



Education
Endowment
Foundation

Understanding the Impact of School Choices for Improving Attendance and Reducing Exclusions: Internal Provision Impact Evaluation

Further appendices

May 2026

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The
Difference



This project is part of a joint funding round with the Youth Endowment Fund (YEF). The YEF and the Education Endowment Foundation (EEF) are partnering to find, fund, and evaluate programmes and practices in England and Wales that could keep children safe from involvement in violence and/or improve academic attainment, by increasing school presence.

The YEF and the EEF have independently followed their internal review process for the projects they manage in this joint funding partnership.



The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and education achievement. We support schools, colleges and early years settings to improve teaching and learning for 2 – 19-year-olds through better use of evidence.

We do this by:

- **Summarising evidence.** Reviewing the best available evidence on teaching and learning and presenting in an accessible way.
- **Finding new evidence.** Funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds. Putting evidence to use.
- **Putting evidence to use.** Supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

We were set-up in 2011 by the Sutton Trust partnership with Impetus with a founding £125m grant from the Department for Education. In 2022, we were reendowed with an additional £137m from government, allowing us to continue our work until at least 2032.

For more information about the EEF or this report please contact:

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About the Youth Endowment Fund


The Youth Endowment Fund (YEF) is a charity with a mission that matters. We exist to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

Children and young people at risk of becoming involved in violence deserve services that give them the best chance of a positive future. To make sure that happens, we will fund promising projects and then use the very best evaluation to find out what works. Just as we benefit from robust trials in medicine, young people deserve support grounded in the evidence. We will build that knowledge through our various grant rounds and funding activity.

And just as important is understanding children and young people's lives. Through our Youth Advisory Board and national network of peer researchers, we will ensure they influence our work and we understand and are addressing their needs. But none of this will make a difference if all we do is produce reports that stay on a shelf.

Together we need to look at the evidence and agree what works, then build a movement to make sure that young people get the very best support possible. Our strategy sets out how we will do it. At its heart it says that we will fund good work, find what works, and work for change. You can read it [here](#).

For more information about the YEF or this report please contact:

 Youth Endowment Fund
C/O Impetus,
10 Queen Street Place,
London,
EC4R 1AG

 hello@youthendowmentfund.org.uk

 www.youthendowmentfund.org.uk

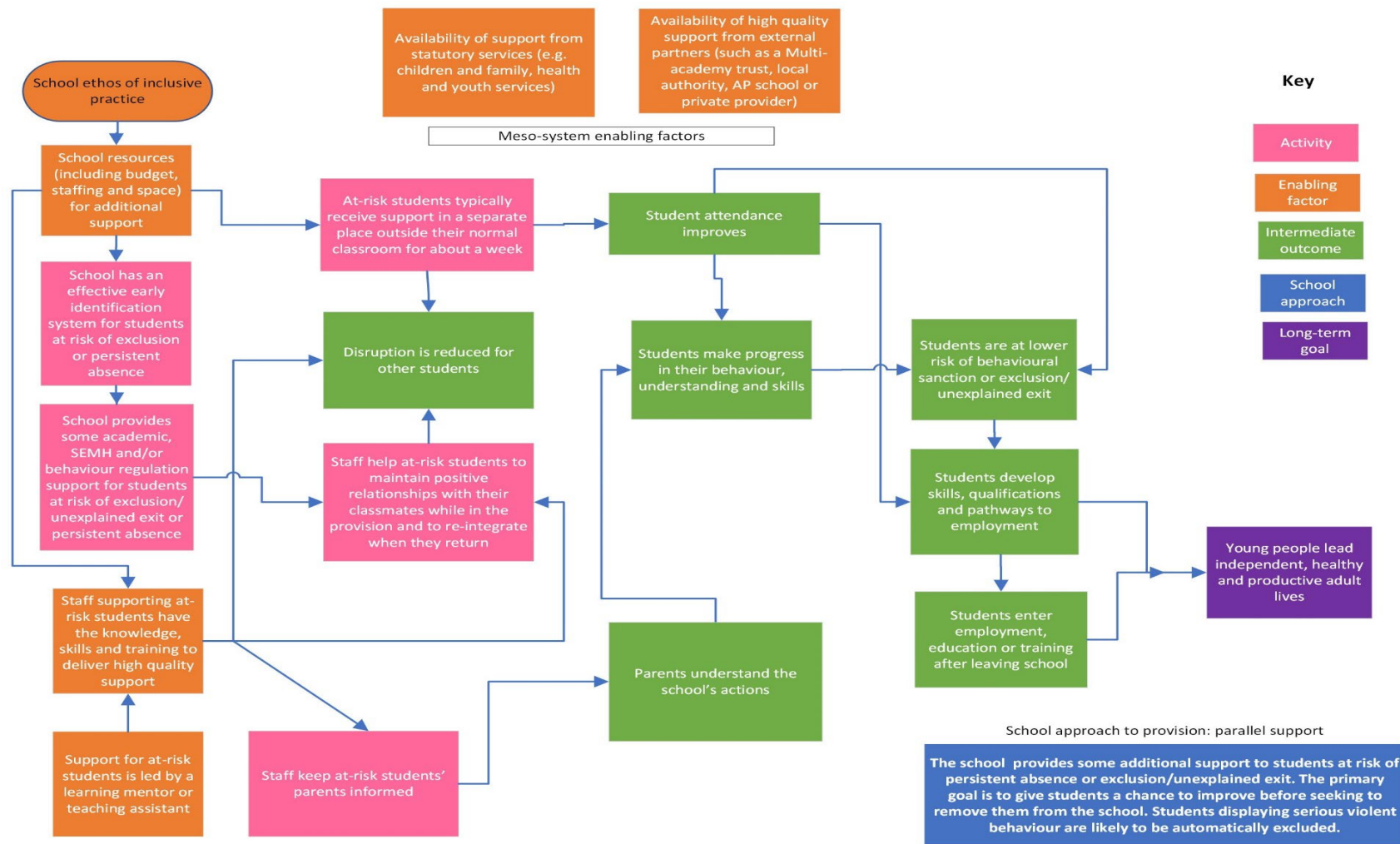
Registered Charity Number: 1185413

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Appendix C: Theory of Change

Theory of Change for Internal Alternative Provision: Parallel Support



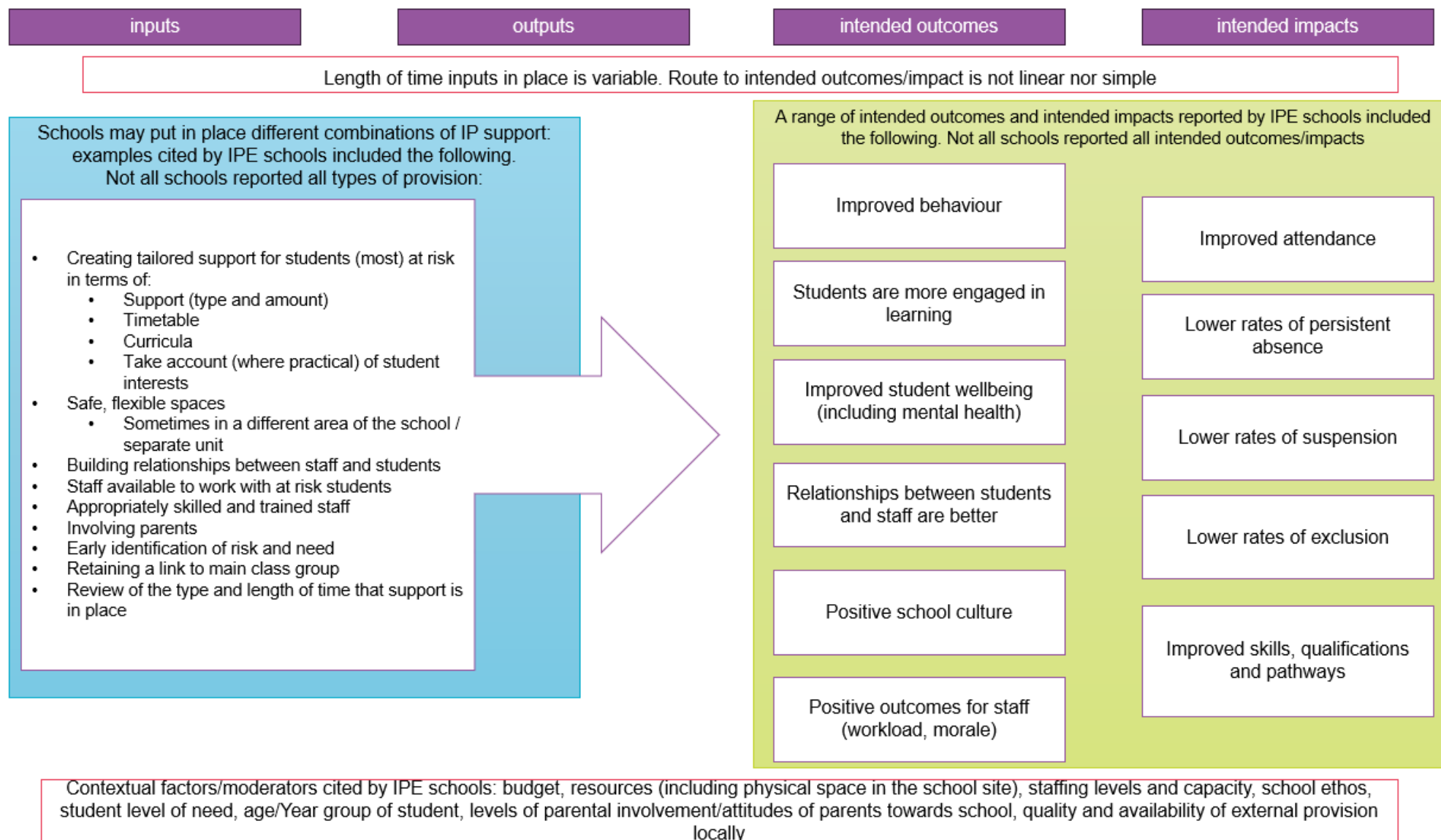
Restricted

Theory of Change for Internal Alternative Provision: Embedded Support



Restricted

Top-level TOC drafted at the end of the project, based on data from IPE schools



Appendix D: Information sheets

Understanding the impact of school choices for improving attendance and reducing exclusions

Project Information Sheet for Case-Study Schools

1. Why are you receiving this information?

You have been contacted by the [National Foundation for Educational Research](#) (NFER), or our partner on the project, [The Difference](#), to take part in this study as a school case-study and this information sheet provides you with further details about what this involves.

By participating in the study, you will contribute to an understanding of the different approaches used by publicly-funded mainstream secondary schools in England to improve attendance and reduce exclusions.

2. What is the purpose of this research?

[Education Endowment Foundation](#) (EEF) and the [Youth Endowment Fund](#) (YEF) have commissioned and funded NFER and The Difference to carry out this study. In this phase of the research we are investigating school's approaches to internal alternative provision (AP) (including having no internal AP) to gain an understanding of their impact on suspensions, exclusions, unexplained school exits¹ and persistent absence.

3. What does being a case-study school involve?

A researcher will liaise with a key contact at the school to arrange a visit. The visit will last up to two days and take place on a convenient date between November 2024 and January 2025.

The visit will involve:

- **Interviews with three school staff** – including the staff member with responsibility for leading the internal AP/support for pupils at risk of persistent absence/exclusion (Duration: 45 minutes) and two other members of school staff, likely to include those responsible for the delivery of support and/or for referring students for support (Duration: 30 minutes per interview). We will liaise with the key contact to identify school staff to take part.

Interviews with selected staff members involved in the leadership and in the delivery of support to pupils at risk of persistent absence/exclusion will enable a detailed understanding of the school's approach.

- **Interviews with four students** at risk of persistent absence/exclusion (Duration: 30 minutes per interview)

Interviews with students are important to understand their views and experiences of the support provided. Our researchers are experienced at working with children and young people and have the relevant background checks in place. To ensure students are able to speak freely to researchers, while minimising any safeguarding risks, we plan to interview students individually in semi-supervised environments, such as the corner of an otherwise empty classroom while a member of school staff is

¹ i.e. students who move between schools or who leave their school to an unknown destination that cannot reasonably explained through family reasons (such as a change of geographic area or parents in military service).

available to allow visual supervision but cannot hear what is being said. Schools will be asked to nominate students in two broad categories: those whom they consider have benefited most and least from their experiences of school support. We will ask the school to provide the parents/carers of nominated students with an information sheet about the study and a form to complete to confirm they agree to their child taking part.

- **Observation of support** provided to students at risk of persistent absence/exclusion (Duration: 60-90mins)

We will seek to undertake observations in school where appropriate. These will provide insights into what students at risk of exclusion/persistent absence experience when they participate in internal AP/receive support. They will also provide opportunities for the researcher to build rapport with students and staff prior to carrying out interviews.

- **Interviews with two parent/carers** of students at risk of persistent absence/exclusion - conducted by phone/video call after the visit (Duration: 30 minutes per interview)

Our preference is to interview parents/carers of students selected for interview. During the student interviews we will explain the purpose of the parent/carer interviews and ask permission to contact their parents/carers to take part. However, if the selected students do not wish their parents/carers to be involved, or if selected parents/carers themselves, once contacted, do not wish to be interviewed, we would look to invite parents/carers of other students to take part in the interviews instead. We will ask the school to facilitate interviews with parents/carers (e.g. by providing information about the study and or/sharing contact details with their permission). Parent/carer interviews will take place online/by telephone at a date and time that is convenient for them.

- **Completion of costs data form**

We are interested in finding out about the costs for schools associated with supporting students at risk of persistent absence/exclusion. We want to understand the amount of staff time spent on supporting these students (time costs) as well as any financial costs incurred by the school. The costs data form will be sent to schools electronically in advance to allow time for completion and to liaise with staff such as the school finance officer, if necessary. We can discuss any points of clarification during the visit.

4. Recognition for contributing to the study

In appreciation of the time involved in hosting case-study visits, each case study school will receive £300. School staff and parents/carers who take part in interviews will be provided with an Amazon voucher to the value of £30 for shorter interviews and £45 for more in-depth interviews. In the case of student interviews, schools will be allocated £30 per pupil interview. We will liaise with individual schools to identify an appropriate way of distributing these funds for students that aligns with their school policies. This could include, for example, contributing to a school trip/activity or resources for students to the equivalent value.

5. Keeping school staff, students and parents/carers involved in the study safe

The safety and wellbeing of school staff, students and parents/carers involved in this study are very important to the research team. The team are aware of the sensitivity of the topic. We do not anticipate any harm to individuals taking part in this study. NFER has robust safeguarding protocols in place to protect individuals during the visit. All researchers undertaking the interviews and case-study visits have Enhanced DBS certificates.

6. How will NFER and The Difference use and protect the data collected?

With permission, interviews will be recorded using an encrypted audio-recorder when done in-person or using Google Meet, Microsoft Teams or Zoom when done remotely. This will enable us to produce accurate interview transcripts.

All personal data gathered during this study will be held in accordance with the Data Protection Act 2018 and UK GDPR 2018, stored securely and treated in the strictest confidence by NFER and The Difference. We will not name individuals or schools in any report arising from this work. Interview data will be analysed and presented at individual and school level.

Further information about how your data will be processed and who to contact if you wish to withdraw from data processing can be found in the [privacy notice for school staff](#) for the study.

7. How will the findings be reported?

A final report will be produced from the project and will be published on the EEF website in April 2026 (planned date).

8. Who can I contact for more information?

If you have any queries about the project, please contact the NFER project team at: pupilsupport@nfer.ac.uk

Research into school attendance and engagement

Project Information Sheet for parent/carer interviews

1. Why are you receiving this information?

Your child's school is participating in a research project being carried out by the [National Foundation for Educational Research](#) (NFER) and [The Difference](#). Part of the study involves speaking to parents and carers about the support the school provides to help their child to attend and engage with education. We would like to speak to you and hear your experiences.

2. What is the purpose of this research?

The [Education Endowment Foundation](#) (EEF) and the [Youth Endowment Fund](#) (YEF) have asked us to carry out this study with selected secondary schools in England. The study aims to develop evidence about the most effective ways schools can support students who are at risk of being absent or disengaged from school.

3. What does the study involve?

We will be visiting your child's school to speak to some of the staff and students. We will also be taking a look around the school to observe some of the support the school provides.

After the school visit, we plan to speak to some parents and carers by phone or video-call at a convenient date/time. We will ask the students we speak to if they are happy if we contact their parent/carer. If they agree, the school will help to set up a call and/or pass on your contact details to us (with your permission) and we will get in touch with you to arrange a day/time to speak to you.

