



**Education & Learning**  
**Improving Lives Together**  
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# Improving Attendance in Perth and Kinross

20 March 2024

### ATTENDANCE

There is a significant correlation between levels of attendance, particularly since the pandemic, national attainment gaps in education. The current focus is the result of a direct line to the Education Board, aims to provide understanding of the issue and focus on attendance and how the system might support improvement in attendance.

#### FINDINGS

**ENGAGEMENT** is an important part of ATTENDANCE

All absence impacts on LEARNING

Support should take place at the EARLY STAGES. Long-term cases are complex to solve.

Annual attainment in Scotland has included attendance as a Scottish Achievement Challenge element since the 1980s (1988-1998).

Significant variations across Scotland in term DQA. Annual attendance is used.

#### ACTIONS FOR CONSIDERATION

1. Leadership responsibility for supporting teacher teams to improve attendance before being transferring responsibility to support case where there are no pupils.
2. Pupils should not be given support until the majority of school-based approaches.
3. Working with stakeholders and partners should provide support and resources where improving rates of attendance remains a challenge.
4. Approaches to effective teaching and monitoring attendance should be robust and shared.
5. It and all school stakeholders with the whole system to bring consistency to the approach improving attendance.

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### Fostering Inclusion and Reducing Exclusions

### Exclusion Guidance for Schools and ELC Settings

Education & Children's Services

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### Education Service

### Mental Involvement and Engagement Strategy

2023-2026

Appendix 1

## NURTURING RELATIONSHIPS

### The PKC Approach

WHY

- Behaviour
- Mental Health
- Attendance

RESPECTFUL STRONG POSITIVE RELATIONSHIPS

INCLUSION

Pupil & Staff Wellbeing

Attainment

LEARNER'S JOURNEY

- Responsible citizens
- Successful learners
- Effective contributors
- Confident individuals

