

Education history and attendance

December 2022

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Foreword from Dame Rachel de Souza

Over the course of this year, I have been relentless in my focus on making sure that everyone understands what children need to thrive, to be happy and healthy. A huge part of that has been investigating children's attendance at school. I have prioritised attendance because school is where children have told me, overwhelmingly, they want to be.

I want to see a system as ambitious for children as they are for themselves. This is why I have set a target to see 100% attendance at school. This target is not about blaming parents or children if the system cannot, at present, support their child to attend school. To support the system-wide and child-level evidence led solutions which I have called for this year I have embarked on an ambitious programme of research which has included speaking to 300 children and young people who struggle to attend school, surveying all local authorities in England and analysing the daily attendance data of 32,000 pupils in three multi-academy trusts (MATs).^{1,2,3}

The following report goes beyond only the data that schools hold. For each pupil I have brought together six years of children's social care, suspension, exclusion and attendance history, as well as key indicators of vulnerability. The analysis has found that children's previous attendance history is the strongest indicator of whether a child will go on to be habitually absent in a new term. Perhaps this is unsurprising, that the children who were least likely to attend in previous years are those the most likely to have higher rates of unauthorised absence and absence overall. However, if this is common sense, then why has the system been unable to address this pattern and provide suitable interventions for these children, to get them back into school regularly?

Additionally, taking into account a pupil's absence history, having an EHCP was associated with a higher chance of being severely absent and higher overall absence. I have recently published my ambitions for the Special Educational Needs and/or Disability (SEND) system which set out what we must do to ensure that children with SEND have equitable outcomes.⁴ This is true too for their attendance goals. The professionals working with children with SEND must be setting realistic goals for school attendance, integrating these as part of EHCPs and making sure that children are receiving a level of support and education which matches their ambitions.

The evidence in this report adds to the roadmap for schools and local authorities to target limited attendance resource, to knowing ahead of the new term which children are most at risk of low attendance and which children will be most in need of an intervention and support. We must stop being reactive, waiting until a child has already missed irreplaceable school days, and work proactively and collaboratively to support children to receive the education that they deserve.

Executive Summary

The Big Ask, the largest ever survey of children in England, run by the Children's Commissioner in 2021 found that education is extremely important to children and that not having access to a great education was seen by many as a barrier to being able to achieve their ambitions.⁵ The Covid-19 pandemic severely disrupted children's access to education and although schools have been fully open since 8 March 2021, the group of children who are unable, for whatever reason, to attend school regularly, has grown. The latest experimental statistics from DfE show that in secondary schools, across the academic year to date (i.e., the start of the autumn term 2022) the absence rate was 7.8%, with an unauthorised absence rate of 2.8%.⁶ While not directly comparable, this is higher than the absence rate in the whole of autumn 2020 (5.7%).⁷

In the autumn and spring term of academic year 2021-2022, the latest nationally available data on persistent and severe absence, 1.6 million children (22%) were persistently absent, meaning that they missed 10% or more of possible education sessions.⁸ Of these, 110,470 (1.5% of all pupils) were severely absent, meaning that they missed 50% or more of possible education sessions.⁹

As a result, the Children's Commissioner has made education an absolute priority and has spent much of this year investigating the barriers to children engaging in education through the *Attendance Audit*.¹⁰ The Audit has set out an overarching goal that every child should be in school every day, supported and ready to learn. Every child has the right to a fantastic education. To achieve this, professionals need to be able to identify the early warning signs for persistent and severe absence, so that schools and local authorities can intervene immediately, before a child has missed weeks or even months of education. This report is the latest in a series of papers which explore different aspects of the education system and how children's engagement with education is measured.

The paper *Back into school: New insights into school absence* analysed the daily attendance records from the autumn 2021 term from three Multi-Academy Trusts (MATs), which provided education to around 32,000 children.¹¹ The research looked at both unauthorised and authorised absence across the term. Authorised absence means that the school has either given approval either in advance or following an absence from the school, and authorisations can be given in several circumstances. Unauthorised absence means that the school has not approved for the pupil to be absent.

The analysis found that attending the first week of school is a strong indicator that a child will go on to attend school regularly throughout the term. Additionally, an unauthorised absence on any given Monday or Friday throughout the term is associated with a lower term-level absence than an unauthorised absence on any given mid-weekday.

This report builds on the research conducted in the *Back into school* paper, examining the relationship between the same pupil's education history over six years and their absence in autumn and spring 2021-2022.

This analysis has found that:

- Children's previous absence history is key to understanding their likelihood of being absent in a new term. Variation in previous absence explained more about variation in autumn and spring 2021-2022 absence than any other observable pupil characteristic.
 - Among pupils who had previously been persistently absent, the rate of persistent absence in autumn and spring of academic year 2021-2022 was 51%, over three times higher than the rate of persistent absence among pupils who hadn't been persistently absent (14%).
 - Among pupils who had previously been persistently unauthorised absent, the rate of persistent unauthorised absence was 33%, compared to 2% among pupils who haven't.
 - Controlling for other factors, having been persistently absent in a previous year was associated with an additional three days of absence in a term. Having been severely absent in a previous year was associated with an additional 11 days of absence in a term.
- The factor most associated with having an unauthorised absence in the first week of term was a pupil ever having been severely absent.

