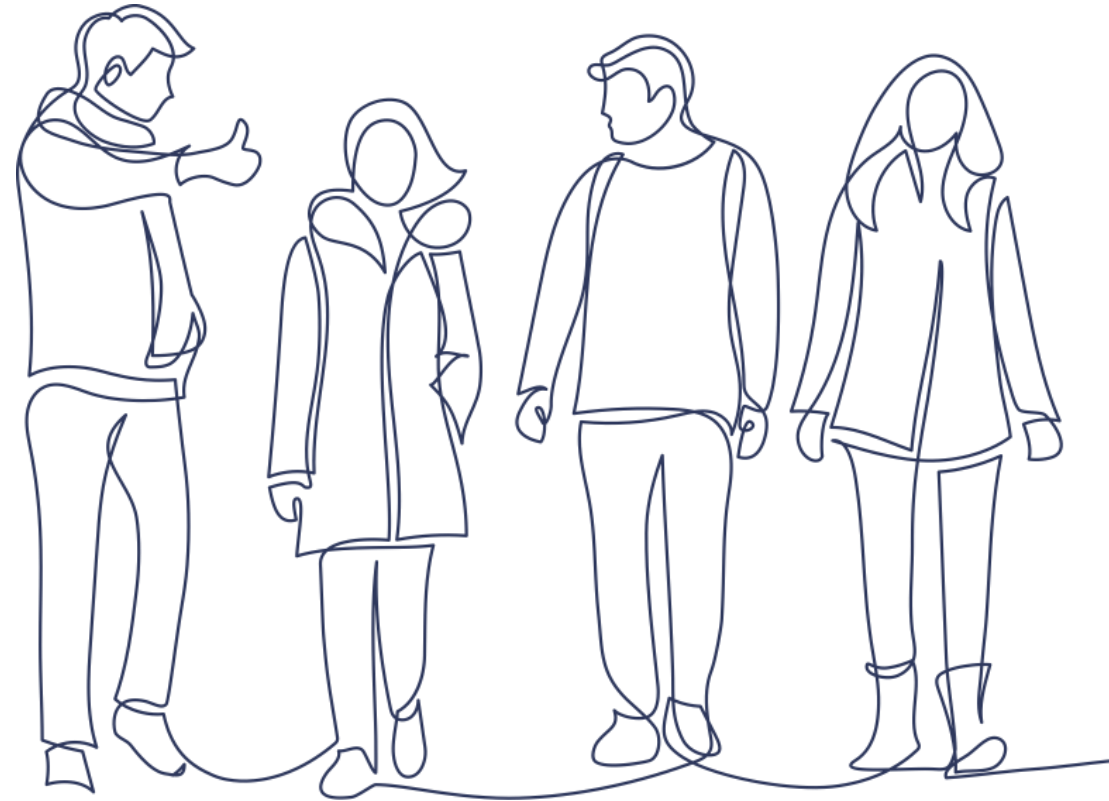
# Attendance Network Meeting

Welcome, the  
session will  
start shortly.



# Agenda

9.30am	Welcome! Term Headlines
9.40am	Termly Check up
10.00am	Sharing best practice: Antony Little, Hewett Academy
10.45am	Break and networking
11.00am	Sharing best practice: Christopher Sandall, Hethersett Academy
11.30am	Spotlight session: Targeting Support Meetings review after year 3
12.00am	Spotlight session: Transition, a resource reminder!
12.20pm	Final comments & questions



# Term Headlines

- *DfE Update Newsletter (weekly), schools encouraged to subscribe to stay informed about updates to systems like VYED. [[Click here to register](#)]*
- *VYED different types of access for trusts*
- *Summer heat wave, Over?*
- *Year 11 end of statutory education*
- *Does attending Glastonbury count as Religious Observance?*
- *[Toolkit for schools: communicating with families to support attendance](#) updated with new examples*
- *New attendance campaign assets are coming soon!*
- *Data, data, data – make sure you're using VYED, [User guide available](#)*



Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	92.6%	7.4%	2.1%
Autumn 2024-2025	93.1%	6.9%	1.9%
Trend	↑	↓	↓
Spring 2023-2024	91.7%	8.3%	2.2%
Spring 2024-2025	92.6%	7.4%	1.9%
Trend	↑	↓	↓
Summer 2023-2024	90.0%	10.0%	3.0%
Summer 2024-2025	90.9%	9.1%	2.7%
Trend	↑	↓	↓
Overall 2023-2024	91.5%	8.5%	2.4%
Overall 2024-2025	92.4%	7.6%	2.1%
Trend	↑	↓	↓

## National comparison

### Headline figures compared to the national average

Overall attendance and absence figures for pupils in years 1 to 6 in your schools not managed by a trust compared to the primary school national average from the start of the academic year 2024 to 2025, up to Friday 30 May 2025.

