



# Attendance Weekly Update

## w/c 27<sup>th</sup> March 2023

### Education Endowment Fund - Projects Focussed on increasing Attendance



A safe, positive place to learn’ is the joint funding round between the EEF and the Youth Endowment Fund focused on improving attendance and reducing exclusions in primary and secondary schools. This work aims to explore which approaches are most effective in enabling 5- to 18-year-olds at the highest risk of absenteeism or exclusion from school—including those from socioeconomically disadvantaged, marginalised, or vulnerable

families to:

- attend, positively engage with, and remain in school or college
- improve their attainment and reduce the likelihood of them becoming involved in violence

A key project to support improvements in attendance is detailed below:

### Grassroots: a programme to improve pupil behaviour

 <b>When is the programme recruiting?</b> January 2023–July 2023	 <b>When is programme delivery?</b> September 2023–July 2024
<b>Trial or subsidised programme?</b> Trial <b>Age group</b> Years 7–9 <b>Training mode</b> Face to face <b>Delivery approach for children</b> Whole-school w/ targeted elements <b>Subject area</b> Anti-bullying	
	

The programme is offered at Key Stage 3. All KS3 pupils are exposed to the anti-conflict intervention and conflict outcomes are measured through school disciplinary

reports. The effects on attendance or exclusion will likely be driven by pupils at high risk of absenteeism or exclusion as a result of pupil conflict, including those from socioeconomically disadvantaged, marginalised, or vulnerable families.

### **What is involved in implementing the programme?**

The intervention is delivered by a 'seed group' of pupils, identified through surveys and network analysis, who are supported by an assigned facilitator through fortnightly seminars. During sessions, facilitators help 'seed pupils' to:

- identify areas for improvement in pupil interactions;
- generate possible solutions (for example, activities they may do or might encourage others to do);
- provide opportunities for action (for example weekly challenges);
- design visible initiatives (such as posters or wearable items, like wristbands, to peers for prosocial behaviour); and
- create online media content (for example, videos, social media).

### **What's promising about this programme?**

Previous international trials of Grassroots (U.S.A. and Indonesia) found the approach to be promising. The U.S. trial found that after one year of treatment there was a reduction in disciplinary events related to conflict and bullying among adolescents of 25%. The programme was never implemented in the U.K.

The EEF and the YEF are therefore interested in evaluating it in England and Wales. Budget and resource considerations Settings allocated to receive Grassroots will receive the programme at no cost. Settings allocated to the control group will receive a payment of £750 to recognise their contribution to the evaluation of the programme.

For more information please see [Grassroots: a programme to improve pupil behaviour \(2023/24 –... | EEF \(educationendowmentfoundation.org.uk\)\)](#)

## **Share your views Education Endowment Fund Survey**

EEF are running a study with ICF to find out how schools are using attendance officers. This form part of their partnership with the Youth Endowment Fund (YEF) to find, fund and evaluate programmes and practices in England and Wales that could keep children safe from involvement in violence and improve academic attainment by reducing absenteeism.

Your school may have received an invitation to answer a short survey last week and the EEF would be grateful if you could take part.

For more information please visit:

[Understanding the use of Attendance & Family Liaison Officers... | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

## Support for Breakfast Club Provision



### Overview

It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing, behaviour and attendance.

All participating schools will receive a 75% subsidy for the food and delivery costs of breakfast club

provision until the end of July 2024. Schools will contribute 25% of costs. All pupils in participating schools are to be offered breakfast supplies at no cost to them or their parents.

### School eligibility

Schools in disadvantaged areas are eligible for the programme if they have 40% or more pupils in bands A-F of the income deprivation affecting children index (IDACI). This includes state-funded primary, secondary, special schools and alternative provision.

### Join the programme

The supplier for this contract, [Family Action](#), will source and deliver breakfast food products to participating schools.

If you would like to get involved in the programme, complete and submit an [expression of interest form](#). You will be added to the waiting list and contacted if places become available.

### **Types of food**

All breakfast products offered through the programme meet the [school food standards](#). Schools will be able to choose and order the food products and quantities they need for their pupils.