The way forward

The *Back into school* report identified key areas which schools and local authorities could address to support children back into school in September 2021. The findings of this report provide further evidence to the importance of these interventions:

- Children need to feel excited and supported to attend school in the first week in September. When planning for how to support vulnerable pupils, local authorities and schools need to have particular regard to pupils who have previously been persistently or severely absent at any point during their education. Local authorities must be working collaboratively with other professionals in children's lives and pulling services together around the child where this is not already in place.
- Making use of data needs to go beyond utilising the current terms attendance data from day one of a new term. Schools must have access to children's previous education, suspension, exclusion and attendance history so that they can plan proactively, even before the start of a new term. Where schools don't have access to historical data, for example when a child has moved schools, the local authority should work with them collaboratively to share data resources and join up the dots.

Methodology

The Children's Commissioner's Office (CCo) uses data from the National Pupil Database (NPD) linking the 2021-2022 Spring Census to the Exclusions table, the 3-term Absence table, and the Children In Need (CIN) census from previous 6 academic years (2015-2016 to 2020-2021) as well as the 2-term Absence table from 2021-2022 (the latest available data).¹² The cohort includes all 7 million pupils aged 5-15 at the start of academic year 2021-2022 in England's state school system who were on roll in Spring 2022.

The CCo also uses daily attendance from 3 multi-academy trusts (MATs). MATs which provided data comprised of 54 schools in geographically disperse areas across England. Schools within the selection criteria were primary, secondary, or mixed age schools, including 32,176 pupils. This group of has more secondary schools than in the national average.¹³

The data from these MATs includes daily attendance records, demographic variables as well as pupil characteristics including whether the pupil is pupil premium (PP), whether the pupil is a looked after child (LAC), whether the pupil receives Special Educational Needs and Disabilities (SEND) Support and whether the pupil has an Education, Health and Care plan (EHCP). The daily attendance data was linked to the Exclusions table, the 3-term Absence table and the CIN census from 6 academic years (2015-2016 to 2020-2021) using the pupil's Unique Pupil Number (UPN).

This report examines both unauthorised and authorised absence. DfE guidance to schools specifies that authorised absence means that the school has either given approval in advance for a pupil of compulsory school age to be away or has accepted an explanation offered afterwards as justification for absence.¹⁴ Currently, authorised absence codes cover a range of situations children are affected by, including: a leave of absence authorised by the school, a child excluded but no alternative provision made, a holiday authorised by the school, illness, medical or dental appointments, religious observance, study leave and Gypsy, Roma and Traveller absence.

This report also examines persistent and severe absence and persistent and severe unauthorised absence. Persistent absence indicates a child has missed at least 10% of possible sessions across the term and severe absence indicates a child has missed at least 50% of possible sessions.¹⁵ Persistent and severe unauthorised absence indicates a child has missed at least 10% or 50% of possible sessions for unauthorised reasons.

Descriptive findings

Absence history

Within the six-year timeframe, the primary metrics explored are:

- whether a pupil is ever persistently absent in an academic year (“Ever PA”),
- whether a pupil is ever persistently unauthorised absent in an academic year (“Ever PUA”),
- whether a pupil is ever severely absent in an academic year (“Ever SA”),
- whether a pupil is ever severely unauthorised absent in an academic year (“Ever SUA”),
- whether a pupil has been persistently absent for two consecutive years (“Continuously PA”), and
- whether a pupil has been severely absent for two consecutive years (“Continuously SA”).

