



---

# NOTICE OF MEETING

---

## EDUCATION, CHILDREN & YOUNG PEOPLE SCRUTINY PANEL

WEDNESDAY, 22 FEBRUARY 2023 AT 5.00 PM

THE EXECUTIVE MEETING ROOM - THIRD FLOOR, THE GUILDHALL,  
PORTSMOUTH

Telephone enquiries to Lisa Gallacher, Local Democracy Officer 02392 834056

Email: [lisa.gallacher@portsmouthcc.gov.uk](mailto:lisa.gallacher@portsmouthcc.gov.uk)

If any member of the public wishing to attend the meeting has access requirements, please notify the contact named above.

### **Public health guidance for staff and the public due to Winter coughs, colds and viruses, including Covid-19**

- Following the government announcement 'Living with Covid-19' made on 21 February 2022 and the end of universal free testing from 1 April 2022, attendees are no longer required to undertake any asymptomatic/ lateral flow test within 48 hours of the meeting; however, we still encourage attendees to follow the public health precautions we have followed over the last two years to protect themselves and others including vaccination and taking a lateral flow test should they wish.
- We strongly recommend that attendees should be double vaccinated and have received any boosters they are eligible for.
- If unwell we encourage you not to attend the meeting but to stay at home. Updated government guidance from 1 April 2022 advises people with a respiratory infection, a high temperature and who feel unwell, to stay at home and avoid contact with other people, until they feel well enough to resume normal activities and they no longer have a high temperature. From 1 April 2022, anyone with a positive Covid-19 test result is still being advised to follow this guidance for five days, which is the period when you are most infectious.
- We encourage all attendees to wear a face covering while moving around crowded areas of the Guildhall.
- Although not a legal requirement, attendees are strongly encouraged to keep a social distance and take opportunities to prevent the spread of infection by following the 'hands, face, space' and 'catch it, kill it, bin it' advice that protects us from coughs, colds and winter viruses, including Covid-19.
- Hand sanitiser is provided at the entrance and throughout the Guildhall. All attendees are encouraged to make use of hand sanitiser on entry to the Guildhall

---

### **Membership**

Councillor Ryan Brent (Chair)  
Councillor Tom Coles  
Councillor Leo Madden

Councillor Dave Ashmore  
Councillor John Smith  
Councillor Judith Smyth

## **Standing Deputies**

Councillor Matthew Atkins  
Councillor Mark Jeffery

Councillor Abdul Kadir  
Councillor Scott Payter-Harris

---

(NB This Agenda should be retained for future reference with the minutes of this meeting.)

Please note that the agenda, minutes and non-exempt reports are available to view online on the Portsmouth City Council website: [www.portsmouth.gov.uk](http://www.portsmouth.gov.uk)

## **AGENDA**

### **Apologies for absence**

### **Declarations of interest**

### **Minutes of previous meeting - 1 February 2023 (Pages 5 - 10)**

**RECOMMENDED that the minutes of the meeting held on 1 February 2023 be confirmed and signed as a correct record.**

### **Review into school attendance - evidence from Mike Stoneman, Deputy Director Education, PCC (Pages 11 - 72)**

Attached documents are the Strategy to improve school attendance and reduce exclusions, attendance summary data report for years 6, 7 and 8, and individual data reports for years 6, 7 and 8.

### **Evidence from Debbie Anderson, Head of School Improvement PCC (Pages 73 - 74)**

School improvement update paper attached.

### **Evidence from Neil Stevenson, Admissions, Exclusions & Re-integration Manager, PCC**

To give a verbal update.

### **Evidence from Tina Henley, Head of Virtual School, PCC**

To give a verbal update on the virtual school transition support and procedures.

### **Evidence from Sarah Christopher, Partnership & School Inclusion Manager, PCC (Pages 75 - 78)**

A guide to relational and restorative practice in education.

Members of the public are now permitted to use both audio visual recording devices and social media during this meeting, on the understanding that it neither disrupts the meeting or records those stating explicitly that they do not wish to be recorded. Guidance on the use of devices at meetings open to the public is available on the Council's website and posters on the wall of the meeting's venue.

This page is intentionally left blank

# Agenda Item 3

## EDUCATION, CHILDREN & YOUNG PEOPLE SCRUTINY PANEL

Minutes of the meeting of the Education, Children & Young People Scrutiny Panel held on Wednesday, 1 February 2023 at 5.30 pm at Guildhall, Portsmouth

### Present

Councillor Ryan Brent (in the Chair)  
Leo Madden  
Dave Ashmore  
John Smith  
Judith Smyth  
Charlotte Gerada (Standing Deputy)

#### 1. Apologies for absence (AI 1)

Apologies for absence were received from Councillor Tom Coles, Councillor Charlotte Gerada was present as his standing deputy. Apologies were also received from Councillor Horton, who had been invited to the meeting as Cabinet Member for Children, Families and Education.

#### 2. Declarations of interest (AI 2)

Councillor Brent declared a personal interest in that he is employed by Portsmouth College.

Councillor Gerada declared a personal interest in that she is a governor at Brambles and Infant School and nursery.

#### 3. Minutes of previous meeting - 30 January 2020 (AI 3)

**RESOLVED that the minutes of the meeting held on 30 January 2020 be confirmed and signed as a correct record.**

The panel requested a brief update on Beechside from Sarah Daly, Director of Children, Families and Education. She advised that Beechside was currently closed following a safeguarding incident. A police investigation had concluded and the authority was now undertaking an internal investigation. There is a process ongoing to recruit to an interim manager however there is a national shortage of children's home managers. Once a new manager was appointed the plan is for the home to re-open. Ofsted were reassured by the action plan that the Council had put in place, which included meeting with every member of staff and every family.

It was therefore not appropriate at this time to continue the review into support for children with disabilities in the city. There is a robust set up in the city with Enableability to provide a number of short breaks in the city and alongside the HAF arrangements running in the school holidays, it was felt that the need is being well met currently. A SEND pilot inspection had taken place and the

feedback received had been very positive on the local offer. Every Local Area will be subject to a formal inspection under the new Ofsted CQC framework.

#### **4. Review into school attendance - draft scoping document (AI 4)**

Mike Stoneman, Deputy Director Education, Sarah Daly, Director of Children, Families and Education and Liz Robinson, Head of Inclusion were present and gave a background of school attendance in Portsmouth.

Attendance has been a concern in Portsmouth for some time although there has been an improvement in primary attendance over recent years which was pleasing. The covid pandemic clouded the situation and attendance figures were not back to that of 2019 although they are improving. There is a drop in attendance levels from primary to secondary school and this tends to increase over time through the course of their secondary education.

Attendance at secondary school was more of a challenge and in addition to this there are suspensions and children on reduced timetables. There are not many permanent exclusions within Portsmouth schools. With regard to reduced timetables, there are more children on these in secondary schools, than officers would like; the aim is that children would not be on a reduced timetable for longer than six weeks. Children on reduced timetables are tracked by the local authority very closely. There has also been a rise in the number of children who are electively home educated over the past few years. There is a protocol in place whereby a meeting with the parents, local authority and school takes place before a child is deregistered to ensure that the child is being home educated as a positive choice made by families and not because a family feels that their child's needs are not being met in school. If it is a case of the latter then the LA and the school would want to try and address those concerns before the parents/carers make a decision to home educate. Parents/carers are advised of their responsibilities for home educating.

For years 11-12, secondary to further education, there are good participation rates post 16 but there is still too high a proportion of students who are not in employment, education or training (NEET). The number of NEETs was at one time above 10%, this has now reduced to 3-4%, but remains above the SE average and there has been a small rise over the past year. The authority compares well however against its 10 statistical neighbours. The increase is partially due to the pandemic and work is taking place with the FE colleges to improve this. The authority has a statutory responsibility to track all 16 and 17 year olds and work with young people and follow them into post 16 education - been very effective in bringing the NEET figure down. The figure in Portsmouth of unknowns is 0.5% compared to the national average of 3%.

It was felt that due to the amount of time involved for the review that a focus on attendance in years 6-7, from primary to secondary transition, would be of most value. Officers advised that they know from a survey of parents and the SEND strategic review that this is where parents are most concerned. When children start secondary school it is a big change; the structure of the day, the

school culture and size of the school can be overwhelming for children. This is not a new issue and there have been a number of improvements over the years. It is important to get attendance right at year 7. In terms of transitional days, the first two working days in July are earmarked for transitional days where year 6 pupils visit their secondary school. There are also the school open days in the Autumn and the HAF activities during school holidays.

In terms of the council's resources for school attendance, Neil Stevenson heads up the school admissions and attendance team and there are about 6 FTEs in this team. There are link coordinators who work with all schools and will follow up with schools if attendance figures start to fall. The attendance team has developed guidance for schools on attendance so they are aware of what the trigger points are for reduced attendance. The council and schools do not have the capacity to knock on doors of children who are not attending school. The Mental Health in School Team supports schools, working with children experiencing anxiety in school to try and improve attendance.

The city-wide multi-agency strategy to improve school attendance and reduce exclusions has been scrutinised by the DfE and they felt it was very comprehensive. There are many strands and partners involved within the strategy, as all have a responsibility to improve attendance.

Councillor Gerada fed back some comments from Councillor Coles who said that children with disabilities attending mainstream schools may have a legitimate reason for being absent so they should not be being penalised. Councillor Coles also raised the issue that many children were suffering from mental health issues and anxiety, and these were also reasons for missing school. She added that in her role as governor they had noticed several children were missing school due to delayed holidays due to covid. Mr Stoneman said that covid had created a huge impact on attendance and confirmed that many children are anxious to attend school and there is also parental anxiety due to covid. Officers are looking at how to educate parents to resolve this. He added that if parents take children out of school for holidays this is recorded as an unauthorised absence and the parents are served a fixed penalty notice from the local authority should the Headteacher request such action. In terms of the mental health side, the Emotional Health and Well-being group monitor support to schools and senior mental health leads meet to share good practice.

In response to a question, Mr Stoneman said there is always a particular cohort of children with persistent absence, the most common reason for this is health related absences and this affects the overall figures. If 10% of sessions are missed these are labelled as persistent absences and these are the most concerning. It is early intervention which is key. It is a mixed picture in terms of if parents/carers want to engage. There will always be parents who do not appreciate the importance of attendance.

In response to a question regarding the recent Judicial Review on home education, officers said that some parents had felt it unjust that, after sending

the authority a report it was not in every case considered to be sufficient. Sometimes more information was required as evidence of suitable education. Officers offered the view that the a home visit is very helpful. The judge agreed and the case was won.

In response to a question from the Chair on what officers would like to see if money were of no concern, officers said to bring back education welfare officers, to look at alternative provision to get the curriculum right for all children and an increase in pastoral support in schools.

Additional information for the panel to be circulated as soon as possible before the next meeting:

- Definition of an absence
- Attendance data
- School attendance strategy
- Relevant Ofsted reports
- Good practice of attendance

### Suspensions

Mr Stoneman said that the number of suspensions in schools are a concern, particularly at secondary level. Schools can issue a fixed period suspension and there is a responsibility on the school to ensure that the child returns. Those children who are suspended are often the most vulnerable and there is a policy in place where the local authority will challenge schools on high suspension rates. The presenting reason for suspensions is behaviour but the school need to understand why the child is behaving in that way.

### Scoping document

Following the above discussion, the chair proposed making two changes to the draft scoping document:

Under purpose of enquiry the first objective be amended to read:  
To understand the main reasons for an increase in school absence in transitional years, particularly Years 6 to 7 and to review the Council's and wider Portsmouth Education Partnership strategies to improve school attendance and decrease persistent absence.

Under 'reason for enquiry' delete reference to suspensions so it reads 'to consider the drop in school attendance following transition to year 7'

It was also suggested that a mental health representative could be a useful witness for the panel to hear from.

The panel agreed these amendments.



**5. Proposed dates of future meetings (AI 5)**

Proposed meeting dates were confirmed as Wednesday 22 February at 5pm and Wednesday 8 March at 5pm.

The next meeting the panel agreed it would be helpful to hear from Neil Stevenson, Admissions, Exclusions and Reintegration Manager; Tina Henley, Virtual School Head and Debbie Anderson, Head of School Improvement and Early Years.

The meeting concluded at 6.35 pm.

---

Councillor Ryan Brent  
Chair

This page is intentionally left blank

# Agenda Item 4



## **A city wide multi agency strategy to improve school attendance and reduce exclusions**

Updated February 2023



## Contents

	Page No
Purpose	3
Rationale and why this matters	3
Background	4
The evidence base and why change is needed	5
Previous and current work in the city to improve school attendance and reduce exclusions	7
What collectively we need to do - positive success factors	10
Focus on chronic absence	12
Focus on relational practice	12
A shared mission	13
Governance, accountability and targets	14
Appendix 1: Action Plan 22/23	15
Appendix 2: Impact of Relational Practice	18

## A. Purpose

1. This strategy sets out the case, and a proposed way forward, for a renewed collective effort on reducing time lost from school through non-attendance, exclusion or reduced timetables against the background of the learning loss that so many of our children and young people have experienced throughout the pandemic and unfortunately for some continue to do so.
2. The strategy **builds** on several years of work and a range of initiatives, many of which will continue to be delivered under this strategy. However, this strategy takes a **whole system strategic approach** to tackling school absence and exclusions, a major strand of which is around a whole school approach to **relational practice** building on previous work to support restorative practice in schools.
3. A central theme of the PEP education strategy is **inclusion** and this will be the case for this strategy - *creating an educational environment that is welcoming to all children and young people and not giving up on any child whatever their circumstances*. Inclusion is about ensuring that there is in place comprehensive Ordinarily Available Provision that meets the educational needs of the majority of children; that any additional needs are identified early, and support is put in place, as part of a graduated response, to avoid exclusion and enable children to make progress with their learning; and that children are able to attend their local mainstream school wherever possible
4. The strategy has strong links with the PEP Education Strategy (Priority 8) and the SEND and SEMH Strategies, focusing on improving inclusion for all children, but with a particular focus on the provision of education for children with SEND / additional needs and improving outcomes for vulnerable children and young people including children in need, looked after children, children at risk of or already being exploited and/or experiencing the criminal justice system, children receiving targeted early help and other children identified by schools as requiring additional support.