The interview will last around 45 minutes.

We will be asking questions about:

- how the school communicates with you about the support your child receives from them
- the ways the school supports your child and anything else you would have liked the school to do
- what difference the school's support has made to your child's attendance and/or engagement with education.

We plan to audio record our interviews with parents and carers. We will use the audio recording to create a written record of our discussion, the audio recording will then be deleted.

4. How will we use this data?

The information we collect will be used to write a report which will be published in April 2026. This report will be freely available on the EEF and NFER websites. We may quote some of the things you tell us in our report. **We will not use your name or your child's name in the report** or include any other information that might mean someone else could identify you or your child.

The interviews will be conducted in confidence. The only reason we would share what an interviewee told us is if they say something that makes us think someone might be at risk of harm.

It is important to us that we keep your data safe and secure, and we have robust procedures in place to ensure we comply with the General Data Protection Regulation (GDPR). For more details about how we will use and look after your data, please see the study [Privacy Notice for parents and carers](#).

5. What are the benefits and risks of taking part?

By participating in this evaluation, you will be helping us to:

- find out how successful your child's school has been at improving attendance and engagement with education.
- understand how school support can be improved more generally, which may benefit other children in the future.

As a thank you for your time we will provide you with a £30 Amazon gift voucher.

We do not anticipate any risks or harm to parents and carers taking part in this study. This evaluation has been checked to ensure that it abides by [NFER's Code of Practice](#) which outlines our commitment to ethical research, data security and caring for research participants. NFER has robust safeguarding protocols in place to protect individuals during the evaluation activities.

6. Do I have to take part?

It is up to you to decide if you are happy take part. You can also choose not to answer any of the questions we ask and stop the interview at any time.

7. What if I still have questions?

If you have any questions about the interview or the research more broadly, please contact Kerry Martin at k.martin@nfer.ac.uk or call 01753 574123 (NFER head office).

Research into school attendance and engagement

Research with students: Information for parent/carers

Your child's school is participating in a research project on the support they provide to students to help them engage with education and we would like to ask your child about the support they receive. This is a chance for them to share their opinions and experiences. Your child's views will be used to help us understand more about the school's support.

We have provided some information below about what we will ask your child so you can decide whether you are happy for them to take part. We have also provided your child with some information so you can discuss this with them.

Please complete the form at the bottom of this letter and return it to [child's class teacher/school reception] to let us know if you AGREE to your child taking part.

Who is carrying-out this research?

The [Education Endowment Foundation](#) (EEF) and the [Youth Endowment Fund](#) (YEF) have asked the [National Foundation for Educational Research](#) (NFER) and [The Difference](#) to carry out this study with selected secondary schools in England. One of the researchers from the project team – Kerry Martin, Sarah Tang or Emma Simpson will carry out the interviews with your child. These researchers are experienced at working with children and young people and have the relevant background checks in place.

What will we ask your child to do?

We will visit the school and ask your child about:

- their experiences of the support they have received from school
- their understanding of why the school recommended it for them
- whether they found it helpful (and if so, how)
- what else the school could do to support them
- their aspirations and plans for the future.

We will work closely with the school to ensure we are operating in line with their policies for engaging with students. We plan to interview students individually, for example, in the corner of classroom or library with a member of school staff nearby. The interview will last around 30 minutes and will take place during the school day.

How will we record the information?

We plan to audio record our interviews. We will use the audio recording to create a written record of our discussion with your child, which will be anonymised and held securely. The audio recording will then be deleted.

How will we use this data?

The information we collect will be used to write a report which will be published in April 2026. This report will be freely available on the EEF and NFER websites. We may quote some of the things your child tells us in our report. **We will not use your child's name in the report** or include any other information that might mean someone else could identify them. The interviews will be conducted in confidence. The only reason we will share anything your child tells us is if they say something that makes us think that they or another child might be at risk of harm. If this happens, we will let your child's school know.

It is important to us that we keep your child's data safe and secure, and we have robust procedures in place to ensure we comply with the General Data Protection Regulation (GDPR). For more details about how we will use and look after your child's data, please refer to the study [Privacy Notice for students](#).

What are the benefits and risks of my child taking part?

We do not anticipate any risks or harm to children taking part in this study. This evaluation has been checked to ensure that it abides by [NFER's Code of Practice](#) which outlines our commitment to ethical research, data security and caring for research participants. NFER has robust safeguarding protocols in place to protect children during the evaluation activities.

By participating in this evaluation, your child will be helping us to:

- find out how successful their school has been at improving attendance and/or engagement with education.
- understand how school support can be improved, which may benefit other children in the future.

To thank your child for taking part we will provide the school with £30 contribute to an activity or resource for them.

Does my child have to take part?

It is up to you to decide if you are happy for your child to take part in the interview.

Your child can decide that they do not want to take part even if you have said they can. They can also choose not to answer the questions we ask them. If this happens, they will be able to return to their normal lesson.

What if I still have questions?

If you have any questions about the interview or the research more broadly, please contact Kerry Martin at k.martin@nfer.ac.uk or call 01753 574123 (NFER head office).

Research with students

Information for young people

Your school is taking part in a research project about the support they provide to students to help them attend school and engage with education.

We're visiting your school soon and would really like to speak to you to find out what you think about school. It's really important that we get the views of young people. This is a chance for you to share your opinions and experiences.

This information sheet tells you about what will happen when we visit so you can decide if you are happy to take part.

Who will be visiting my school?

A researcher from the project team will spend some time at your school speaking to teachers and students. They work for the [National Foundation for Educational Research](#) (NFER). Their jobs involve speaking to people and writing reports about what they say.

What will I be asked to do?

Your teacher will find a place in school where you feel comfortable to speak to us (like the corner of an empty classroom or library) with a teacher or another member of staff nearby. You will come out of lessons for around 30 minutes to speak to us.

We will ask you about:

- what you think about school – that might include the types of things you do, the way things are taught, the school building and classrooms, the staff that work here and the other young people who attend
- what you like about the support you receive, what has made a difference/helped you the most
- what you'd change about the support school provides and what could make it better.

We would like to audio record what you say. If you agree, we will use the recording to make a written record after the visit, will then delete that recording. No one else will listen to it. If you don't want us to audio record we can take handwritten notes of what you say.

The only reason we will share what you tell us is if you say something that makes us think you or another young person might be at risk of harm. If this happens, we will let your school know.

We would also like speak to some parents and carers about the support students receive at school. When we speak to you we will ask if you agree to us contacting your parent or carer. If you agree, the school will help to arrange this. If you have any questions we'd be very happy answer them during the visit.

What will we do with what you tell us?

The information we collect from everyone we speak to will be used to write a report.

We might include some of the things you say in our report but we **will not use your name in the report** or include any other information that might mean someone else could identify you. We will publish our report in April 2026. It will be free to download from this website <https://educationendowmentfoundation.org.uk/>

It is important to us that we keep your information safe and secure. If you want to know more about how we will use and look after your information you can ask us when we visit your school. You can also find more information in this [Privacy Notice for students](#).

What are the benefits and risks of taking part?

By taking part you will be helping us to:

- find out how successful schools have been at improving attendance and/or engagement with education
- understand how school support can be improved, which may benefit other young people in the future.

As a thank you for taking part, we will give your school £30 to put towards an activity or to buy some resources for you.

We don't think taking part will cause you any harm. We have put processes in place to keep you safe when we carry out the research.

Do I have to take part?

Your parent/carer has agreed that we can speak to you but it is up to you to decide if you are happy to take part. Even if you do say yes, you can choose not to answer the questions we ask. You can stop talking to us at any time and return to your lesson.

What if I still have questions?

If you have any questions you can ask us yourself when we visit the school, or you can ask your teacher to speak with us before we visit and let you know the answer.

Thank you for reading this. We look forward to visiting your school.

Appendix E: Privacy notices

Understanding the impact of school choices for improving school attendance and engagement

Privacy Notice – Parents/carers

Please note: this privacy notice contains information about the second phase of this project starting in April 2024. No parent/carer data was processed in stage one but if you would like to read more about, there is information here: https://www.nfer.ac.uk/media/cfihaqax/aesc_privacy_notice.pdf

1. Why are we collecting this data?

The [Education Endowment Foundation](#) (EEF) and the [Youth Endowment Fund](#) (YEF) have commissioned and funded the [National Foundation for Educational Research](#) (NFER) and [The Difference](#) to carry out a study of approaches used by mainstream secondary schools to improve student attendance and engagement with school.

In this phase of the research, personal data (such as your name and your views and opinions) will be used to understand the different approaches used by schools to support students at risk of absence/exclusion. Detail as to how and why personal data will be collected from parents/carers is described in Sections 3 and 4 below.

2. Who is the data controller?

NFER is data controller for the study and will make decisions about how and what personal data is used in accordance with the objectives of the study set by EEF and the YEF, guided by the study advisory board. We are carrying out this research in partnership with The Difference, who are a data processor on the study.

3. What is the legal basis for processing activities?

The legal basis for processing personal data from parents/carers is covered by GDPR Article 6 (1) (f):

Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

We have carried out a legitimate interest assessment, which demonstrates that this research fulfils one of NFER's core business purposes (undertaking research, evaluation and information activities). It has broader societal benefits and will contribute to improving the lives of learners by providing evidence on the effectiveness of different approaches used by schools. The research cannot be done without processing personal data, but NFER will ensure your rights are respected at all times.

A separate legal basis is identified for processing special data (see section 5 for details). The legal basis for processing special data is covered by GDPR Article 9 (2) (j):

Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

The processing is unlikely to cause substantial damage or substantial distress to participating parents/carers and no measures will be created or decisions taken about individuals as a result of the research.

4. How will personal data be obtained?

Personal data from parents/carers will be collected directly through interviews with parents/carers in case-study schools.

Where it proves difficult for the school to arrange interviews with parents/carers on our behalf, they may share parent/carer contact details with the research team so that the researchers can arrange the interviews directly.

5. What personal data is being collected by this project?

As described in Section 3, this project is processing personal data from parents/carers collected through interviews with parent/carers in case-study schools.

Parents/carers may provide personal data such as views and opinions, in the course of answering questions in interviews. During these interviews parents/carers may also reveal special data about themselves (such as information regarding their physical or mental health).

As part of the process of setting up interviews with parents/carers, schools may share personal data in the form of contact details of parents/carers with researchers.

6. Who will personal data be shared with?

Personal data collected from parents/carers during interviews will be shared between NFER and The Difference for the purposes of conducting research and for data analysis.

NFER and The Difference will use a number of third-party tools to support data collection activities, for example Hubspot to organise interviews and Google Meet, Zoom and Microsoft Teams to host them. Your personal data could be shared with them.

[Privacy notice for Zoom](#)

[Privacy notice for Microsoft Teams](#)

The interviews will be audio recorded and auto-transcribed. The recordings and transcripts will not be shared with anyone outside of the research team and permission to record will be requested at the start of the interview.

7. Is personal data being transferred outside of the UK?

Some of the third-party software used may transfer data outside of the UK and to countries not considered adequate under UK data protection legislation. Where such transfers are made, they are safeguarded by use of contractual controls such as the UK Extension to the EU-U.S. Data Privacy Framework. Please contact us for further details.

8. How long will personal data be retained?

NFER and The Difference will securely delete any personal data relating to parent/carer interviews collected by the project when the final report for the project is published, currently expected in April 2026.

9. Can I stop my personal data being used?

You may stop your interview data being used in the study at any time until February 2025, at which point the data will have been analysed. Please contact the NFER project team with any queries at:

pupilsupport@nfer.ac.uk. NFER handles personal data in accordance with the rights given to individuals under data protection legislation. No schools or individuals will be named in any report for this study.

We appreciate your participation in the research, should you withdraw from it, NFER and The Difference will still use anything you have provided up to that point unless you indicate otherwise.

10. What are my rights with respect to personal data?

NFER handles personal data in accordance with the rights given to individual under data protection legislation. Under certain circumstances data subjects have the right:

- to request access to information that is held about them (a data subject access request).
- to have personal data rectified if it is inaccurate or incomplete.
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing.
- to restrict processing of personal data (for example, permitting its storage but no further processing).
- to object to processing
- to data portability
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect.

Note that some of these rights may only be possible until the data has been analysed (see Section 9 for more information). We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This helps us ensure that personal information is not disclosed to any person who has no right to receive it. To exercise these rights, please contact compliance@nfer.ac.uk.

11. Who can I contact about this project?

NFER is responsible for the day-to-day management of the study. Please contact the NFER project team with any queries at: pupilsupport@nfer.ac.uk.

If you have a concern about the way this project processes personal data, we request that you raise your concern with NFER in the first instance (see details above). If you remain dissatisfied, you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

12. Updates

We keep this privacy notice under review to make sure it is up to date and accurate. Any changes will be noted. The date when this privacy notice was last updated is shown in the footer at the bottom of this document.

Date	Update
25/03/25	Changes made to expected report due date made on 25/03/25. Report date changed from February 25 to January 26.
11/11/25	Changes made to expected report due date made on 25/03/25. Report date changed from February 25 to April 26.

Understanding the impact of school choices for improving attendance and reducing exclusions

Privacy Notice – School staff

Please note: this privacy notice contains information about the second phase of this project starting in April 2024. The privacy notice for the first phase of the project can be found here:

https://www.nfer.ac.uk/media/cfihaqax/aesc_privacy_notice.pdf

1. Why are we collecting this data?

The [Education Endowment Foundation \(EEF\)](#) and the [Youth Endowment Fund \(YEF\)](#) have commissioned and funded the [National Foundation for Educational Research \(NFER\)](#) and [The Difference](#) to carry out a study of approaches used by mainstream secondary schools, including internal alternative provision (AP), and their effectiveness in reducing exclusion and improving attendance.

The personal data (such as your name and your views and opinions) will be used to understand the different approaches used by schools to support students at risk of absence/exclusion. Detail as to how and why personal data will be collected from school staff is described in Sections 3 and 4 below.

2. Who is the data controller?

NFER is data controller for the study and will make decisions about how and what personal data is used in accordance with the objectives of the study set by EEF and the YEF, guided by the study advisory board. The Difference are a data processor on the study.

3. What is the legal basis for processing activities?

The legal basis for processing personal data from school staff is covered by GDPR Article 6 (1) (f):

Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

We have carried out a legitimate interest assessment, which demonstrates that this research fulfils one of NFER's core business purposes (undertaking research, evaluation and information activities). It has broader societal benefits and will contribute to improving the lives of learners by providing evidence on the effectiveness of different approaches used by schools. The research cannot be done without processing personal data, but NFER will ensure your rights are respected at all times.

4. How will personal data be obtained?

An initial scoping phase of the study took place from September 2022 to January 2024. The aim of this initial phase was to gain a better understanding of the different approaches taken by schools with regard to internal AP and their prevalence in schools. As part of this initial phase, 478 schools responded to a national survey. These schools were notified as part of that survey that the data they provided may be used in the second phase of study. The privacy notice for the first phase of the project can be found here:

https://www.nfer.ac.uk/media/cfihaqax/aesc_privacy_notice.pdf Contact details collected via the survey will be used to approach schools to take part in the second phase of this research.

Personal data will be collected directly from school staff in the second phase of the project via online interviews and face-to-face interviews conducted during case-study visits to some schools.

5. What personal data is being collected by this project?

The project is processing school staff contact details, and individuals' views and opinions.

6. Who will personal data be shared with?

Personal data collected from school staff will be shared between NFER and The Difference for the purposes of conducting research and for data analysis.

NFER and The Difference will use a number of third-party tools to support data collection activities, for example Hubspot to organise interviews and Google Meet, Zoom and Microsoft Teams to host them. Your personal data could be shared with them.

[Privacy notice for Zoom](#)

[Privacy notice for Microsoft Teams](#)

The interviews will be audio recorded and auto-transcribed. The recordings and transcripts will not be shared with anyone outside of the research team and permission to record will be requested at the start of the interview.

7. Is personal data being transferred outside of the UK?

Some of the third-party software used may transfer data outside of the UK and to countries not considered adequate under UK data protection legislation. Where such transfers are made, they are safeguarded by use of contractual controls such as the UK Extension to the EU-U.S. Data Privacy Framework. Please contact us for further details.

8. How long will personal data be retained?

NFER and The Difference will securely delete any personal data relating to parent/carer interviews collected by the project when the final impact report for the project is published, currently expected in April 2026.