#### Overall primary attendance



*Overall attendance is 95.1% which is 0.2% greater than the national average.*

#### Persistent absence



*Persistent absence is 10.9% which is 1.6% less than the national average.*



## National comparison

### Headline figures compared to the national average

Overall attendance and absence figures for pupils in years 1 to 6 in your schools managed by a trust compared to the primary school national average from the start of the academic year 2024 to 2025, up to Friday 30 May 2025.

#### Overall primary attendance



*Overall attendance is 94.6% which is 0.3% less than the national average.*

#### Persistent absence



*Persistent absence is 13% which is 0.5% greater than the national average.*

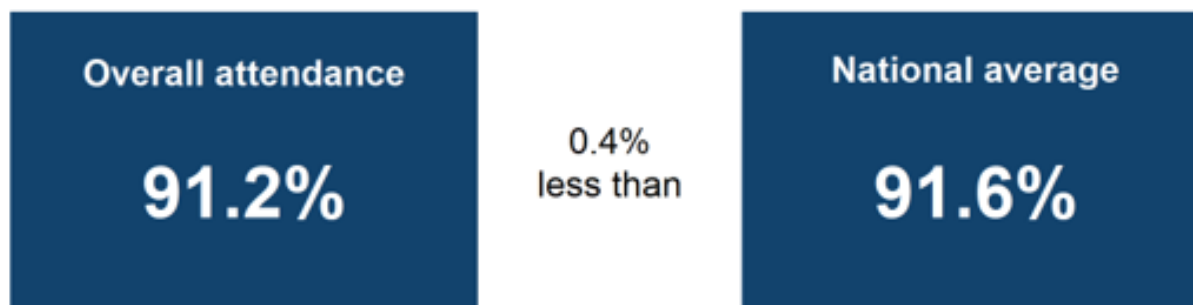


## National comparison

### Headline figures compared to the national average

Overall attendance and absence figures for pupils in years 7 to 11 in your schools managed by a trust compared to the secondary school national average from the start of the academic year 2024 to 2025, up to Friday 30 May 2025.

#### Overall secondary attendance




*Overall attendance is 91.2% which is 0.4% less than the national average.*

#### Persistent absence



*Persistent absence is 22.2% which is 0.1% less than the national average.*



# Save the date!

## Attendance Spotlight Webinars

Will be held approximately on the last Thursday of each month. They will begin at 10.30am and can be accessed via the links in the [Upcoming events](#) section of Attendance news and events page. Autumn Term schedule:

3<sup>rd</sup> July 2025

25<sup>th</sup> September 2025

23<sup>rd</sup> October 2025

27<sup>th</sup> October 2025

22<sup>nd</sup> January 2026

26<sup>th</sup> February 2026

26<sup>th</sup> March 2026

23<sup>rd</sup> April 2026

25<sup>th</sup> June 2026

## Countywide Attendance Network Meetings

Autumn Term: 6<sup>th</sup> November – Central & 13<sup>th</sup> November -West

Spring Term: 5<sup>th</sup> March – Central & 12<sup>th</sup> March – West

Summer Term: 4<sup>th</sup> June – Central & 11<sup>th</sup> June - West



Keep up to date with Attendance news and events via:

[Attendance news and events page](#)

And by [registering](#) to receive weekly emails and updates from the News for Norfolk Education Providers.

Webpage for News for Norfolk Education Providers can be found [here](#).