## B. Rationale and why this matters

5. Relatively low levels of attendance and high levels of fixed term exclusions, particularly in secondary schools, have been a feature of the Portsmouth education landscape for a long time - these are not new findings. We remain concerned about the impact of low attendance and continuing high levels of fixed period exclusions on the life chances and wellbeing of individual children. Attainment outcomes at key stages 2 and 4 remain low in Portsmouth and Portsmouth is now one of a number of Priority Education Investment Areas to address this. We know that being in school consistently is crucial to children making progress and gaining the qualifications they need for success in their lives.
6. We also know that being out of school places children at significant risk in terms of criminal exploitation, involvement in criminal activities and other safeguarding risks. Children also miss out on support for special educational needs and mental health problems.
7. Where children are looked after, periods out of school or with poor attendance can threaten the stability of their placements, leading to more enforced changes for them

and harming their emotional wellbeing. Being fully part of their school community is essential to the sense of belonging and self-worth which is the right of all children. It is crucial to the developmental progression and social networks which will sustain them beyond their statutory school years.

8. The argument for **suspensions** is we believe generally weak based on the evidence available to us. For some children fixed term exclusions can work first time round. For the majority of children who receive more than one exclusion it quickly ceases to act as a deterrent to poor behaviour. Instead it becomes normalised by children as something they come to expect, and contributes to a vicious cycle of low self-esteem and expectations. For teachers who suffer from the impact of poor behaviour and lack of respect, the temporary exclusion of a child demonstrates that school leaders acknowledge the impact and also provides them with a short period of respite. It is also sometimes seen as the only equitable way to maintain clear consistent and expectations of good behaviour. However, the price paid by a minority of children for this approach is very high. There is moreover no evidence that the threat of exclusion is what keeps the behaviour of other children good.
9. In the case of **reduced timetables** for children, the reasons for such measures should be exceptional and limited, short term and require parental consent. A clear plan should be in place to support early transition back into full time education. Early Help Assessments should be considered for all cases. Reduced timetables that go well beyond six weeks rarely succeed in positive outcomes for the children concerned.

### C. Background

10. Schools in Portsmouth have had to endure two extraordinary academic years in which the global Coronavirus pandemic has put significant pressure on school leaders, teachers and other staff. This has extended to early years settings and post 16 providers. They have all been faced with the immense challenges of providing Covid secure and safe environments when children and young people have been in school, developing and delivering remote learning options at speed to ensure learning can continue at home and supporting families practically and emotionally in a wide range of ways. Despite the full return to school the impact of Covid on school attendance continues.
11. Whilst many children have returned to school since the restrictions were eased in June 2021, early provisional data for attendance - and particularly persistent absence - for 2021-22 indicates a significant post-pandemic rise in school absence. It is likely that this will be found nationally and not just with the provisional Portsmouth data. A 'post-pandemic recovery' lens does need to be placed on how we now tackle a larger issue than we had before. The reasons for absence will have shifted over the past 2 years. For example, parents may be more concerned about the spread of infection and may be more inclined to keep children at home if they are showing signs of illness, or if they know there are illnesses in the community, whereas in previous times they may have sent children in to school.
12. There appears to be an increase in anxiety amongst parents and children linked to the pandemic and also wider societal issues, with more children and young people

experiencing poor mental health. Furthermore, attendance may not be seen as quite so important following periods of on-line, home learning.

13. There are still a significant number of children who are not regularly returning to school when they could be. We also know that some children have experienced fixed term exclusions from school over this course of time. We also know that a significant number of children are on reduced timetables, which whilst not subject to a formal fixed exclusion, are nevertheless not able to attend school full time.
14. It is clear from the studies which have been undertaken nationally, and from the evidence Portsmouth school leaders have shared, that the pandemic has had a significant impact on children's learning. Historically, we also know that children in Portsmouth have experienced, pre-pandemic, more lost school time than most other areas, including areas with as much or greater levels of social and economic deprivation than Portsmouth.

**D. The evidence base and why change is needed (21/22 data to be added in March 23)**

15. There are a number of key performance indicators around school attendance and exclusion which the DfE publishes for all upper tier Local Authority areas. The tables below outline the most reliable position (pre-pandemic) with regard to these key indicators, including our position against all 152 upper tier LA areas.
16. Exclusions data is also available for 2019/20 which paints a rather more positive picture but due to the impact of the pandemic the figures have to be treated with a high degree of caution. The DfE did not collect absence data for the Spring and Summer Terms 2020 due to the pandemic and there is therefore no full year 2019/20 absence data to provide comparisons with.

<b>Overall absence primary</b>	2018/19	2019/20
	4.1%	n/a
National rank	82 <sup>nd</sup>	n/a
3 year trend	Steady	n/a
Comparators: for this measure, Portsmouth is 2 <sup>nd</sup> highest compared to 11 most similar LA areas. Only Telford and Wrekin have better outcomes.		

<b>Overall absence secondary</b>	2018/19	2019/20
	6.7%	n/a
National rank	146 <sup>th</sup>	n/a
3 year trend	worsening	n/a
Comparators: the only LA areas with worse performance are: Salford, Knowsley, Middlesbrough and Hartlepool.		

<b>Persistent absence primary (% of pupils)</b>	2018/19	2019/20
	8.7%	n/a
National rank	94 <sup>th</sup>	n/a
3 year trend	worsening	n/a

Comparators: for this measure, Portsmouth is 2<sup>nd</sup> highest compared to 11 most similar LA areas. Only Telford and Wrekin have better outcomes.

<b>Persistent absence secondary (% of pupils)</b>	<b>2018/19</b>	<b>2019/20</b>
	17.9%	n/a
National rank	144 <sup>th</sup>	n/a
3 year trend	worsening	n/a
Comparators: the only LA areas with worse performance are: Blackpool, Redcar and Cleveland, Salford, Knowsley, Hartlepool and Middlesbrough.		

<b>Fixed term exclusions (suspensions) primary</b>	<b>2018/19</b>	<b>2019/20</b>
	1.58%	1.1%
National rank	108 <sup>th</sup>	100 <sup>th</sup>
3 year trend	Improving	

<b>Fixed term exclusions (suspensions) secondary</b>	<b>2018/19</b>	<b>2019/20</b>
	17.94%	7.5%
National rank	134 <sup>th</sup>	97 <sup>th</sup>
3 year trend	Worsening (nearly quadrupled)	

<b>Permanent exclusions primary</b>	<b>2018/19</b>	<b>2019/20</b>
	0.01%	0.02%
National rank	39 <sup>th</sup>	104 <sup>th</sup>
3 year trend	No change	

<b>Permanent exclusions secondary</b>	<b>2018/19</b>	<b>2019/20</b>
	0.15%	0.09%
National rank	47 <sup>th</sup>	50 <sup>th</sup>
3 year trend	Improving	

17. There are three other key measures of educational absence where robust and official national data is unavailable:

- Reduced (or part-time) timetables
- Severe absence - less than 50%
- Requests for elective home education (pupil de-registrations from school)



18. Local data is provided below for reduced timetables. The figures indicated that the number of pupils commencing a reduced timetable has increased but this also reflects a greater level of tracking and monitoring by the Local Authority

<b>Reduced Timetables</b>				
	Autumn Term 17/18	Autumn Term 18/19	Autumn Term 19/20	Autumn Term 20/21
Number of pupils commencing a reduced timetable	55	60	100	125

19. By the end of the Autumn term 2021 there were 360 **severely absent children** of which:

- 156 have a social worker or Early Help worker as lead Professional with a relevant safeguarding/care or early help plan in place
- 204 are without an LA Lead Professional. Many had school-led plans of differing types but the quality of these is unknown
- 28 children had not been to school at all in the term
- 67 children have EHCPs of which 31 were at Harbour, 4 at Cliffdale, 5 at Redwood Park and 6 at Mary Rose
- 70 are under the age of 11 (NCY 6 and below). 290 are of secondary age

20. Portsmouth is not a wealthy city and there is a **correlation between deprivation and poor childhood outcomes**. To provide further context, three deprivation indicators are given below with the city's ranking compared to other local authority areas. The figures demonstrate that there are many other areas that have higher levels of deprivation than Portsmouth and yet are doing better when it comes to school attendance and rate of exclusions.

- 97<sup>th</sup> of 152 in terms of % children in low income families (where 1st is low)
- 127<sup>th</sup> of 152 for % of primary children eligible for Free School Meals
- 119<sup>th</sup> of 152 for % of secondary children eligible for Free School Meals

#### **E. Previous and current work in the city to improve school attendance and reduce exclusions**

21. Over the past few years there have been a number of pieces of work aimed at, among other things, improving school attendance and reducing exclusions. Much of this work has been city wide and multi-agency, involving the council, education settings, health, the voluntary sector, etc. Details of these are summarised below:

- a) **High profile school attendance campaign 'miss school miss out'** and the subsequent welcome back and return to school campaigns and associated resources for schools. The *miss school miss out* campaign is considered to be important and further consultation with parents is planned for a relaunch following a pause as a result of the pandemic.

- b) **Work of the Behaviour and Attendance Group (BAG)** - tracking and monitoring of school attendance and exclusions. The Group is now a sub-group of the PEP Removing Barriers to Inclusion Group.
  - c) **Implementation of the SEND Strategy**
  - d) **SEMH Partnership, Vision, Principles and Framework** - in 2018 we established regular meetings with partners to co-ordinate provision in school (school nurses. CAMHS, MABs, etc). We also agreed a Vision for SEMH Inclusion, a set of principles and outlined a 4 tier framework to structure our work around reducing demand for Alternative Provision, including reducing exclusions.
  - e) **Emotional Wellbeing Strategy** - in 2017 we rolled out the Strategy including a wide range of improvements to address a range of mental health issues impacting on children's inclusion and learning.
  - f) **PACE** - in 2018 we launched the **Turnaround Project** and more importantly in terms of driving inclusion - the PACE Training - with over 160 school professionals trained in the PACE model.
  - g) **Relational Practice in Schools** - since 2017, we have trained professionals across 30 schools in RP, set up the RP School Network and provided intensive whole school support to some schools in partnership with Portsmouth Mediation Service.
  - h) **Attachment Aware Schools** - schools have received training from the Virtual School.
  - i) **Near-to-School and Short Stay School** - have been developed as options to avoid long-term exclusions.
- Ordinarily Available Provision** - in 2018 we published a shared OAP, refreshed in 2022, for the city including expectations of schools vis-à-vis SEMH support.
- j) **Portsmouth Inclusion Education Quality Mark (PIE QM)** - In 2018 we launched the PIE QM to improve school leadership, culture and practice around inclusion - this is a self-assessment tool supported by peer moderation, in order to identify strengths and areas for development in relation to inclusive practice. This piece of work helped to identify training requirements for our workforce and has helped shape the plans proposed within the Priority Education Investment Area programme submitted to the DFE
  - k) **Elective Home Education (EHE) Protocol** - agreed by all schools in 2019. This has reduced demand for EHE pre-pandemic as well as resulting in only a small increase during the pandemic - in stark contrast to most other LAs in the South East who have witnessed significant increases in EHE. Now it appears that requests for EHE is rising and it is important to understand what is driving the increase.
  - l) **Reduced Timetables** - revised process and tracking by the LA of those children on reduced timetables that exceed 6 weeks and where there is no clear plan in place to ensure a transition to full time education.

- m) **Team Around the School** - in 2019 the LA piloted two schools for joint work with leadership teams to improve SEMH and safeguarding practice, building on previous work.
- n) **Inclusion Outreach Service** - in 2019 the LA launched the new outreach model, with a more flexible, multi-agency offer of support for schools where they have concerns about meeting children's additional needs. The outreach support is available to all mainstream schools, delivered by a range of professionals from a partnership of services including Multi-agency Behaviour Service (MABS), Solent Academies Trust, Children's Therapy Service, and experienced Outreach SENCOs from mainstream schools in the city.
- o) **PCC traded services** including Attendance and Education Psychology.
- p) **Identifying schools needing focussed support** - in 2019 we used data (and a new way to stratify schools) which identified 9 'very high' or 'high' excluding' schools and 10 medium excluding schools to work with
- q) **Mental Health Support Teams** - in 2019 we commissioned (Wave 2) MHSTs with an additional (Wave 4) Team secured in 2020. All schools now have access to MHSTs
- r) A task and finish group with e Virtual school land partners to investigate what we need to do to improve attendance for children we care for.
- s) The "go to grow" Early Years campaign to promote consistent, regular attendance in nursery settings.

