

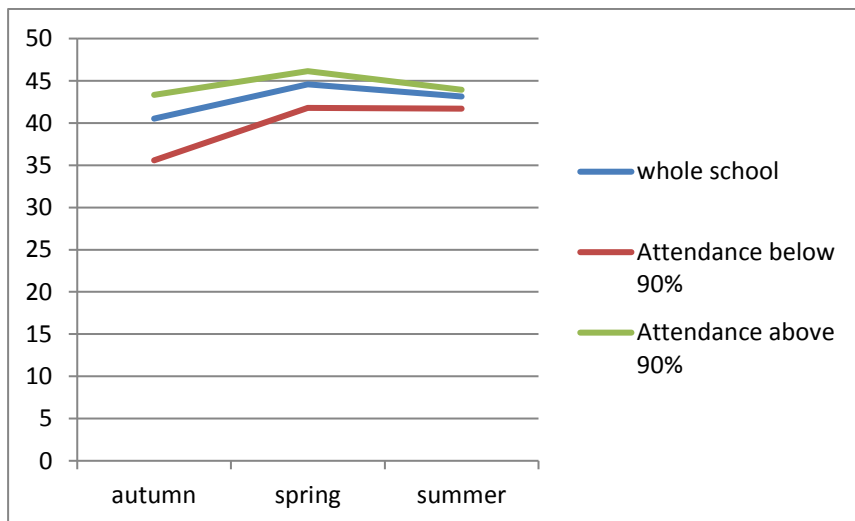
Attendance Report – Pupil Progress 2017 - 2018

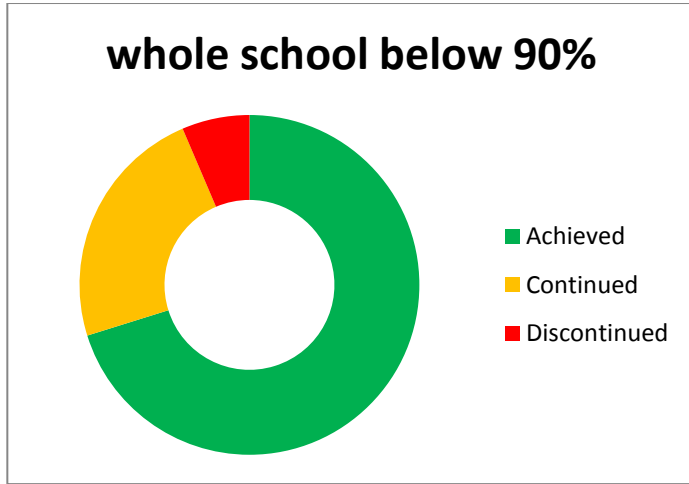
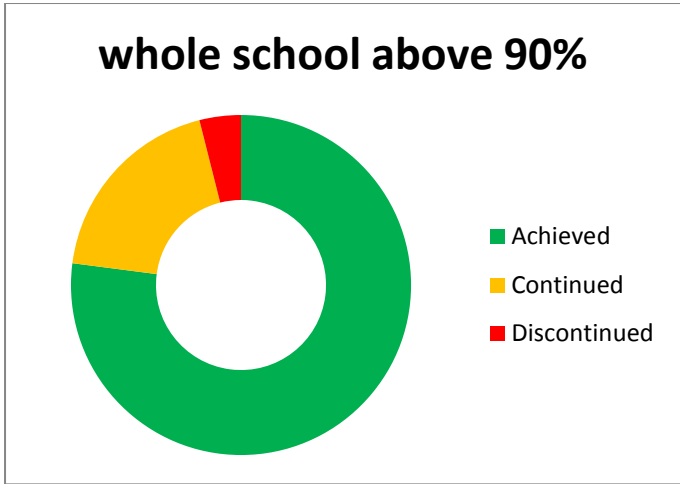
Whole school attendance is below national average, or conversely, persistent absence (the amount of students whose attendance is below 90%) is above national average (33%). Whilst it is recognised that for a school like The Dales School, medical and health needs will impact upon attendance it is still important to identify and understand the impact of attendance and to also use attendance data as a worthwhile cross reference against pupil progress outcomes.