### **Contact**

Further information is available on the [Family Action website](#).

If you need help email [info@schoolbreakfast.org.uk](mailto:info@schoolbreakfast.org.uk) or call 020 39287228

### **Parental Involvement – The Bell Foundation**

It is widely accepted that parental involvement is effective in supporting children's learning overall. However, although the association between parental involvement and a child's academic success is well-established, there is little robust evidence on which approaches are most effective in improving parental engagement, particularly for disadvantaged families.



Research commissioned by The Bell Foundation ([Evans et al, 2016](#)) shows that parents who are new to English or have limited language proficiency in English often have a significant lack of knowledge and understanding of important areas concerning school life, such as the school system; that they are significantly underrepresented in school structures and decision making; and that the perceptions of the staff regarding parental engagement differs greatly from that of parents and pupils.

The Bell Foundation provides extensive resources to support parents and carers including:

- [Working with parents to support the learning of pupils who use EAL: Guidance for schools](#)
- [How parents can use home languages to support the home learning and school- work of EAL pupils \(webinar recording\)](#)
- [Helping children learn: Guidance for parents of students who use English as an Additional Language \(available in 22 languages\)](#)
- [About the English Education system: Guidance for parents of children who use English as an Additional Language \(available in 22 languages\)](#)

For access to a full range of materials please visit:

[Parental Involvement - The Bell Foundation \(bell-foundation.org.uk\)](http://bell-foundation.org.uk)

## **Laptops available to support the learning of Ukrainian pupils**

49 free refurbished Dell laptops are being gifted to Bristol Secondary schools for distribution to Ukrainian Refugee pupils, who can use these devices to support their learning at school.



If you feel that your Ukrainian pupil(s) would benefit from this scheme, please contact the Attendance and Belonging Team:

[\*\*attendanceandbelongingteam@bristol.gov.uk\*\*](mailto:attendanceandbelongingteam@bristol.gov.uk) for further information and to register your interest.

**Please register your interest by 12pm Friday 31<sup>st</sup> March.**

The laptops will be offered on a 'first-come-first-serve' basis and can be delivered to the school if required (or collected from City Hall).

## **Supporting Refugee and Asylum Seeking Pupils in Schools (SRASPS) Working Group**



Bristol is proud to be a City of Sanctuary and this is evidenced by how many schools and settings have welcomed refugee and asylum seeking pupils into their settings. To support these children and young people achieve the best possible outcomes the Supporting Refugees and Asylum Seeking Pupils in Schools (SRASPS) Working Group has been set up

The purpose of the SRASPS meetings are:

- To provide an opportunity for schools, communities and other organisations to work together and to support Refugee and Asylum-Seeking children and young people in accessing education successfully
- To communicate, network, and offer/receive advice and support from colleagues in schools, communities and other organisations
- To discuss current Government guidance and statutory duties
- To identify and discuss specific issues
- To identify gaps in support and work together to find solutions
- To support consistency of practice between schools and other organisations

This group meets on a termly basis and the dates for the remainder of this academic year are detailed below:

**Friday 28<sup>th</sup> April 10am-12pm**

**Friday 14<sup>th</sup> July 10am-12pm**

If you are interested in joining this working group, please contact the Attendance and Belonging Task Group for more details [attendanceandbelongingteam@bristol.gov.uk](mailto:attendanceandbelongingteam@bristol.gov.uk)

## A World That's Home to Everyone

To help our wider school community understand the experiences of children and young people who are newly arrived in the city, especially from areas of conflict, a short new film has been produced. Inspired by the real-life stories of children from Ukraine, Afghanistan, Yemen and Syria, this film, by Save the Children in partnership with Aardman Animation, tells the story of a small orange circle who feels far from home in a world where everything is purple and triangular.

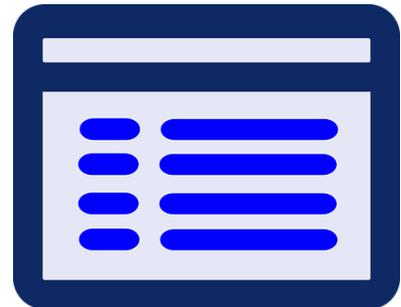


In the visually-rich and inclusive way Aardman are famed for telling their colourful and character-led stories without dialogue, it was important to director, Peter Peake, for the film to be universally communicated through expression and gesture alone to deliver reassurance and understanding to children all over the world.