22. Since the pandemic started, more work and planning has taken place all of which have the potential to impact on school attendance and exclusions. These include:

- a) **LA Education Link Co-ordinators** - during the pandemic, systems were established with schools to track vulnerable children and respond to a wide range of issues impacting on families as a result of the lockdown, including RAG-rated child level data on spreadsheets, LA Link Co-ordinators attached to schools and colleges and the Children's Hub. These systems have now been adjusted with a particular focus on children who are severe non-attenders, with attendance below 50%. The vulnerable children tracking team has now been established as a permanent team, with additional funding and recruitment to 3 dedicated Link Co-ordinator posts, due to the positive impact of this work. This being extended further to include Early Years and Post-16 providers.
- b) **Guidance for schools** - updated school attendance guidance for schools was published in September 2021. It provided: guidance on a range of strategies to improve school attendance; graduated response flowchart and guidance; chronic non-attendance flow chart; and initiatives and local support available to schools to help improve school attendance.

- c) **Studybugs** - using real-time attendance and exclusion data at child-level to reduce absence and exclusions. 60 of 61 schools have signed up to this.
- d) **Family Support Plans** - a multi-agency working group has redesigned the Early Help Assessment to make it easier to use for schools to be lead professionals and do holistic family-based assessment to reduce exclusions/raise
- e) **Review of in-school Alternative Provision (AP)** - the LA commissioned Delta Education Trust to review on site secondary AP (tier 3 of our model). The reviews were completed in Autumn 2021 and learning is being shared across the Lead Links network
- f) **Tailoring MHSTs to meet local need** - extending the MHST offer, in addition to the CBT model to better focus on children with 'behavioural' challenges. Better alignment with MABS and a more sensible approach to whole school work in line with our principles and approaches.
- g) **Termly LA School Resource Allocation Meetings** - ensuring the local authority support services are appropriately and proportionally allocated to schools supported by a termly review of all schools.
- h) **Supporting neuro-diverse children in school** - Portsmouth has been successful in securing innovation funding from NHS England allowing us to work in partnership with schools across the city to transform support for children who have a level of neuro-diversity that is impacting on their engagement with and enjoyment of school. The programme will have 4 key areas of focus: training and development for the school; a programme of specific support for schools; development of our existing Parent Carer Forum to create a central hub from which small, local forums will be set up; and development of a digital platform that provides families, young people and practitioner's access to a range of resources and tools, up to date information and interactive functions, building on existing good practice such as the new Portsmouth ND Resource Pack.

23. All of the above is in addition to the significant efforts by every school in the city to increase attendance and reduce exclusions. It should also be noted that all of these initiatives build on a long standing set of very good arrangements in terms of the local authority's Inclusion Services (statutory and traded), the Multi Agency Behavioural Service (MABS) and wider health, early help and safeguarding services.

## **F. What collectively we need to do - positive success factors**

24. We believe that there are a number of **positive success factors** which it is realistic for us as a Partnership to achieve, working together. They may seem obvious and we know they reflect many existing aspirations in schools, but we believe they are worth setting out here to underpin the work we want to take forward over the coming months and years:

- a) **High quality external challenge and support for families who need it by services beyond school which work hand in hand with schools**, and which champion strongly the importance for children of full attendance and positive participation in school life. The LA is committed to continuous improvement in its targeted tier 3 and 4 services for families and are aiming to be judged "Outstanding" by Ofsted. A key part of this is the best possible joint work with schools to support attendance and good behaviour by children. The LA want to hear from schools when they fall short in this aspiration and recognise that there will probably always be a feeling in schools that more of this support is needed than the LA is able to provide. Investment by the LA has been consistent over recent years with a cross party commitment to continue to invest in targeted early help as well as statutory social care. Ofsted judge the quality of the support to be "Good" and peer scrutiny continues to be positive. With continuing feedback from schools we should be able to build on this foundation to keep improving the contribution which these services can make.
- b) **A consistent approach to championing school attendance by all agencies including the NHS**. The LA and NHS partners are also committed to maintaining strong health visiting, school nursing and other NHS services which support families' understanding of the importance of education. The LA is working with the GP network to support GPs to challenge poor attendance at school. Any negligent behaviour by families, will be robustly challenged by the LA through the strong partnership networks and by colleagues in other parts of the NHS, particularly local commissioners of GPs.
- c) **High quality early help support and challenge for vulnerable families by pastoral teams in schools**, using Family Support Plan. Across the country, schools provide early intervention support and challenge for families and Portsmouth schools are no exception. We know that pastoral capacity is stretched. We also know that the right conversation with a family, at the right time, including connecting families with other support in the city such as VCS organisations, housing and welfare support, can make a real difference. There will be an expectation that in the case of any child who is severely absent there should be a Family Support Plan in place.
- d) **A consistent city-wide culture in schools of high expectations for all**, in which all children feel both challenged and supported to meet those expectations and where all children know that they belong. **Developing and maintaining an effective relational culture in schools with high behaviour expectations is not a "soft approach to discipline"**. It is very challenging for both children and adults. We know from examples both elsewhere in the country and in Portsmouth, however, that such a culture can be created and maintained. Consistently championed it could reduce significantly the school absence, voluntary and enforced, which blights the lives of too many children in our city. A key strand of this strategy is to take forward a whole school approach to relational practice building on previous work to support restorative practice in schools. Details of this approach is set out in Section G.
- e) **High quality, effective teaching of an appropriate and ambitious curriculum**. Planning to teach the knowledge and cultural capital that our children need in order

to access and understand the curriculum is vital to enable them to engage with education and go on to thrive in later life. We know that this is already the key aim of all schools in the city, as is the identification of barriers that some children face in school and within each subject discipline. It is important to underline its importance, however, in increasing attendance and reducing exclusion.

- f) **A rich extra-curricular offer, and expectation, for all children.** Many children in Portsmouth take full advantage of the enrichment opportunities schools offer, in sport, arts or other interest areas. Children who look forward to doing things they love want to come to school and are motivated when they are there.

## **G. Focus on severe absence**

- 25. As referred to in section D and the snapshot of data from October 2021 we continue to have a relatively high number of children (309) who are severely absent from school, i.e. less than 50% attendance. And of these children, less than half have a named Lead Professional.
- 26. A key strand of this strategy will be to ensure all chronically absent children have a plan in place either through a Family Support or plans developed as a result of being open to tier 3 and 4 services, including an expectation of having a Lead Professional in place.
- 27. Partners will continue to share information with the Missing Exploited and Trafficked (MET) Group and Early Help, encouraging schools to complete a Family Support Plan and have a Lead Professional in place, working with Early Help and / or contacting MASH where school interventions and previous legal sanctions have failed.
- 28. The role of the LA Link Co-ordinators will be an important factor, working closely with schools to track and monitor chronically absent children and to make sure that appropriate plans are in place.

## **H. Focus on relational practice**

- 29. The early work on Restorative Practice in schools from 2016 - 2019 had some notable successes, although most schools tended to focus on restorative practice with specific children and held the work in their pastoral and safeguarding functions.
- 30. Where schools have embraced relational practice as their school ethos and approach, attendance can improve and suspensions and exclusions reduce. Trafalgar School (part of Salterns Academy Trust), have exemplified what can be achieved by taking the whole-school approach (referred to **relational** rather than restorative practice). We also know from Hull and Leeds, where this whole-school approach has been adopted by the majority of schools in these areas, that exclusions have been markedly reduced as a result. See Appendix 2 for evidence of impact in other areas.
- 31. The Portsmouth Education Partnership (PEP) Strategic Board agreed that the city needs to take a whole-system strategic approach to tackling the very high levels of absence and exclusion in the city and Relational Practice in schools is now a major plank of the strategy to improve outcomes in these areas.

32. Relational Practice is not a silver bullet and there are other things we need to do as part of a strategy to reduce schools days lost as set out in this strategy and detailed in sections E and F. Curriculum flexibility for particular pupils being one amongst many others. Moreover, we know the things that count can't always be counted and we do expect to see a wide range of other major benefits from relational practice in schools including improved relationships, children feeling safer and happier at school, reduced anxiety etc. The direct and indirect impact on mental health and educational progress and attainment should not be underplayed. Nonetheless, it is reasonable to set an early expectation that relational practice in schools will make a very significant impact on:

- Days lost to exclusion
- School attendance, and in particular, reducing the proportion of children who are persistently and chronically absent
- Number of pupils on reduced timetables
- Demand for Alternative Provision

33. Schools have been invited to participate in **'Waves' of implementation** 11 of our 61 schools have completed phase one of Wave One starting in 2021/22, with 17 more schools starting wave 2 in January 2023

34. Three key resources needed to roll out relational practice in our schools are in place:

- A commitment from Headteachers and their senior leadership teams, governing boards and Multi Academy Trusts to ensure a whole-school approach is adopted and followed through
- The Local Authority working in partnership with the Salterns Academy Trust who will lead this work on behalf of the Portsmouth Education Partnership facilitating school visits, school-to-school support and networking
- Support from external professionals providing bespoke packages of support for schools in each Wave

## **I. A shared mission**

35. Back in the late 1990s, Portsmouth was the highest permanent excluding (now referred to as expulsions) local authority in England - 152<sup>nd</sup> out of 152. Within three years, we had moved to the top half of that table. 20 years later we remain in the top quartile. We have also made improvements in recent years in the levels of reduced timetables and elective home education.

36. Whilst suspension (were fixed term exclusions), part-time timetables and absence are more complex issues, history does suggest that radical improvement across the public service delivery system can be done at pace and be sustained. Under the auspices of the Portsmouth Education Partnership, and alongside partners in the police, NHS, parent representative bodies and the voluntary and community sector, we co-produce and jointly deliver a coherent, ambitious strategy to make a radical difference to levels of attendance and exclusions in the city. The success factors set out in section F reflect a view about some key elements, but we need to work together on a shared mission - with across the board commitment - to make that step change.

37. To do this, we believe that we should hold ourselves and each other to account in a restorative and relational *high support: high challenge* way. We should be prepared to do things differently, change the structures of accountability and planning, be unafraid to learn from what works and doesn't work locally, and be open to learning from other places and the evidence of what works nationally and internationally. Equally, we must not throw everything away - the long list of initiatives set out in section E includes some very good work, much of which has not had the chance fully to impact due to the pandemic. The city has an abundance of good thinkers, good developments and good practice from which to build. We see this mission as a joint leadership challenge, led by the PEP, but involving everyone with a role to play.

## J. Governance, accountability and targets

38. The Portsmouth Education Partnership and SEND Board already have in place structures which can oversee and monitor this strategy in the shape of the Removing Barriers to Inclusion Group (RBIG) and the Behaviour and Attendance Group (BAG) which reports into the RBIG. Much of the current and planned work set out in section E sits within these groups. The implementation plan, below, shows where the governance for each strand of work lies, including monitoring detailed plans.
39. The Groups will be accountable to the PEP Strategic Board who will receive reports on a termly basis. For 22/23 the PEP Strategic Board has agreed that one of its four top priorities will be a focus on reducing exclusions and improving school attendance, so will therefore be committed to scrutinising, and supporting this work.
40. The success of this strategy will ultimately be measured by improvements in school attendance and a reduction in school suspensions, against the last set of reliable data from 2018/19.
41. A set of 3-year targets, following analysis of local, national and statistical neighbour performance, were set to achieve by the end of the 2023/24 academic year. The rationale for the targets was that for Primary phase (where we have historically stronger performance), Portsmouth should aim to be at or near the top of the statistical neighbour pack and that for Secondary phase we should be aiming for above statistical neighbour average. This would represent significant progress whilst at the same time being proportionate, ambitious and achievable.
42. Early provisional data for attendance - and particularly persistent absence - for 2021-22 seems to indicate a very significant post-pandemic rise in school absence. It is likely that this will be found nationally and not just with the provisional Portsmouth data. **In light of this the 23/24 targets set out below will need resetting.**

	2018/19 (pre-pandemic baseline)	2023/24 Target
Overall absence rate in primary	4.1	3.5
Overall absence rate in secondary	6.7	5.0
Persistent absence rate in primary	8.7	6.8
Persistent absence rate in secondary	17.9	13.5



Fixed term exclusions / suspensions in Primary	1.08	0.6
Fixed term exclusions / suspensions in Secondary	7.47	5.5
Reduction in the number of children on reduced timetables	125	70
Chronically absent children to have a Named lead Professional and a plan in place	44%	100%

43. In addition to the Local Authority level targets, the PEP expects MATS and schools to set and review aspirational targets to improve attendance and reduce exclusion at an individual school level. It is recommended that schools set targets that would place them in, at least, the top half of similar schools nationally, such as FFT and EEF.