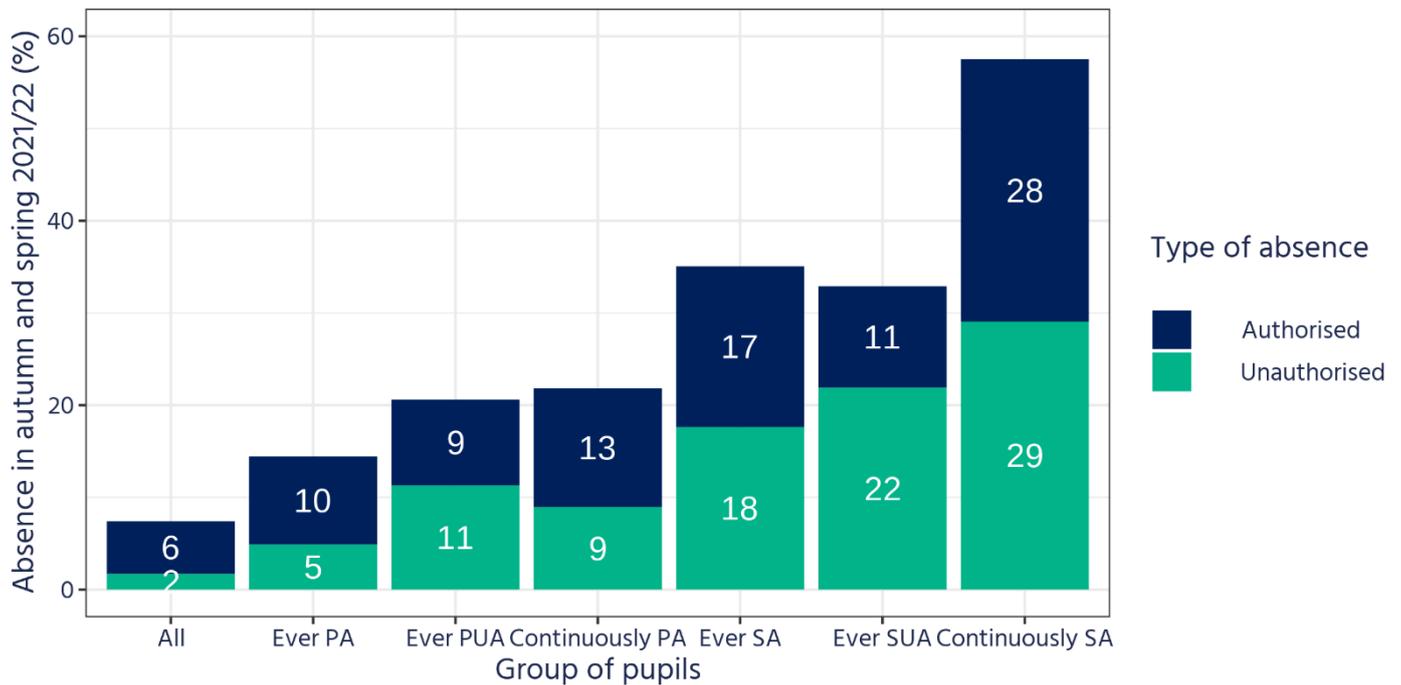
Table 1 shows that while 23% of pupils have ever been persistently absent in the previous 6 years, 55% of pupils with an EHCP have ever been persistently absent in the previous 6 years. Similarly, while 3% of pupils in the sample have ever been severely absent, 5% of pupils who have ever been CIN and 8% of pupils with an EHCP have ever been severely absent.

Table 1: Absence history by pupil characteristic

Group	Ever PA	Ever PUA	Ever SA	Ever SUA	Continuously PA	Continuously SA
All	23%	6%	1%	1%	7%	<1%
FSM	40%	14%	3%	1%	15%	<1%
Ever CIN	48%	18%	5%	2%	20%	1%
SEND Support	33%	10%	3%	1%	12%	<1%
EHCP	55%	11%	8%	2%	22%	2%

Figure 1 shows that absence in academic year 2021/22 was much higher for pupils with a history of absence. The average absence rate among the 7% of pupils who had been persistently absent for at least two consecutive years was 22% (9% unauthorised and 13% authorised), compared to the average absence rate of 7% across all pupils (1.7% unauthorised and 5.7% authorised).

Figure 1: Average authorised and unauthorised absence rates by previous absence grouping



Suspension history

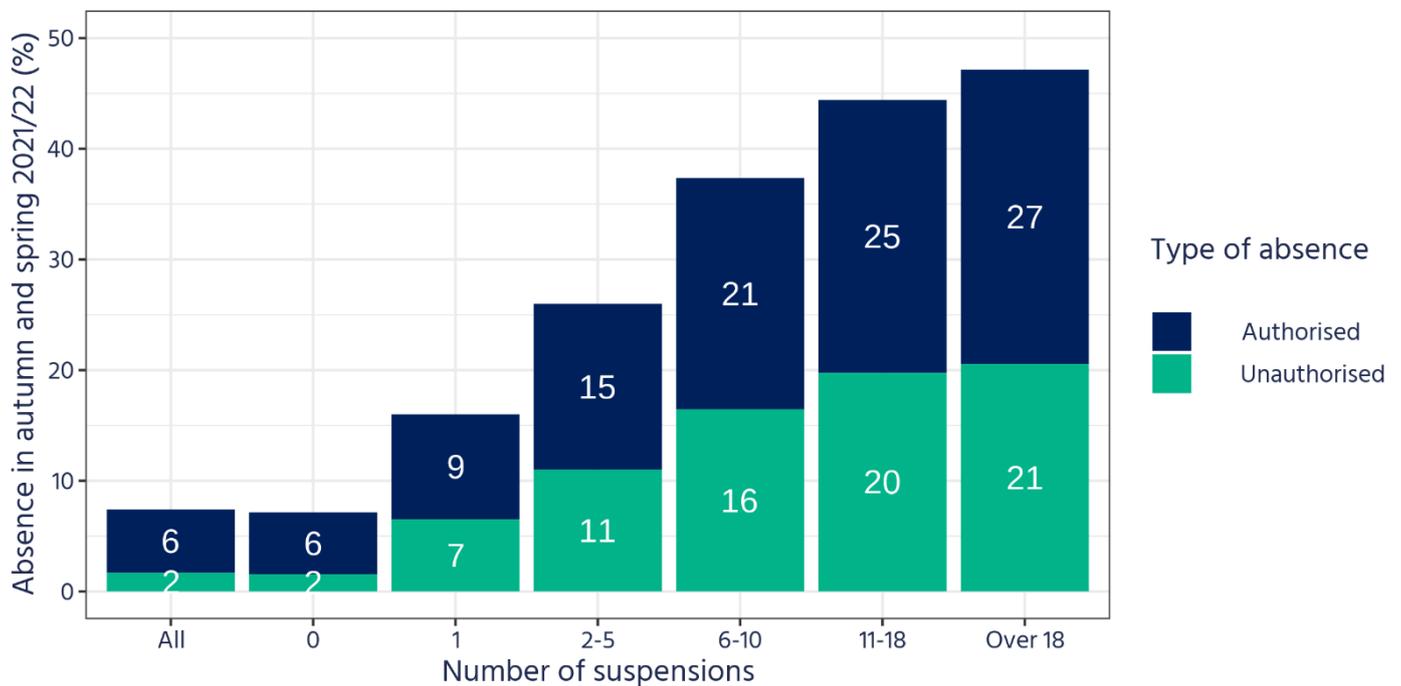
Suspensions, or fixed period exclusions, are an exclusion lasting between 1 school period and 45 school days. Table 2 shows that 4% of pupils have been suspended and less than 1% of pupils were permanently excluded at some point in the 6-year period. The rate of suspensions was much higher for pupils with an EHCP (16%) and ever CIN pupils (12%).