To access this film please visit <https://youtu.be/eJ3mOQaA5nE>

## Year 6/Year 7 Transition Arrangements – Important Reminder

Following National Offer Day on 1<sup>st</sup> March when most Year 6 pupils will find out their offer of a place for secondary school in September 2023, please can all primary schools check an application has been made for all relevant pupils. Although the initial deadline has now passed, families should still apply for places. The final date and time for making an application or changes to an existing application for the second round of allocations is midnight on the 11 April 2023.



If the pupil has an Education, Health and Care Plan do not apply to School Admissions, see [Apply for a key stage transfer school place for a child with an Education, Health and Care \(EHC\) plan](#) on the Local Offer site or email the Special Educational Needs Team at [sen@bristol.gov.uk](mailto:sen@bristol.gov.uk) for how to apply

For further information please visit [Apply for a new year 7 secondary school place \(bristol.gov.uk\)](#)

## International Rescue Committee 'Healing Classrooms' FREE Training

The [International Rescue Committee](#) is delighted to offer their free training programme to educators in Bristol.



### What is the Healing Classrooms programme?

Crises, conflict and displacement have a direct and profound impact on the physical integrity, well-being and learning ability of refugee children and young people. With the right support, the negative effects of suffering and stress can be reduced and refugee children can heal, grow, learn and thrive.

The [Healing Classrooms](#) approach, based on over 40 years of research, provides you with the resources and support to achieve this. It covers **how to provide safe and supportive learning environments** for refugee students in your school alongside practical advice and resources on **how to incorporate social-emotional learning and trauma-informed pedagogy** into the curriculum.

To register for this free online training, please click the link below:

### Online training sessions

The training consists of **3 online sessions** led by an IRC education specialist who has experience of the English education system as well as having worked with refugees both in this country and abroad. The sessions will provide you with an opportunity to learn about the Healing Classrooms model and to share expertise with other educators.

Each session will last around 1h30min and will take place on **Wednesday 10 May, 17 May and 24 May at 4 pm**. Once you have registered, we will send you a Healing Classrooms educator handbook in the post. You will need this during the sessions.

[Register here](#)

## Workshop series: A Trauma-Informed Approach in Education



Crisis and conflict have direct and profound effects on children's physical safety, well-being and ability to learn. The International Rescue Committee offer this **two-part workshop series** in which they explore the causes, consequences and ways to support refugee students (at the individual and organisational level) to cope and overcome trauma and toxic stress and to thrive in their new school. Sessions are led by an IRC education specialist who has over 20 years of experience supporting refugee and EAL students in the English education system.

**19 - 20 April 2023**

Sign up [here](#)

**24 - 25 May 2023**

Sign up [here](#)

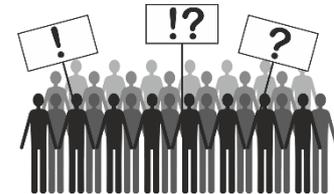
## Industrial Action coding - reminder

### Recording pupils' attendance

If a school has to restrict attendance by telling some pupils not to attend school on a

strike day, the **Y code** should be used for pupils who told not to attend. Pupils who are required to attend should be marked in the normal way. If a pupil is required to attend

school on a strike day but does not, then they must be recorded as absent. The Y code does not count towards the pupil or school's absence record.



### Compare pupil attendance with other schools in your local authority

78% of schools are now sharing daily attendance data with the DfE.

This month, the DfE are rolling out new functionality to allow mainstream schools that are sharing data to compare attendance with other schools within their local authority area. Once this is available, you will be able to see the 'compare your attendance tab' in [view your education data](#).