### Implementation plan 22/23

44. The 'post-pandemic recovery' lens does need to be placed on how we now tackle a larger issue than we had before. The reasons for absence will have shifted over the past 2 years as outlined in section C. In addition, we need to consider the new DfE Attendance Guidance

45. We will continue to adopt the approach of 'school attendance is everyone's business', turning the rhetoric into tangible reality

Actions / priorities	Monitored by:
1. Implementing <b>Relational Practice</b> across all Portsmouth schools	Relational Practice Steering Group - reporting into Removing Barriers to Inclusion (RBIG) Group  Priority Area for RBIG
2. Engagement and <b>consultation with young people</b> on the reasons for school absence	Behaviour and Attendance Group (BAG) - reporting into RBIG
3. Review effectiveness and impact of the campaign 'Miss School: Miss Out' <b>consulting with parents and carers</b> and implementing a post pandemic <b>Attendance campaign</b> ,	Behaviour and Attendance Group (BAG) - reporting into RBIG
4. <b>Making school attendance everyone's business</b> <b>Priority Education Investment Area: Priority 3.</b> Maximise the opportunities for learning through a continued focus on improving	Priority Area for RBIG

<p>school <b>attendance</b> including reducing persistent absence and the use of suspensions and reduced timetables.</p> <p>Ensure the workforce understand and are able to tackle the barriers to attendance for individuals and groups of pupils, and implement bespoke approaches to removing those barriers</p>	
<p><b>5.</b> In light of the new DfE Attendance Guidance: Consideration of how to recreate the functions of LA Education Welfare Officer role, which was cut in 2013 at the start of the period of LA austerity, to provide direct support and challenge to families in addition to the functions of Pastoral Staff in schools</p>	<p>Priority Area for RBIG</p>
<p><b>6. Severe Non-Attendance</b> and the response of NHS services (GPs, school nursing, therapy services, CAMHS) in addressing school absence</p>	<p>Behaviour and Attendance Group (BAG) - reporting into RBIG</p>
<p><b>7. Studybugs</b> - using real time data to support schools and inform strategy</p>	<p>BAG</p>
<p><b>8.</b> Rolling out the <b>Family Support Plan</b></p>	<p>PSCP</p>
<p><b>9. Neurodiversity in Schools</b> and the ND profile for neurodiverse children</p>	<p>ND Steering Group Reporting into SEND Board</p>
<p><b>10.</b> Review the continuum of <b>Alternative Provision</b></p>	<p>Priority Area for RBIG, requiring its own governance structure. TBC</p>
<p><b>Business as Usual and Teams that contribute to this strategy</b></p>	<p>Monitored through business plans and line management arrangements</p>
<p><b>11. Turnaround Project</b></p>	<p>DELTA/THS Standing Item on the RBIG agenda</p>
<p><b>12. Inclusion Outreach Service</b></p>	<p>IOS steering group Standing Item on the RBIG agenda</p>
<p><b>13. Elective Home Education</b></p>	<p>School Attendance Team</p>
<p><b>14. Reduced Timetables</b></p>	<p>School Attendance Team</p>

<b>15. NEET Youth Prevention Strategy</b>	Post 16 Commissioning Manager
<b>16. LA Education Link Co-ordinators</b> and introduction of <b>Severely Absent meetings</b>	Admissions, Exclusions and Reintegration Manager
<b>17. Mental Health Support Teams</b> and the linkage to wider mental health work in schools and beyond (MHST, My Happy Mind, Kooth etc)	PEP and Inclusion Manager

## Appendix 2: Evidence of the Impact of Relational Practice in Other Local Authorities

Some evidence of outcomes and impact Relational Practice at whole system and culture change level in a multi-agency setting and across large local authorities.

### *Leeds Children's Services*

"A unique investment and commitment to "Restorative Practices" is having a transformational impact on culture and professional practice across both social work and the Children's Partnership. This places children, young people and families at the heart of decisions that affect them" Ofsted Report - Leeds City Council, 2015

- Leeds looked after children figures down by 132
- Leeds child protection plans halved -1232 to 687
- Time spent in the social care system (from 34 weeks to 24 weeks) and average saving per family of £755

Leeds Children Service were rated by Ofsted as Good across the board with outstanding for leadership – Restorative practice was explicitly named in report 2015. Leeds was subsequently rated Outstanding by Ofsted in 2018

**LA wide data for Leeds** on suspensions and permanent exclusions indicates a positive and sustained impact in these areas.

	18/19	19/20	National Rank	3 year trend
Primary Suspensions	0.95	0.63	41	Improving
Secondary Suspensions	11.94	7.21	85	Improving
Primary Exclusions	0	0	1	Maintaining
Secondary Exclusions	0.02	0.02	9	Improving

### **Examples of school level impact in Leeds**

#### *Carr Manor Secondary*

Over a period of 3 years:

- Pupil attendance increased from 89.5% to 95%
- Attendance of pupils receiving FSM 84.5% to 94%
- Persistent Absence reduced from 12.5% to 6.8%
- Fixed Term Exclusion reduced from 165 a year to 14

*Collingwood Primary School*

Over a period of 18 months:

- Pupil attendance increased from 87.7% to 95%
- KS2 exclusion from class during lessons (average per week) - reduced from 60 to 1
- Racist Incidents (average per week) - reduced from 4 to 1

*Endeavour High School*

Over a period of 18 months

- Fixed term exclusion reduced from 272 to 151
- Incidents of verbal abuse reduced from 114 to 62
- Staff absence reduced from 1380 days to 517 days

**Other area wide impact**

*Stockport Children Services*

Whole system, whole family, partnership working underpinned by restorative practice across Stockport, contributing to £1.2m savings for looked after children

*N E Lincolnshire*

- The number of children on child protection plans down by 50%
- The number of child in need cases down by 18%

This page is intentionally left blank

# Attendance Data

February 2023

## Years 6, 7 & 8

## 2021/22



Contents

Notes ..... 3

Overall figures for academic year 2021/22 ..... 3

Overall absence ..... 4

Authorised absence ..... 5

Unauthorised absence ..... 6

Persistent absentees ..... 7

Severely persistent absentees ..... 8

Attendance ..... 9



## Notes

Absence details have been downloaded from NCER as at 03/02/2023. They relate to the academic year 2021/22 and data is taken from Spring, Summer & Autumn 2022 Censuses.

Please note that national figures are estimates only.

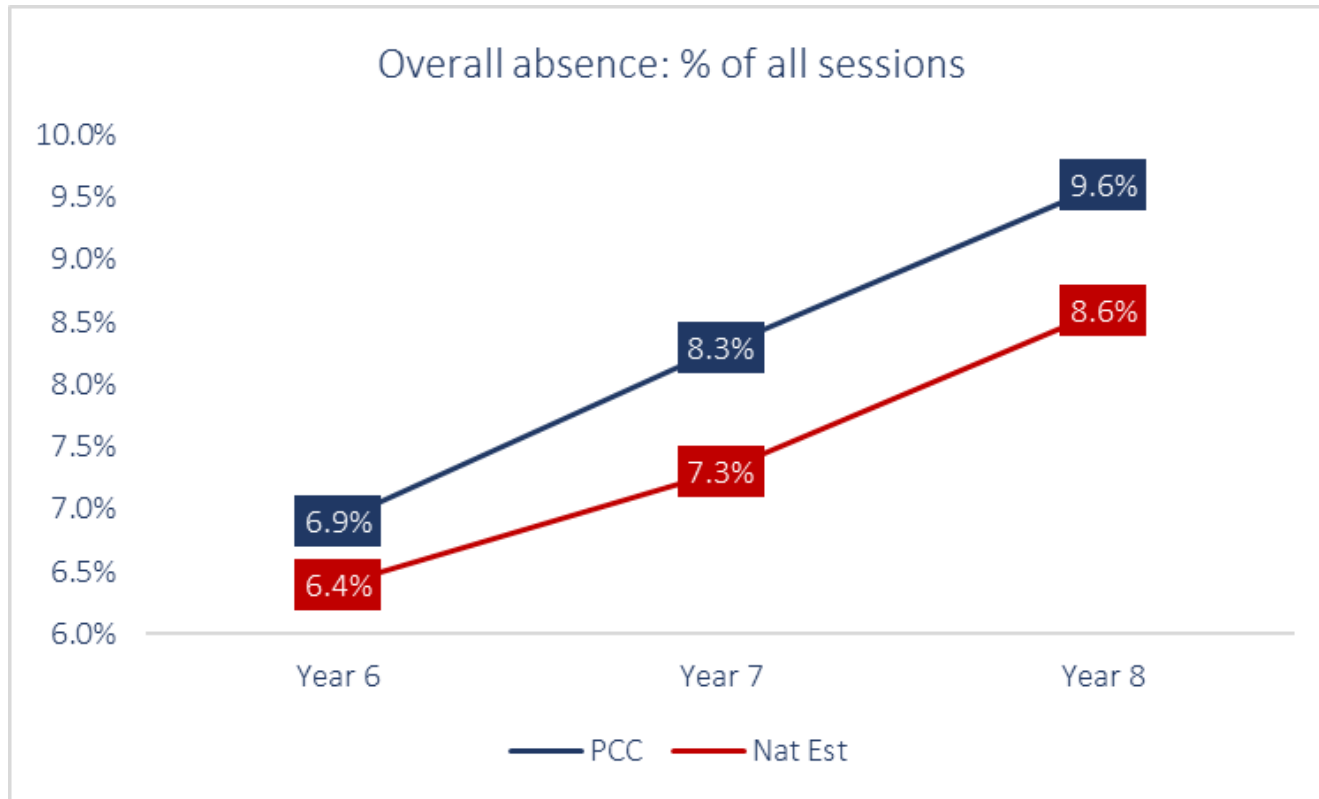
### Overall figures for academic year 2021/22

Page 33

	Year 6 cohort		Year 7 cohort		Year 8 cohort	
	PCC	National estimate	PCC	National estimate	PCC	National estimate
Overall absence: sessions recorded as an absence	60,259		66,642		71,731	
Overall absence: % of all sessions	6.9%	6.4%	8.3%	7.3%	9.6%	8.6%
Authorised absence: sessions recorded as authorised	44,209		44,806		44,017	
Authorised absence: % of all sessions	5.1%	5.0%	5.6%	5.4%	5.9%	6.0%
Unauthorised absence: sessions recorded as authorised	16,050		21,836		27,714	
Unauthorised absence: % of all sessions	1.8%	1.4%	2.7%	1.9%	3.7%	2.5%
Persistent absentees (90%): enrolments	489		560		637	
Persistent absentees (90%): % of all enrolments	20.3%	18.3%	24.7%	21.3%	29.5%	26.6%
Severe persistent absentees (50%): enrolments	27		51		73	
Severe persistent absentees(50%): % of all enrolments	1.1%	0.7%	2.2%	1.3%	3.4%	2.3%
Attendance: # recorded as attended	807,716		733,157		671,691	
Attendance: % recorded as attended	93.1%	93.6%	91.7%	92.7%	90.4%	91.4%

