



Dorset Attendance

**Achieving the best possible school
attendance for the children and
young people of Dorset**

Why does attendance matter?

- A passport to a child's future into adulthood, independence and achieving ambitions
- Schools are places for children to develop socially and emotionally, not just academically
- For the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided
- Research has shown associations between regular absence from school and a number of extra-familial harms
- This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study)



Why does attendance matter?

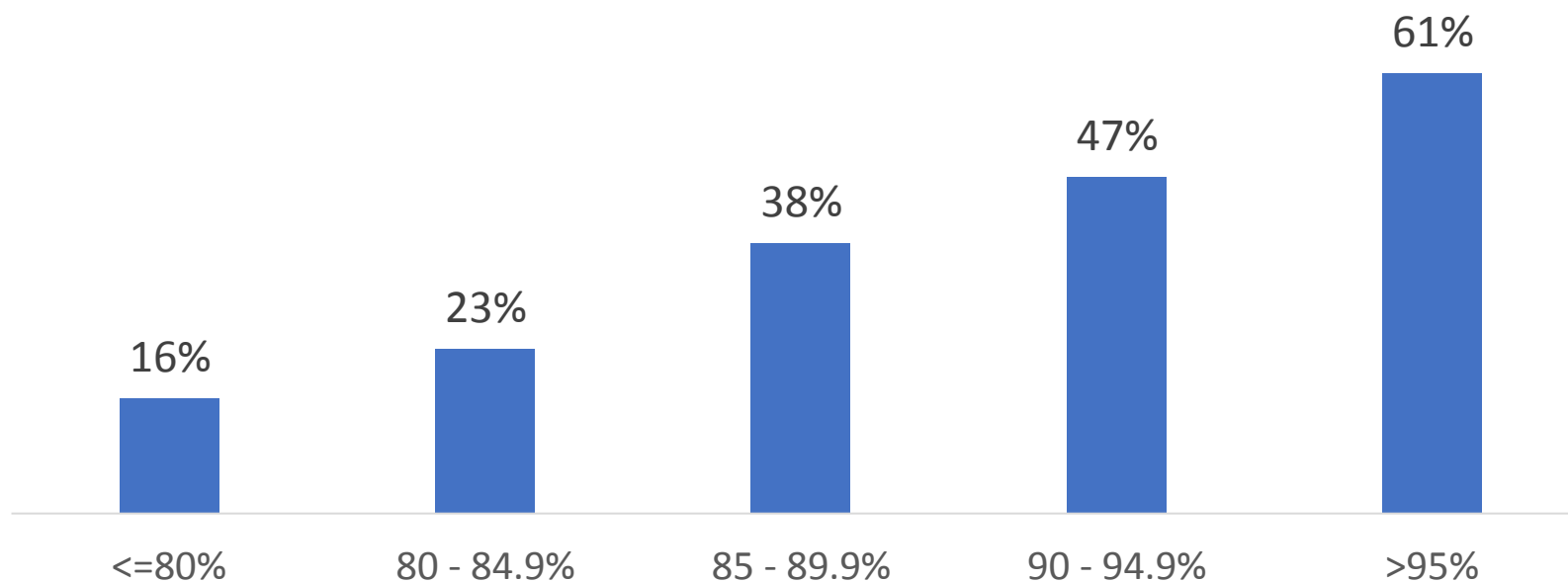
The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment:

- At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard
- At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4