# **Let's begin with a termly check up**

**In your groups reflect, discuss and share the challenges you have faced/facing in your setting this term. What strategies have you put in place? Don't forget to share your successes!**





# Hewett Academy Attendance

Antony Little – Principal, Hewett Academy



# Context of the school

- Clear 'Ofsted' risk area (was noted as an Action in 2018)
- Significant PP & SEND gaps
- 40%+ Pupil Premium
- 28% EAL
- 10% EHCP
- 33%+ SEND

# Context of the school

- 2021-22 86.9%
- 2022-23 90.5%
- 2023-24 92.5%
- 2024-25 94.6%

- PP 93.6% (gap 1.8%)
- SEND E 87.1%
- SEND K 93.6%



# The Hewett Plan – Key Strategies

1. Leadership of Attendance
2. Structures
3. Removing barriers
4. Proxy for happiness
5. Transition & Parents

"Everything you do is worth about 0.5%"





# 1. Leadership of Attendance

- Your Attendance Officer should be 'Academy Royalty'
- Consistency of SLT responsible for attendance
- Cultural change – mention attendance a LOT – staff briefing, assemblies, pour information to form tutors (The Hewett Thermometer). "You've got to be in it, to win it."
- Chase the 'down days' down. Get an attendance list by school day and find out where you bleed students and stop it. e.g. at Hewett this was first days, last days, school events, activities days etc. Sports Day & day after?
- Principal takes personal responsibility – checks attendance three times a day. Demand action; weekly 1:1s – line manage the AP Attendance

## 2. Structures

- Make sure that everybody involved (Principal, SLT, AO) understands the system and the way it works.
- Don't hesitate with SFA, FPNs and action; rather move too soon than too late. Controversial, but if parents aren't fed up, it isn't working!
- Email NCC – a lot – with queries and cases. Use the Inclusion & SEND team as a follow up.
- Attendance IS safeguarding
- Tackle your tough cases as a priority. Hewett went from 16 zero-percenters in Sept 2020 to 13 in Sept 2023; now down to 1.
- Do home visits – very rarely do we get them in that day, but we have strong evidence it shortens the length of absence.
- Be FIRM, CLEAR & CONSISTENT with them. Take no squat !

# 3. Removing barriers

- Find out \*why\* they don't come in.
- We introduced kit check with free equipment provided
- Uniform budget to ensure they all got shoes, blazers, ties
- Tackle bullying really quickly – get the 'team around the child' first day response; Principal available at the start of each day
- Have your attendance 'risk register' active. Don't wait for them to go sick or not attend school.
- What we DON'T do – transport or other AP (with good reason)



## 4. Proxy for happiness

- Enrichment programme – involve the students and get them what they want, especially those who have poor attendance.
- You can't legislate for relationships, but it does help!
- Improved behaviour and attendance go hand in hand.
- Make them feel successful – but no 'rewards for all' or that kind of thing.
- Curriculum; what are your "get out of bed" plans?
- Use your timetable to encourage attendance
- It's about a whole school culture !



# 5. Transition & Parents

- Parents get monthly 'report card' which compares their attendance to 'target' (always 94.5%)
- All EHCPs have a target and resources allocated to attendance
- Every parental meeting includes attendance section; then MCAS App download
- Transition – attendance comes first (even before behaviour or uniform)
- Very tough message to parents on transition evening





# Final thoughts

- It CAN happen. Be POSITIVE.
- Your school is GREAT. If you believe in it, you'll want the kids to benefit.
- It's a TEAM effort.
- CELEBRATE everything – every 0.1% rise.
- Take RESPONSIBILITY
- Go get 'em!





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# Let's Network

You have just heard about Hewett's' key strategies:

1. Leadership of Attendance
2. Structures
3. Removing barriers
4. Proxy for happiness
5. Transition & Parents

What strategies do you have in place at your setting?  
And what might you take away from today's best practice speaker?





15-minute  
comfort  
break,  
See you back  
soon!

# Reporting to SLT and the use of data

Chris Sandall, Assistant Principal – Inclusion  
Hethersett Academy

# KPI – Weekly attendance log and lates

Using 2023-24 weekly data, we looked at addressing dips in attendance with various initiatives.