Table 2: Suspensions by pupil characteristic

Group	Ever suspended	Ever permanently excluded
All	4%	<1%
FSM	7%	<1%
Ever CIN	12%	1%
SEND Support	8%	<1%
EHCP	16%	1%

Figure 2 shows that absence in the 2021-22 academic year was higher for pupils with multiple suspensions. This included unauthorised absences, with pupils experiencing 11 suspensions or more having on average a 20% unauthorised absence rate.

Figure 2: Average authorised and unauthorised absence rates by number of suspensions



CIN history

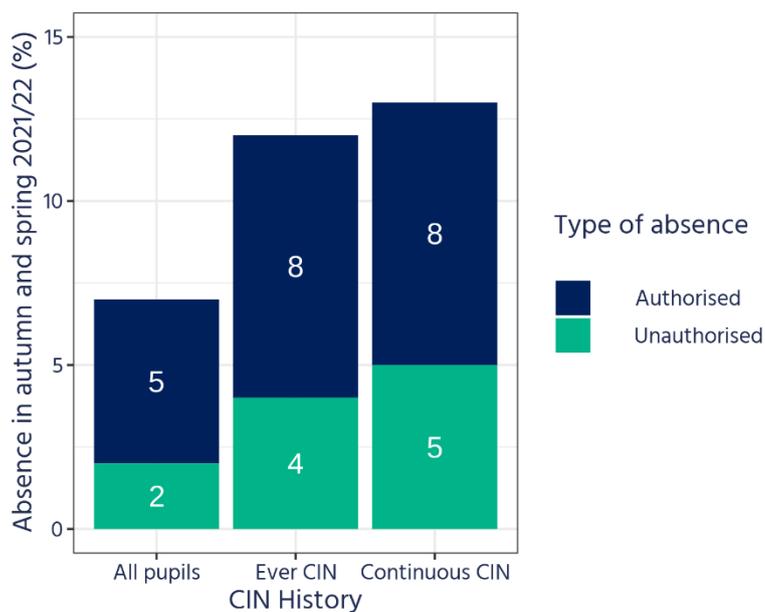
Table 3 shows that 11% of pupils have been a child in need over the previous six years (“Ever CIN”) and 6% of pupils had been CIN for at two consecutive academic years (“Continuously CIN”). Pupils in certain groups were much more likely to have been CIN: among pupils with an EHCP, 34% had been CIN and 23% continuously CIN and among pupils eligible for FSM, 28% had been CIN and 16% continuously CIN.

Table 3: CIN history by pupil characteristic

Group	Ever CIN	Continuously CIN
All	11%	6%
FSM	28%	16%
SEND Support	20%	11%
EHCP	34%	23%

Figure 3 shows that authorised and unauthorised absence was much higher for pupils with who have ever been CIN (12% overall) than pupils who haven’t (7% overall).

Figure 3: Average authorised and unauthorised absence rates by previous CIN history



Factors associated with level and pattern of absence

Methodology

The data were analysed using a statistical technique called regression analysis, to isolate the relationship between a particular characteristic and the overall absence rate and unauthorised absence rate, holding all other characteristics constant. This analysis can identify characteristics that are associated with being absent from school, such as being previously excluded, but it is not possible to say whether these factors *caused* school absence. This is because there are factors not captured in this data which are correlated both with factors we do control for and with school absence.

The regression analysis related to levels of absence, using data on the full pupil population, controlled for year, gender, ethnic group, Income Deprivation Affecting Children Index (IDACI), FSM status, SEND status, English as an additional language (EAL) status, number of exclusions and whether or not the pupil has been persistently absent, severely absent, continuously persistently absent, continuously severely absent, CIN, continuously CIN, and excluded in the previous 6 years. In models where the outcome variable is unauthorised absence, persistent unauthorised absence or severe unauthorised absence control for whether the pupil has been persistently unauthorised absent, severely unauthorised absent, continuously persistently unauthorised absent and continuously severely unauthorised absent.

The regression analysis related to patterns of absence, using data on pupils from three MATs, controlled for year, gender, ethnic group, IDACI, LAC status, PP status, SEND status, EAL status, the pupil's school, number of exclusions and whether or not the pupil has been persistently absent, severely absent, continuously persistently absent, continuously severely absent, CIN, continuously CIN, or excluded in the previous 6 years.