9. Can I stop my personal data being used?

You may stop your interview data being used in the study at any time until February 2025, at which point the data will have been analysed. NFER handles personal data in accordance with the rights given to individuals under data protection legislation. If at any time you wish us to withdraw your data or correct errors in it, please contact the project team at: pupilsupport@nfer.ac.uk.

We appreciate your participation in the research, should you withdraw from it, NFER and The Difference will still use anything you have provided up to that point unless you indicate otherwise.

10. What are my rights with respect to personal data?

NFER handles personal data in accordance with the rights given to individual under data protection legislation. Under certain circumstances data subjects have the right:

- to request access to information that is held about them (a data subject access request).
- to have personal data rectified if it is inaccurate or incomplete.
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing.
- to restrict processing of personal data (for example, permitting its storage but no further processing).
- to object to processing
- to data portability
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect.

Note that some of these rights may only be possible until the data has been analysed (see Section 9 for more information). We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This helps us ensure that

personal information is not disclosed to any person who has no right to receive it. To exercise these rights, please contact compliance@nfer.ac.uk.

11. Who can I contact about this project?

NFER is responsible for the day-to-day management of the study. Please contact the NFER project team with any queries at: pupilsupport@nfer.ac.uk.

If you have a concern about the way this project processes personal data, we request that you raise your concern with NFER in the first instance (see details above). If you remain dissatisfied, you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

12. Updates

We keep this privacy notice under review to make sure it is up to date and accurate. Any changes will be noted. The date when this privacy notice was last updated is shown in the footer at the bottom of this document.

Date	Update
25/03/25	Changes made to expected report due date made on 25/03/25. Report date changed from February 25 to January 26.
11/11/25	Changes made to expected report due date made on 25/03/25. Report date changed from February 25 to April 26.

Understanding the impact of school choices for improving school attendance and engagement

Privacy Notice – Students

Please note: this privacy notice refers to the second phase of the study. No student data was processed in stage one but if you would like to read more about, there is information here:

<https://www.nfer.ac.uk/for-schools/participate-in-research/participate-in-research-projects/research-on-school-approaches-to-reducing-absence-and-exclusions/>.

1. Why are we collecting this data?

The [Education Endowment Foundation](#) (EEF) and the [Youth Endowment Fund](#) (YEF) have commissioned and funded the [National Foundation for Educational Research](#) (NFER) and [The Difference](#) to carry out a study of approaches used by mainstream secondary schools to improve student attendance and engagement with school.

In this phase of the research, information about students will be used to further understand different approaches used by schools.

2. Who is the data controller?

NFER is data controller for the study and will make decisions about how and what personal data is used in accordance with the objectives of the study set by EEF and the YEF, guided by the study advisory board. We are carrying out this research in partnership with The Difference, they are a data processor on the study.

3. What is the legal basis for processing activities?

The legal basis for processing personal data from students is covered by GDPR Article 6 (1) (f):

Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

We have carried out a legitimate interest assessment, which demonstrates that this research fulfils one of NFER's core business purposes (undertaking research, evaluation and information activities). It has broader societal benefits and will contribute to improving the lives of learners by providing evidence on the effectiveness of different approaches used by schools. The research cannot be done without processing personal data, but NFER will ensure your rights are respected at all times.

A separate legal basis is identified for processing special data (see section 5 for details). The legal basis for processing special data is covered by GDPR Article 9 (2) (j):

Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject..

The processing is unlikely to cause substantial damage or substantial distress to participating students and no measures will be created or decisions taken about individuals as a result of the research.

4. How will personal data about students be obtained?

As part of the statistical analysis DfE will provide NFER with deidentified student data from its National Pupil Database (NPD) for schools that responded to the survey during the first phase of this study. The purpose of this analysis is to investigate whether certain approaches used by schools are associated with lower rates of persistent absence or suspension, exclusion and unexplained school exits. Although the data from the DfE will be deidentified (student names and unique student numbers will be removed), it is still considered personal as taken together it could possibly be used to identify a student. Student data being collected includes gender, ethnicity and special educational needs and disability status - see Section 4 for full list.

Some schools that responded to the survey during the first phase of the study indicated that they could be approached to be a case-study school for the second phase of the study. As part of the case-study visits, personal data will be collected from students through face-to-face interviews.

We will also interview some parents/carers as part of the case-study visits. Parents/carers may reveal personal data about their child during the course of the interview.

5. What personal data is being collected by this project?

Where available, the following deidentified data about students in participating schools will be supplied to NFER by the DfE NPD team. Some of it, indicated with an * is considered special data by NPD:

- Unique Pupil Reference Number (UPN). This is a 13-character code that identifies individual pupils
- Month and year of birth
- Gender
- Ethnicity*
- Language*
- SEN provision and type*
- Socio-economic disadvantage status (e.g. Free School Meal (FSM) eligibility)
- Income Deprivation Affecting Children Index (IDACI) score (this is a measure of the proportion of children aged 0 to 15 living in income deprived families)
- Young carer indicator
- Service child indicator
- Child in Need/Child Protection Plan indicator
- Child Looked After indicator
- Proportion of absent sessions at primary level
- Number of authorised sessions missed due to Traveller pupil absence*
- Experience of suspension or exclusion at primary level
- KS2 maths score
- KS2 reading score.

Students may provide personal data such as views and opinions, in the course of answering questions in interviews. During these interviews students may also reveal special data (i.e. information regarding their physical or mental health, sexual orientation etc.).

We also intend to interview some parents/carers of the students we interview. These parents/carers may also provide personal data and/or special data concerning their child during their interviews.

6. Who will personal data be shared with?

No schools or individuals will be named in any report for this study.

Any personal data shared between DfE and NFER will be via the DfE NPD and the Office of National Statistics (ONS) Secure Research Service (SRS).

Personal data collected from students during interviews will be shared between NFER and The Difference for the purposes of conducting research and for data analysis.

The interviews will be audio recorded and auto-transcribed. The recordings and transcripts will not be shared with anyone outside of the research team and permission to record will be requested at the start of the interview.

7. Is personal data being transferred outside of the UK?

Some of the third-party software used may transfer data outside of the UK and to countries not considered adequate under UK data protection legislation. Where such transfers are made, they are safeguarded by use of contractual controls such as the UK Extension to the EU-U.S. Data Privacy Framework. Please contact us for further details.

8. How long will personal data be retained?

NFER and The Difference will securely delete any personal data relating to parent/carer interviews collected by the project when the final report for the project is published, currently expected in April 2026.

Three months after the publication of the evaluation report, deidentified student data will be added to the EEF archive, which is managed by the Fischer Family Trust on behalf of EEF and hosted by the Office of National Statistics. This will enable the EEF and other research teams to use the deidentified data as part of subsequent research through the ONS Approved Researcher Scheme. Further matching to NPD and other administrative data may take place as part of this research, as per statement on page 5 of this [document](#). At this point, EEF will become the data controller and is responsible for taking decisions about the means and purposes of processing. FFT Education (FFT) and the designated EEF archive evaluator will act as data processors for the archive. Further information about the EEF archive is available [here](#) and EEF's privacy notice [here](#) for more information on how EEF processes and will use your data.

9. Can I stop my personal data being used?

You (or your parent/carer) may stop your interview data being used in the study at any time until February 2025, at which point the data will have been analysed. NFER handles personal data in accordance with the rights given to individuals under data protection legislation.

If you (or your parent/carer) do not wish for your data from the School Census and the NPD to be included in the study, please contact pupilsupport@nfer.ac.uk by January 2025 and the research team will ensure that your data is not included in the analysis if this is still possible.

We appreciate your participation in the research, should you withdraw from it, NFER and The Difference will still use anything you have provided up to that point unless you indicate otherwise.

10. What are my rights with respect to personal data?

NFER handles personal data in accordance with the rights given to individual under data protection legislation. Under certain circumstances data subjects have the right:

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- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect.

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12. Updates

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Appendix F: Scoping study secondary school survey instrument

<p>School Online Survey</p> <p>Research on school approaches to reducing absence and exclusions</p>

Q1 SR – ASK ALL, Nudge (Please provide an answer to this question.)					
Q1	What is your job role?	(please select one only)	1	Executive Head teacher/Head teacher/Principal	
			2	Deputy/Assistant Head teacher	
			3	Middle leadership role	
			4	SENCO/SENDKO	
			5	Teacher	
			6	Other role – please specify [255 limit]	

Q2 – Grid SR per row - ASK ALL, (Please provide an answer in each row.)							
Q2	What is the position of your school in relation to the following statements?	Please select the answer that best fits your school's position in each row					
		[1] Strongly agree	[2] Agree	[3] Neither agree nor disagree	[4] Disagree	[5] Strongly disagree	[6] Don't know
1	'Attendance is a shared responsibility between a school, student and parents.'						
2	'When students are disruptive, it is important to consider the underlying causes for their behaviour.'						
3	'Schools should not be held responsible for pupil absence.'						
4	'Students who are disruptive, even at low level, should not be in a mainstream classroom.'						
5	'Permanent exclusion should be avoided unless the student poses a serious risk to themselves or others.'						

6	'Trauma-informed practice is a distraction from good behaviour management.'						
7	'A student who displays serious violent behaviour should be automatically excluded from the school and not allowed to return.'						
8	'Disruptive behaviour in class is not something our school is able to tolerate because it disrupts the learning of the majority.'						

Q3 - SR, Ask all,

Q3	Does your school have access to one or more Alternative Provision (AP) schools/providers locally?	(please select one only)	1	Yes
			2	No
			3	Don't know

Q3a - SR, Ask IF Q3=1

Q3a	To what extent do these external APs offer high quality provision?	(please select one only)	1	Not at all
			2	To some extent
			3	To a great extent
			4	Don't know

Q4 - SR ASK ALL,

Q4	Please estimate the percentage of students at your school currently at risk of permanent exclusion.	[whole no. %]
		Don't know

Q5 - SR, Ask all, MANDATORY(The answer to this question is important for the next question we will ask you.)

Q5	Does your school have provision for students at risk of exclusion	1	Yes
		2	No

	due to challenging behaviour and/or persistent absence?	(please select one only)	3	Don't know
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Q5=2~3 Go to Q52 ('Ask all 'questions at end)

Q5a - SR, Ask if Q5=1, MANDATORY				
Q5a	Does this provision involve students receiving support in a separate place in the school but outside their regular classroom for all/most of their taught timetable?	(please select one only)	1	Yes

Q6 - SR, Ask if Q5a=2, MANDATORY				
Q6	Which of the following types of support/provision does your school offer?	(please select all that apply)	1	Students remain with class group and have additional support e.g. mentoring, tutoring or wellbeing support
			2	Isolation/reflection room
			3	Other – please specify [500 limit]
			4	None
			5	Don't know

Q6=4~5 Go to Q52 ('Ask all 'questions at end)

Q7- MR, ASK IF Q5a= 1, Mandatory				
Q7	Which of the following year groups attend this separate provision?	(please select all that apply)	1	Y7
			2	Y8
			3	Y9
			4	Y10
			5	Y11
			6	Don't know [exclusive]

Q7a– MR, ASK IF Q6= 1, Mandatory				
Q7a	Which of the following year groups receive in-class support?	(please select all that apply)	1	Y7
			2	Y8
			3	Y9
			4	Y10
			5	Y11
			6	Don't know [exclusive]

1. Q5a=1 AND Q7=1~3 OR Q7=6 pathway i.e. separate provision outside classroom provision for KS3

Text: Please answer the following questions about your separate provision outside the classroom with reference to students at risk of exclusion in Key Stage 3 (Yrs 7-9)

Banner throughout section:

KS3: Out of class provision

Q8 – SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),				
Q8	What is the primary goal for the provision for students in KS3?	(please select one only)	1	Reintegration – to return students to mainstream classes
			2	Allow students to remain at mainstream school but not attending mainstream classes
			3	Chance for students to improve before exploring options to remove them from the school

Q9 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6)				
Q9	What type of space is used for this provision?	(please select one only)	1	Dedicated room/building or space
			2	Non-dedicated room/building or space

Q10 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),				
Q10	How long do students in KS3 typically attend the provision for?	(please select one only)	1	Up to a week
			2	More than 1 week and less than 2 weeks
			3	Between 2 weeks and less than a month
			4	Between a month and half a term

			5	More than half a term and up to a term
			6	More than a term but not indefinite
			7	Until the end of KS3

Q11 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),		
Q11	What proportion of the timetable do students in KS3 typically attend the provision during their time there i.e. while they are not attending regular classes? If it differs between students or during a student's placement, please give your best estimate for the average time spent there.	Please use the slider below to indicate a percentage 0% to 100% Label 20%, scale to indicate 5% intervals

Q12 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),		
Q12	What is the typical number of KS3 students from your school who attend the provision at any one time?	[whole number]

Q12a - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6)				
Q12a	Do students from other schools attend the provision?	(please select one only)	1	Yes
			2	No
			3	Don't know

Q12b - SR, ASK IF (Q12a=1)		
Q12b	What is the typical number of KS3 students from other schools who attend the provision at any one time?	[whole number, 2 digit limit]

Q13 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),		
Q13	How many dedicated FTE staff work at the provision?	[up to 2 numbers plus one decimal point]
		Don't know

Q14 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),		
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Q14	What is the professional background for the dedicated lead of the provision? (If the lead has more than one professional background or the role is shared, please select the answer most relevant to their role.)	(please select one only)	1	Teacher
			2	SLT/Middle leader
			3	Learning mentor
			4	Teaching Assistant/HLTA
			5	Youth Worker
			6	Counsellor
			7	Psychologist
			8	Other
			9	Don't know

Q15 - SR, (Q5a=1 AND Q7= 1~3 OR Q7=6),				
Q15	Are students attending the provision able to mix with other students attending mainstream classes at breaks/lunchtime	(please select one only)	1	Yes
			2	No
			3	Don't know

Q16 – MR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),				
Q16	What type of support do students attending the provision receive?	(please select all that apply)	1	Social, emotional and mental health (SEMH) 1-1 counselling
			2	SEMH group counselling
			3	SEMH mentor support
			4	Behaviour management course
			5	English/maths lessons (with similar/same content as for other students in their year group)
			6	Other subject lessons (with similar/same content as for other students in their year group)
			7	English/maths additional/tailored support
			8	Other subject additional/tailored support
			9	Vocational courses e.g. Prince's Trust
			10	Programmes provided by external providers
			11	Another type of support

			12	Don't know [Exclusive]
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Q17 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6)

Q17	Who delivers the majority of support for the provision?	(please select one only)	1	School
			2	External provider

Q18 - MR, ASK IF (Q16=5~8),

Q18 What kind of curriculum teaching do students receive?	(please select all that apply)	1	Standard subject content mirroring regular classroom content
		2	Standard subject lessons selected to be relevant to the needs of this student group
		3	Teaching tailored to address specific gaps in individual students' learning
		4	Other curriculum content

Q19 - SR, ASK IF (Q16=1~3),

Q19	For students receiving SEMH support in KS3, to what extent is it bespoke to the needs of the student?	(please select one only)	1	Completely bespoke provision
			2	Mainly bespoke provision
			3	Mix of standardised and bespoke
			4	Main provision is standardised e.g. behaviour management course
			5	All students receive the same programme(s)

Q20 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),

Q20	Who, among the following roles, typically makes the decision for a student to receive this support?	(please select one only)	1	Teacher
			2	Head of year/middle leader/pastoral lead
			3	Panel of professional staff
			4	Individual SEMH staff member
			5	Someone else

Q21 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),				
Q21	Who, if anyone, assesses a student's needs when a student is initially referred for this support?	(please select one only)	1	Class teacher
			2	SEMH team
			3	Head of Year/Middle leader
			4	Pastoral Support Team
			5	No assessment of student's specific needs

Q22 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),				
Q22	How would you describe the school's relationship with parents while their child is attending the provision?	(please select one only)	1	Frequent contact with collaborative relationship
			2	Frequent contact intended to inform parents
			3	Same communication/relationship with parents as with other students in the school

Q23 - MR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),				
Q23	Which of the following activities take place when a student returns to mainstream classes?	(please select all that apply)	1	Phased return to classes
			2	Advanced planning and management of return
			3	Personalised support for student during transition to attending normal classes again
			4	Ongoing support after reintegration into their normal classes (as needed)
			5	None of the above [exclusive]

Q24 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),				
Q24	Is the support provided to persistently absent students the same as for other students attending the provision?	(please select one only)	1	Yes
			2	No

Q25 - MR, ASK IF Q24=2,				
Q25	How is the support different for persistently absent students?	(please select all that apply)	1	Entirely separate support
			2	Some separate support
			3	More focussed on SEMH support
			4	More focussed on curriculum support
			5	Other differences – please specify