Grey – initiatives used:

Daily rewards issued

Non-Uniform Days (NUD)

Freddo Friday

Double House Points

Community events – Christmas  
Karaoke, Santa Dash, Easter Egg  
tombola

12	93.5	2.7
13	92.2	3.1
14	93.2 (92.9)	2.5
15 M-W	92.7 (91.3)	1.8
<b>Autumn Term</b>	<b>93.9 (93.7)</b>	<b>3.6 (2.1)</b>
16 Tu-Fr	93.4 (93.2)	1.6
17	92.7 (92.5)	2.8
18	91 (89.9)	2.2
19	92.4 (89.7)	1.6
20	91.7 (92.1)	2.4
21	92.3 (92.4)	2
22	93.6 (91.9)	2
23	94 (93.7)	1.7
24	92.7 (92)	1.6
25	92.9 (90)	1.9
26	92.5 (91.4)	2.3
27	91.5 (90.6)	2.7
Spring Term	92.5 (91.9)	2.1 (2.4)
YTD	93.3 (93)	2.9 (2.2)



# Weeklong events – ‘Tis was the week before Christmas

Date	PP	Non-Disadv	PP 2023
2/12	84	93.4	89.8
3/12	83.7	93.4	88.8
4/12	82.3	93.7	85.8 Friday
5/12	84.6	93.1	86.3
6/12	88.3	93.5	88.6
9/12	88.6	94.4	86.8
10/12	86.9	94.6	86.7
11/12	88	93.3	86.2 Friday
12/12	87.1	94.2	89.3
13/12	86.9	94	85.6
16/12	86.3	94.2	88.3
17/12	86.6	94.1	87.8
18/12	84	93.1	83.7 - Friday
Averages	Pre 85.25 <b>During 86.54</b> Total 85.95	Pre 93.58 <b>During 93.93</b> Total 93.77	Pre 87.68 <b>During 86.8</b> Total 87.21

‘TWBC – week long prizes for increased numbers and all year groups. Announced at the end of each day. Collect the following morning.

Up over 1% for PP. Up 0.5% for non-PP.

Same period last year PP dropped 0.9%.

# 'T WAS THE WEEK BEFORE CHRISTMAS

# BE IN TO WIN!

7



10TH

6



OR



11TH

5



OR



12TH

4



OR



13TH

3



OR



16TH

2



17TH

1



ECHO  
DOT!!!

18TH



For this prize you need to be in 100% of the time for the whole week before Christmas. For all other

# Weeklong events – ‘Tis was the week before Christmas & Easter Eggstravaganza

Eggstravaganza – 2 weeks of daily prizes.

Up over 2.9% for PP.

Week before Christmas also saw our highest % above national figure followed by the Easter week.

NUD = non-uniform day

Date	PP	Non-Disadv	SEN	SEN 2024	PP 2024
24/03/25	84.5	93.6	82.7	86.9	85.1 Friday 2024
25/03/25	88.2	94.6	85	87.8	86.5
26/03/25	87.6	92.5	82.9	85	82.6
27/03/25	87.4	92.3	84	86.2	83.1
28/03/25 Friday	87.9	93.5	84.3	82	81.2
31/03/25	84.8	90.2	80.8	82.7	84.5% Friday 2024
01/04/25	90.6 NUD	94.2	85.9	84.9	85.3
02/04/25	86.3	92.8	83.2	85.2	83.7
03/04/25	83.6	92.6	79.9	86.2	87.2
04/04/25	87.4	92.5	80.6	80.2	79.8% Thursday
Average	86.8 (+2.9%)	92.9	82.9	84.71	83.9



# Easter Eggstravaganza

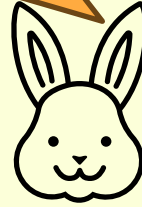
10 in  
each  
year

Monday 24<sup>th</sup> &  
31<sup>st</sup>



7 in  
each  
year

Tuesday 25<sup>th</sup> &  
1<sup>st</sup>



OR

Skip  
the Q  
pass

4 in  
each  
year

Wednesday 26<sup>th</sup>  
& 2<sup>nd</sup>



3 in  
each  
year

Thursday 27<sup>th</sup> &  
3<sup>rd</sup>



2 packs  
in each  
year

Friday 27<sup>th</sup>



Friday 4<sup>h</sup>

Freddo each if  
in all week + 1  
big Egg to each  
year



**10 days of prizes from next Monday!**

For the BIG Easter Egg prize you need to be in the whole week before Easter. For all other prizes you have to be in for the whole day of that prize and the next morning to receive the prize. Winners will be announced in the last lesson of each day.