Overall absence, unauthorised absence, persistent and severe absence

The most influential factor associated with higher absence in the autumn and spring 2021-2022 terms was a pupil's absence history. As shown in Table A1, controlling for all other factors, having been severely absent was associated with an additional 11 days of absence in a term compared to those who have never been severely absent.¹⁶ Having been persistently absent was associated with an additional three days of absence in a term compared to those who haven't been persistently absent.

Decomposing the variance in overall absence shows that absence history explains 20% of the variation in overall absence.¹⁷

Exclusion and CIN history also were associated with higher absence. Controlling for other factors, having been suspended was associated with two additional days of absence and having ever been permanently excluded was associated with two additional days of unauthorised absence in a term. Having ever been CIN was associated with one additional day of absence in a term.

Absence history also has an important role in the likelihood of being persistently or severely absent, as shown in table A2. The predicted probability of being persistently absent was 41% for pupils who had previously been persistently absent compared to 14% for pupils who hadn't. The predicted probability of being persistently unauthorised absent was 14% for pupils who had previously been persistently unauthorised absent compared to 2% for pupils who hadn't.

Patterns of absence

In *Back Into School: New Insights into school absence*, the CCo showed that average term-level absence was higher conditional on missing at least a Tuesday, Wednesday or Thursday than average absence conditional on missing a Monday or Friday. The CCo also shows that missing a day in the first week was associated with higher term-level absence than missing a day any other week.

Table A3 shows the regression results with different patterns of attendance as outcomes, including having an absence in the first week, having a mid-week absence and having multiple periods of absence within a term. The factor most associated with having an absence in the first week was previously being severely absent. The factor most associated with having a mid-week absence and having multiple periods of absence was having previously been persistently absent.

The way forward

The *Back into school* report identified key areas which schools and local authorities could address to support children back into school in September 2021. These included: making sure that children were prepared for a new term and planning support for vulnerable pupils in advance, ensuring that appropriate school places are secured before the start of term, making better use of the data available, improving attendance codes, and reducing Friday absence. The findings of this report provide further evidence to the importance of these interventions:

- Children need to feel excited and supported to attend school in the first week in September. When planning for how to support vulnerable pupils, local authorities and schools need to have particular regard to pupils who have previously been persistently or severely absent at any point during their education. Local authorities must be working collaboratively with other professionals in children's lives and pulling services together around the child where this is not already in place. The Children's Commissioner has supported this through the creation of the Back Into School webpages, which bring together resources for children, schools and families to help children feel supported in school and address the barriers that children have identified that stop them being able to engage in education.¹⁸ The Commissioner will continue to develop these webpages in collaboration with the Department for Education.
- Making use of data needs to go beyond utilising the current terms attendance data from day one of a new term. Schools must have access to children's previous education, suspension, exclusion and attendance history so that they can plan proactively, even before the start of a new term. Where schools don't have access to historical data, for example when a child has moved schools, the local authority should work with them collaboratively to share data resources and join up the dots. Schools should then use this evidence, alongside conversations with their families and knowledge of their local community to implement the right plan of support for every child.

The CCo will make the code developed to perform analysis on attendance data publicly available, so that others can duplicate this analysis for their own school or trust. As the analysis was carried out in R, a statistical software package, which not all analysts may be familiar with, it can also be used as a

template for schools to have a conversation with their Management Information System (MIS) provider about recreating the analysis in their existing platform.

Annex

Table A1 – OLS regression results, factors associated with absence and unauthorised absence in autumn and spring 2021-2022

	<i>Dependent variable:</i>	
	Absence rate (%)	Unauthorised absence rate (%)
Year 2	-0.012*** (0.0002)	-0.003*** (0.0001)
Year 3	-0.021*** (0.0002)	-0.005*** (0.0001)
Year 4	-0.023*** (0.0002)	-0.006*** (0.0001)
Year 5	-0.023*** (0.0002)	-0.007*** (0.0001)
Year 6	-0.024*** (0.0002)	-0.008*** (0.0001)
Year 7	-0.021*** (0.0002)	-0.005*** (0.0001)
Year 8	-0.009*** (0.0002)	0.0002** (0.0001)
Year 9	-0.003*** (0.0002)	0.003*** (0.0001)
Year 10	-0.001*** (0.0002)	0.005*** (0.0001)
Year 11	-0.001*** (0.0002)	0.006*** (0.0001)
Male	-0.005*** (0.0001)	-0.002*** (0.00005)
FSM eligible	0.014***	0.010***

	(0.0001)	(0.0001)
EAL	-0.003***	0.001***
	(0.0001)	(0.0001)
IDACI Quintile2 (ref: Quintile 1, most deprived)	-0.001***	-0.003***
	(0.0001)	(0.0001)
IDACI Quintile3	-0.001***	-0.005***
	(0.0001)	(0.0001)
IDACI Quintile4	-0.002***	-0.006***
	(0.0001)	(0.0001)
IDACI Quintile5	-0.004***	-0.008***
	(0.0001)	(0.0001)
SEND Support	0.012***	0.005***
	(0.0001)	(0.0001)
EHCP	0.002***	-0.003***
	(0.0002)	(0.0001)
Ethnic Group (ref: White British)		
White - Irish	0.004***	0.003***
	(0.001)	(0.0004)
Traveller of Irish Heritage	0.058***	0.036***
	(0.001)	(0.001)
Any Other White Background	-0.003***	0.0002**
	(0.0002)	(0.0001)
Gypsy / Roma	0.035***	0.032***
	(0.001)	(0.0004)
Bangladeshi	-0.017***	-0.004***
	(0.0003)	(0.0002)
Indian	-0.009***	-0.001***
	(0.0002)	(0.0001)
Any Other Asian Background	-0.015***	-0.005***