Key attendance data: (as at 22nd June 2018)

Whole school	90.06%
Key Stage 1	89.27%
Key Stage 2	89.15%
Key Stage 3	89.15%
Key Stage 4	90.27%
Key Stage 5	92.19%

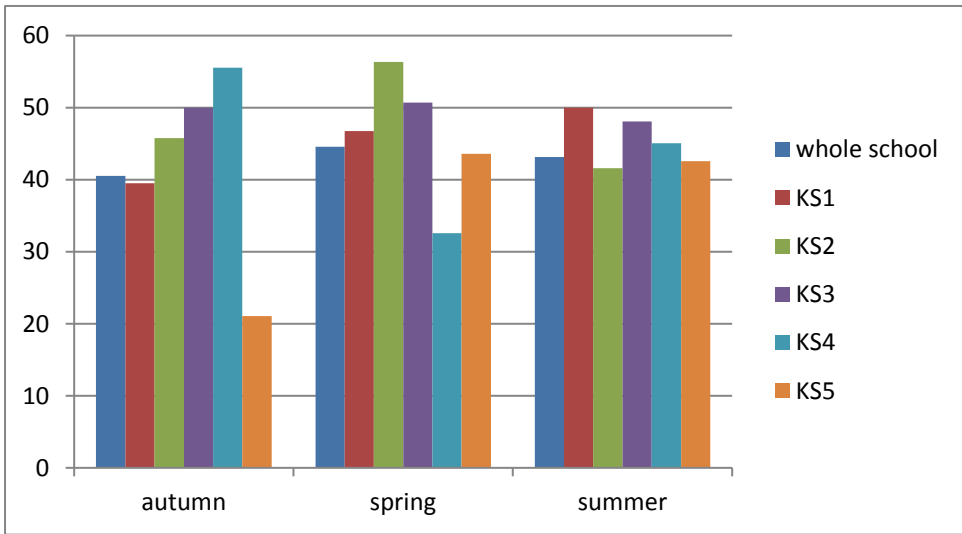
For the purpose of analysis, students with extremely low attendance (below 50%) have been removed from this and the pupil progress analysis to ensure meaningful cross reference.



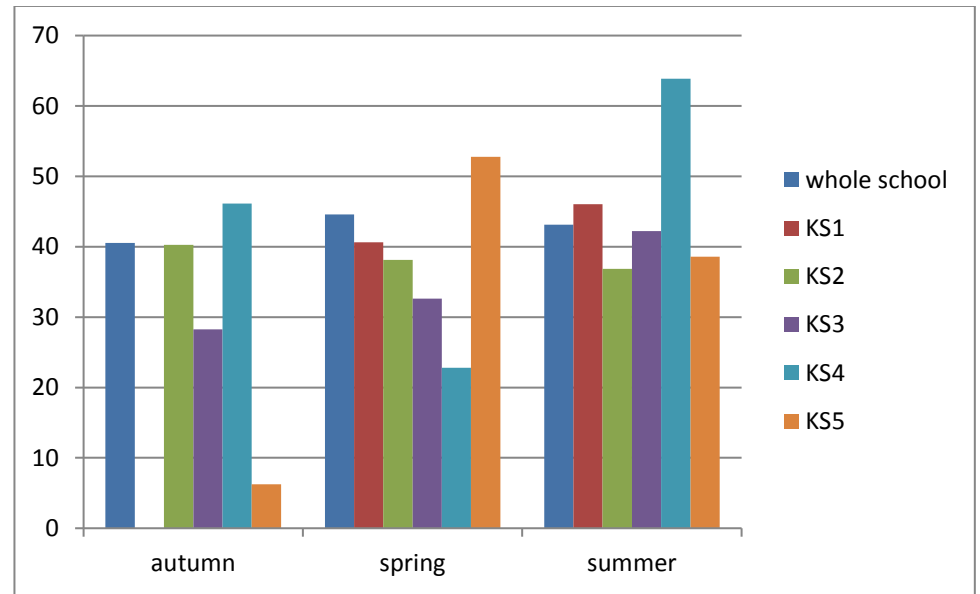


Whilst the gap is not as wide as we might have expected, both rate of progress and achievement are higher for those whose attendance is above 90%.