KPI - Absence and PA (number) percentages of enrolments vs. National Average (Total, Non SEN vs. SEN, Non Dis vs. Dis, Boys, Girls) per year group and total

- Helps us spot issues and area to focus on
- SEN E
- PP
- Closing the gap
- Calls first
- ASPs first
- SLT allocated

	Total 040425	Total 310125	Total 141124	Nat' Ave' (23-24)	Diff'	Y7	Y8	Y9	Y10	Y11	Y11 TG
Overall absence	6.7	6.4	5.6	9.1%	2.74	4.4	6.9	5.7	9.2	8.5	3.7
Absence PP	13.3	13.8	11.7	14.6% FSM	1.3	5.9	18.9	13.9	14.7	13.6	7.1
Absence <u>Non-PP</u>	5.6	6.9	4.6	7.1%	1.5	4.1	4.8	4.4	7.9	7.7	
Absence SEN - E	29.1	31.2	26.5	17%	12.1	33	33	23.3	33.9	15.4	
Absence SEN - K	11	10.9	10.3	14.2%	3.2	6.2	12.6	11.1	16	8.2	
Absence <u>Non-SEN</u>	4.8	4.5	4	7.9%	3.1	3.2	3.3	4.3	5.6	8.2	
Absence Boys	5.6	5.5	4.7	8.7%	3.1	3.6	7	5.3	7.1	5	3.6
Absence Girls	8	7.8	6.6	9.4%	1.4	5.2	6.2	6	11.4	12.6	3.9
<u>Overall PA</u>	15.3	15.7	13.8	26.7%	11.4	7.8	13.7	14	24.2	15.5	11.6
PA PP	33	33	26.2	44.8%	11.8	15	41.7	34.4	35.6	40.6	37.5
PA <u>Non-PP</u>	12.1	12.5	11.6	20.2%	8.1	6.5	9.4	10.9	21.3	14.9	
PA SEN - E	57.7	57.7	49	44.5%	13.2	57.1	68.8	50	66.7	30	
PA SEN - K	21.7	21.7	20.6	40.7%	19	15.6	27.5	21.6	27.8	13.3	
PA <u>Non-SEN</u>	11.7	12.3	10.9	24.2%	12.5	4.8	6.5	11	20.3	18.9	
PA Boys	13.6	13.6	11.9	25.5%	11.9	5.6	15.3	15.9	19.5	12.8	11.5
PA Girls	17.1	17.7	15.8	28%	10.9	10.2	11.9	12	29.4	25.2	11.7



# Timetabling

- Looked at what days different year groups were more likely to be absent/attend.
- Baseline was 20% a day.
- Red = big (over 4.5%) differential from 20%
- Yellow = over 1.5% differential from 20%
- Y8 Maths double first thing  
Wednesday, Monday Tech
- Y7 MFL double Monday, Thursday Tech
- Y9 Wednesday no options (Hums, Eng, Sci)
- Fridays not an issue for us

YTD to 210125	PP		Non-Disadv	
	Worst	Best	Worst	Best
7	Monday 27.2	Thursday 15.3	Tuesday 23.2	Thursday 17.5
8	Wednesday 27.3	Monday 18.3	Wednesday 21.5	Friday 18.8
9	Wednesday 27.7	Monday 17.4	Wednesday 21.5	Monday 17.4
10	Wednesday 21.6 Monday 21.5	Thursday 18.3	Friday 21.8	Monday 19.1 Thursday 19.1
11	Thursday 22.5	Tuesday 16.9	Wednesday 21.2 Friday 21.1	Monday 17.9
Overall	Wednesday 22.3	Friday 18.8	Monday 18.7	Wednesday 21.4

Highlighted yellow = over 1.5% from 20% which would represent equal split of absence over the week by day, allowing for some flexibility with natural flux.

Highlighted red = Over 4.7% from 20%.