Q26 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),		
Q26	What academic year was the current provision started?	[academic year drop down – starting with ‘2010/11 or before’ up to ‘2023/24’] Don’t know option

Q27 - SR, ASK IF (Q5a=1 AND Q7= 1~3 OR Q7=6),				
Q27	Has the provision experienced significant change since it was started (not including temporary changes introduced during the Covid-19 pandemic)?	(please select one only)	1	Yes
			2	No

Q28 - SR, ASK IF Q27 = 1,				
Q28	How much has the provision changed since it started?	(please select one only)	1	Some changes but broadly using the same model
			2	Significant change in terms of its scope, aims or type of support provided

Q28a - SR, ASK IF (Q28=2),		
Q28a	What academic year did most recent change take place?	[academic year drop down – starting with ‘2010/11 or before’ to ‘2023/24’]

2. Q5a=1 AND Q7=4~5 OR Q7=6 pathway i.e. separate provision outside classroom for KS4

Text: Please answer the following questions on your separate provision outside the classroom with reference to students at risk of exclusion in Key Stage 4 (Yrs 10-11)

Banner throughout section:

KS4: Out of class provision

Q29 – SR, ASK IF (Q5a=1 AND Q7= 4~5 OR Q7=6),				
Q29	What is the primary goal for the provision for students in KS4?	(please select one only)	1	Reintegration – to return students to mainstream classes
			2	Allow students to remain at mainstream school but not attending mainstream classes
			3	Chance for students to improve before seeking to remove them from the school

Q30 - SR, ASK IF (Q5a=1 AND Q7= 4~5 OR Q7=6),		
Q30	What is the typical number of KS4 students who attend the provision at any one time?	[whole number, 3 digit limit]

Q30a - SR, ASK IF (Q5a=1 AND Q7= 4~5 OR Q7=6)				
Q30a	Do students from other schools attend the provision?	(please select one only)	1	Yes
			2	No
			3	Don't know

Q30b - SR, ASK IF (Q30a=1)		
Q30b	What is the typical number of KS4 students from other schools who attend the provision at any one time?	[whole number, 3 digit limit]

Q31 – MR, ASK IF (Q5a=1 AND Q7= 4~5 OR Q7=6),				
Barriers	What type of support is provided at the provision for KS4 students?	(please select all that apply)	1	Social, emotional and mental health (SEMH) 1-1 counselling
			2	SEMH group counselling
			3	SEMH mentor support

			4	Behaviour management course
			5	English/maths lessons (with similar/same content as for other students in their year group)
			6	Other subject lessons (with similar/same content as for other students in their year group)
			7	English/maths additional/tailored support
			8	Other subject additional/tailored support
			9	Vocational courses e.g. Prince's Trust
			10	Programmes provided by external b
			11	Another type of support
			12	Don't know [Exclusive]

Q32 – MR, ASK IF Q5a= 1,				
Q32	<p>You have said your school offers a separate provision outside the classroom.</p> <p>Does your school also offer any of the following types of support/provision for students at risk of permanent exclusion in your school?</p>	(please select all that apply)	1	Students remain with class group and have additional support e.g. mentoring, tutoring or wellbeing support
			2	Isolation/reflecti on room
			3	Other
			4	None [exclusive]

Q32a– MR, ASK IF Q32= 1, Mandatory				
Q32a	Which of the following year groups receive this support?	(please select all that apply)	1	Y7
			2	Y8
			3	Y9
			4	Y10
			5	Y11

			6	Don't know

3. Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6 pathway i.e. remain in class group for KS3

Text: Please answer the following questions on support for students who remain in class group with reference to students at risk of exclusion in Key Stage 3 (Yrs 7-9)

Banner throughout section:

KS3: In-class provision

Q33 – SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6), Mandatory				
Q33	What is the primary goal for the support provided to students in KS3?	(please select one only)	1	Return student to mainstream learning without support
			2	Allow student to remain at mainstream school with ongoing support
			3	Chance for students to improve before seeking to remove them from the school

Q34 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6)		
Q34	What proportion of the timetable do students in KS3 typically receive in-class support for?	Please use the slider below to indicate a percentage 0% to 100% Label 20%, scale to indicate 5% intervals

Q36 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6),		
Q36	What is the typical number of KS3 students who receive this support at any one time?	[whole number, 3 digit limit]

Q37 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6),		
Q37	How many dedicated FTE staff are involved in this support e.g. 1.5?	[up to 2 numbers with one decimal point]
		Don't know

Q38 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6),				
Q38	What is the professional background for the dedicated lead for this support? (If the lead has more than one professional background or the role is shared, please select the answer most relevant to their role.)	(please select one only)	1	Teacher
			2	SLT/Middle leader
			3	Learning mentor
			4	Teaching Assistant/HLTA
			5	Youth Worker
			6	Counsellor
			7	Psychologist
			6	Other

Q39 – MR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6),				
Q39	What type of support is provided for KS3 students?	(please select all that apply)	1	SEMH support
			2	Behaviour management
			3	English/maths support
			4	Support across subjects
			5	Another type of support

Q40 - SR, ASK IF Q39=1~2,				
Q40	For students receiving SEMH support in KS3, to what extent is it bespoke to the needs of the student?	(please select one only)	1	Completely bespoke provision
			2	Mainly bespoke provision
			3	Mix of standardised and bespoke
			4	Main provision is standardised e.g. behaviour management course
			5	All students receive the same programme(s)

Q41 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6),				
Q41	Who, among the following roles, typically makes the decision for a student to receive this support?	(please select one only)	1	Teacher
			2	Head of year/middle leader/pastoral lead
			3	Panel of professional staff

			4	Individual SEMH staff member
			5	Someone else

Q42 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6),				
Q42	Who, if anyone, assesses a student's needs when a student is initially referred for this support?	(please select one only)	1	Class teacher
			2	SEMH team
			3	Head of Year/Middle leader
			4	Pastoral Support Team
			5	No assessment of student's specific needs

Q43 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6),				
Q43	How would you describe the school's relationship with parents while their child is receiving this support?	(please select one only)	1	Frequent contact with collaborative relationship
			2	Frequent contact primarily to inform parents
			3	Same communication/relationship with parents as with other students

Q44 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6),				
Q44	Is the support provided to persistently absent students the same as for other students at risk of permanent exclusion?	(please select one only)	1	Yes
			2	No
Q45 - MR, ASK IF Q44=2,				
Q45	How is support different for persistently absent students?	(please select all that apply)	1	Entirely separate provision
			2	Some separate provision
			3	More focussed on SEMH support
			4	More focussed on curriculum support
			5	Other differences

Q46 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6)		
Q46	What academic year was the current provision started?	[academic year – dropdown list - starting with ‘2010/11 or before’ to ‘2023/24’] Don’t know - option

Q47 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=1~3 OR Q32a=1~3 OR Q32a=6)				
Q47	Has the provision experienced significant change since it was started (not including temporary changes introduced during the Covid-19 pandemic)?	(please select one only)	1	Yes
			2	No

Q48 - SR, ASK IF Q47=1				
Q48	How much has the provision changed since it started?	(please select one only)	1	Some changes but broadly using the same model
			2	Significant change in terms of its scope, aims or type of support provided

Q48a - SR, ASK IF (Q48=2)		
Q48a	What academic year did most recent change take place?	[academic year – dropdown list - starting with ‘2010/11 or before’ to ‘2023/24’]

Q6=1 OR Q32=1 AND Q7a=4~5 OR Q32a=4~5 OR Q32a=6 pathway i.e. remain in class group for KS4

Text: Please answer the following questions on your remain in the class group in reference to Key Stage 4 students (Yrs 10-11)

Banner throughout section:

KS4: In-class provision

Q49 - SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=4~5 OR Q32a=4~5 OR Q32a=6)		
Q49	What is the typical no. of KS4 students who receive this support at any one time?	[whole number – max. 3 digits no decimal] Don’t know option

Q50 – MR, ASK IF (Q6=1 OR Q32=1 AND Q7a=4~5 OR Q32a=4~5 OR Q32a=6)				
Q50	What type of support is provided to KS4 students?	(please select all that apply)	1	SEMH support
			2	Behaviour management
			3	Support across subjects
			4	English/maths support
			5	Other

Q51 – SR, ASK IF (Q6=1 OR Q32=1 AND Q7a=4~5 OR Q32a=4~5 OR Q32a=6)				
Q51	What is the primary goal for the in-class support to KS4 students?	(please select one only)	1	Return student to mainstream learning without support
			2	Allow student to remain at mainstream school with ongoing support
			3	Chance for students to improve behaviour before seeking to remove them from the school

ASK ALL

Q52 MR- ASK ALL				
Q52	What are the main barriers, if any, for your school in offering additional provision for students at risk of exclusion/persistent absence in school?	(please select all that apply)	1	No barriers [exclusive]
			2	Insufficient funding
			3	Lack of space for separate provision on site
			4	Lack of specialist staff available to provide support
			5	Issue not strategically important for our school
			6	Not needed because high quality external AP is available
			7	Not needed because our school has no students in this category [exclusive]
			8	Other barrier(s) – please specify [1000 limit]

Q53 - SR, Ask all				
Q53	We would like to do further research with schools to investigate the impact of different approaches used by schools to minimise exclusion/persistent absence. Please indicate if your school is willing to participate.	(please select one only)	1	Yes
			2	No

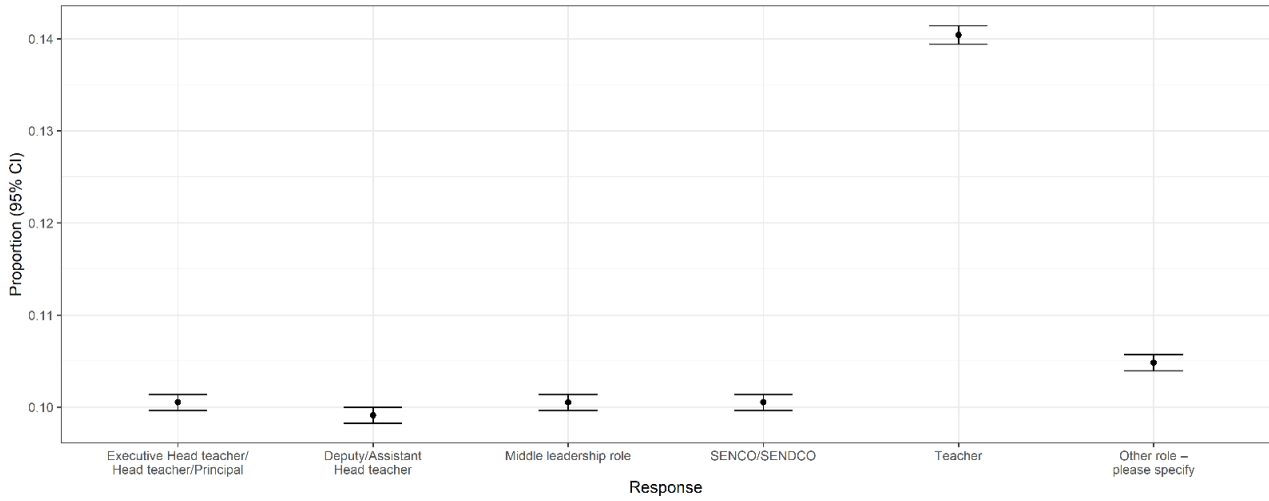
Appendix G: Latent Class Analysis

The following are the survey questions used as indicators in the Latent Class Analysis for the schools (n=298) indicating some type of internal AP. We used a machine learning variable importance algorithm to help with the identification and ranking of the survey questions – i.e. as input features that significantly influence the prediction or outcome of a model. This process aided understanding about which variables contributed the most to the model's performance; assisting in feature selection, model interpretation, and improving overall model understanding.

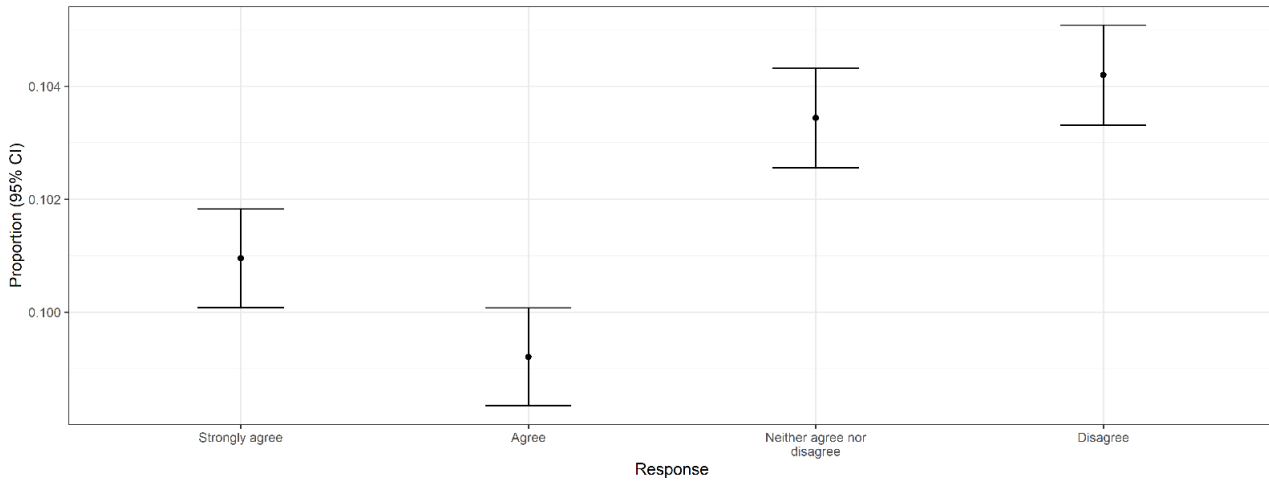
"Provision", (type of provision, derived variable)
"Provisionks", (provision in key stage, derived variable)
"Q2_1", "Q2_2", "Q2_3", "Q2_4", "Q2_7", "Q2_8",
"Q3",
"Q3a",
"Q4rec", (recoded)
"Q8",
"Q10",
"Q11",
"Q13rec", (recoded)
"Q14",
"Q16_1", "Q16_3", "Q16_4", "Q16_6", "Q16_7", "Q16_8", "Q16_10", "Q16_11",
"Q18_2", "Q18_3", "Q18_4",
"Q19",
"Q21",
"Q22",
"Q31_2", "Q31_5", "Q31_6", "Q31_7", "Q31_9", "Q31_11",
"Q33",
"Q34",
"Q36rec", (recoded)
"Q38",
"Q49rec", (recoded)
"Q50_1", "Q50_3", "Q50_4",
"Q51"

Appendix H: Exploratory analysis plots

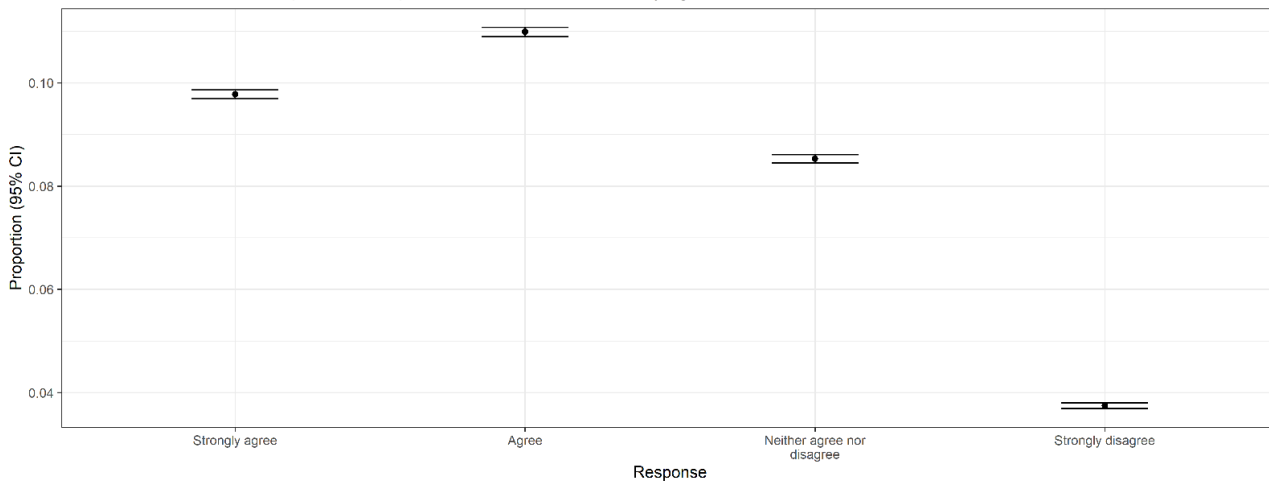
What is your job role?



