

Persistent Absence amongst CLA

% of CLA (all CLA) classified as persistent absentees – 10.3% (19 CLA are classified as persistent absentees missing 15% or more of school days 11 of these have been looked after 1 year plus)

Between August 2014 and January 2015 the persistent absence of CLA (Reception to Year 11) rose to 20.4% which we all realise is unacceptable. The Virtual School are rigorous in tracking attendance and have investigated the 19 pupils who are currently identified as being persistently absent. Welfare Call phones every school/provision twice a day and Joanne Tortipidis tracks attendance regularly.

Of the 19 CLA 8 moved schools and were without school places for more than 2 weeks (which accounts for 15% of the first term). They now all have school places and attendance in all but one case has improved

As a consequence of one of the cases, the Virtual School has worked with admissions and established protocols around CLA moving schools, especially out of borough. This is to rectify the length of time they can be out of education whilst admissions processes are being worked through. However the system may not allow this to be less than 2 weeks.

We have 5 school refusers and despite the Virtual School offering an extensive range of options from a variety of school places to Vocational Courses to home learning, they remain out of education. The Virtual School will continue to prioritise these CLA in order to engage them in education. One of these CLA is on remand and awaiting trial.

Of the remaining 6

Child A (Y11) refused to attend school for the whole of year 10 following a permanent exclusion and the death of her mother

At the time Regent College was employed and nursery work experience to try to get her back in to education. Since starting at an Ealing provision on the 2nd September she has been more engaged with her education. She does truant but attendance has improved greatly and continues to improve. She has the potential to achieve 5A*-C She is about to begin her third placement this year.

Virtual School action – To attend PEP's and visit school to discuss further strategies to improve attendance and plan for September.

Child B's (Y11) mother died at the beginning of the school year which has set him back emotionally and initially he would not attend school. He is in a 52 week a year out of Borough placement. His attendance has now improved and this half term has had 1 absence for illness.

Virtual School action – To support the re-instatement of a mentor that Child B has formed a close professional relationship with. To visit the school and attend reviews to support transition in to year 12.

Child C (Y11) is in an out of Borough PRU and has incurred a total of 15 days exclusions (which is unusual for a PRU) We have now arranged for this CLA to be off site for 4 days a week engaged in construction and mechanic courses. **Virtual School action – The virtual school has attended regular meetings at the school and placement. This is to continue and support to be followed up with application to college for September.**

Child D(Y10) is new to the country and was on role in a school in Brent but attended an alternative provision. The school recorded his attendance incorrectly so he was showing off role.

Virtual school actions – Attend next PEP, speak to social worker and liaise with Welfare Call over registration document. We also need to work with schools to monitor our pupils in alternative provisions more accurately.

Child E (R) has a life limiting illness and has been in hospital for extended periods.**Virtual School Actions To visit the Special School that he attends and discuss effective use of Enhanced Pupil Premium.**

Child F (Y9) has been having intermittent absences from school which are mainly authorised. This has been addressed with the supervising social worker who is working with the carer

Virtual School action – The PEP was attended by the Virtual School attendance was added to the action plan. This is to be reviewed before the Easter break.

The Virtual School will continue to track, monitor and challenge attendance issues, working with schools, foster carers and social workers to improve these figures.