Relationships, Connectedness & Belonging

RESILIENCE & SKILLS FOR LIFE

WHAT

TEACH HOW TO BEHAVE AND FORM RELATIONSHIPS

SUPPORT WELLBEING

CONSTRUCTIVE CHALLENGE OF LEARNING OPPORTUNITIES

RESILIENCE

SAFE CALM

Children & young people learn from repair rather than punishment

Adults model positive relationships

LISTEN

SHOW CARE

NOTICE

TEACH

Social & Emotional Skills

Building Skills

Helping children & young people to feel positive about themselves

SELF REGULATION

RESILIENCE

INDEPENDENCE AS A LEARNER

HOW

Practise kindness

Respond with understanding & empathy

Model the behaviour we wish to see

Listen & notice

Manage our own emotions

RELATIONSHIP AND BEHAVIOUR PLANNING

INTERDISCIPLINARY

WHOLE SCHOOL APPROACH

SCHOOL BASED NEEDS ANALYSIS

RESTORATIVE APPROACHES

CLPL - BUILDING RELATIONSHIPS IN PRACTICE, CALM

TEACHING SOCIAL AND EMOTIONAL SKILLS

PERTH & KINROSS COUNCIL

The important role of relationships in education

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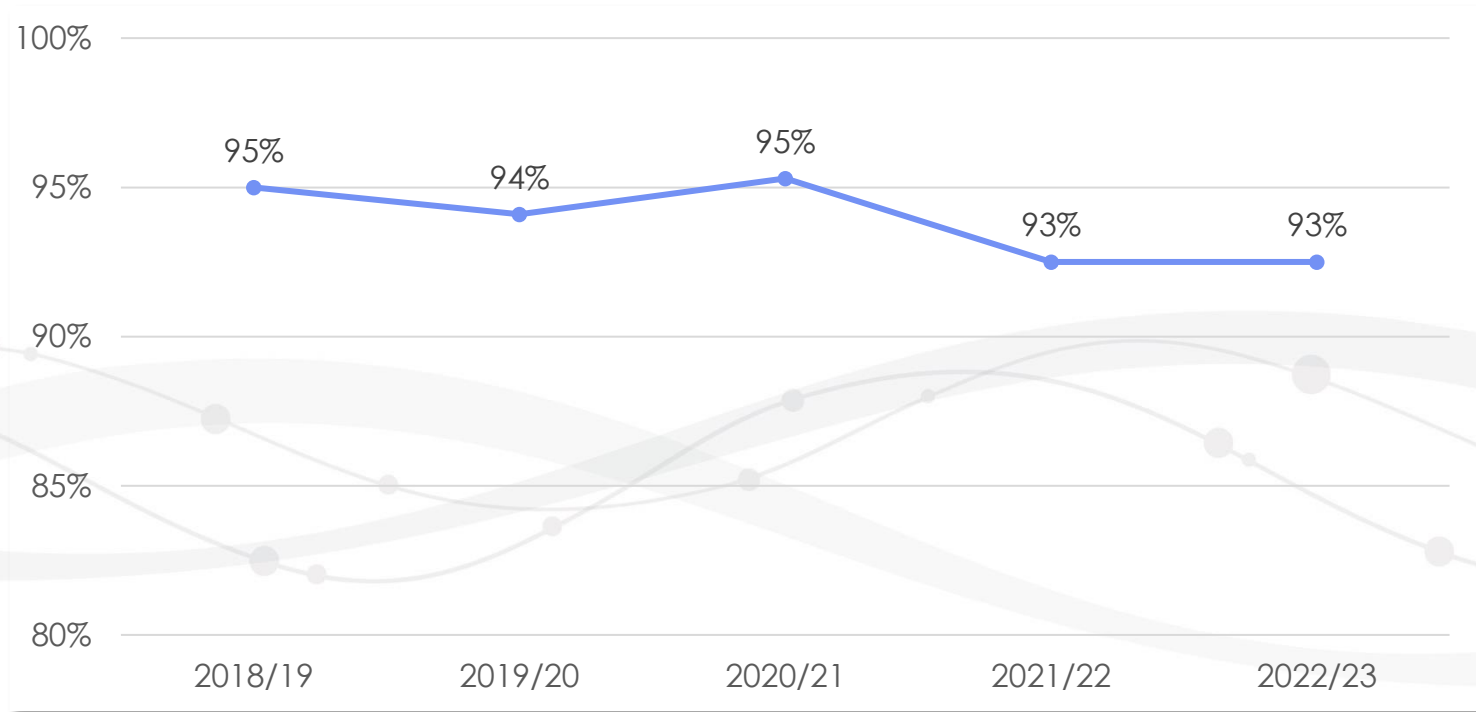
### Raising Attainment Strategy

### 2024-2027

Education and Learning

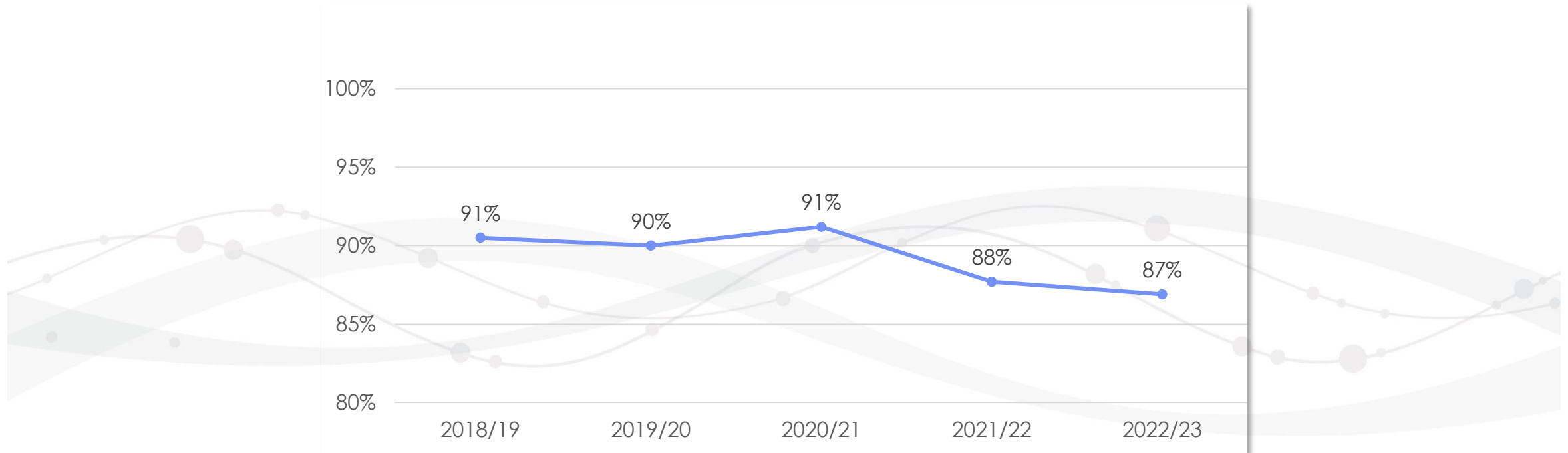
# Primary Attendance

- ▶ Overall attendance for the last 5 years



# Secondary Attendance

► Overall attendance for the last 5 years



# What are we doing about it?

- Stretch aims
- Attendance forum
- Monitoring and tracking
- Revised attendance guidance
- Targeted approaches within a framework