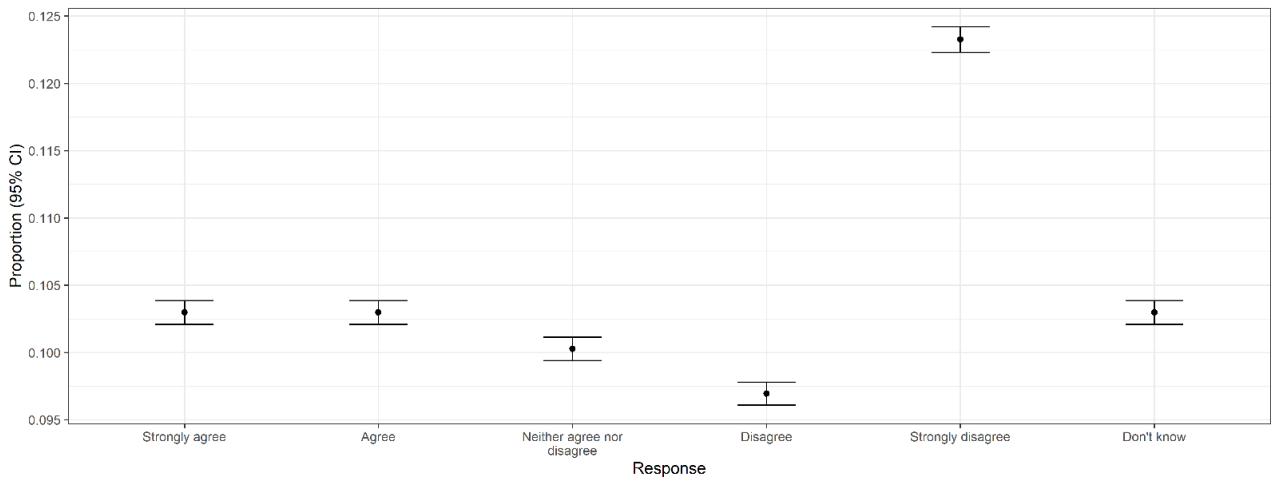
What is the position of your school in relation to the following statements?
- 'Attendance is a shared responsibility between a school, student and parents.'



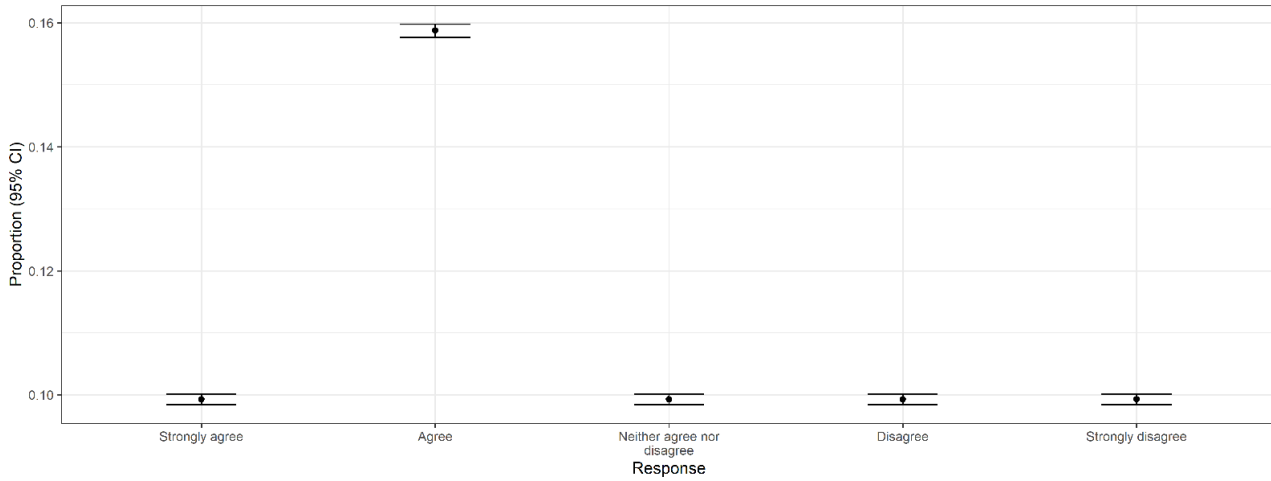
What is the position of your school in relation to the following statements?
- 'When students are disruptive, it is important to consider the underlying causes for their behaviour.'



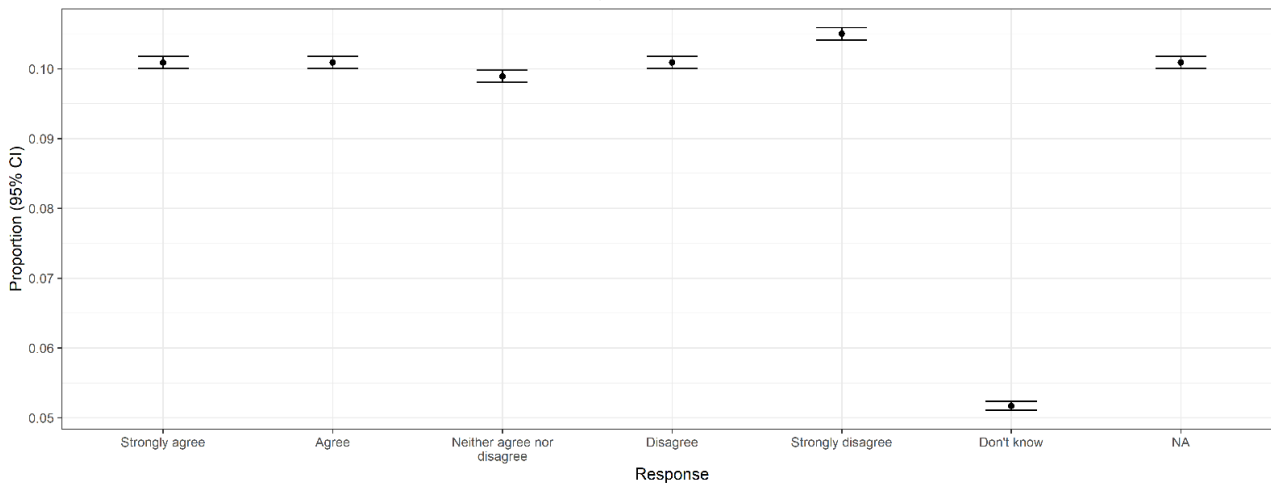
What is the position of your school in relation to the following statements?
- 'Schools should not be held responsible for pupil absence.'



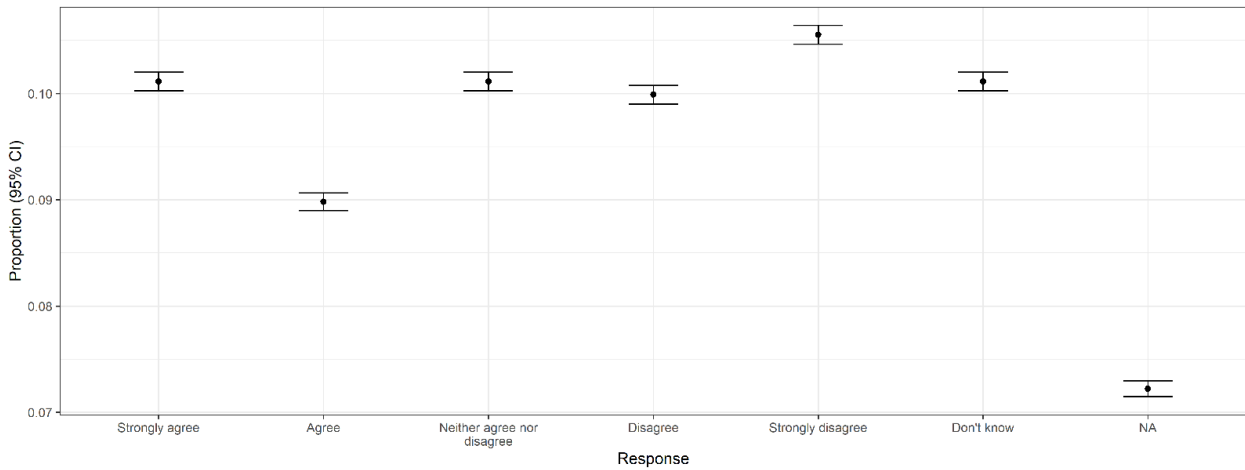
What is the position of your school in relation to the following statements?
- 'Students who are disruptive, even at low level, should not be in a mainstream classroom.'



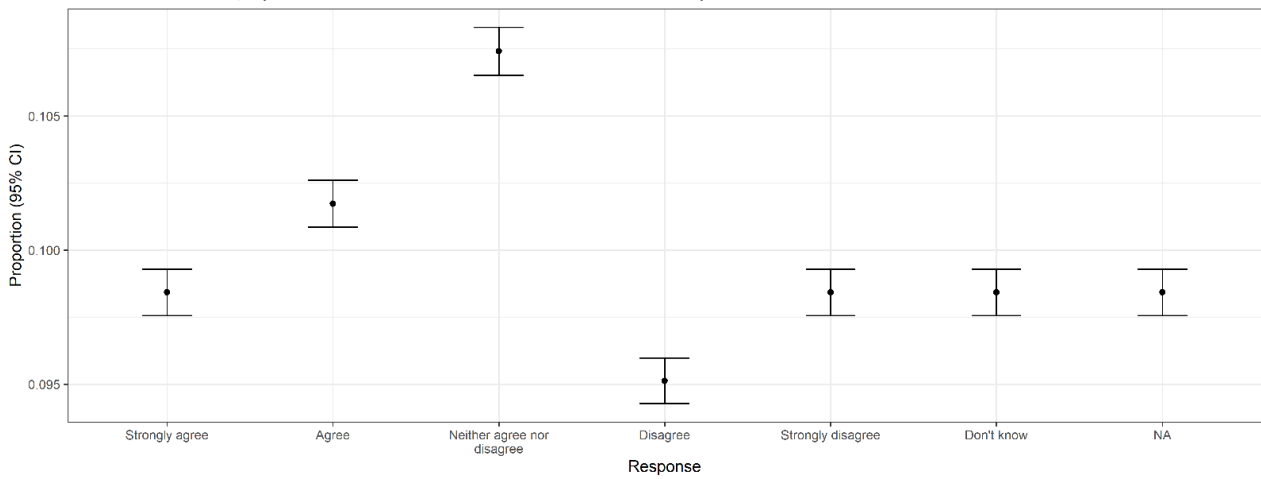
What is the position of your school in relation to the following statements?
- 'Permanent exclusion should be avoided unless the student poses a serious risk to themselves or others.'



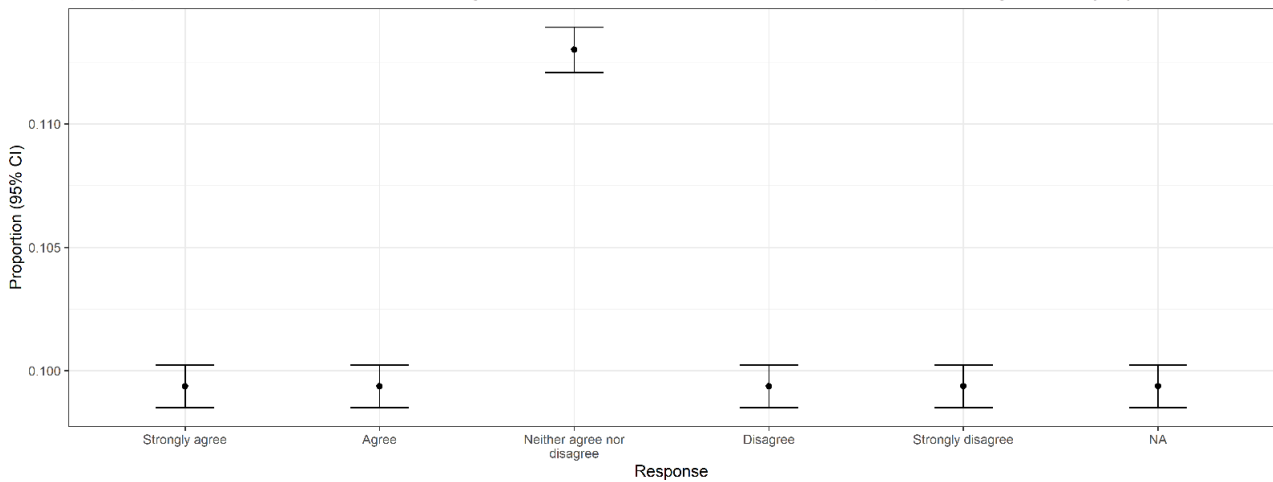
What is the position of your school in relation to the following statements?
- 'Trauma-informed practice is a distraction from good behaviour management.'



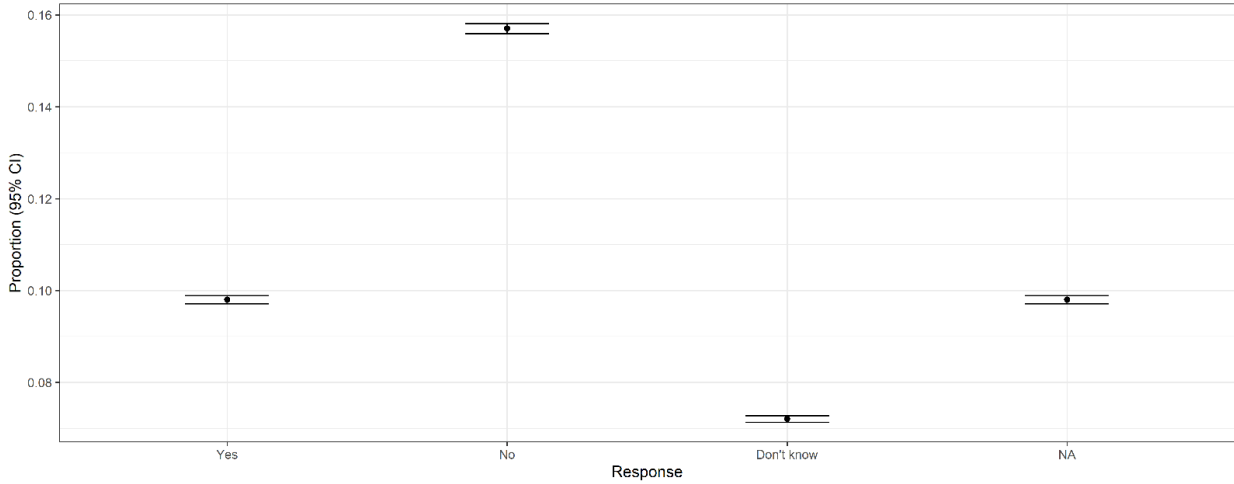
What is the position of your school in relation to the following statements?
- 'A student who displays serious violent behaviour should be automatically excluded from the school and not allowed to return.'



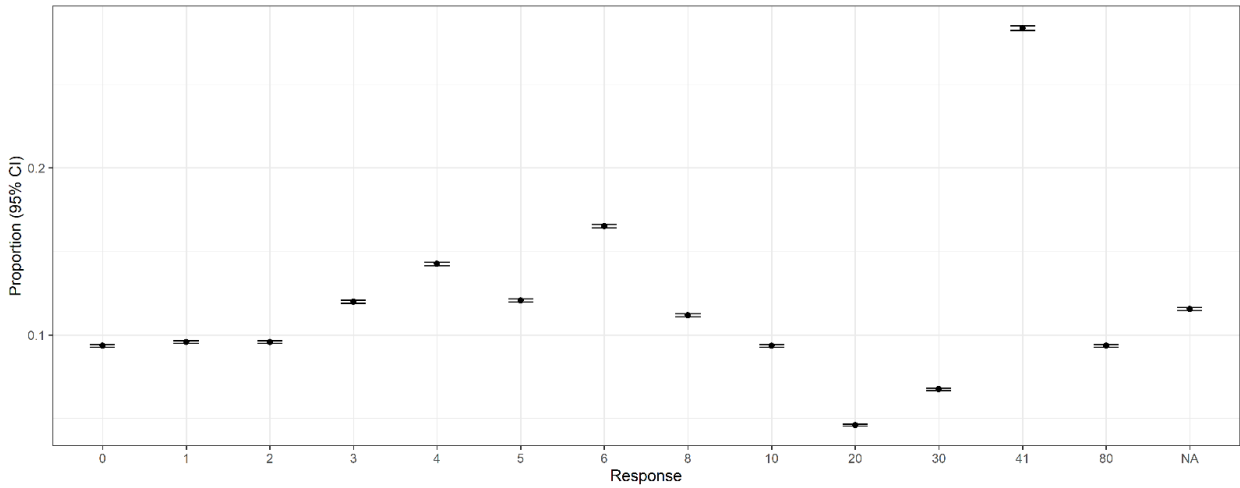
What is the position of your school in relation to the following statements?
- 'Disruptive behaviour in class is not something our school is able to tolerate because it disrupts the learning of the majority.'