	(0.0003)	(0.0002)
Pakistani	-0.011***	0.00001
	(0.0002)	(0.0001)
Black - African	-0.031***	-0.009***
	(0.0002)	(0.0001)
Black Caribbean	-0.019***	-0.003***
	(0.0003)	(0.0002)
Any Other Black Background	-0.024***	-0.006***
	(0.0004)	(0.0003)
Chinese	-0.019***	-0.007***
	(0.0004)	(0.0003)
Any Other Mixed Background	-0.007***	-0.001***
	(0.0002)	(0.0001)
White and Asian	-0.007***	-0.002***
	(0.0003)	(0.0002)
White and Black African	-0.009***	-0.002***
	(0.0003)	(0.0002)
White and Black Caribbean	-0.002***	0.001***
	(0.0003)	(0.0002)
Any Other Ethnic Group	-0.015***	-0.003***
	(0.0002)	(0.0002)
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Ever suspended	0.034***	0.021***
	(0.0002)	(0.0002)
Ever permanently excluded	0.014***	0.025***
	(0.001)	(0.001)
Number of suspensions	0.006***	0.004***
	(0.00004)	(0.00003)
Every persistently absent	0.050***	
	(0.0001)	

Ever severely absent	0.156*** (0.0003)	
Continuously persistently absent	0.072*** (0.0002)	
Continuously severely absent	0.187*** (0.001)	
Ever persistently unauthorised absent		0.065*** (0.0001)
Ever severely unauthorised absent		0.082*** (0.0003)
Continuously persistently unauthorised absent		0.090*** (0.0002)
Continuously severely unauthorised absent		0.200*** (0.001)
Ever CIN	0.010*** (0.0002)	0.009*** (0.0001)
Continuously CIN	-0.003*** (0.0002)	0.001*** (0.0001)
Constant	0.071*** (0.0001)	0.015*** (0.0001)
<hr/>		
Observations	6,881,326	6,881,326
R ²	0.290	0.220
Adjusted R ²	0.290	0.220
Residual Std. Error (df = 6881128)	0.086	0.058
F Statistic (df = 197; 6881128)	62,454.740***	43,231.270***

Note:

*p<0.1**p<0.05***p<0.01

Table A2 – Logistic regression results (odds ratios), factors associated with persistent absence, severe absence, persistent unauthorised absence, and severe unauthorised absence in autumn and spring 2021-2022

	<i>Dependent variable:</i>			
	Persistently absent	Severely absent	Persistently unauthorised absent	Severely unauthorised absent
Year 2	0.654*** (0.003)	0.395*** (0.012)	0.722*** (0.009)	0.617*** (0.032)
Year 3	0.479*** (0.002)	0.233*** (0.007)	0.576*** (0.007)	0.491*** (0.025)
Year 4	0.467*** (0.002)	0.210*** (0.006)	0.521*** (0.006)	0.448*** (0.022)
Year 5	0.474*** (0.002)	0.206*** (0.006)	0.477*** (0.006)	0.414*** (0.021)
Year 6	0.479*** (0.002)	0.201*** (0.006)	0.435*** (0.005)	0.414*** (0.020)
Year 7	0.492*** (0.002)	0.384*** (0.010)	0.670*** (0.008)	0.868*** (0.037)
Year 8	0.685*** (0.003)	0.664*** (0.016)	1.022** (0.011)	1.517*** (0.061)
Year 9	0.788*** (0.004)	0.830*** (0.020)	1.236*** (0.013)	1.888*** (0.075)
Year 10	0.797*** (0.004)	0.908*** (0.022)	1.339*** (0.014)	1.983*** (0.078)
Year 11	0.773*** (0.004)	0.935*** (0.022)	1.388*** (0.014)	2.064*** (0.081)
Male	0.902*** (0.002)	0.723*** (0.006)	0.837*** (0.004)	0.842*** (0.010)
FSM eligible	1.590***	1.244***	2.143***	1.403***

