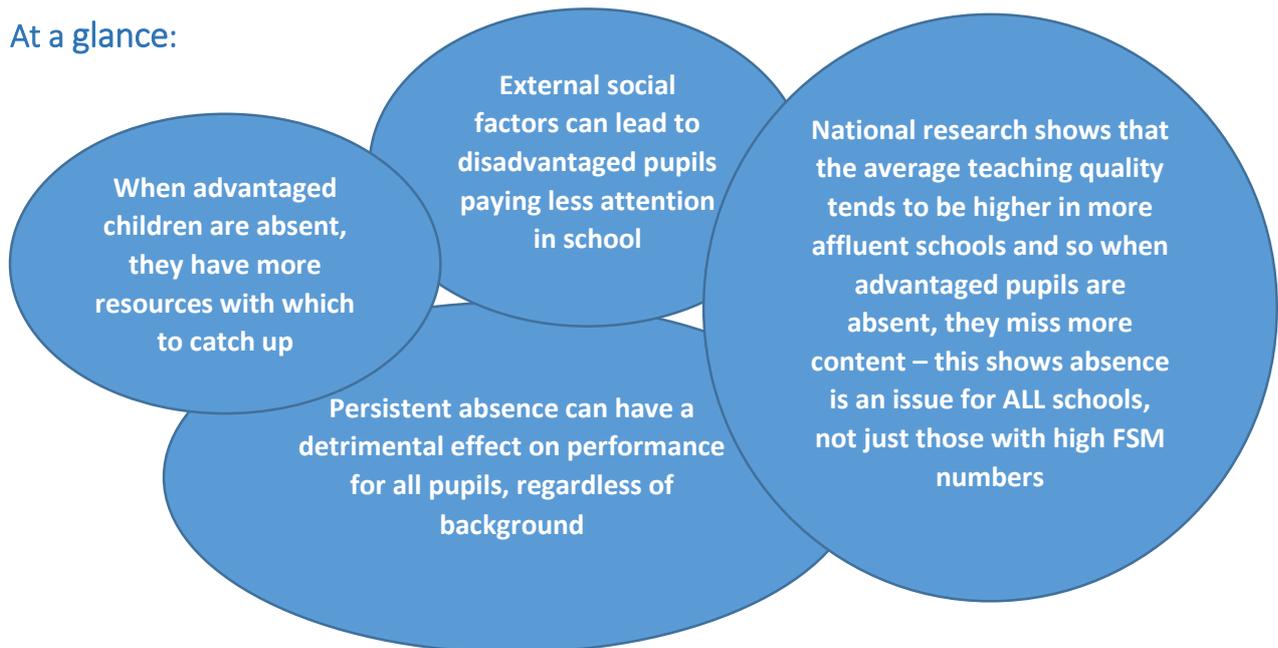


Does persistent absence affect disadvantaged pupils more than advantaged pupils¹?

Hancock, Kirsten J., Lawrence David, Shepard, Carrington C. J., Mitrou, Francis and Zubrick Stephen, R. (2017) 'Associations between school absence and academic achievement: Do socioeconomics matter?' *Journal of the British Educational Research Association* 43:3 pp.415-440

At a glance:



Key Information:

- Most educators believe that pupils from disadvantaged backgrounds or attending a more disadvantaged school are less likely to do well, what this study tells us, however, is that 'the effects of absence on achievement appear to be larger for students attending more advantaged schools, and students with higher levels of prior attainment.

Ways that you can use this in your classroom today:

- Overall, disadvantaged pupils are more likely to be absent for unauthorised reasons Therefore, always prepare work for pupils to complete at home when they miss lessons, regardless of the reason.
- Pupils with higher entry level data appear to be the most impacted by absence. Communicate with pastoral and curriculum leaders, as well as parents, if you have any concerns about particular pupils.

Further Reading:

Ready, D.D. (2010) 'Socioeconomic disadvantage, school attendance and early cognitive development: The differential effects of school exposure' *Sociology of Education*, 83 pp.271-286

Sirin, S.R. (2005) 'Socioeconomic status and academic achievement: A meta-analytic review of research' *Review of Educational Research* 75:3, pp.417-453

¹ Advantaged and disadvantaged are the terms used by the authors of this study to describe children's socioeconomic background