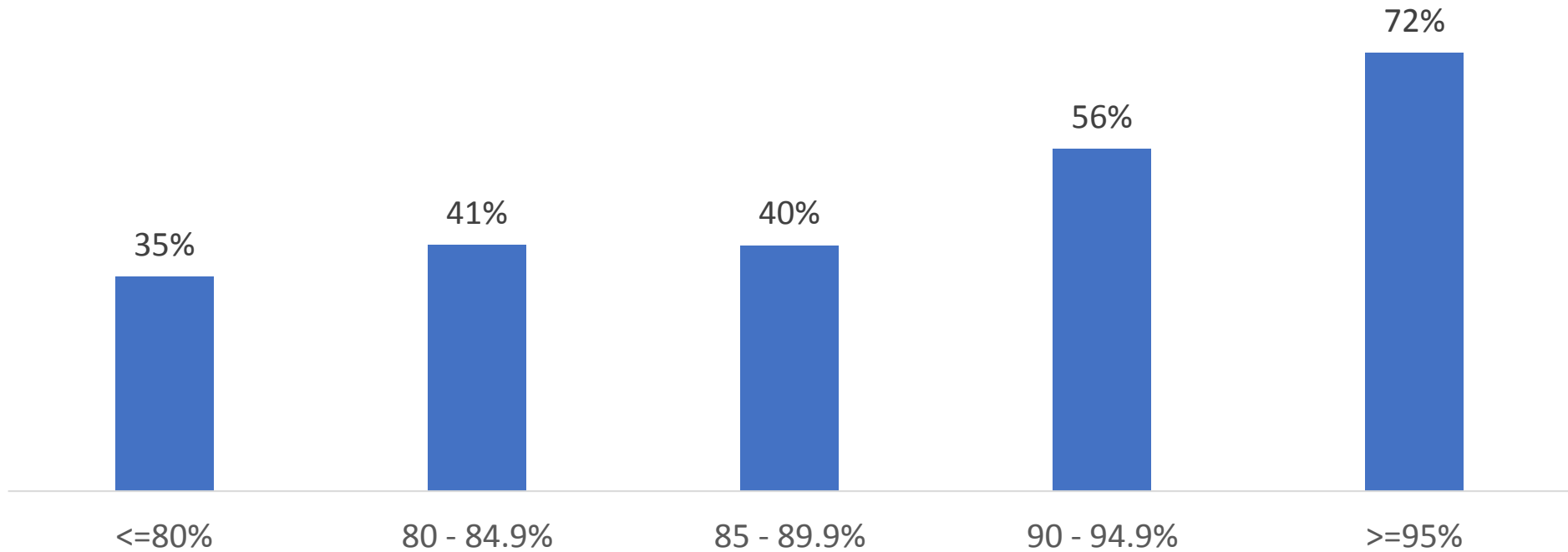
Why does attendance matter?

Key Stage 2 Reading/Writing/Maths Expected
Standard 2022



Why does attendance matter?

Key Stage 4 Basics grade 4+ 2019





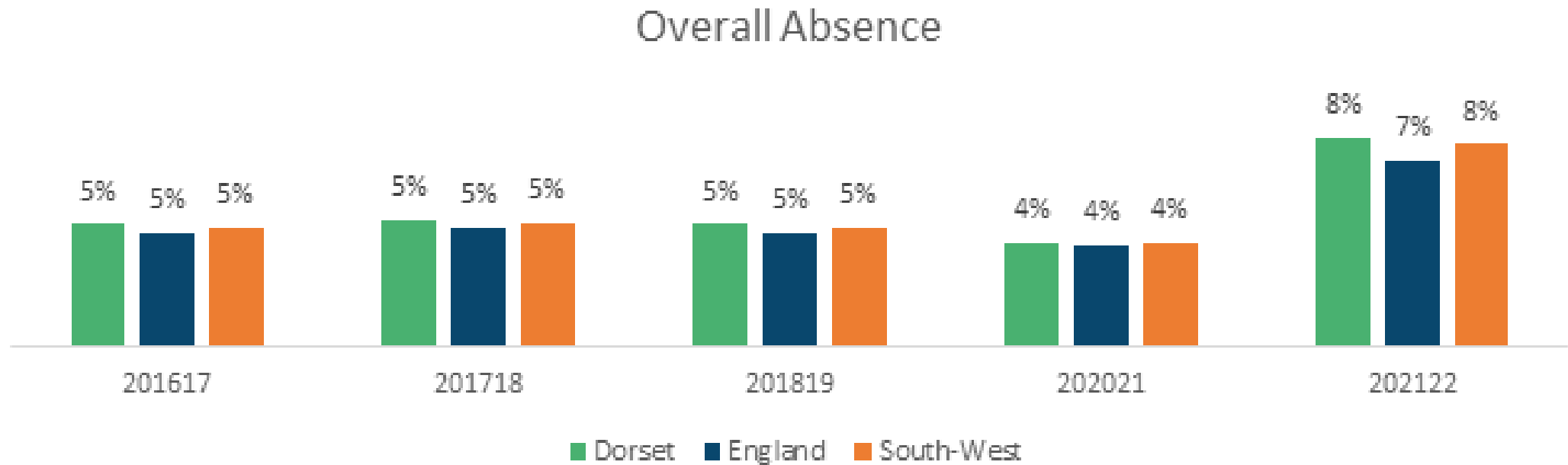
Working Together to Improve School Attendance

In May 2022, the DfE published new guidance on school attendance, which applies from September 2022:

- Attendance cannot solely be the preserve of a single member of staff or organisation – **improving attendance is everyone's business**
- Absence is often a symptom of wider issues a family is facing
- Work together to understand the barriers to attendance and provide support
- Legal interventions should be a last resort – schools, trusts and LAs are expected to work together to make use of the full range of legal interventions