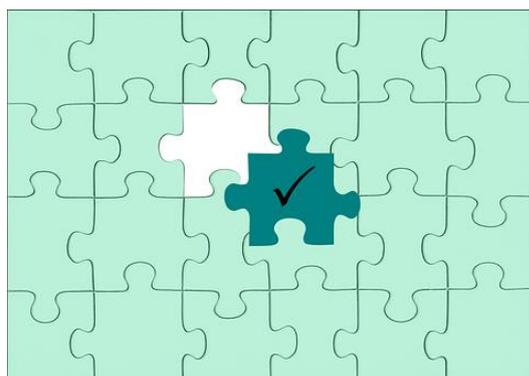
The tool will help schools to identify strengths and priorities and signpost to additional guidance and support.

All schools can continue to view local authority level attendance data using the [pupil attendance dashboard](#), which is updated fortnightly.

To share daily attendance data and get access to these tools, please [email Wonde](#). If you already use Wonde, please accept the request from us in your Wonde portal.

**Please note the data trial does not replace any data collection currently in place with the local authority. In addition, the data pack due to be released shortly by the local authority will supplement the information provided through this data trial, not replace it.**

### **Admissions messaging supporting early identification of Children Missing Education **Action Required****



To ensure all children and young people receive a place at a school or education provision in a timely way, in circumstances where schools and settings are unable to offer a place, we request that the following information is included in any written correspondence to parents and carers:

*We are sorry that we have been unable to offer your child a place at our school.*

*To help support your child access education provision please email [childrenmissingeducation@bristol.gov.uk](mailto:childrenmissingeducation@bristol.gov.uk) if you live in Bristol and:*

- your child is not currently on roll at a Bristol school or receiving elective home education*
- you applied directly to a school and were told there are no places in the appropriate year group*

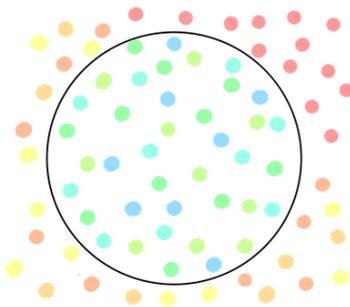
- *you applied directly to a school more than 10 school days ago and have not had a response*

If you manage your own in-year admissions arrangements, and you are unable to offer a place please also complete the Child Missing Education form to notify the local authority of this situation, further details including the notification form are found in the link below:

[Children missing education \(CME\) \(bristol.gov.uk\)](https://www.bristol.gov.uk/children-missing-education-cme)

We also want to remind schools and settings that even if you are over-subscribed, parents and carers **must not be refused the opportunity to make an application** or be told that they can only be placed on a waiting list rather than make a formal application. They should still be encouraged to apply for a place for their child please see [School admissions code 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/school-admissions-code-2021.pdf)

## Exclusions Task and Finish Group



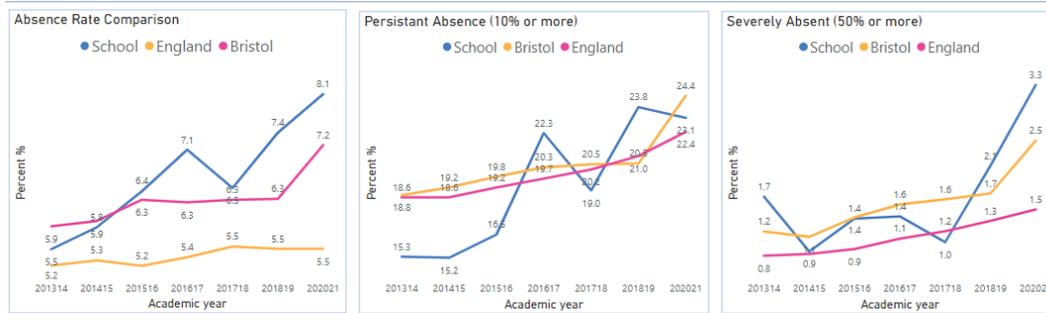
Following a short break, the Exclusions Task and Finish Group is recommencing later on this month. This group is made up of key stakeholders who are interested in understanding the factors that underpin exclusions and suspensions and to explore how we can reduce the number of incidents experienced by pupils across the city.