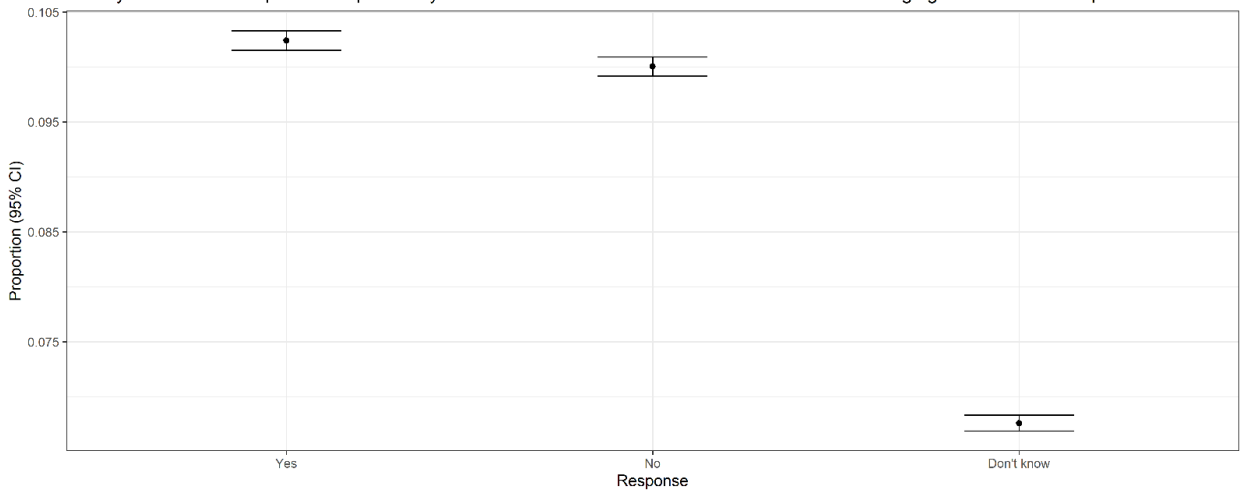
Does your school have access to one or more Alternative Provision (AP) schools/providers locally?



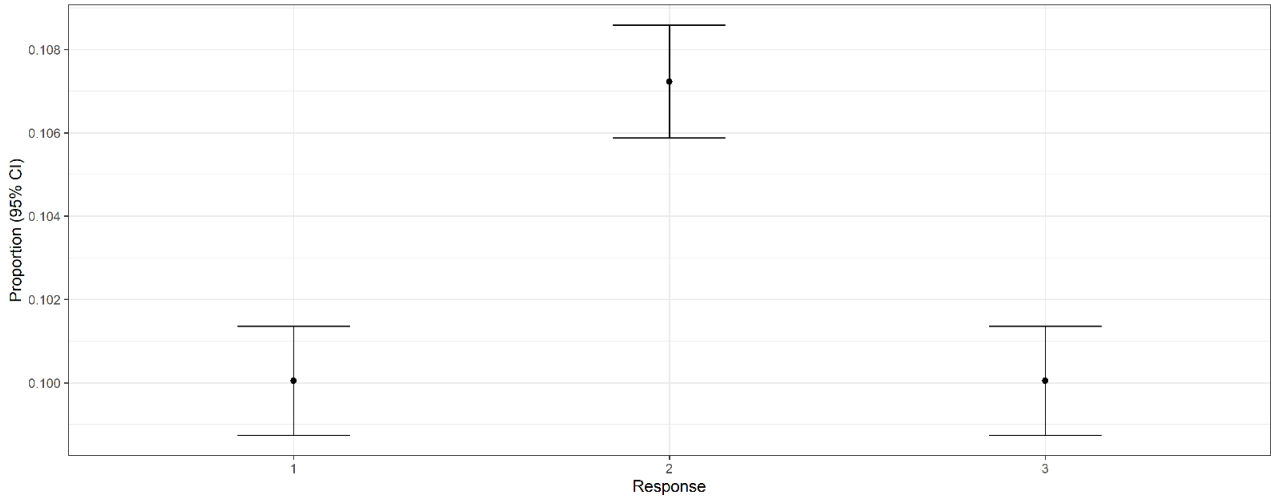
Please estimate the percentage of students at your school currently at risk of permanent exclusion.



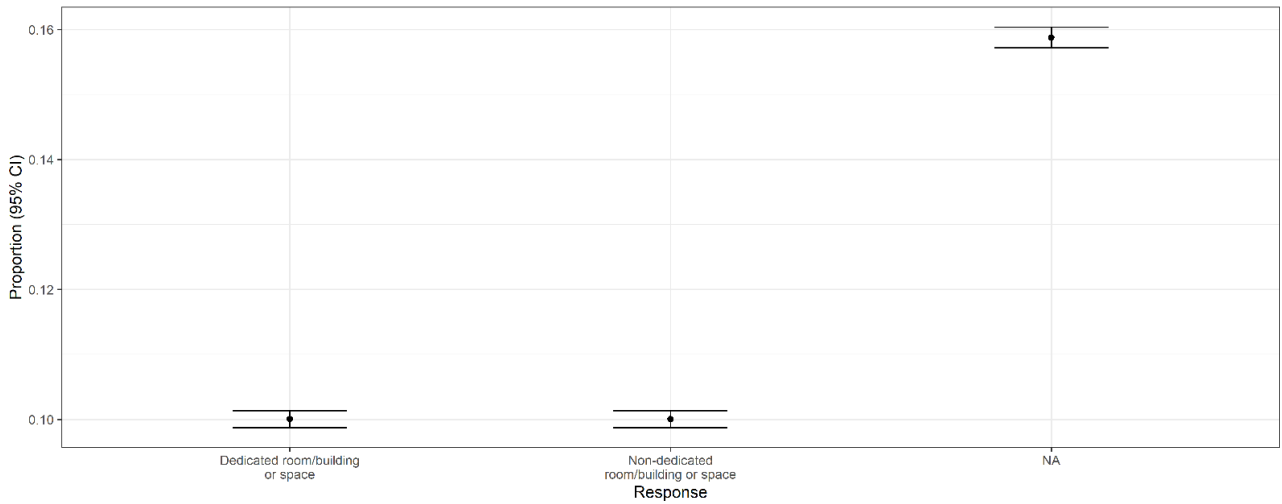
Does your school have provision specifically for students who are at risk of exclusion due to challenging behaviour and/or persistent absence?



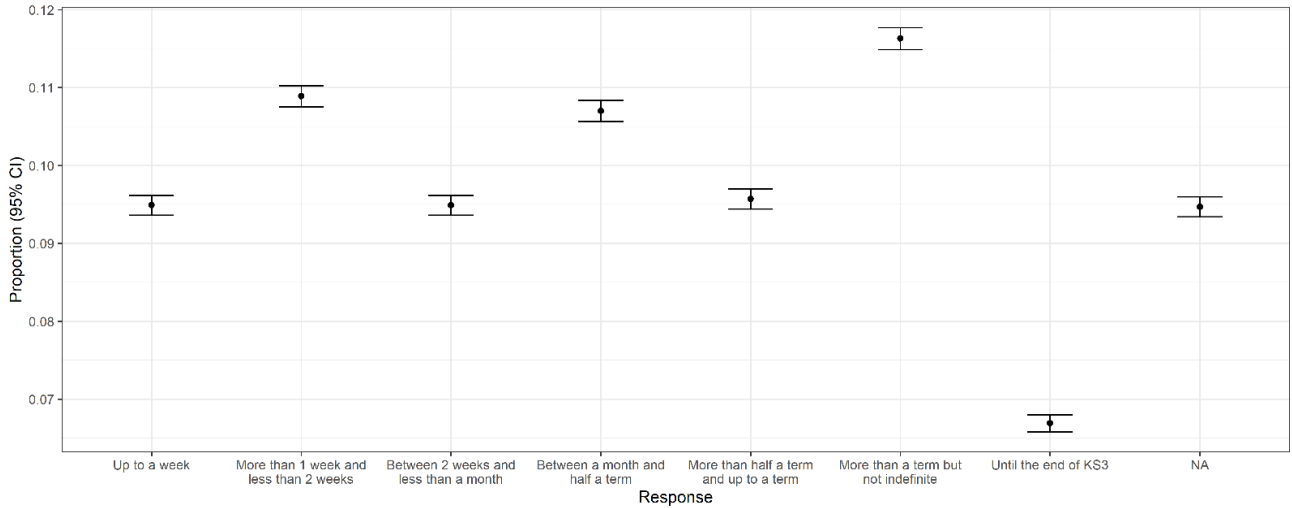
What is the primary goal for the provision for students in KS3?



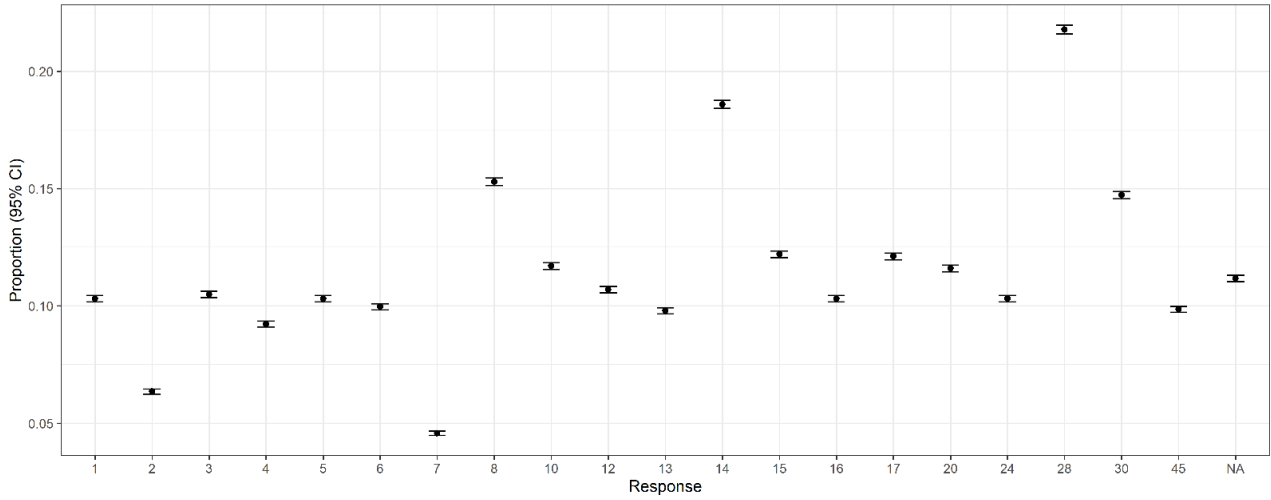
What type of space is used for this provision?



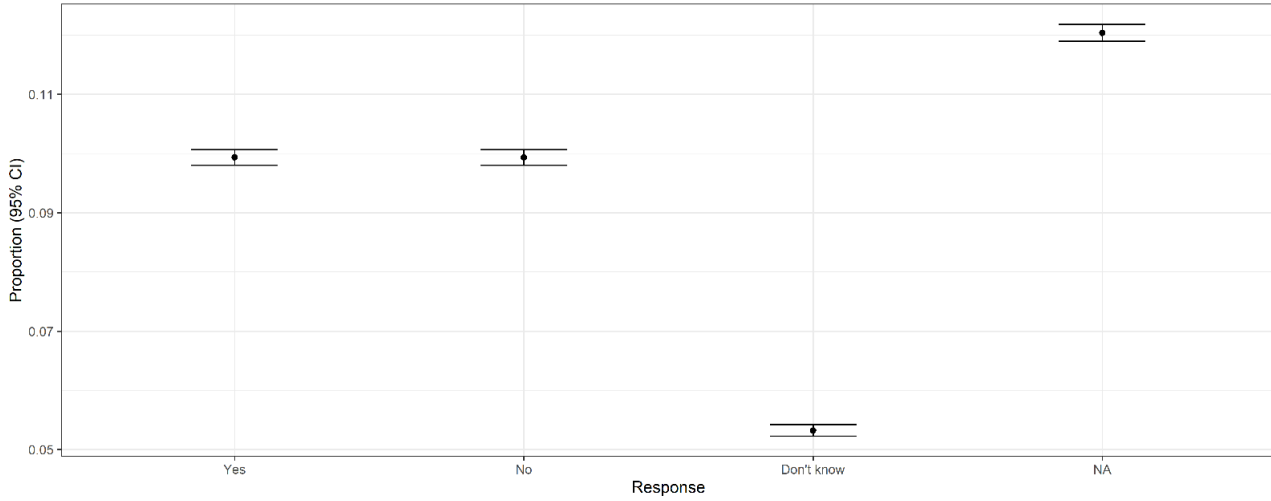
How long do students in KS3 typically attend the provision for?



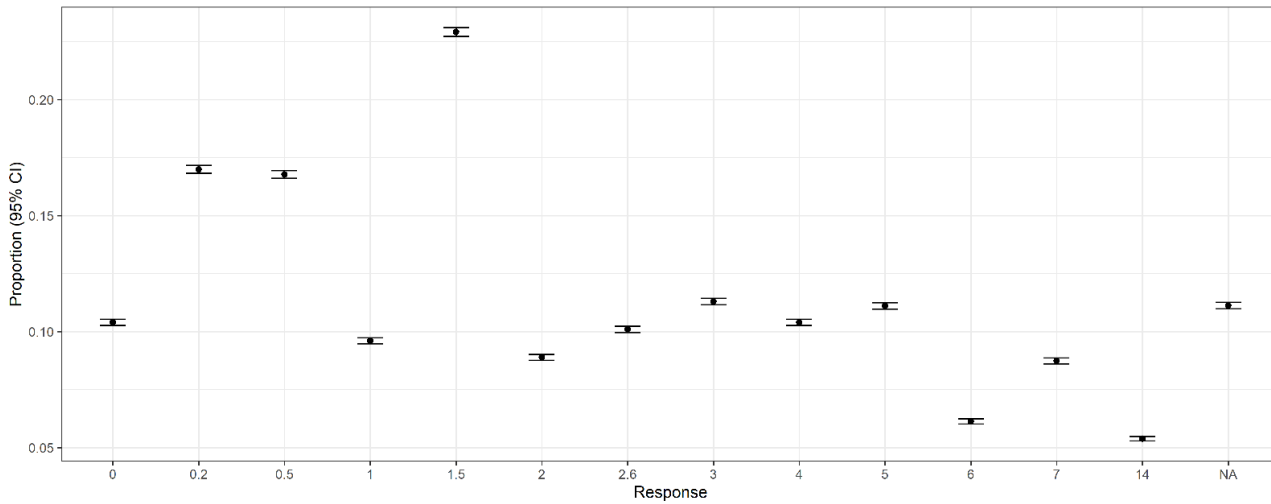
What is the typical number of KS3 students from your school who attend the provision at any one time?



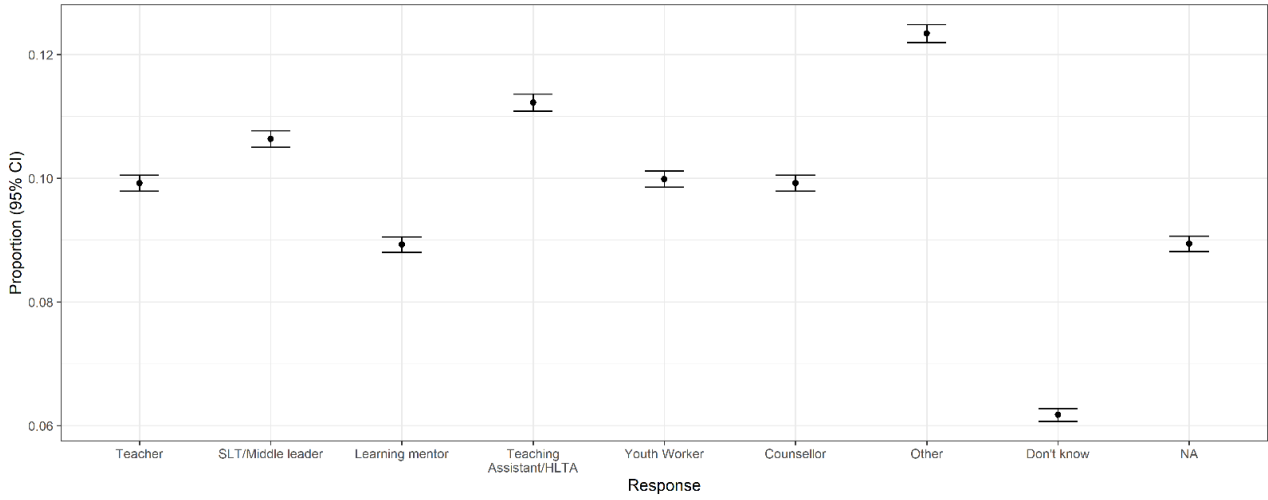
Do students from other schools attend the provision?