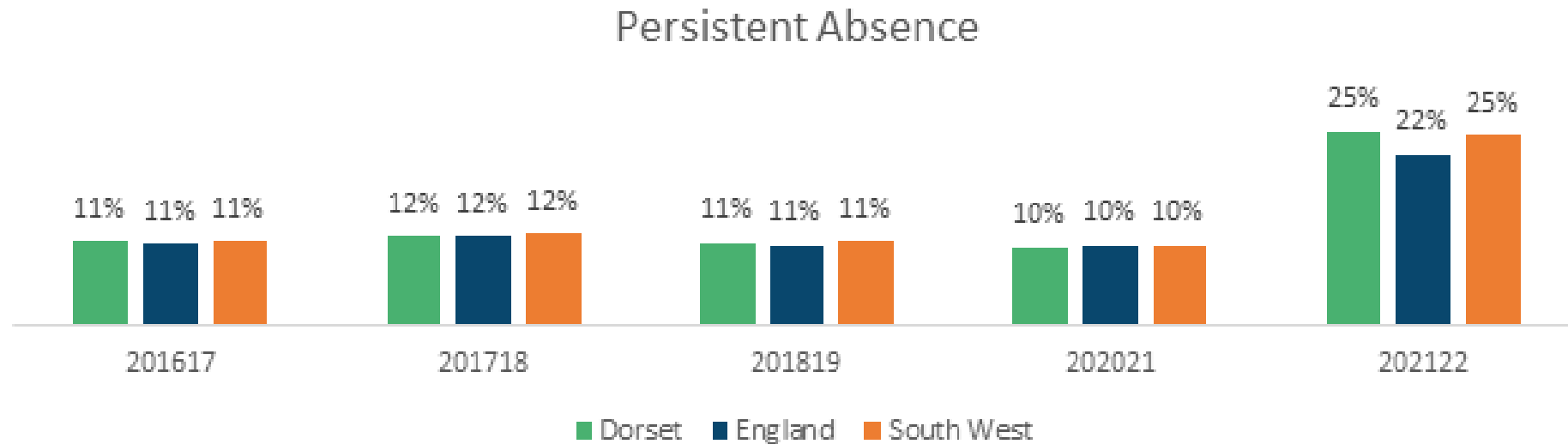
Overall Absence

Autumn and Spring Term absence (2021/22)



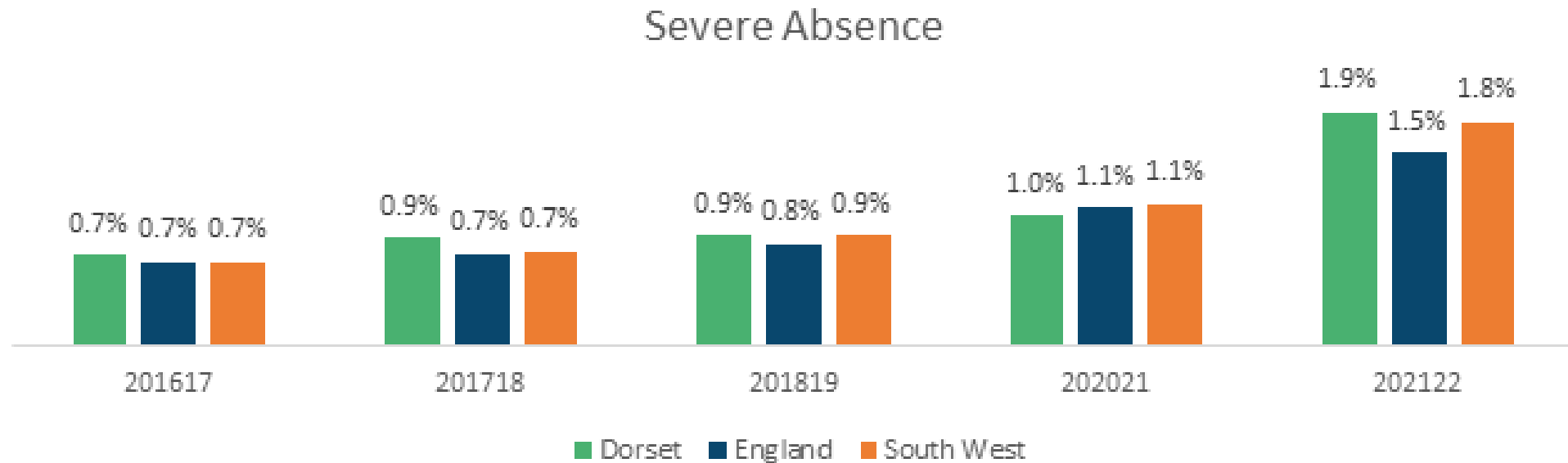
Persistent Absence

Autumn and Spring Term absence (2021/22)