Dates of the upcoming meetings:

- Wednesday 19<sup>th</sup> April 23: 1pm – 3pm
- Thursday 25<sup>th</sup> May 23: 1pm – 3pm
- Wednesday 21<sup>st</sup> June 23: 1pm – 3pm
- Wednesday 19<sup>th</sup> July 23: 1pm – 3pm

If you are interested in joining this group, please contact the Attendance and Belonging Task Group for further information at [attendanceandbelongingteam@bristol.gov.uk](mailto:attendanceandbelongingteam@bristol.gov.uk)

## ool Data Packs Update – Data Packs are now live



In the past the Bristol City Council created individual data packs relating to attendance and suspensions. We are now in the process of creating much more comprehensive data packs for all primary, secondary and special schools. It will be published in two tranches, the first being an analysis of data published by the DfE, the second an analysis of your own school's data.

Rather than us sending each school a PDF document, as we did previously, we will be giving each school access to their own bespoke data packs via the internet. Each user will access their school's data securely, and without the need for any software. Although we are producing the packs using Power BI you will not need to have it installed.

In preparation for setting up the links to the data packs when they are available, we are asking each school to nominate one person in your setting to be the main user. This person will then be able to nominate others in the school if they also want access to your school's report.

Please can you follow the link below to provide the details of the nominated member of staff

[School Attendance Data Pack - Nominated staff member](#)

### Help for Households

To help with the cost of living crisis the government has launched a website detail a range of support for households. This is available from the link below:



[Help for Households - Get government cost of living support](#)

## Local Crisis and Prevention Fund - Bristol

The Local Crisis and Prevention Fund can provide financial support to families facing an immediate financial crisis by

- giving an emergency payment for essentials like food and clothing
- supplying household goods if they cannot afford basic furniture or white goods, like a fridge or a cooker



For further details please visit

[Emergency payments - local crisis and prevention fund - bristol.gov.uk](https://www.bristol.gov.uk/emergency-payments-local-crisis-and-prevention-fund)

## School Attendance Network (SAN) Meetings

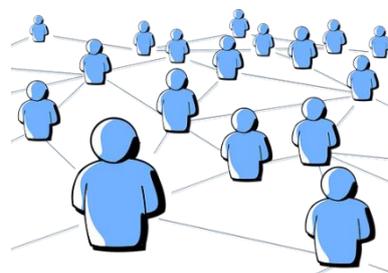
Dates for the upcoming SANS meetings later in the academic year are detailed below:

### April/May 2023

Thursday 27<sup>th</sup> 1-3pm (April)

Wednesday 3<sup>rd</sup> 12-2pm (May)

Thursday 4<sup>th</sup> 10-12 (May)



The link is the same for all three April/May meetings is the same

<https://zoom.us/j/97313137055?pwd=a2NxYTJscUdLRtNyTzV2Zms3TjgvZz09>

Meeting ID: 973 1313 7055

Passcode: 248519

We still request that colleagues book via [TWS](#) so we can confirm numbers attending.

## Education Welfare Service CPD Courses for Schools Academic Year 2022-23



To assist with your planning for this academic year the Education Welfare Team has released key dates for training and CPD opportunities. Please note that additional courses are likely to be added during the academic year and details will be provided via the Weekly Attendance Update.

### [Children Missing Education - Free](#)

Child Missing Education - Why does it matter?  
Education Welfare Service (EWS)

Wed 7 June 2023 10:00 – 12:30

Training – virtually, via Zoom  
Booking via Trading with Schools  
Trading with Schools Helpline 0117 922 2444  
Email: tradingwithschools@bristol.gov.uk

### [Parental Responsibility Measures - Penalty Notice Training for Schools - Free](#)

Penalty Notice Training for Schools - When is a Penalty Notice Appropriate?  
Education Welfare Service (EWS)

Wed 24 May 2023 10:00 – 12:00

Training – virtually, via Zoom  
Booking via Trading with Schools  
Trading with Schools Helpline 0117 922 2444  
Email: tradingwithschools@bristol.gov.uk

### [Parental Responsibility Measures - Irregular Attendance Prosecutions – Chargeable £75](#)

An invaluable course designed for schools who prepare their own witness statements for school attendance prosecutions.  
Education Welfare Service (EWS)

Tues 16 May 2023 12:30 – 15:00

Training – virtually, via Zoom  
Booking via Trading with Schools  
Trading with Schools Helpline 0117 922 2444  
Email: tradingwithschools@bristol.gov.uk

### [Improving School Attendance – Support for Senior Leaders in Schools and Settings – 1 free place per setting](#)

This course provides guidance and practical strategies to school senior leaders with an attendance remit to support improvements especially for vulnerable groups.

