

Problem (why?)	Intervention Description (what?)	Implementation Strategies (how?)	Schedule (when will this take place?)	Implementation Outcomes (how well?)	Final outcomes (and so?)
<i>What problems are we solving?</i> <i>What needs to change?</i> Students: Poor attendance to KS5 lessons across D6. Students need a better understanding of the behaviours and approaches required at KS5 to be successful with their learning. This includes but is not limited to: - strong attendance to lessons - having a growth mindset and high levels of resilience - completing independent study and work outside of lessons regularly and to a high standard. - Students do not always receive regular high quality advice	<i>What are the core components of the approach?</i> <i>What will people do to address the identified needs?</i> - Analyse past attendance data of internal students and use our risk register to establish a D6 'at risk cohort for attendance. - Liaise with the prior educational settings of our external students to understand their historical attendance. - Understand the wellbeing needs and any unconscious structural barriers to attendance and curriculum engagement that	<i>What blend of strategies are required to implement the approach?</i> <i>How will we draw on the behaviours and contextual factors to do these strategies well?</i> - 2026 CRA will analyse the applications we've received from our home schools and identify the students who had less than 95% attendance in Y11. Students with attendance between 95 and 90% will be marked as amber. Students with attendance lower than 90% will be marked as red. - Using current attendance data and June mock data, AVE and VSA will establish the Y13 nurture cohort. - Following enrolment: AVE/VSA/KTA/CBA/LCA, MGR will meet the students identified as the D6 nurture cohort for attendance (using CRA data). The member of	Summer 2 (July 26) Summer 2 (July 26) Autumn 1 (Sept)	<i>How will we know the approach is being implemented well?</i> <i>What milestones can we measure along the way?</i> Short term: - 100% of advocating adults trained. 95% completion rate of attendance review meetings. - Student attendance plans quality assured by AVE/CGR/VSA Medium term - 90% of interventions delivered according to	<i>What do we want our plan to achieve?</i> <i>How will pupils, teachers and the school benefit?</i> Attendance - Overall KS5 attendance exceeds 96%. - Persistent absence falls below 8%. - 90% of students maintain attendance above 95%. Attainment - Improved progress measures. - Improved A-Level and vocational outcomes. - Reduction in underperformance. Retention • Year 12 to Year 13 retention exceeds 95%. Destinations • Increase in positive destinations. • Reduction in NEET figures. How Governors Could Be Involved

	exist within Y12 and Y13 students. - Provide preventative support to KS5 students ensuring that their attendance does not fall below 95% - Provide our most at risk students with an 'advocating adult.	staff that each student meets with will become their advocating adult. The initial meeting focus will be: - Establish the specific reasons/barriers for poor attendance in KS4. - Establish strategies with the student and their families that they believe will help support them with their attendance and academic success. - AVE to provide a full framework for advocating adults in the D6 staff handbook, which will be in place by September 1st 2026. The focus will be: *attendance (including tutor time and PAL) *academic progress *engagement with work based learning. *VESPA mindset and careers/next steps. - For external students, we will use the same	Autumn 1 (Sept)	agreed schedule. - Staff report confidence in advocating adult role through survey. - Parent engagement rates exceed 80% of nurture cohort Long term - Attendance intervention framework embedded within standard KS5 systems. - Attendance data used routinely by all pastoral and curriculum leaders.	Link Governor for Sixth Form Attendance Assign a governor to: • Meet with AVE termly. • Review attendance data. • Monitor impact of the nurture programme. Report findings back to governors.
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		approach as outlined above, which may involve contacting their previous high schools if we do not have the relevant information to adequately support them. - Training for advocating adults on coaching conversations - Relational attendance intervention training for D6 pastoral staff	Autumn 1 (Sept) Autumn 1 (Sept–Oct): Initial training delivered. Autumn 2 (Nov–Dec): Coaching conversations observed and quality assured. Spring 1 (Jan–Feb): Refresher session and sharing of best practice. Summer 1 (Apr–May): Impact review against attendance outcomes Autumn 1: training completed. Autumn 2: Staff	- Positive student voice regarding support systems.	
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		- Parent/carer workshops on supporting KS5 students with attendance from a relational/nurture perspective	implementing relational intervention pathways consistently. Spring 2 (Feb–Mar): Follow-up training based on identified needs. Summer 2 (Jun–Jul): Evaluation of intervention effectiveness Autumn 1: Workshop delivered to Year 12 and 13 parents. Spring 1: Follow-up workshop focusing on attendance and progress: celebrating the success! Summer 1: Information session for incoming Year 12 parents		
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