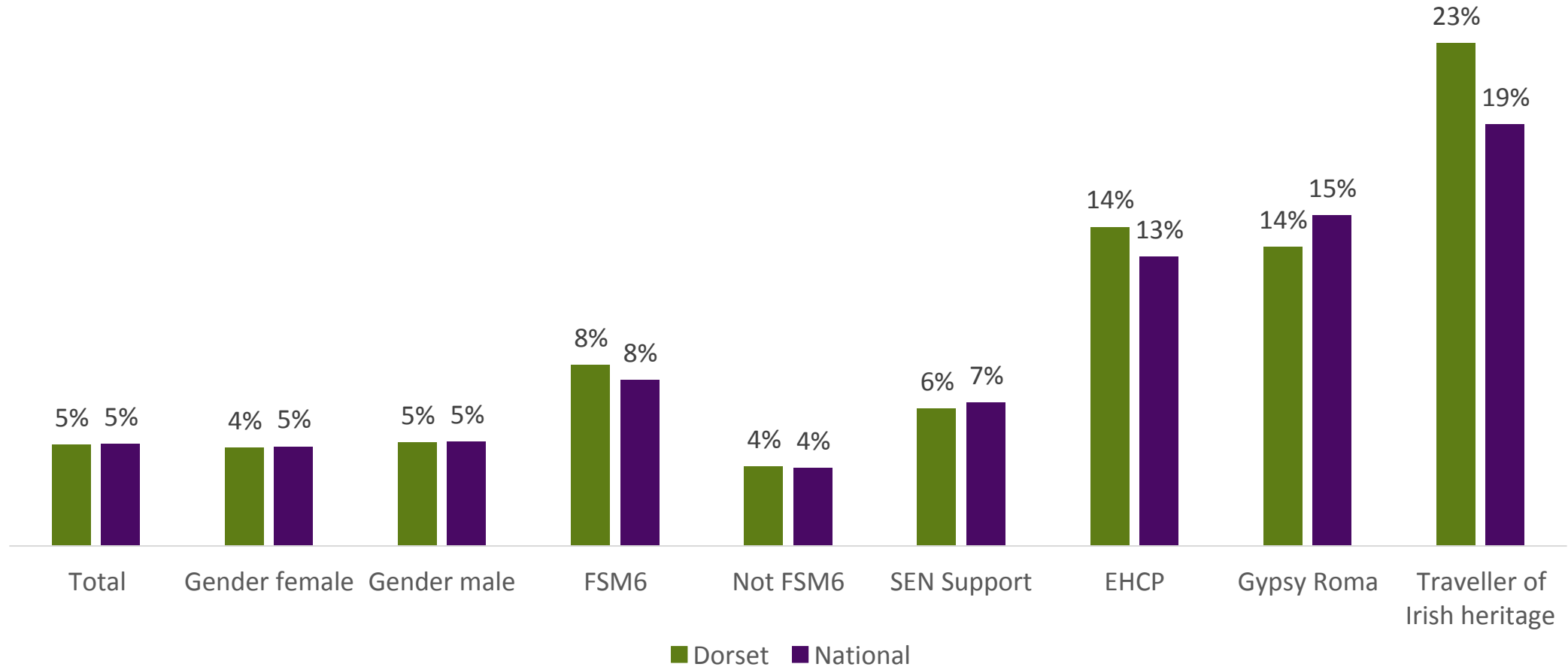


Severe Absence

Autumn and Spring Term absence (2021/22)



2020/21 Absence by Group





Dorset's Attendance Workshop

The workshop identified many strengths

- **Strengths in school:** Relationships, community links, care, values, clear policy and processes, communication, curriculum, creativity and tracking
- **Strengths in localities:** Whole family working, communication, specific support, relational practice, parental support, contextual safeguarding, data rich
- **Strengths in communities:** Young people, family and neighbours, volunteer groups, health



Dorset Council Priorities

The Workshop identified the following Dorset wide priorities:

1. Consistent Dorset wide policy and practice
2. Knowledge sharing and communication
3. Early identification of causes lead to development of targeted interventions
4. Consistent approach to transition
5. Transport solutions