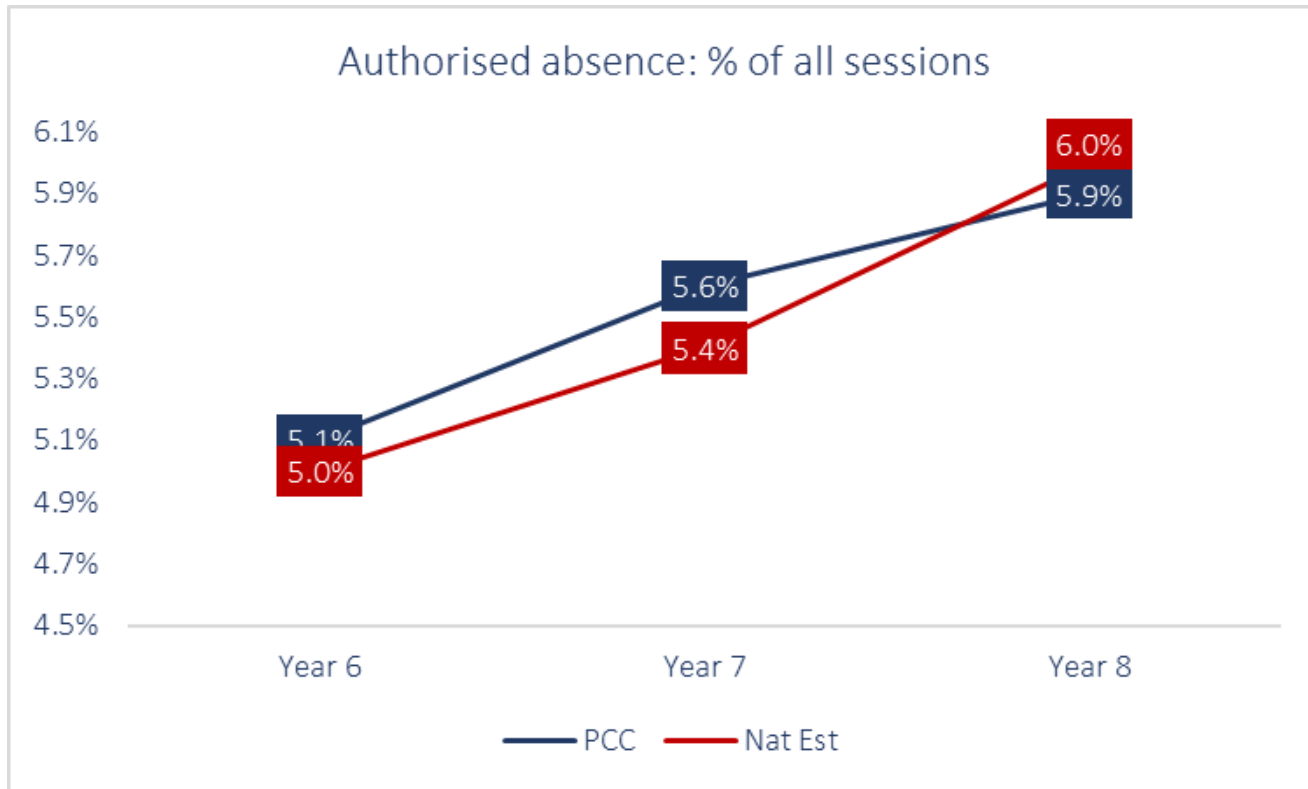
Overall absence

Page 34

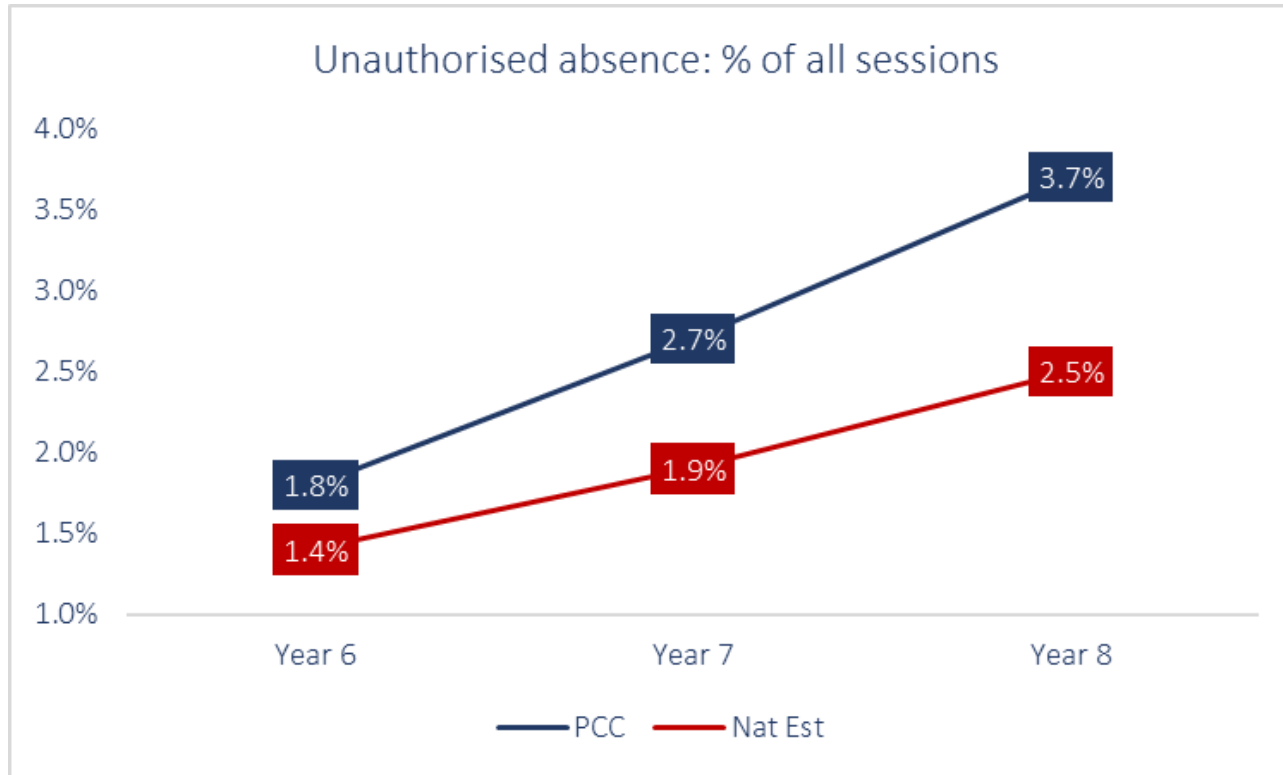


Authorised absence

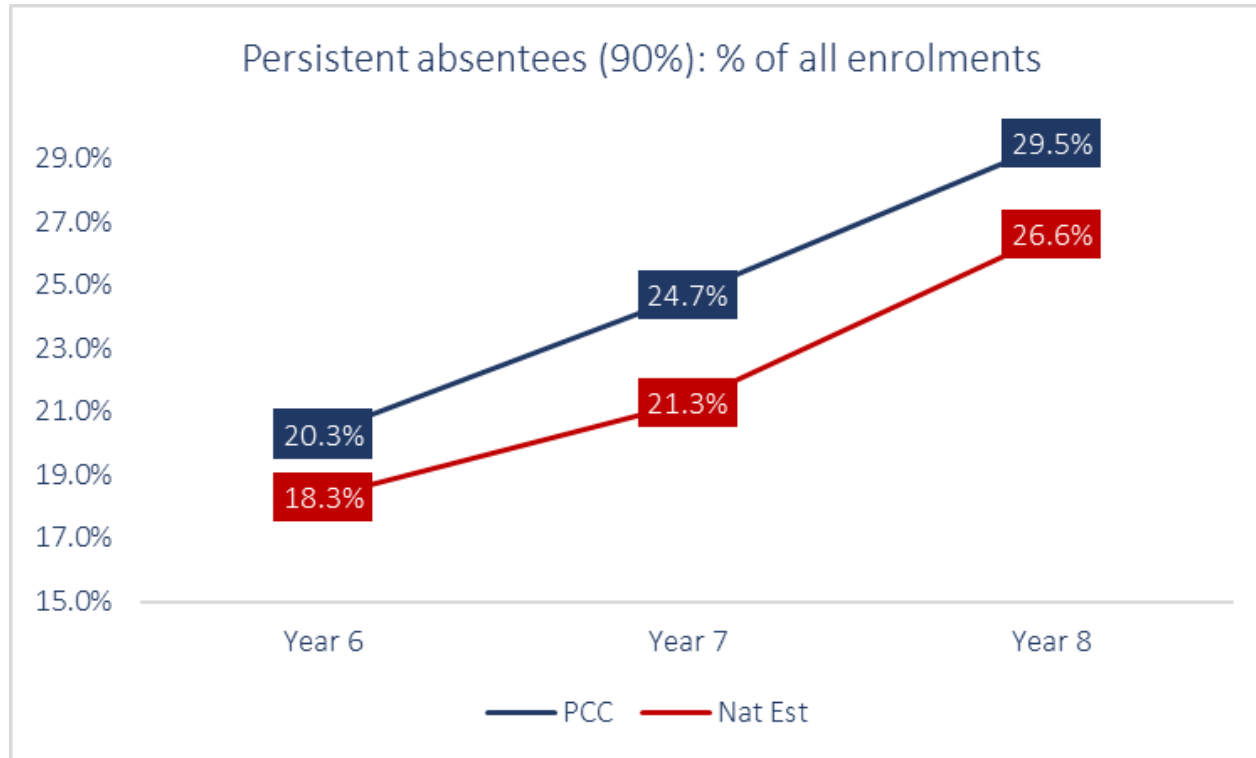
Page 35



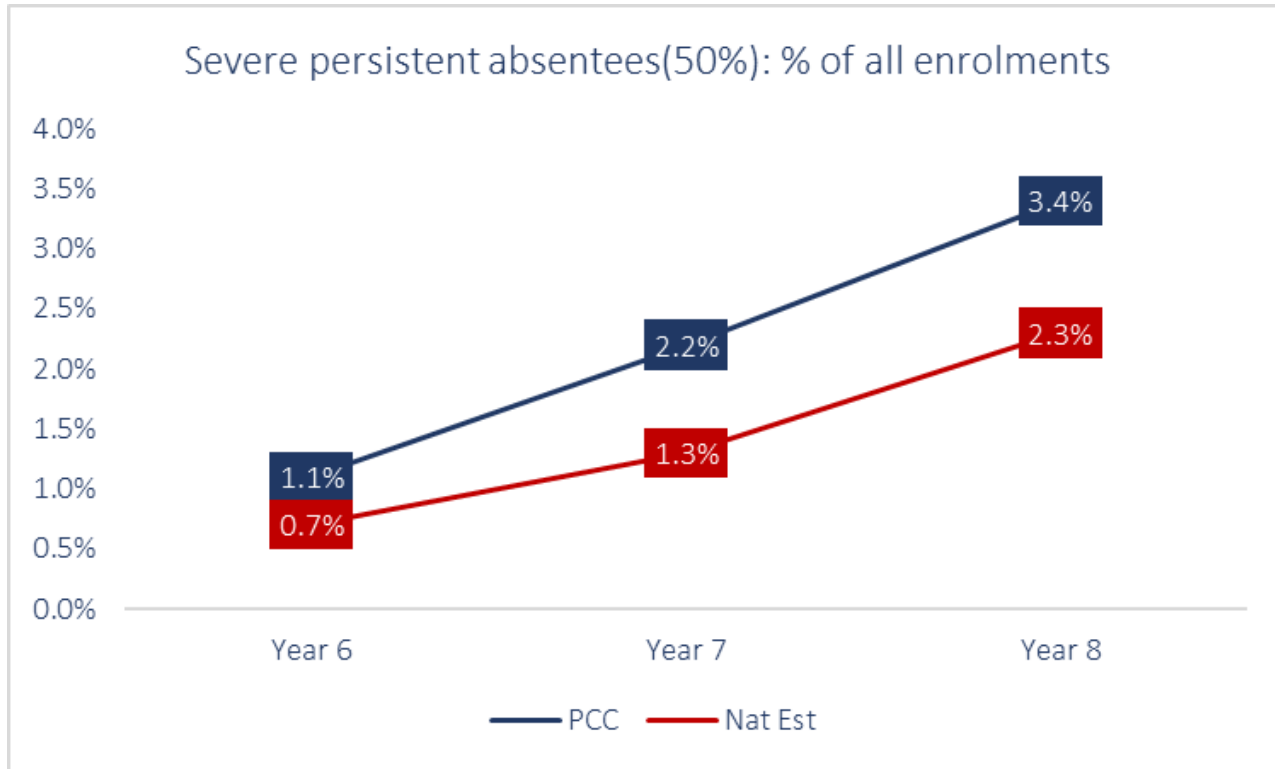
Unauthorised absence



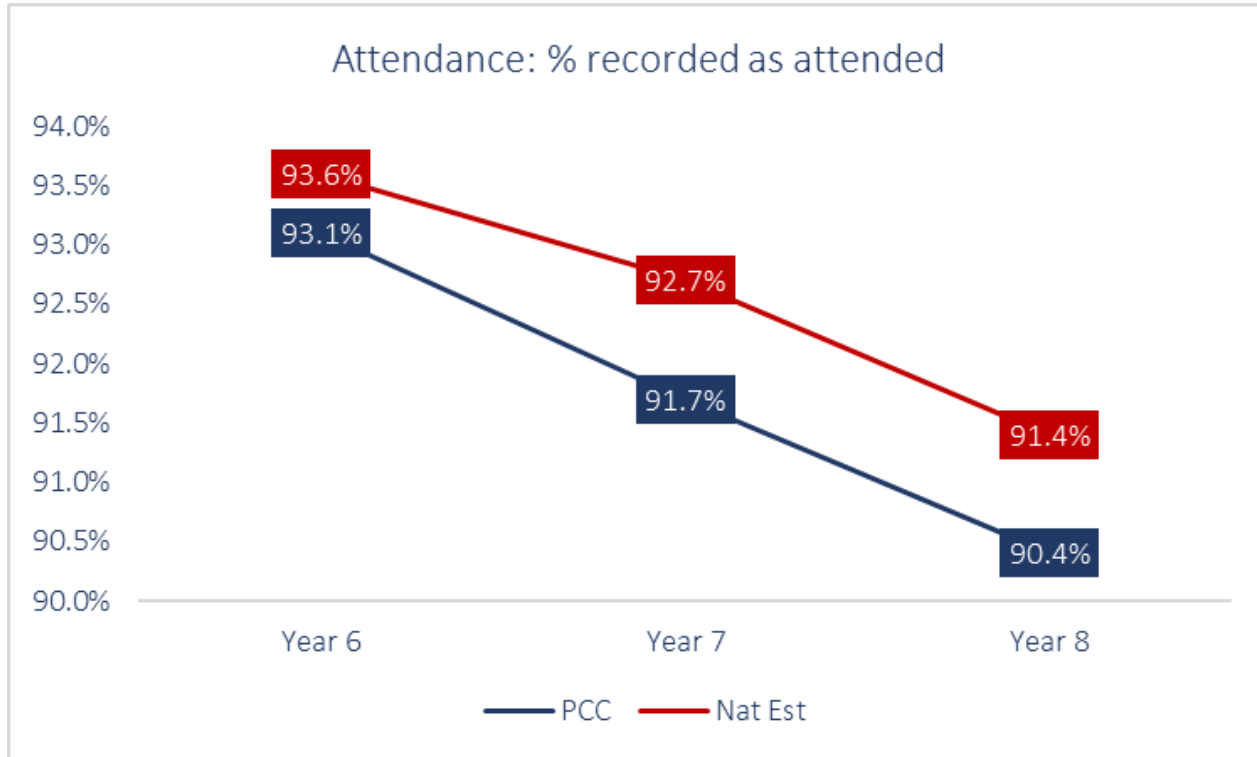
Persistent absentees



Severely persistent absentees



Attendance



This page is intentionally left blank





# ABSENCE DETAILS

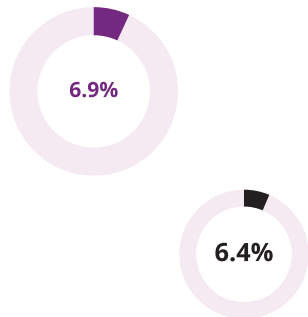
Academic Year: **2021/22**   Scope: **LA**   Term: **Full Year**   Enrolment Status: **All**   Phase **All**   Key Stage/NC Year **NC Year: 6**   Characteristic Group: **All**

Comparator: **National**

## OVERALL ABSENCE

LA COHORT   NCER NATIONAL

### OVERALL ABSENCE



Gap To NCER National

**+0.5%**

Trend

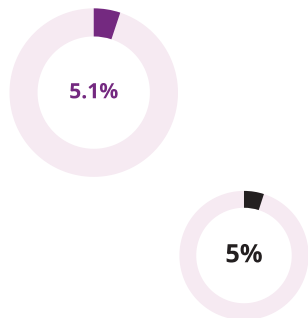
**+2.2%**

% Rank

**80th**

The percentage of sessions recorded as an absence in your LA is **6.9%**, a total of **60,259 session(s)**. Absence in your LA is **0.5% greater than** the national percentage of **6.4%**. This is also **2.2% greater than** the percentage of the previous year in your LA of **4.7%**.