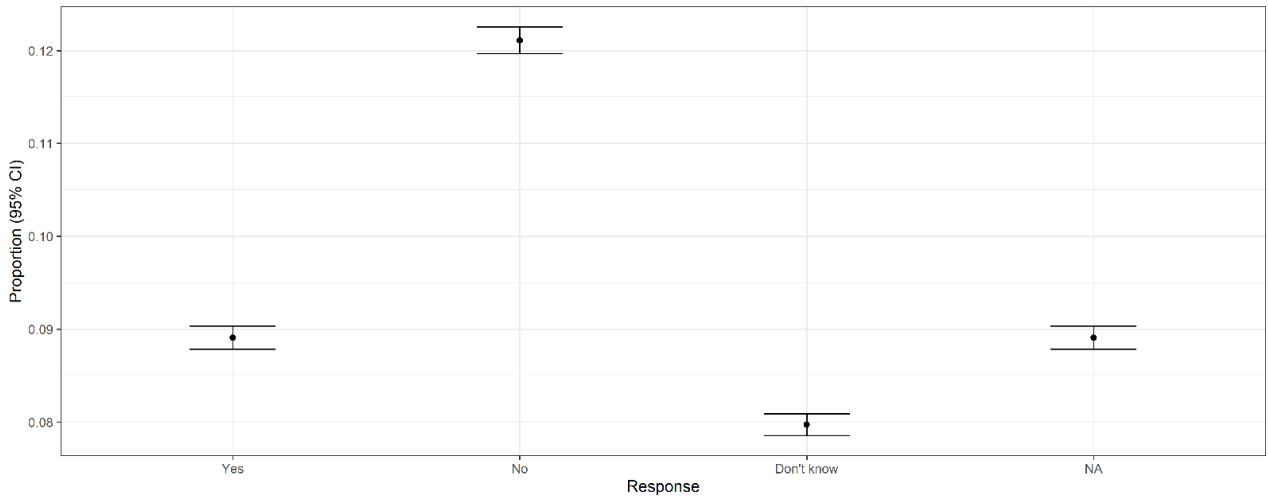
How many dedicated FTE staff work at the provision?



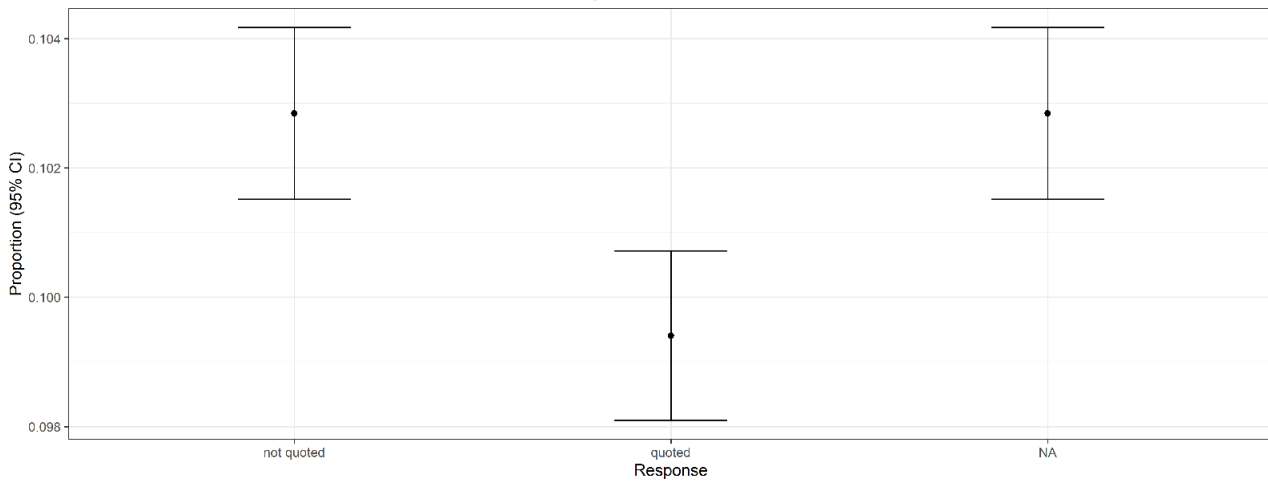
What is the professional background for the dedicated lead of the provision?



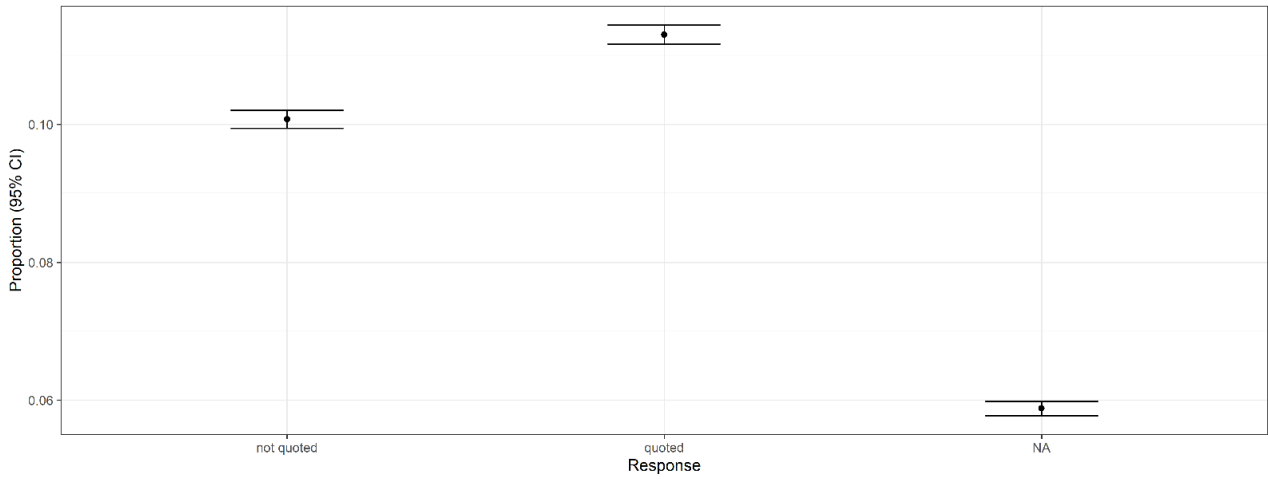
Are students attending the provision able to mix with other students attending mainstream classes at breaks/lunchtime?



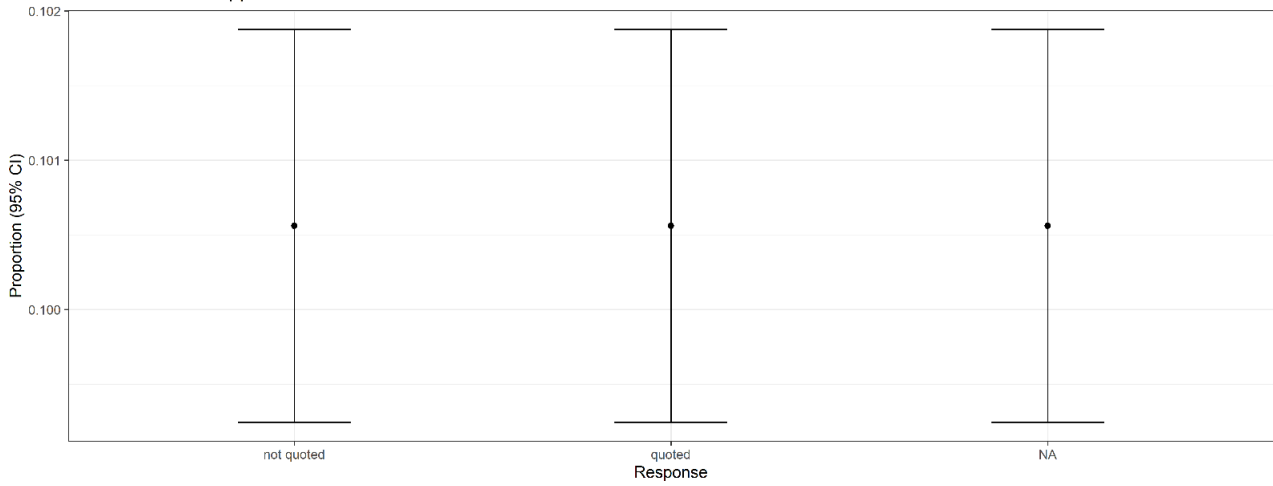
What type of support do students attending the provision receive?
- Social, emotional and mental health (SEMH) 1-1 counselling



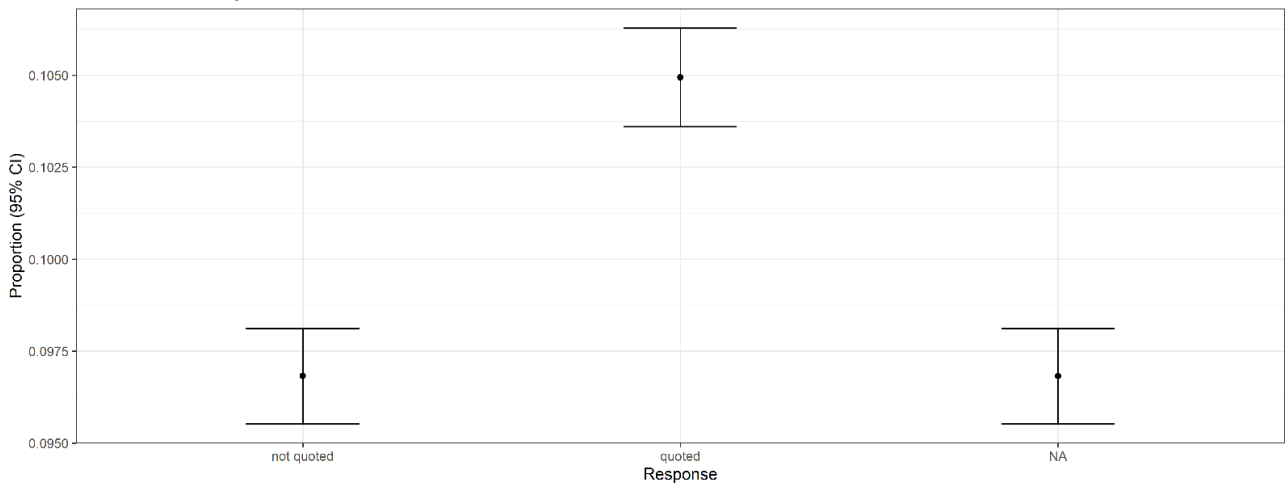
What type of support do students attending the provision receive?
- SEMH group counselling



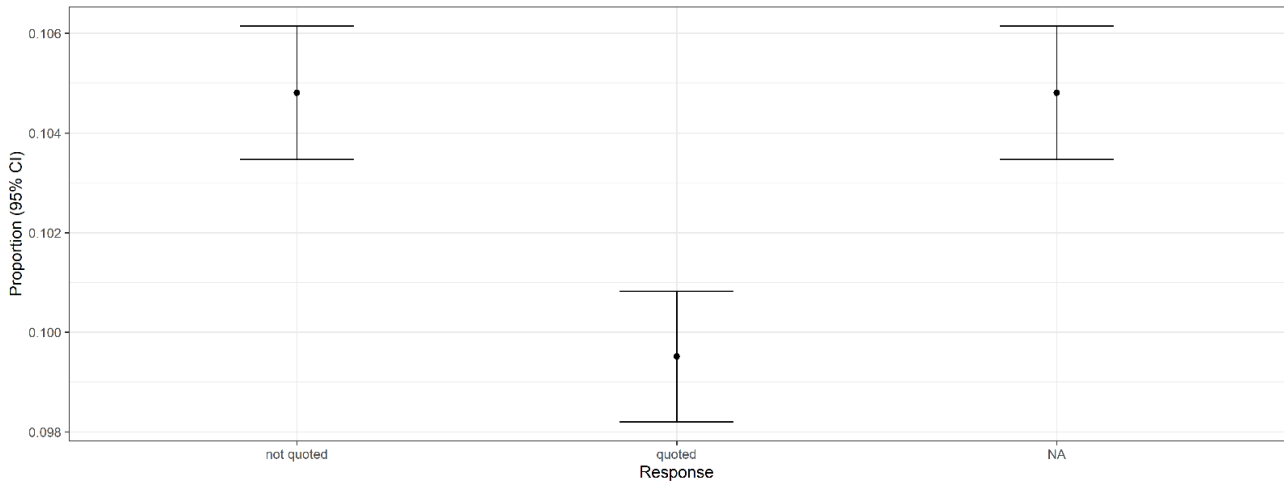
What type of support do students attending the provision receive?
- SEMH mentor support



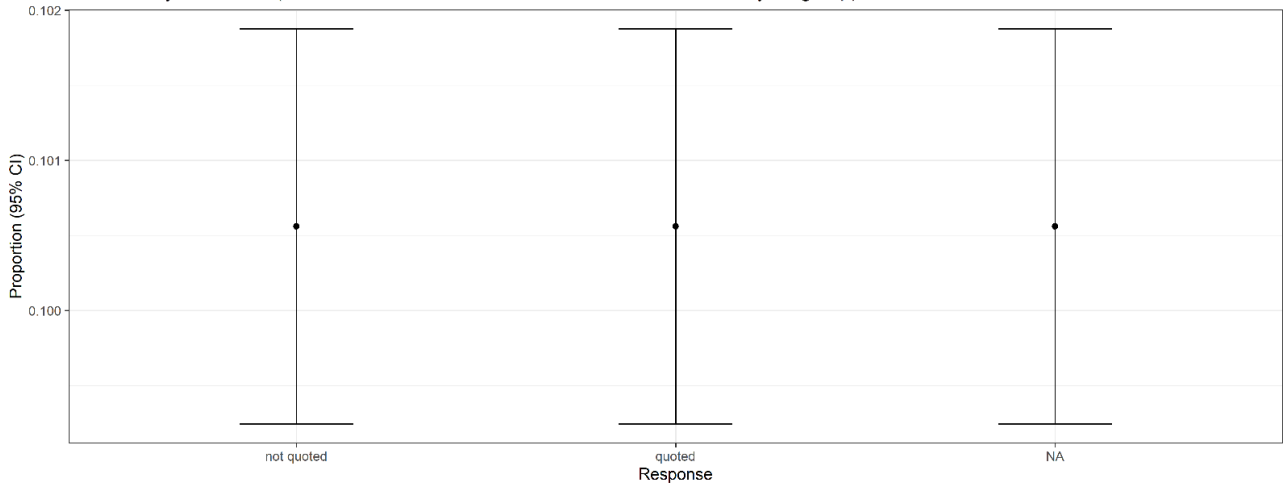
What type of support do students attending the provision receive?
- Behaviour management course