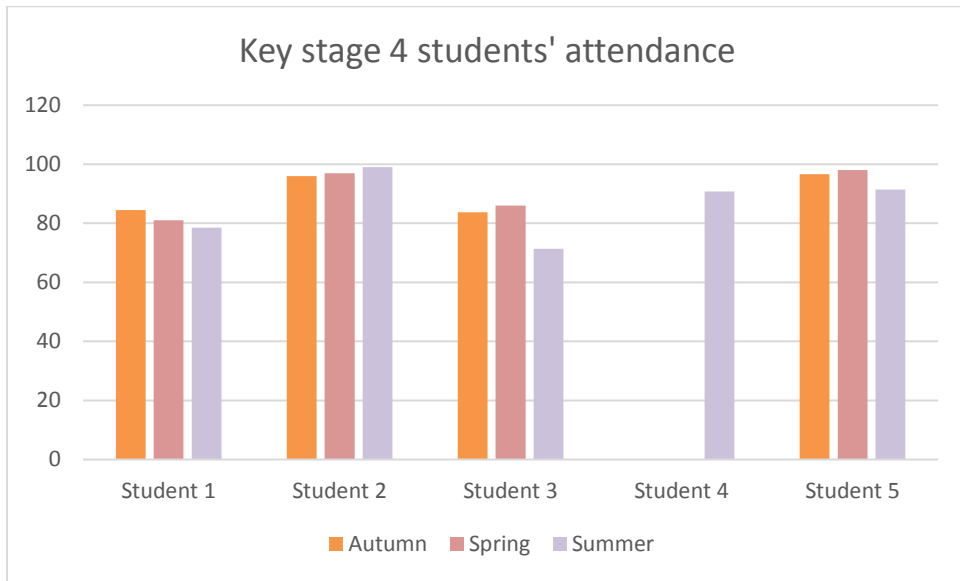
Pupil progress for students with attendance above 90% in each key stage



Pupil progress for students with attendance below 90% in each key stage

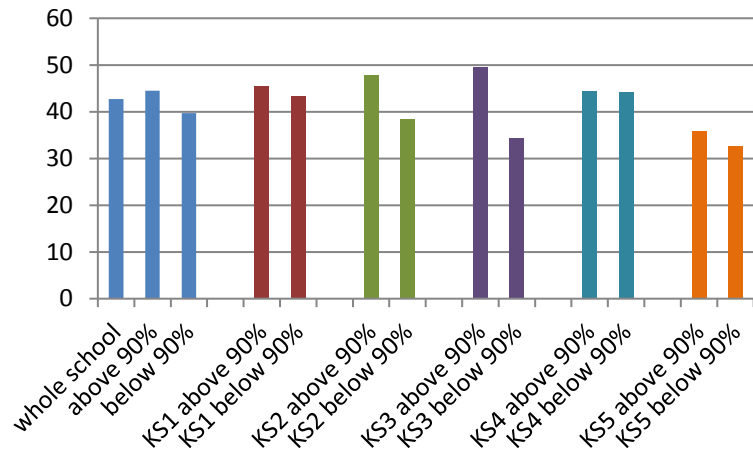


Further analysis of Key Stage 4 attendance given dip in progress in Spring term. Graph below shows that the dip in progress does not correlate with attendance. This therefore requires further analysis. Pupil progress for secondary pupils will have been significantly affected by the fact that two students have experienced highly complex medical difficulties this year which has affected both attendance and progress.