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# Let's Network

**Chat at your tables about how you've used data this year to help shape your interventions. After hearing from today's best practice speaker, is there anything new you're thinking of trying or taking back to your own setting?**





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# Targeting support meetings a review

TSM review





# Why School Transitions Matter

## ***What are transitions?***

Transitions are key changes in a child or young person's educational journey—such as moving:

- From home to early years
- From primary to secondary school
- Between key stages or schools
- Into or out of specialist or alternative provision

## ***Why are they important?***

Change is a normal part of life and can help build resilience, poorly managed transitions can lead to:

- Anxiety and stress
- Disruption in learning
- Social and emotional challenges

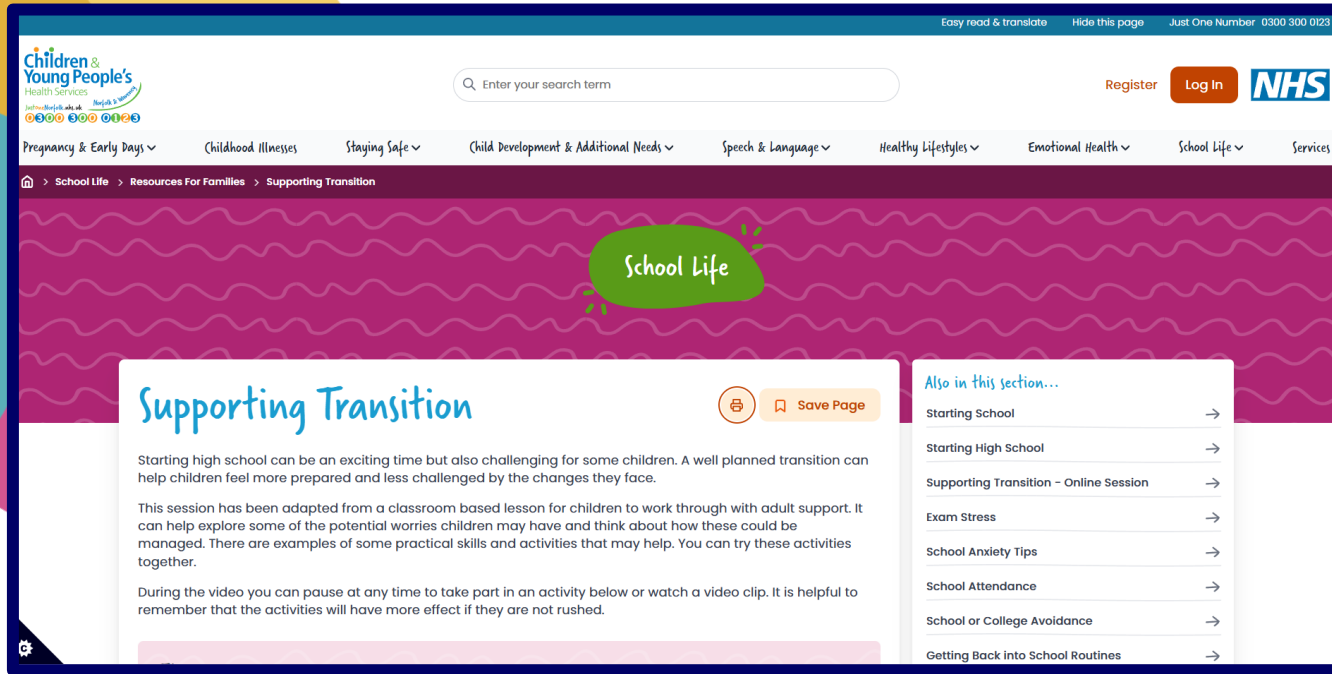
Which will all likely impact on regular school attendance.

# Examples of Good Transition Practices

## ***What makes a transition successful?***

- Planning: Early and thoughtful preparation
- Communication: Between schools, families, and professionals
- Relationships: Building trust and familiarity
- Information sharing: Especially for SEND, EAL, or vulnerable pupils
- Whole-school approach: Everyone plays a role

1. ***Buddy Systems***
2. ***Transition Days***
3. ***Parent Engagement***
4. ***Information Sharing***
5. ***Personalised support***
6. ***Whole school approach***



Supporting transition advice and resources available at Just one Norfolk

Further advice can be found on the NCC Schools & Learning Providers website







Norfolk County Council

# Let's Network

**We know that successful transitions can have a big impact on a child's ability to attend and thrive at school. What have you done in your setting this year to help prepare all your pupils for their next step?**



# Evaluation

Please take 5  
minutes now to  
complete our  
evaluation form

Attendance network meeting evaluation form





Further support and guidance can be found at:

[School attendance - Schools \(norfolk.gov.uk\)](http://norfolk.gov.uk)

If you have any further questions that have not been answered today, then please contact the Attendance Team on 01603 233681 or at [csattendance@norfolk.gov.uk](mailto:csattendance@norfolk.gov.uk)