# Educational Psychology

## Local research and literature review

### Local needs analysis

- ▶ Sense of changed attitudes toward school attendance including impact of COVID
- ▶ Need for holistic and supportive approach
- ▶ Need for flexibility and provision that is not always school-based (e.g. online or alternative sites)
- ▶ Need for staffing to support home-school links
- ▶ Focus on neuro-diversity
- ▶ Family holidays and medical absences
- ▶ Stronger focus on need for robust and rigorous assessment of reasons for non-attendance.

### Literature review– what is important?

- ▶ Sound **assessment** leading to intervention addressing the causal factors
- ▶ **Engagement** and communication with parents/carers
- ▶ **Evidenced based** interventions

# Developments

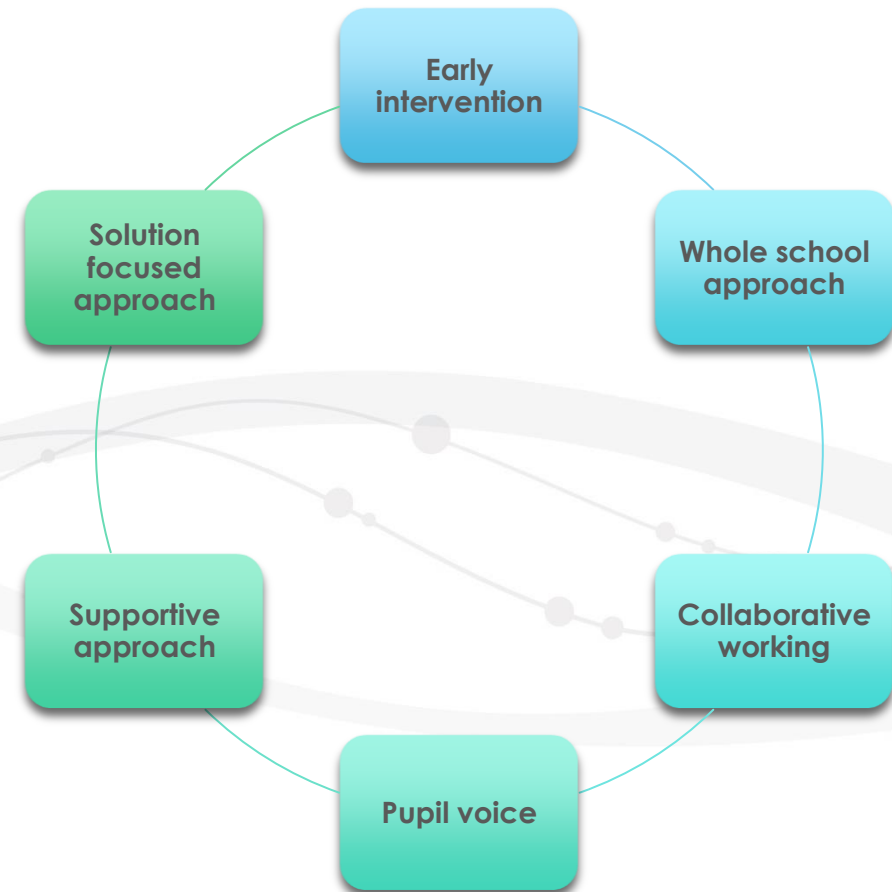
This is then being used to help us identify current areas of development including:

- ▶ Expanding our range of assessment tools
- ▶ Developing a guide to effective intervention
- ▶ Increased support for families

# Staged Intervention Framework for Attendance

- ▶ Framework
  - ▶ Training
  - ▶ Assessment
  - ▶ Supporting resources

Termly collaborative conversation with school leaders





# Sources of support

Useful resources for parents and carers

- ▶ Wellbeing blocks
- ▶ Energy accounting
- ▶ Resilience and anxiety – overview and narrated animations
- ▶ Infographics
- ▶ Leaflet
- ▶ These are all available via school currently

Deep dive into data for identified groups – young carers, care experienced, ACORN 4/5

Review the use of SEEMIS codes related to attendance

Promote good attendance and punctuality through monthly newsletter

## Public Promises

Investigate possibility of a walking bus system

Collaborate with Parent Council to create an action plan

Conduct attendance meetings with families to address concerns promptly