	(0.004)	(0.011)	(0.010)	(0.020)
EAL	0.928***	0.886***	1.254***	0.922***
	(0.004)	(0.016)	(0.010)	(0.026)
IDACI Quintile2 (ref: most deprived)	0.991***	0.955***	0.865***	0.935***
	(0.003)	(0.010)	(0.005)	(0.015)
IDACI Quintile3	0.977***	0.953***	0.730***	0.910***
	(0.003)	(0.011)	(0.005)	(0.016)
IDACI Quintile4	0.919***	0.931***	0.569***	0.819***
	(0.003)	(0.011)	(0.004)	(0.016)
IDACI Quintile5	0.820***	0.897***	0.420***	0.677***
	(0.003)	(0.012)	(0.004)	(0.016)
SEND Support	1.330***	1.798***	1.443***	1.537***
	(0.004)	(0.017)	(0.008)	(0.022)
EHCP	1.046***	1.471***	0.949***	1.443***
	(0.005)	(0.018)	(0.009)	(0.030)
Ethnic Group (ref: White British)	1.110***	1.069	1.415***	1.100
White - Irish				
	(0.022)	(0.068)	(0.054)	(0.105)
Traveller of Irish Heritage	2.705***	2.670***	3.864***	1.997***
	(0.086)	(0.141)	(0.141)	(0.159)
Any Other White Background	0.954***	0.829***	1.018	0.963
	(0.005)	(0.019)	(0.011)	(0.033)
Gypsy / Roma	2.182***	1.527***	3.328***	1.350***
	(0.033)	(0.052)	(0.064)	(0.064)
Bangladeshi	0.674***	0.431***	0.844***	0.464***
	(0.006)	(0.019)	(0.014)	(0.033)
Indian	0.810***	0.554***	1.101***	0.588***
	(0.005)	(0.021)	(0.016)	(0.035)

Any Other Asian Background	0.625*** (0.005)	0.623*** (0.026)	0.677*** (0.013)	0.606*** (0.041)
Pakistani	0.845*** (0.005)	0.496*** (0.013)	1.407*** (0.014)	0.435*** (0.018)
Black - African	0.339*** (0.003)	0.514*** (0.016)	0.379*** (0.006)	0.521*** (0.025)
Black Caribbean	0.657*** (0.007)	0.518*** (0.021)	0.913*** (0.017)	0.594*** (0.034)
Any Other Black Background	0.516*** (0.007)	0.588*** (0.031)	0.650*** (0.017)	0.661*** (0.050)
Chinese	0.430*** (0.009)	0.788** (0.076)	0.210*** (0.016)	0.650*** (0.104)
Any Other Mixed Background	0.846*** (0.006)	0.805*** (0.021)	0.929*** (0.013)	0.825*** (0.033)
White and Asian	0.840*** (0.007)	0.806*** (0.027)	0.897*** (0.017)	0.828*** (0.044)
White and Black African	0.803*** (0.009)	0.828*** (0.034)	0.842*** (0.019)	0.959 (0.057)
White and Black Caribbean	0.991 (0.008)	0.906*** (0.022)	1.151*** (0.016)	0.865*** (0.032)
Any Other Ethnic Group	0.655*** (0.005)	0.767*** (0.026)	0.768*** (0.012)	0.877*** (0.043)
Ever suspended	1.642*** (0.010)	2.023*** (0.024)	2.147*** (0.019)	1.771*** (0.032)
Ever permanently excluded	0.900*** (0.024)	0.873*** (0.027)	1.255*** (0.037)	1.017 (0.044)
Number of suspensions	1.013*** (0.001)	1.018*** (0.001)	1.039*** (0.001)	1.012*** (0.002)
Ever persistently absent	4.239***	7.755***		

	(0.011)	(0.099)		
Ever severely absent	1.336***	7.727***		
	(0.011)	(0.078)		
Continuously persistently absent	2.859***	2.084***		
	(0.011)	(0.019)		
Continuously severely absent	1.840***	2.060***		
	(0.060)	(0.048)		
Ever persistently unauthorised absent			8.889***	13.678***
			(0.048)	(0.220)
Ever severely unauthorised absent			1.108***	4.066***
			(0.014)	(0.071)
Continuously persistently unauthorised absent			2.530***	1.722***
			(0.024)	(0.028)
Continuously severely unauthorised absent			1.769***	1.854***
			(0.090)	(0.083)
Ever CIN	1.213***	1.377***	1.607***	1.565***
	(0.005)	(0.017)	(0.011)	(0.028)
Continuously CIN	0.841***	0.935***	0.943***	0.915***
	(0.005)	(0.013)	(0.008)	(0.018)
Observations	6,881,992	6,881,326	6,881,326	6,881,326
Log Likelihood	-3,041,372.000	-302,882.100	-861,530.500	-136,481.100
Akaike Inf. Crit.	6,082,835.000	605,856.100	1,723,153.000	273,054.200

Note:

*p<0.1; **p<0.05; ***p<0.01

Table A3 – Logistic regression results (odds ratios), factors associated with a first week absence, mid-week absence and multiple periods of absence in autumn 2021

	<i>Dependent variable:</i>		
	Missed a day in the first week	Missed a day mid-week	Multiple periods of absence
Year2 (ref: Year 1)	0.537** (0.145)	0.760** (0.090)	0.694*** (0.095)
Year3 (ref: Year 1)	0.574** (0.147)	0.540*** (0.066)	0.494*** (0.069)
Year4 (ref: Year 1)	0.411*** (0.110)	0.519*** (0.063)	0.408*** (0.059)
Year5 (ref: Year 1)	0.557** (0.138)	0.586*** (0.069)	0.466*** (0.064)
Year6 (ref: Year 1)	0.446*** (0.114)	0.490*** (0.060)	0.377*** (0.054)
Year7 (ref: Year 1)	0.253*** (0.094)	0.420*** (0.078)	0.192*** (0.039)
Year8 (ref: Year 1)	0.517* (0.190)	0.635** (0.118)	0.330*** (0.068)
Year9 (ref: Year 1)	0.518* (0.191)	0.731* (0.136)	0.381*** (0.078)
Year10 (ref: Year 1)	0.483** (0.178)	0.629** (0.117)	0.350*** (0.072)
Year11 (ref: Year 1)	0.564 (0.207)	0.746 (0.139)	0.393*** (0.080)
Male (ref: female)	0.928 (0.048)	0.895*** (0.025)	0.859*** (0.027)
IDAC12 (Ref: Decile 1, most deprived)			