As can be seen in the charts above, and as would be expected, the rate of progress in each key stage is higher for students with consistently high attendance (above 90%) than it is for those with attendance below 90%.

Average rate of progress

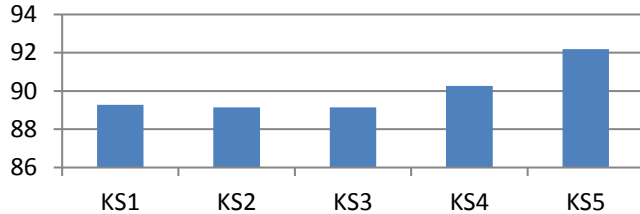


As expected, students with the highest attendance make the most progress.

Across each key stage, this is evident. However, having noted a very slight difference in the rate of progress in Key Stage 4, the further analysis of average rate of attendance for each key stage has produced the following breakdown, which is also captured in the graph below:

	Average attendance
KS1	89.27%
KS2	89.15%
KS3	89.15%
KS4	90.27%
KS5	92.19%

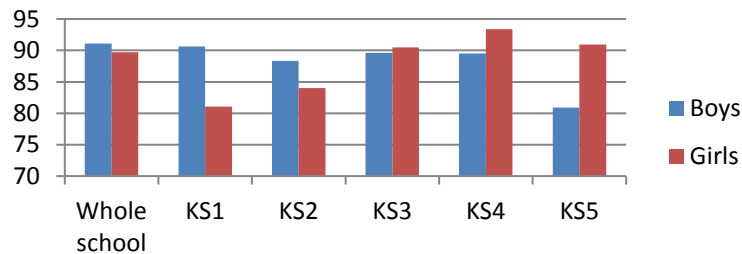
Average attendance



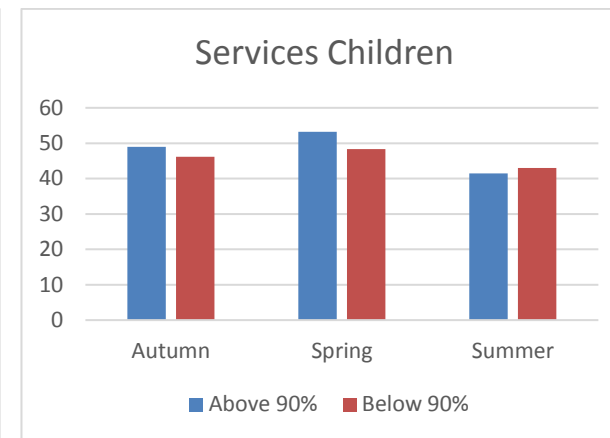
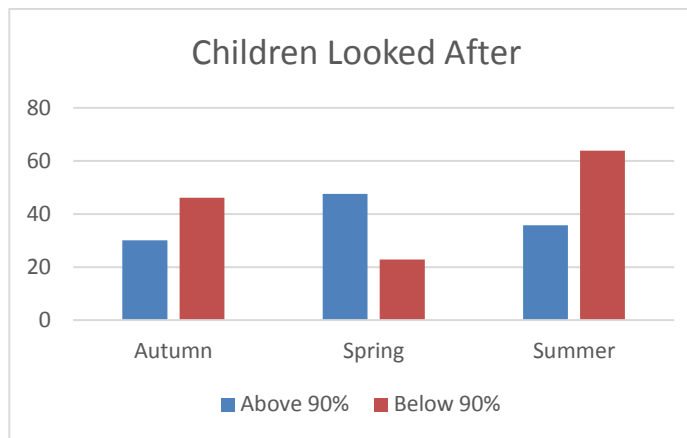
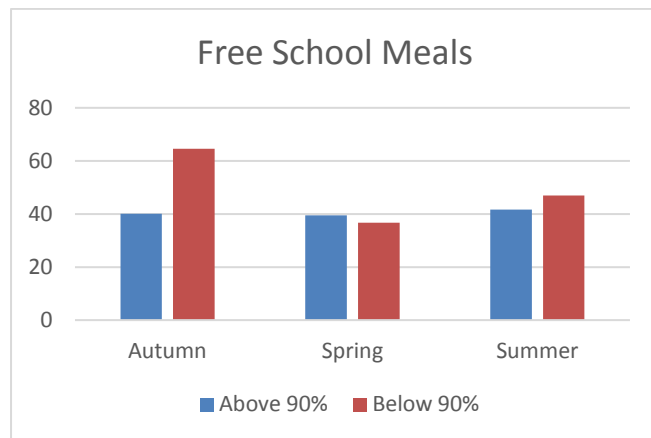
Given that Key Stage 4 has an average attendance above that of KS1,2 and 3, and yet the rate of progress and attainment are not exceeding those of those lower key stages, the already identified drive for greater stretch and challenge in this key stage is validated. This is reflected in the CPD schedule for 2018 – 2019 and also in more personalised CPD for the lead teacher for this cohort. The MAPP moderation cycle 2018 – 2019 will include explicit consideration of the impact of absence upon progress and achievement.