## AUTHORISED ABSENCE



Gap To NCER National

**+0.1%**

Trend

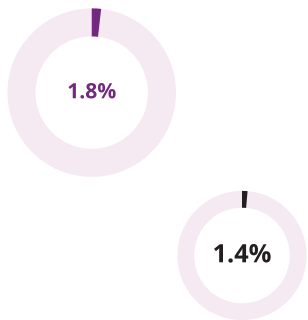
**+1.7%**

% Rank

**64th**

The percentage of sessions recorded as an authorised absence in your LA is **5.1%**, a total of **44,209 session(s)**. Authorised absence in your LA is **0.1% greater than** the national percentage of **5.0%**. This is also **1.7% greater than** the percentage of the previous year in your LA of **3.4%**.

### UNAUTHORISED ABSENCE



Gap To NCER National

**+0.4%**

Trend

**+0.5%**

% Rank

**67th**

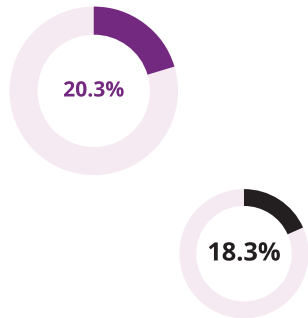
The percentage of sessions recorded as an unauthorised absence in your LA is **1.8%**, a total of **16,050 session(s)**. Unauthorised absence in your LA is **0.4% greater than** the national percentage of **1.4%**. This is also **0.5% greater than** the percentage of the previous year in your LA of **1.3%**.



## PERSISTENT ABSENCE

LA COHORT NCER NATIONAL

### PERSISTENT ABSENCE (10%)



Gap To NCER National

**+2.0%**

Trend

**+10.3%**

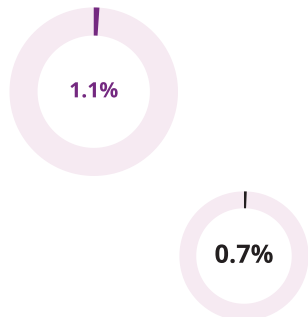
% Rank

**79th**

In your LA, **489 enrolment(s)** are considered to be persistent absentees. This is **20.3%** of enrolments in your LA (2,410).

The proportion of enrolments in the national that are persistently absent is **18.3%**, **2.0% lower than** your LA.

### SEVERE PERSISTENT ABSENCE (50%)



Gap To NCER National

**+0.4%**

Trend

**+0.2%**

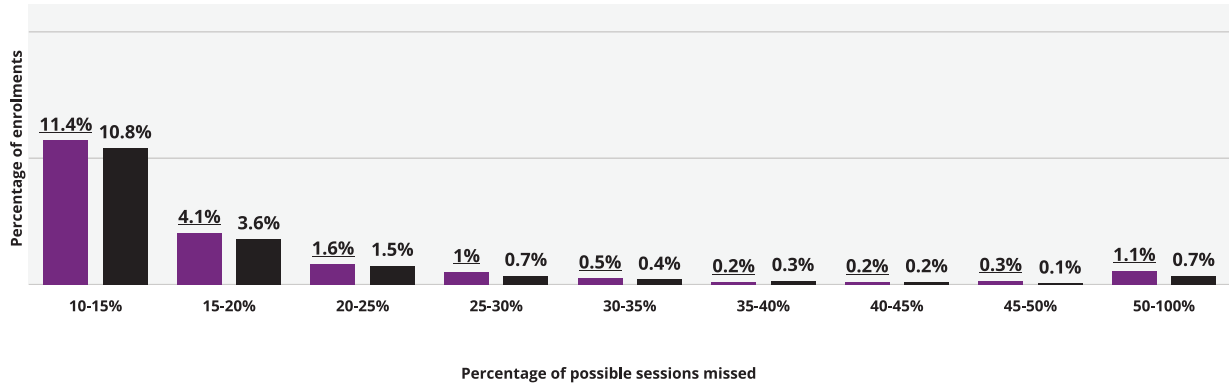
% Rank

**85th**

In your LA, **27 enrolment(s)** are considered to be severe persistent absentees. This is **1.1%** of enrolments in your LA (2,410).

The proportion of enrolments in the national that are severely persistently absent is **0.7%**, **0.4% lower than** your LA.

### PERSISTENT ABSENCE BREAKDOWN



In your LA, the highest persistent absence group is **10-15%** with a percentage of **11.4%**, a total of **274 enrolment(s)**. This highest persistent absence group in your LA is **0.6% greater than** the national percentage of **10.8%**.

# ATTENDANCE & NON-STATISTICAL

LA COHORT NCER NATIONAL

## NON-STATISTICAL ABSENCE

Excep Circ (Y)

**4,450**

NO. OF SESSIONS MISSED

**79.5**

% WITH ONE OR MORE MISSED SESSION

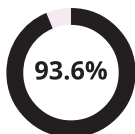
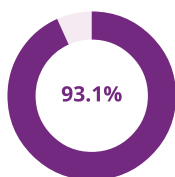
**2**

AVERAGE SESSIONS MISSED

(Per enrolments with at least 1 session)

The percentage of pupils with at least one session recorded as Excep Circ (Y) in your LA is **79.5%**, a total of **4,450 session(s) missed**.

## ATTENDANCE



Gap To NCER National

**-0.5%**

Trend

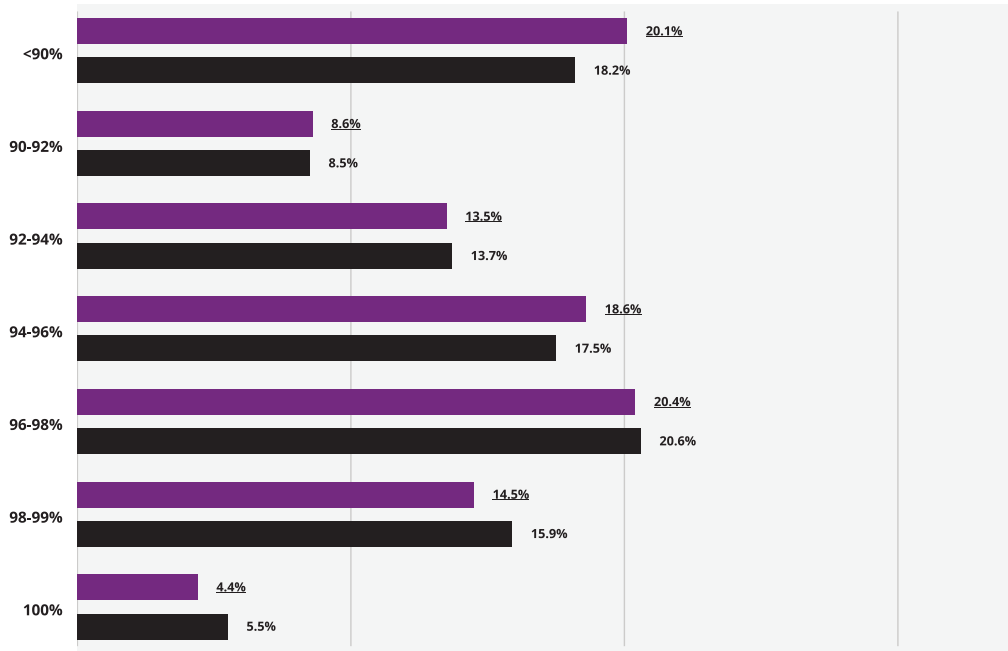
**-2.2%**

% Rank

**80th**

The percentage of sessions recorded as attended in your LA is **93.1%**, a total of **807,716 session(s)**. Attendance in your LA is **0.5% lower than** the national percentage of **93.6%**. This is also **2.2% lower than** the percentage of the previous year in your LA of **95.3%**.

### ATTENDANCE BREAKDOWN



In your LA the highest attendance group is **96-98%** with a percentage of **20.4%**, a total of **491 enrolment(s)**. This highest attendance group in your LA is **0.2% lower than** the national percentage of **20.6%**.

## PUPIL GROUPS

OVERALL ABSENCE

AUTHORISED ABSENCE

UNAUTHORISED ABSENCE















PERSISTENT ABSENCE

SEVERE PERSISTENT ABSENCE

### LA COHORT

### NCER NATIONAL

View By:  Pupil Group  NC Year

▼ Boys	<u>7.2%</u>	31,874		0.6%	6.6%
▼ Girls	<u>6.7%</u>	28,385		0.5%	6.2%
▼ Disadvantaged	<u>8.7%</u>	30,520		0.4%	8.3%
▼ Non Disadvantaged	<u>5.7%</u>	29,739		0%	5.7%
▼ FSM Eligible	<u>9.4%</u>	27,433		0.7%	8.7%
▼ Not FSM Eligible	<u>5.7%</u>	32,826		0%	5.7%
▼ SEN Support & EHCP	<u>8.9%</u>	16,912		0.3%	8.6%
▼ SEN Support	<u>8.7%</u>	12,347		0.6%	8.1%
▼ SEN EHC Plan	<u>9.5%</u>	4,565		-0.8%	10.3%
▼ None SEN	<u>6.4%</u>	43,203		0.5%	5.9%
▼ BME	<u>5.6%</u>	9,192		0%	5.6%
▼ Non BME	<u>7.2%</u>	50,625		0.5%	6.7%
▼ EAL	<u>5.7%</u>	9,961		0.1%	5.6%
▼ Non EAL	<u>7.3%</u>	50,298		0.7%	6.6%



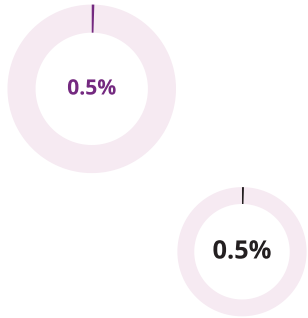
# ATTENDANCE REASON

Other Auth (C)

LA COHORT

NCER NATIONAL

## ABSENCE: OTHER AUTH (C)



Gap To NCER National

**0.0%**

Trend

**-0.7%**

% Rank

**58th**

The percentage of sessions recorded as Other Auth (C) in your LA is **0.5%**, a total of **3,913 session(s)**. The percentage of these sessions in your LA is **the same as** the national percentage of **0.5%**. This is also **0.7% lower than** the percentage of the previous year in your LA of **1.2%**.

## DISTRIBUTION

OVERALL ABSENCE

AUTHORISED ABSENCE

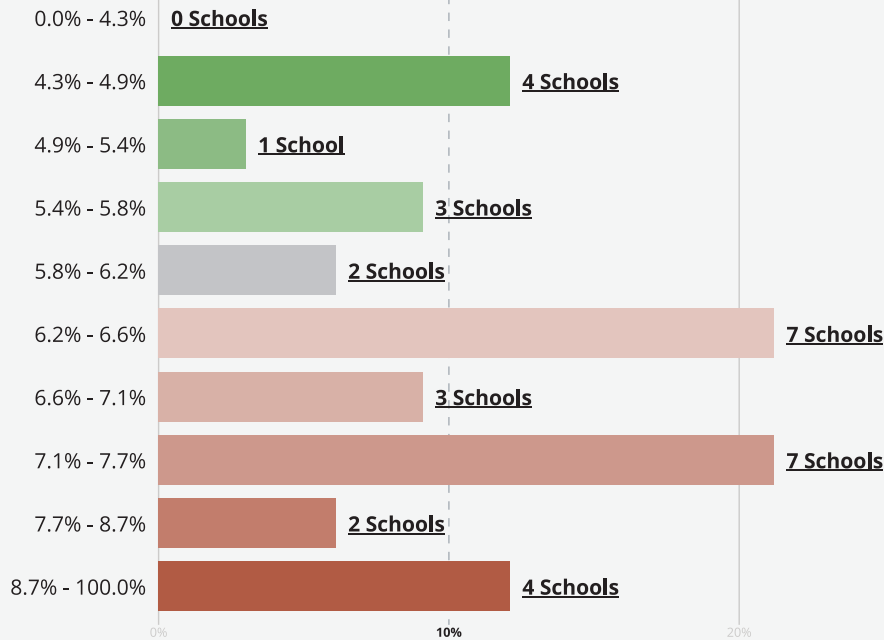
UNAUTHORISED ABSENCE

PERSISTENT ABSENCE

SEVERE PERSISTENT ABSENCE

### PERCENTILE DISTRIBUTION FOR 33 SCHOOLS

#### Top Decile



#### Bottom Decile

In your LA the decile containing the most schools for Overall Absence is **7.1% - 7.7%**, containing **7 school(s)**.