The first part of this course sets out the principles underpinning an effective whole school strategy for attendance and develop a sense of belonging. The second part of this course outlines actions that schools may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA).

Wed 14 June 2023 10:00 – 12:30

Training – virtually, via Zoom  
Booking via Trading with Schools  
Trading with Schools Helpline 0117 922 2444  
Email: [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk)

## Locality Meetings Term 4



Locality meetings have been set up to support attendance related activity at a local level. We have set up this network of meetings to create a community of practice by bringing together groups of schools in similar circumstances. Please could you email the Attendance and Belonging Team [attendanceandbelongingteam@bristol.gov.uk](mailto:attendanceandbelongingteam@bristol.gov.uk) if you are able to attend one of the locality meetings shown in the following table:

### Term 4

Meeting Type	Locality meeting date	Locality meeting time	Link
Specialist	Weds 29.03.23	2pm - 3.30pm	<a href="#">Click here to join the meeting</a>

## Weekly Attendance Officer Drop-in Sessions – Every Tuesday



- To support the work of Attendance Officers and other colleagues concerned about an attendance issue we have arranged a weekly online drop-in session every Tuesday 11am-12 noon
- We would encourage colleagues to join the meeting if they have specific questions relating to attendance or would like to share best practice.

Join the Zoom meeting at:

<https://zoom.us/j/92106436030?pwd=NEpsN2tJZGFzVUZ3cWRWbDZGTGVtZz09>

Meeting ID: 921 0643 6030

Passcode 867161

## Families Arriving from Ukraine - update

Families from Ukraine continue to arrive in Bristol under a number of schemes, including the government's Homes for Ukraine, the Family Visa system and via third party organisation for those with specific needs including children and young people

requiring medical intervention. As families and their families are arriving via a number of different routes this requires careful checking and tracking.

To ensure we can place the children and young people in schools and settings as quickly as possible please follow the guidance as detailed below

**If you are able to offer a place in your setting** for a Ukrainian child/ young person following an admissions enquiry, please can you process the application as soon as possible, following your usual processes. So that we can ensure we support these pupils in the best way possible please can you complete the Microsoft form detailed



below. If Bristol City Council processes your in year admissions applications, as soon as a place is allocated and accepted, please also complete the Microsoft Form

[Ukrainian refugee children - Notification of school admissions and enquiries](#)

**If you are unable to offer a place in your setting** for a Ukrainian refugee child/young person following an admissions enquiry, please can you complete a Children Missing Education Form by following the link below:

[Children missing education \(CME\) - bristol.gov.uk](#)

**Important please note they are a Ukrainian Refugee in the free text at the end of the form** If you have any queries about the admissions arrangements for any new Ukrainian pupils, please contact the [attendanceandbelongingteam@bristol.gov.uk](mailto:attendanceandbelongingteam@bristol.gov.uk)

Please note if you offer a place to a Year 6 child, once settled please can you ensure an application is made via the Admissions Team [School admissions - bristol.gov.uk](#) for a Year 7 place for September 2022 as soon as possible. You may need to support host and the newly arrived families with this process as they are likely to unfamiliar with it.

To support the arrival of children and young people and to welcome them into our schools and settings, a number of translated posters have been made available, to access them please follow the link below:

[https://urldefense.com/v3/ https://www.dropbox.com/s/tytnfep44kc8ar1/Refugee\\*20Posters\\*20Style3.pdf?dl=0 ;JSU!!KUxdu5-bBfnh!tXwFzcmDHERbgWtRb2pA8DwcBmgLotsygW5zqfJ2l0BBIODVI6bMzatBRpYgZrW3mmJEKB-RIA\\$](https://urldefense.com/v3/https://www.dropbox.com/s/tytnfep44kc8ar1/Refugee*20Posters*20Style3.pdf?dl=0;JSU!!KUxdu5-bBfnh!tXwFzcmDHERbgWtRb2pA8DwcBmgLotsygW5zqfJ2l0BBIODVI6bMzatBRpYgZrW3mmJEKB-RIA$)

# Attendance Toolkit



To support communication and practice around attendance related issues, we have set up an Attendance Toolkit on a SharePoint site for professionals.