Similarly for Key Stage 5, whose attendance is the highest across the whole school cohort, the planned drive for greater targeted stretch and challenge and the plans for more work related and employability opportunities will ensure that progress in these areas will be more meaningful, yet the rate of progress being expected to fall as a result of this area of scrutiny demonstrates and need for us to capture the planned destinations and outcomes and a measurable contributor to student progress data.

Further analysis of this attendance, with a breakdown of boys vs girls, shows interestingly that, whilst boys' average attendance is slightly higher than girls across the whole school cohort, as we move through the key stages there is a swing boys vs girls, with a rough difference of 10% shifting from being in favour of boys KS1 to girls by KS5.

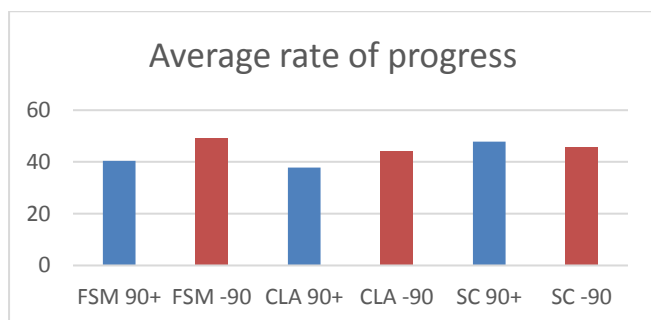


Pupil Premium and Attendance



As can be seen in the graphs above, there is no consistent correlation between attendance and progress for our students for whom we receive pupil premium. The following must be taken into account to support contextual understanding:

- We do not actually receive funding for free school meals – when queried with the Local Authority we were told that the FSM pupil premium is absorbed into the contextual funding.
- Only 15.7% of our students are eligible for FSM. (8 students)
- Only 9.8% of our students are Looked After. (5 students)
- Only 13.7% of our students are Services Children. (7 students)
- Of the children who are Looked After, one student has experienced a very difficult year with complex medical needs. Subsequently, this student's attendance has been affected, particularly during spring term, and with their attendance representing 20% of the CLA cohort, this can distort the figures quite considerably.
- Interestingly, both FSM and CLA evidence that those who present with persistent absence, across the course of the academic year make more progress than those with higher attendance. Whilst this trend is not reflected for Services children, there is only a slight difference between the two groups.



Moving forward:

The action plan regarding attendance is for AME to complete a termly analysis of persistent absence to enable early identification and intervention for those students whose reasons for persistent absence can be targeted. We must however remain mindful, that the vast majority of our students' attendance is largely dependent upon their health needs and so there is often very little that can be done to combat this.

Given the size of our whole school cohort and the fact that so few students present within each vulnerable group, the dynamics can change within each key stage / group to such an extent from one year to the next that whilst we will compare overarching results, we will also need to maintain a very personalised eye to account for the trends that present.