**0** of your schools are in the top decile for indicator, while **4** schools are in the lowest decile.



# ABSENCE DETAILS

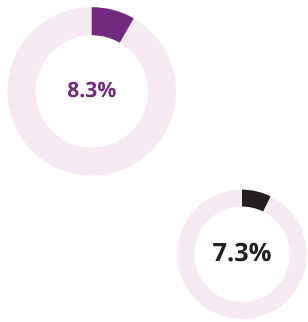
Academic Year: **2021/22** Scope: **LA** Term: **Full Year** Enrolment Status: **All** Phase **All** Key Stage/NC Year **NC Year: 7** Characteristic Group: **All**

Comparator: **National**

## OVERALL ABSENCE

LA COHORT NCER NATIONAL

### OVERALL ABSENCE



Gap To NCER National

**+1.0%**

Trend

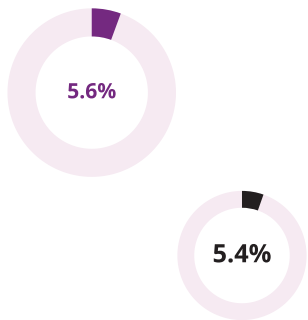
**+3.2%**

% Rank

**75th**

The percentage of sessions recorded as an absence in your LA is **8.3%**, a total of **66,642 session(s)**. Absence in your LA is **1.0% greater than** the national percentage of **7.3%**. This is also **3.2% greater than** the percentage of the previous year in your LA of **5.1%**.

## AUTHORISED ABSENCE



Gap To NCER National

**+0.2%**

Trend

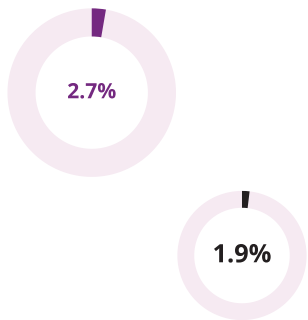
**+2.0%**

% Rank

**54th**

The percentage of sessions recorded as an authorised absence in your LA is **5.6%**, a total of **44,806 session(s)**. Authorised absence in your LA is **0.2% greater than** the national percentage of **5.4%**. This is also **2.0% greater than** the percentage of the previous year in your LA of **3.6%**.

### UNAUTHORISED ABSENCE



Gap To NCER National

**+0.8%**

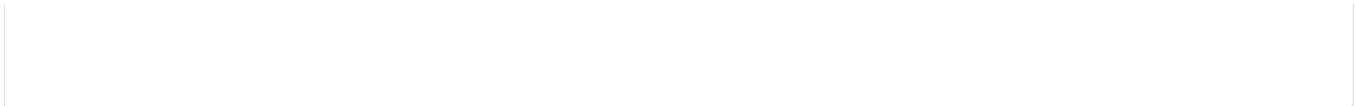
Trend

**+1.1%**

% Rank

**59th**

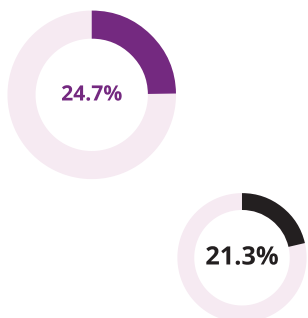
The percentage of sessions recorded as an unauthorised absence in your LA is **2.7%**, a total of **21,836 session(s)**. Unauthorised absence in your LA is **0.8% greater than** the national percentage of **1.9%**. This is also **1.1% greater than** the percentage of the previous year in your LA of **1.6%**.



## PERSISTENT ABSENCE

LA COHORT NCER NATIONAL

### PERSISTENT ABSENCE (10%)



Gap To NCER National

**+3.4%**

Trend

**+13.5%**

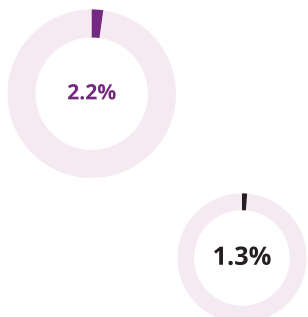
% Rank

**77th**

In your LA, **560 enrolment(s)** are considered to be persistent absentees. This is **24.7%** of enrolments in your LA (2,268).

The proportion of enrolments in the national that are persistently absent is **21.3%**, **3.4% lower than** your LA.

### SEVERE PERSISTENT ABSENCE (50%)



Gap To NCER National

**+0.9%**

Trend

**+1.2%**

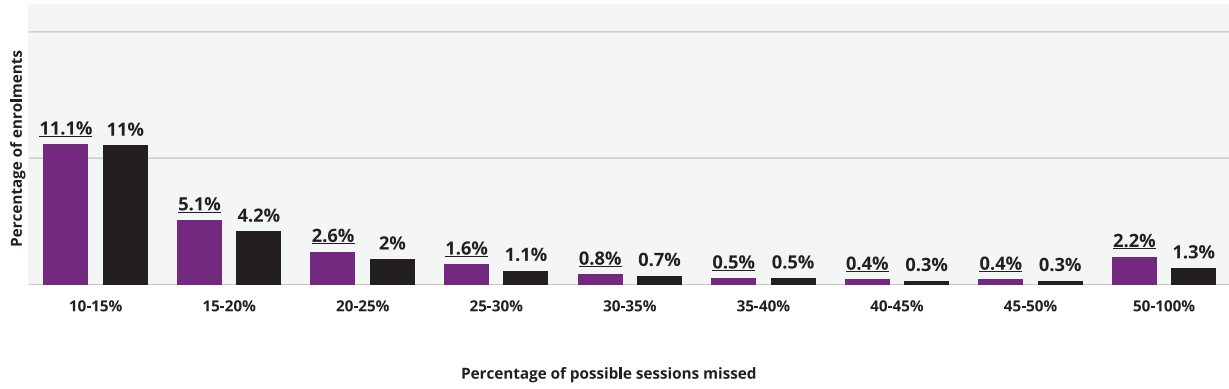
% Rank

**84th**

In your LA, **51 enrolment(s)** are considered to be severe persistent absentees. This is **2.2%** of enrolments in your LA (2,268).

The proportion of enrolments in the national that are severely persistently absent is **1.3%**, **0.9% lower than** your LA.

### PERSISTENT ABSENCE BREAKDOWN



In your LA, the highest persistent absence group is **10-15%** with a percentage of **11.1%**, a total of **251 enrolment(s)**. This highest persistent absence group in your LA is **0.1% greater than** the national percentage of **11.0%**.





## PUPIL GROUPS

OVERALL ABSENCE

AUTHORISED ABSENCE

UNAUTHORISED ABSENCE

PERSISTENT ABSENCE

SEVERE PERSISTENT ABSENCE

**LA COHORT**

**NCER NATIONAL**

View By:  Pupil Group  NC Year

<b>ATTENDANCE REASON</b>	Other Auth (C)	■ LA COHORT	■ NCER NATIONAL
--------------------------	----------------	-------------	-----------------

## DISTRIBUTION

OVERALL ABSENCE

AUTHORISED ABSENCE

UNAUTHORISED ABSENCE

PERSISTENT ABSENCE

SEVERE PERSISTENT ABSENCE

---

### PERCENTILE DISTRIBUTION FOR 33 SCHOOLS

This page is intentionally left blank



# ABSENCE DETAILS

Academic Year: **2021/22**

Scope: **LA**

Term: **Full Year**

Enrolment Status: **All**

Phase **All**

Key Stage/NC Year **NC Year: 8**

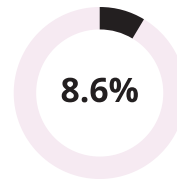
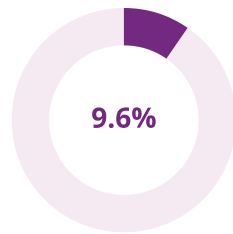
Characteristic Group: **All**

Comparator: **National**

## OVERALL ABSENCE

■ LA COHORT ■ NCER NATIONAL

### OVERALL ABSENCE



Gap To NCER National

**+1.0%**

Trend

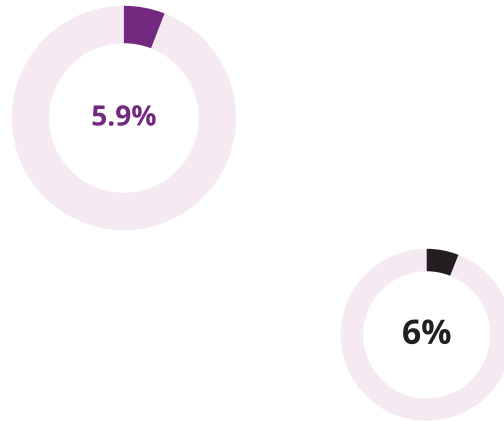
**+3.0%**

% Rank

**70th**

The percentage of sessions recorded as an absence in your LA is **9.6%**, a total of **71,731 session(s)**. Absence in your LA is **1.0% greater than** the national percentage of **8.6%**. This is also **3.0% greater than** the percentage of the previous year in your LA of **6.6%**.

## AUTHORISED ABSENCE



Gap To NCER National

**-0.1%**

Trend

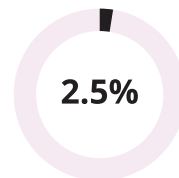
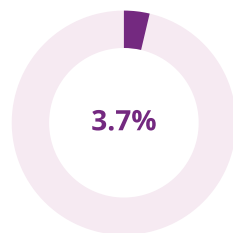
**+1.8%**

% Rank

**57th**

The percentage of sessions recorded as an authorised absence in your LA is **5.9%**, a total of **44,017 session(s)**. Authorised absence in your LA is **0.1% lower than** the national percentage of **6.0%**. This is also **1.8% greater than** the percentage of the previous year in your LA of **4.1%**.

## UNAUTHORISED ABSENCE



Gap To NCER National

**+1.2%**

Trend

**+1.3%**

% Rank

Page 63

# 70th

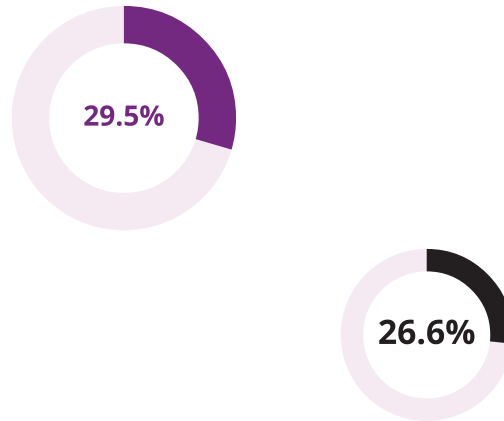
The percentage of sessions recorded as an unauthorised absence in your LA is **3.7%**, a total of **27,714 session(s)**. Unauthorised absence in your LA is **1.2% greater than** the national percentage of **2.5%**. This is also **1.3% greater than** the percentage of the previous year in your LA of **2.4%**.



# PERSISTENT ABSENCE

LA COHORT NCER NATIONAL

## PERSISTENT ABSENCE (10%)



Gap To NCER National

**+2.9%**

Trend

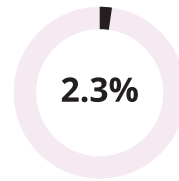
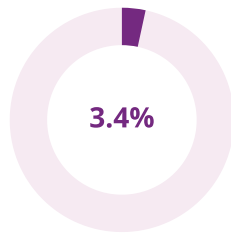
**+15.1%**

% Rank

**69th**

In your LA, **637 enrolment(s)** are considered to be persistent absentees. This is **29.5%** of enrolments in your LA (2,158).

The proportion of enrolments in the national that are persistently absent is **26.6%**, **2.9% lower than** your LA.