	0.858** (0.065)	1.029 (0.044)	1.004 (0.047)
IDACI3 (Ref: Decile 1, most deprived)	1.096 (0.102)	0.901* (0.048)	0.923 (0.054)
IDACI4 (Ref: Decile 1, most deprived)	0.782** (0.084)	0.832*** (0.047)	0.809*** (0.051)
IDACI5 (Ref: Decile 1, most deprived)	0.864 (0.097)	0.815*** (0.049)	0.838*** (0.056)
IDACI6 (Ref: Decile 1, most deprived)	0.792* (0.101)	0.736*** (0.048)	0.721*** (0.053)
IDACI7 (Ref: Decile 1, most deprived)	0.907 (0.122)	0.683*** (0.047)	0.660*** (0.052)
IDACI8 (Ref: Decile 1, most deprived)	0.672** (0.111)	0.666*** (0.051)	0.715*** (0.061)
IDACI9 (Ref: Decile 1, most deprived)	0.892 (0.188)	0.736*** (0.076)	0.662*** (0.079)
IDACI10 (Ref: Decile 1, most deprived)	1.173 (0.269)	0.706*** (0.074)	0.691*** (0.085)
Pupil premium	1.369*** (0.081)	1.559*** (0.048)	1.707*** (0.059)
Looked after child	0.433*** (0.117)	0.275*** (0.043)	0.222*** (0.039)
SEND Support (ref: None)	1.138*	1.040	1.033

	(0.079)	(0.041)	(0.045)
EHCP (ref: None)	0.982	0.693***	0.669***
	(0.140)	(0.063)	(0.065)
English as an additional language	1.738***	1.283***	1.264***
	(0.136)	(0.057)	(0.063)
Other (ref: White British)	1.158	0.926	0.688**
	(0.229)	(0.115)	(0.101)
Asian (ref: White British)	0.560***	0.779***	0.680***
	(0.080)	(0.056)	(0.056)
Black (ref: White British)	0.719**	0.715***	0.611***
	(0.106)	(0.057)	(0.058)
Chinese (ref: White British)	0.00000	0.335***	0.040***
	(0.0004)	(0.101)	(0.040)
Mixed (ref: White British)	0.978	0.949	0.953
	(0.115)	(0.061)	(0.068)
Unknown (ref: White British)	0.971	1.052	1.091
	(0.166)	(0.103)	(0.116)
<hr/>			
Ever had a suspension	1.621***	1.674***	1.743***
	(0.127)	(0.095)	(0.102)
Ever permanently excluded	1.015	0.453**	0.513**
	(0.362)	(0.149)	(0.170)
Number of suspensions	0.997	1.004	0.999
	(0.008)	(0.009)	(0.008)
Ever severely absent	2.947***	1.432***	1.481***
	(0.281)	(0.129)	(0.132)
Ever persistently absent	2.583***	2.845***	3.578***
	(0.167)	(0.095)	(0.131)
Ever CIN	1.399***	1.290***	1.333***
	(0.114)	(0.067)	(0.074)

Consistently CIN	1.003 (0.095)	1.104 (0.071)	1.114 (0.075)
Continuously PA	1.643 ^{***} (0.110)	2.010 ^{***} (0.095)	2.137 ^{***} (0.101)
Continuously SA	1.710 ^{**} (0.460)	1.597 (0.533)	1.985 ^{**} (0.666)
Constant	0.046 ^{***} (0.019)	0.298 ^{***} (0.062)	0.280 ^{***} (0.065)
Observations	31,909	31,909	31,909
Log Likelihood	-5,887.804	-16,012.480	-13,415.400

*p<0.1; **p<0.05; ***p<0.01

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- ⁹ Increased persistent absence rates in Autumn 2021 were driven by illness absence including illness with COVID-19. At this time, many schools had mandatory testing policies and national COVID-19 isolation policies were still in effect, meaning one instance of illness with COVID-19 would have been enough to push an average pupil over the persistent absence threshold.
- ¹⁰ Children's Commissioner for England, webpage, *School*, 2022, [Link](#). Accessed on 21/11/22.
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- ¹⁴ DfE, *Working together to improve school attendance*, 2022, [Link](#). Accessed on 21/11/22.
- ¹⁵ DfE, *Pupil absence in schools in England: autumn term*, 2022, [Link](#). Accessed on 21/11/22.
- ¹⁶ Assuming that there are 69 days in a term and applying the coefficient in the regression table to this average term.
- ¹⁷ Using Lindeman, Merenda and Gold 1980 R-squared decomposition for linear regression models
- ¹⁸ Children's Commissioner for England, webpage, *Back Into School*, 2022, [Link](#). Accessed on 21/11/22.



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