## For BCC Staff

Please follow the following the link [Attendance Toolkit - Home \(sharepoint.com\)](#) to trigger a request for access

## For Non- BCC Staff

Access to the site is via the supply of a named email for an individual as opposed to a departmental or general email so you can be registered for access. If you are on the Attendance or Bristol Inclusion Panel mailing lists you should be set up already. For other colleagues please email the [attendanceandbelongingteam@bristol.gov.uk](mailto:attendanceandbelongingteam@bristol.gov.uk) to request access, providing your email details. You will then be invited to join the SharePoint site, if you have not received an email within 2 working days of making a request, please check your spam folder. We recommend you save the SharePoint site link in your favourites.

## Local Attendance Data

### Term 1

Phase	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Phase	Term to Date	Phase	Year to Date
All-through		92.41	89.20	87.17	87.12	87.92	87.62	85.79	All-through	88.14	All-through	88.14
Specialist	36.20	70.45	76.77	74.29	73.77	74.66	75.00	73.65	Specialist	74.01	Specialist	74.01
Primary	88.94	95.38	95.25	94.59	94.94	95.02	94.66	93.38	Primary	94.76	Primary	94.76
Secondary	92.92	94.15	92.79	90.69	91.52	91.84	92.05	90.11	Secondary	91.98	Secondary	91.98
All	86.82	94.26	93.64	92.42	92.84	93.05	92.91	91.46	All	92.97	All	92.97

Note Week 1 = w/c 29/8/22 to capture the start of the academic year.

## Term 2

Phase	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Phase	Term to Date	Phase	Year to Date
All-through	87.94	88.23	87.41	86.61	85.38	83.58	78.82	All-through	85.36	All-through	86.78
Specialist	74.07	75.52	74.67	70.69	70.57	69.63	68.74	Specialist	71.98	Specialist	73.25
Primary	94.99	94.62	93.69	92.21	92.20	90.14	87.34	Primary	92.15	Primary	93.45
Secondary	91.87	91.34	90.08	87.73	86.84	85.85	81.51	Secondary	88.03	Secondary	89.99
All	93.02	92.69	91.63	89.85	89.44	87.81	84.60	All	89.89	All	91.42

## Term 3

Phase	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Phase	Term to Date	Phase	Year to Date
All-through	87.92	88.42	87.80	87.27	85.76	87.22	All-through	87.40	All-through	86.99
Specialist	70.95	73.80	72.64	71.34	69.17	72.27	Specialist	71.78	Specialist	72.47
Primary	93.95	95.35	95.19	94.35	93.92	94.40	Primary	94.59	Primary	93.75
Secondary	90.84	91.14	91.11	90.16	89.41	89.71	Secondary	90.42	Secondary	90.23
All	91.89	92.93	92.77	91.91	91.31	91.83	All	92.15	All	91.62

## Term 4

Phase	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Phase	Term to Date	Phase	Year to Date
All-through	87.71	85.56	84.24	82.89	86.36		All-through	85.40	All-through	86.68
Specialist	72.24	70.25	74.76	77.20	80.52		Specialist	74.55	Specialist	72.92
Primary	94.83	94.52	93.71	92.84	94.88		Primary	94.18	Primary	93.83
Secondary	90.92	90.26	89.39	89.58	90.44		Secondary	90.14	Secondary	90.25
All	92.47	91.94	91.27	90.85	92.54		All	91.83	All	91.68

## Contact

If you require for further information in relation to this Attendance Update, please contact Lesley O'Hagan on [lesley.o'hagan@bristol.gov.uk](mailto:lesley.o'hagan@bristol.gov.uk).