Gap To NCER National

**+1.1%**

Trend

**+1.8%**

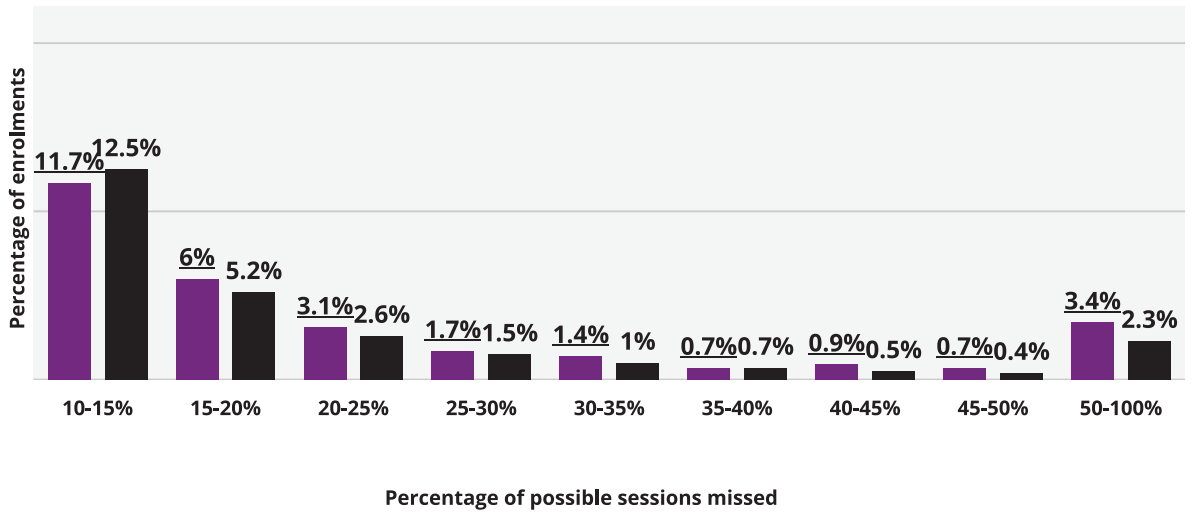
% Rank

**84th**

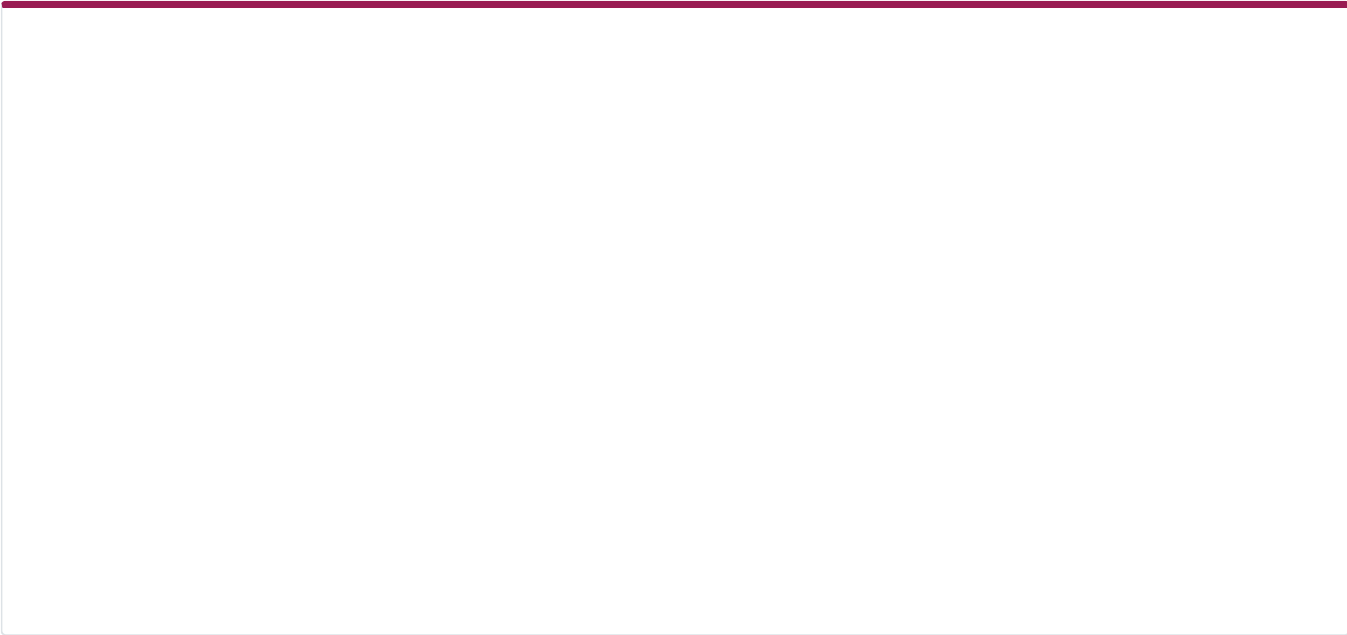
In your LA, **73 enrolment(s)** are considered to be severe persistent absentees. This is **3.4%** of enrolments in your LA (2,158).

The proportion of enrolments in the national that are severely persistently absent is **2.3%**, **1.1% lower than** your LA.

## PERSISTENT ABSENCE BREAKDOWN



In your LA, the highest persistent absence group is **10-15%** with a percentage of **11.7%**, a total of **252 enrolment(s)**. This highest persistent absence group in your LA is **0.8% lower than** the national percentage of **12.5%**.



## PUPIL GROUPS

OVERALL ABSENCE

AUTHORISED ABSENCE

UNAUTHORISED ABSENCE

PERSISTENT ABSENCE

SEVERE PERSISTENT ABSENCE

**LA COHORT**

**NCER NATIONAL**

View By:  **Pupil Group**  NC Year

# ATTENDANCE REASON

Other Auth (C)

■ LA COHORT

■ NCER NATIONAL

## DISTRIBUTION

OVERALL ABSENCE

AUTHORISED ABSENCE

UNAUTHORISED ABSENCE

PERSISTENT ABSENCE

SEVERE PERSISTENT ABSENCE

---

### PERCENTILE DISTRIBUTION FOR 11 SCHOOLS

This page is intentionally left blank



# Agenda Item 5

**ECYP Panel Scrutiny Panel - Wednesday 22<sup>nd</sup> February 2023 at 5pm**

**School Improvement update, Debbie Anderson.**

## **Transition from Year 6 to Year 7**

- Geographically, as a densely populated city within a small mileage distance, young people from a Year 6 cohort attending their local primary school may move on to a number of different secondary schools despite there being catchment areas and notional feeder schools. Some pupils in the north of the city who live in Portsmouth, also move on to nearby secondary schools in Hampshire which impacts on any Portsmouth co-ordinated transition activities. This is not necessarily the case in all local authorities across the country.
- Historically, transition days have been mutually suggested by schools across the city as the first one or two days of the first week in July annually. However, reaching agreement and consistency of sign up to this has been somewhat challenging in past years with individual schools having their own planned events, activities, and transition programmes, in addition to the different transition dates for schools in other nearby local authorities.
- Not only is there a transition from the primary Key Stage 2 curriculum to the Key Stage 3 curriculum when pupils transfer from primary to secondary school but there are considerable differences in pastoral and organisational arrangements. Pupils in Year 6 who may have just one class teacher for all subjects across the curriculum and remain in one classroom for most lessons can then move to a form tutor and separate subject teachers in many different learning spaces across a secondary campus. This is a considerable change, particularly for the most vulnerable pupils who need safe and secure relationships and environments.
- To mitigate and minimise the disruption of transfer from Year 6 to Year 7, secondary schools and their feeder primaries will usually plan transition activities to provide some continuity e.g. Year 7 teachers visiting local primaries to see Year 6 pupils in their own Key Stage 2 classes, planned learning projects which start in Key Stage 2 and continue into Key Stage 3, summer holiday programmes in the receiving secondary school.
- Additionally, the Year 6 Big City Read project which has really gained pace and engagement over the last 2 years now has a transition literacy unit of learning written collaboratively by Year 6 and Year 7 teachers annually. The aim is for all Year 6 pupils across the city to receive a free copy of a chosen book which they read together in their primary school, attend a virtual Q and A webinar hosted by the Schools' Library Service and the relevant author, and then for them to take this home and have at least one thing in common with other pupils new to Year 7 from different primary schools. Whilst there is not an overwhelming base of evidence that this has been a successful outcome, one parent has reported *'Taking part in the Year 6 Big City Read was a fantastic experience for my daughter in Year 6 and she thoroughly enjoyed hearing the author answer their questions and talk about the book they had all read. It also had a big impact on her settling into her*

*Secondary School at the start of Year 7, as it meant that despite all the pupils in her English class being from various feeder schools in the city, they all had something in common. They were able to discuss the shared experience of the Year 6 Big City Read as well as the book itself.'*

- Information regarding data, learning, behaviour and vulnerability/safeguarding are transferred securely between the relevant staff in primary and secondary schools e.g. Senco, DSL. Equally, after secondary allocation responses have been finalised, a year six data set is produced highlighting any factors that could be cause for concern or closer scrutiny (attendance, suspensions, pastoral support, Educational Psychology involvement etc). These spreadsheets with potential flags are then distributed to the secondary schools for those children allocated to them via the Schools Secure Environment (SSE). This exercise is repeated just before the summer break to ensure that any allocation or data changes are captured as well as they can be.

## Relational and Restorative Practice in Education

The goal of all schools should be to establish the best possible climate for learning for students. Students learn best when they feel safe, not just physically but also emotionally. Feeling safe means feeling valued, respected, and included in school life.<sup>1</sup>

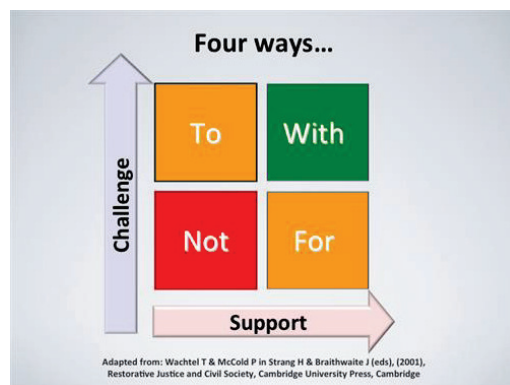
Restorative practice provides a framework for creating and sustaining a school climate where teaching and learning can take place effectively and where students and adults can thrive as they learn from each other.

Creating a relational and restorative school is a deliberate act of design that flows through structure, policies, procedures, and everyday interactions.

Relational practice describes a way of being, an underpinning ethos, which enables us to build and maintain healthy relationships. It provides a strong framework within which we can promote a whole-school ethos founded on the importance of relationships. This includes a range of approaches to managing conflict and tensions in a way that repairs harm and mends relationships if and when these relationships do break down.

Although its roots are clearly in restorative justice - as a way of repairing harm - restorative practice has the bolder ambition of proactively developing the sense of community and seeking to increase the social capital between and across the school and, from there into the wider community.<sup>2</sup>

### High Challenge, High Support



The underlying premise of Restorative Practices rests with the belief that people will make positive changes when those in positions of authority work *with* them, rather than doing things *to* them or *for* them. This is achieved by providing a combination of high challenge and high support. "Challenge" does not mean confrontation, but setting, rules, limits, and expectations. There are consequences to actions, concerns are outlined openly and honestly, and responsibility and accountability are encouraged. "Support" includes ensuring people have the tools to meet the expectations and are shown empathy,

encouragement, compassion, kindness and respect.

### RP in Portsmouth

**Trafalgar School** (part of Salterns Academy Trust), have exemplified what can be achieved through relational practice and by taking the whole-school approach, with one clear measurable impact being extremely low suspensions, underlined by the fact that in 2020/21 the school recorded just two suspensions and the same in 2021/22 compared to mainstream secondary school averages of 95 and 120 respectively. From January 2022, a number of schools in Portsmouth have been working

<sup>1</sup> <https://www.euforumrj.org/en/restorative-schools>

<sup>2</sup> *Restorative Practice*, Mark Finnis, 2021, independent thinking press

with Trafalgar school as the first "wave" (on behalf of the PEP) to further develop relational and restorative practice in their settings.

Funding has been secured to work with other schools in the city (as waves two and three) over the next three years to support the culture shift that is required. The aim is that developing a whole school relational culture and ethos and establishing practices to build, maintain and repair relationships, should become, "the way we do things in Portsmouth".

Relational Practice is not a "programme" or an "intervention". It is an embedded cultural mindset rather than a model. Leaders, staff and pupils will explore values and principles as well as skills, strategies and techniques that will support the culture and ethos needed to build, maintain and repair relationships.

For your school this could include:

- Visits to Trafalgar for Head teachers to explore 'What does it *feel* like to be in a restorative school'
- Development sessions in small groups with Head teachers and their pastoral leaders
- 3-day course for 2-3 pastoral leads from each school
- Bespoke outreach support for schools, for example whole staff training, working with pastoral staff, TAs or midday assistants, reviewing policies and action plans
- Reflective circles and networking between and within schools
- continuing to access multiagency training via the PSCP available [here](#).

Working towards becoming more relational and restorative does not preclude schools from participating in other programmes and opportunities. On the contrary it is a way of being that is complementary to other strands of work delivered by the SEMH partnership (including the EP Team, MABs, MHST, and the ND in Schools Project)

This work with schools is part of the broader strategic commitment to Relational and Restorative practice within the children's workforce as set out in the Children's Trust Plan.

#### Terminology - Relational and Restorative Practice

We used the term "relational and restorative" practice to emphasise that the focus of the work in schools is on the *whole school ethos of building and maintaining relationships*. The term "restorative practices" includes a whole spectrum of ways of being and of working from building to maintaining relationships to, when needed, restoring them. One important part of this spectrum is the use of questions (often five) to enable others to share their perspective, express emotions, understand impact and find a solution.

- What happened?
- What were you thinking/ feeling?
- Who is affected?
- How are they affected?
- What needs to happen to make it better?

These questions (or variations of them) are a key part of the relational and restorative "toolkit". However, there is often a misunderstanding that bringing people together for conversation after something has gone wrong is the essence of restorative practice in schools. We hope that by referring to "Relational and Restorative Practice" it makes the focus on the proactive work slightly more explicit.

Participating schools

Wave One 11 schools, ongoing:

ALNS	Cumberland	Milton Park Primary
Ark Ayrton	Flying Bull	Priory
Ark Dickens	Langstone Juniors	Wimborne
Craneswater	Meon Juniors	

Wave Two Schools - further schools still tbc:

Beacon View	Moorings Way	St Jude's
Cottage Grove	New Horizons	St Paul's
Highbury Primary	Solent Infant School	Mayfield
Manor Infants	Solent Junior School	The Portsmouth Academy
Medina	Southsea Infants	Cliffdale
Meon Infants	St George's	

For further information please contact [Sarah.Christopher@portsmouthcc.gov.uk](mailto:Sarah.Christopher@portsmouthcc.gov.uk) 07825 420519

This page is intentionally left blank