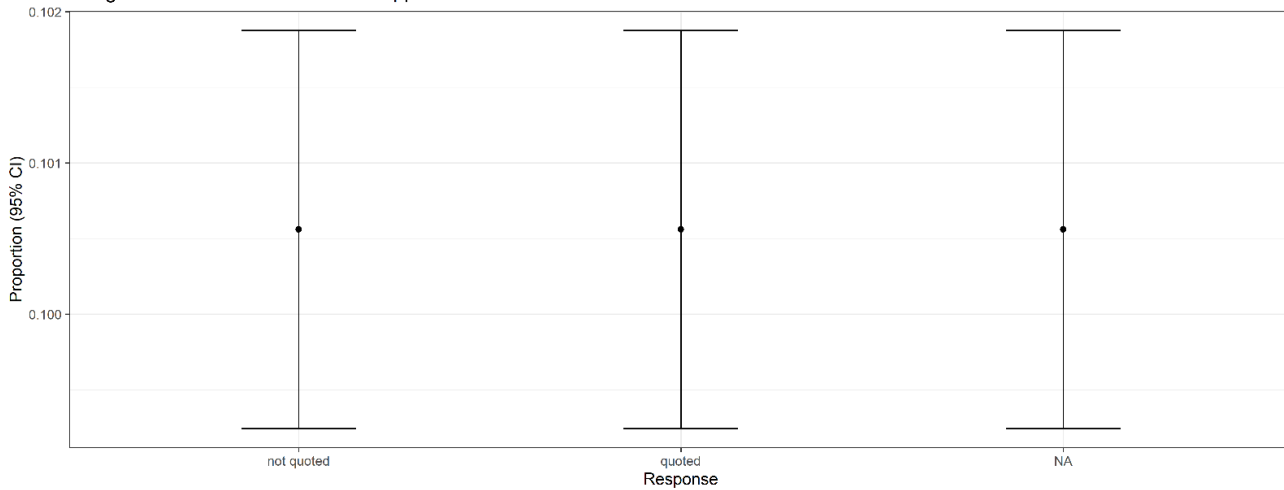
What type of support do students attending the provision receive?
- English/maths lessons (with similar/same content as for other students in their year group)



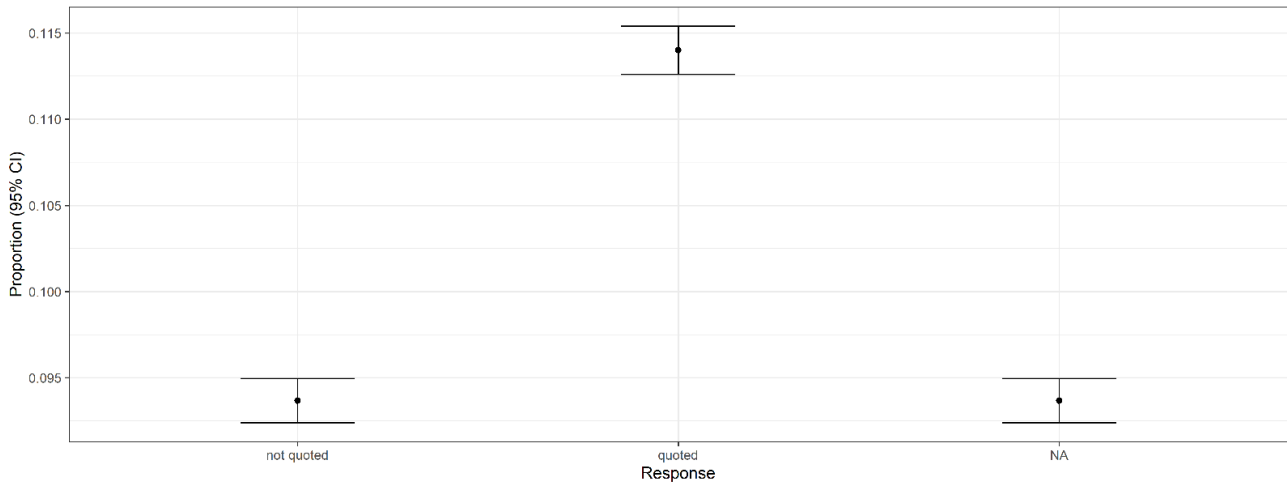
What type of support do students attending the provision receive?
- Other subject lessons (with similar/same content as for other students in their year group)



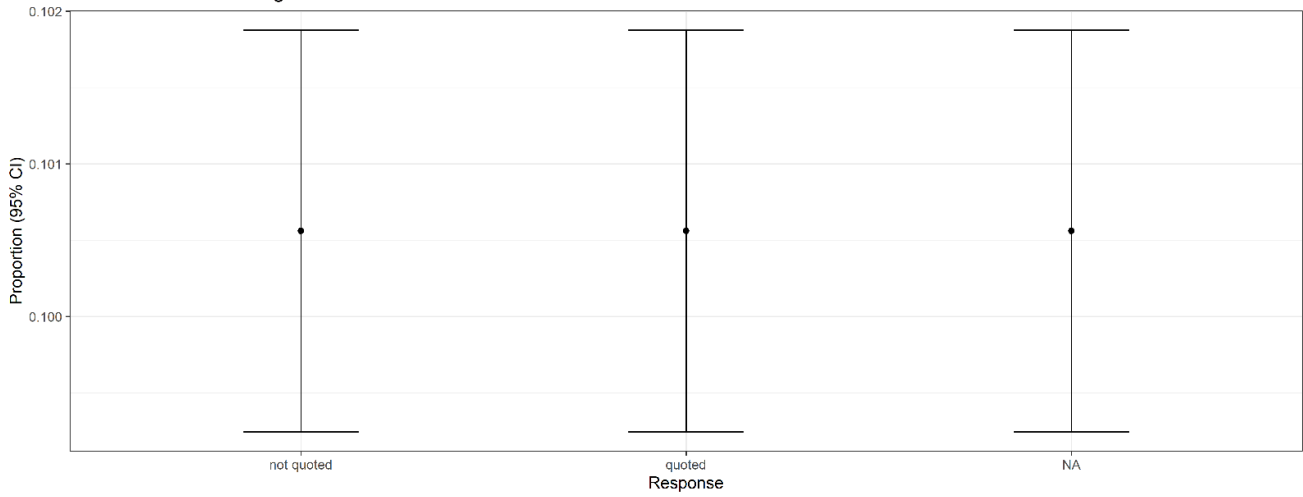
What type of support do students attending the provision receive?
- English/maths additional/tailored support



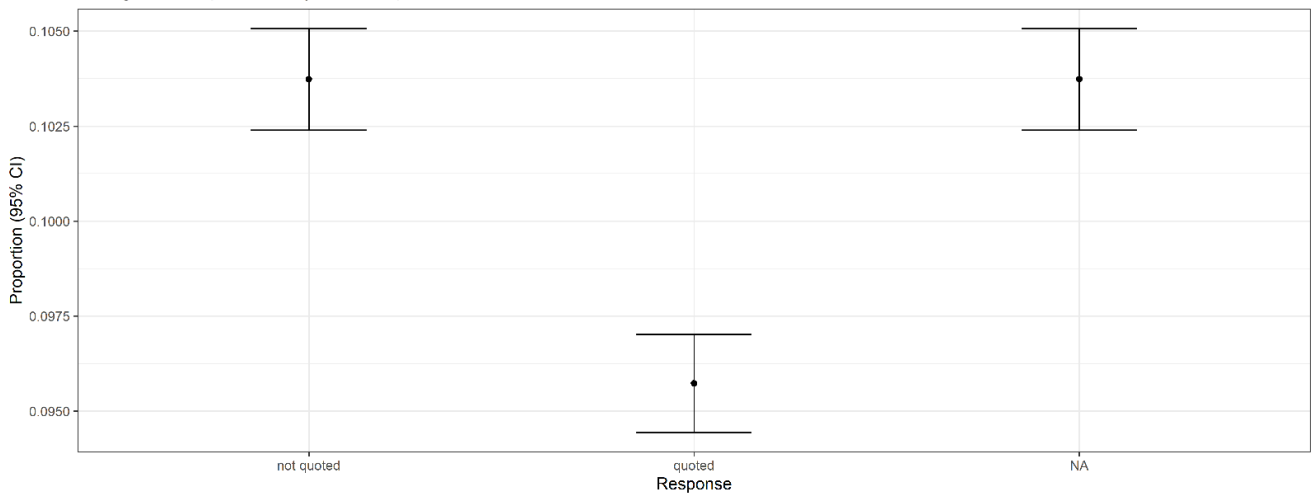
What type of support do students attending the provision receive?
- Other subject additional/tailored support



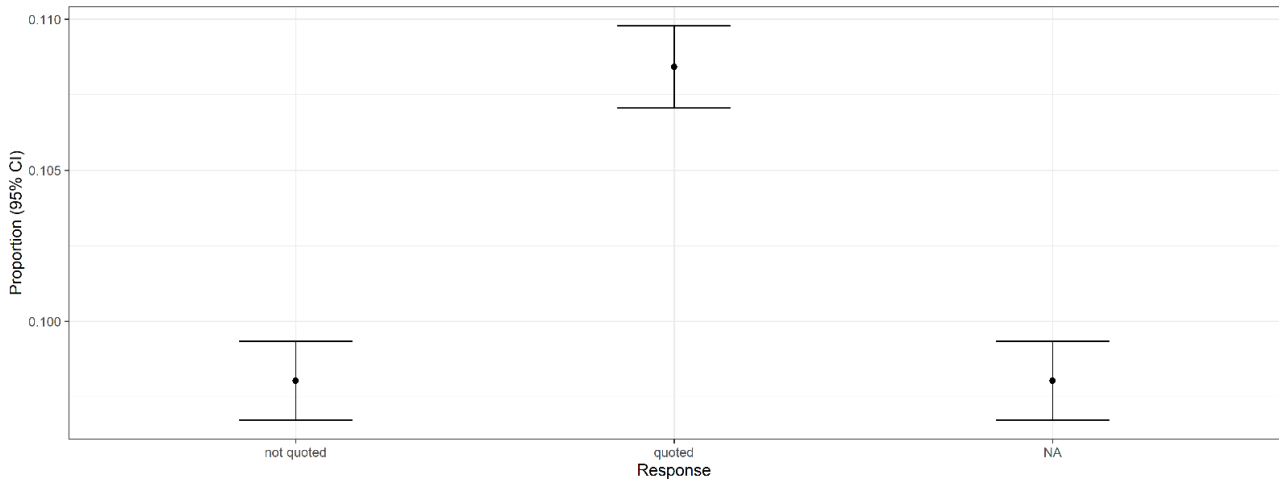
What type of support do students attending the provision receive?
- Vocational courses e.g. Prince's Trust



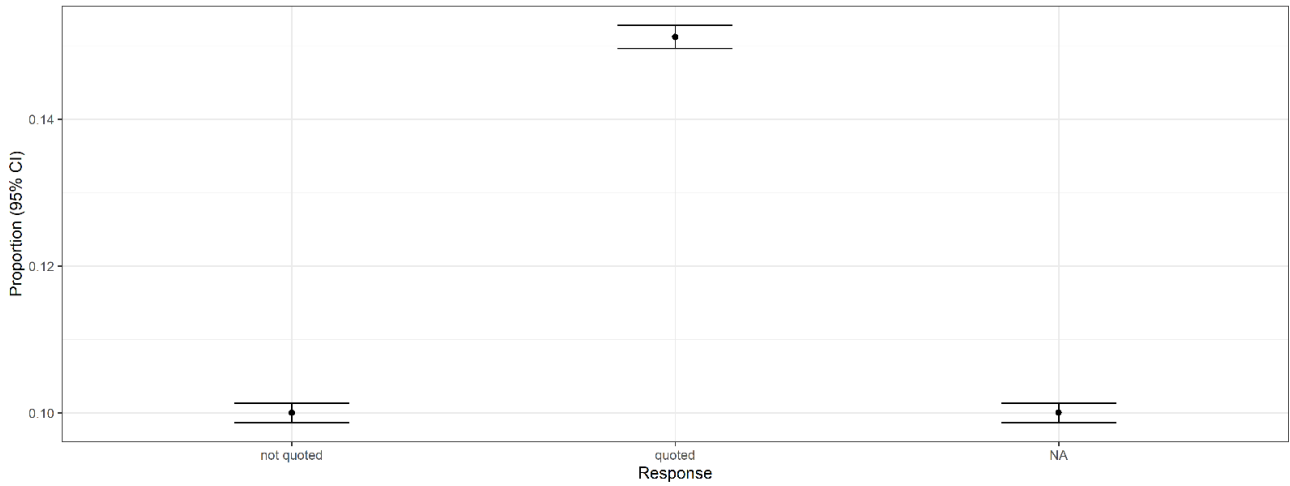
What type of support do students attending the provision receive?
- Programmes provided by external providers



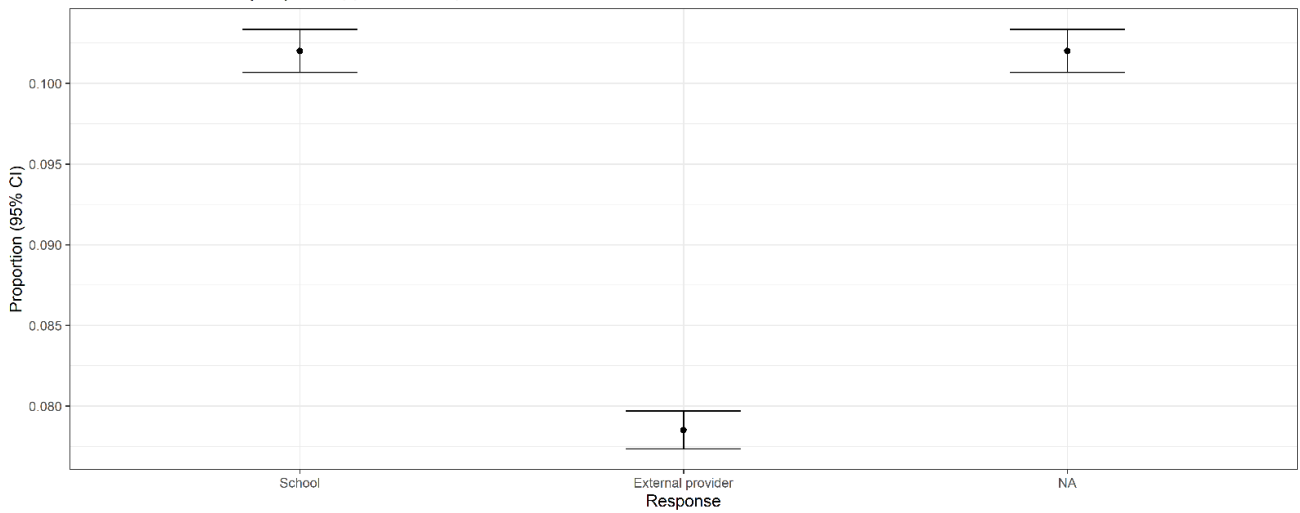
What type of support do students attending the provision receive?
- Another type of support



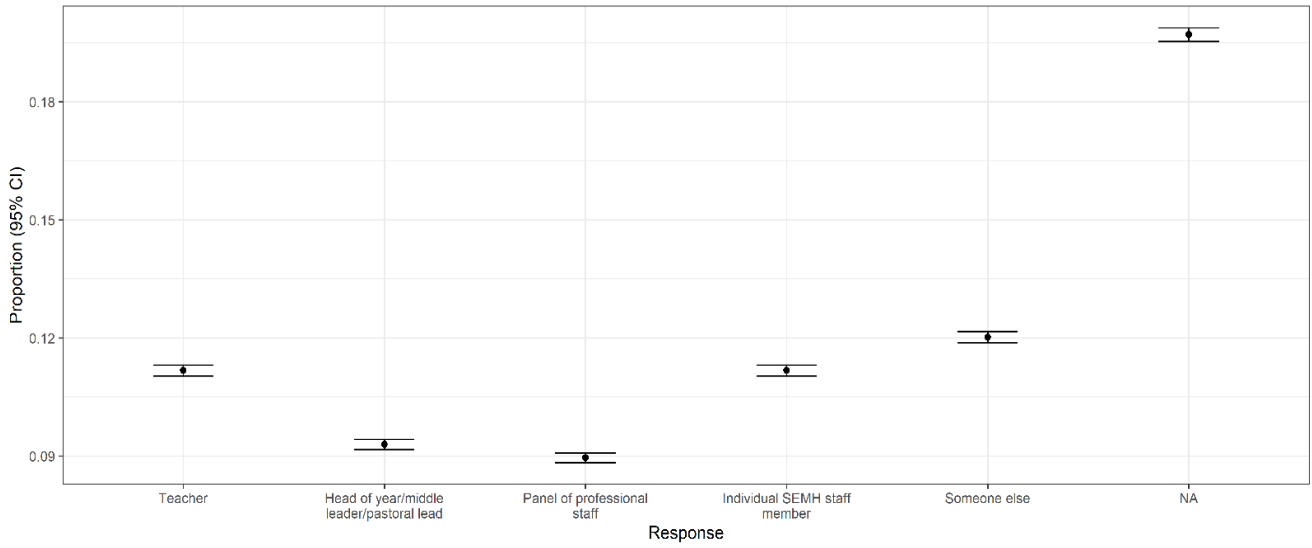
What type of support do students attending the provision receive?
- Don't know



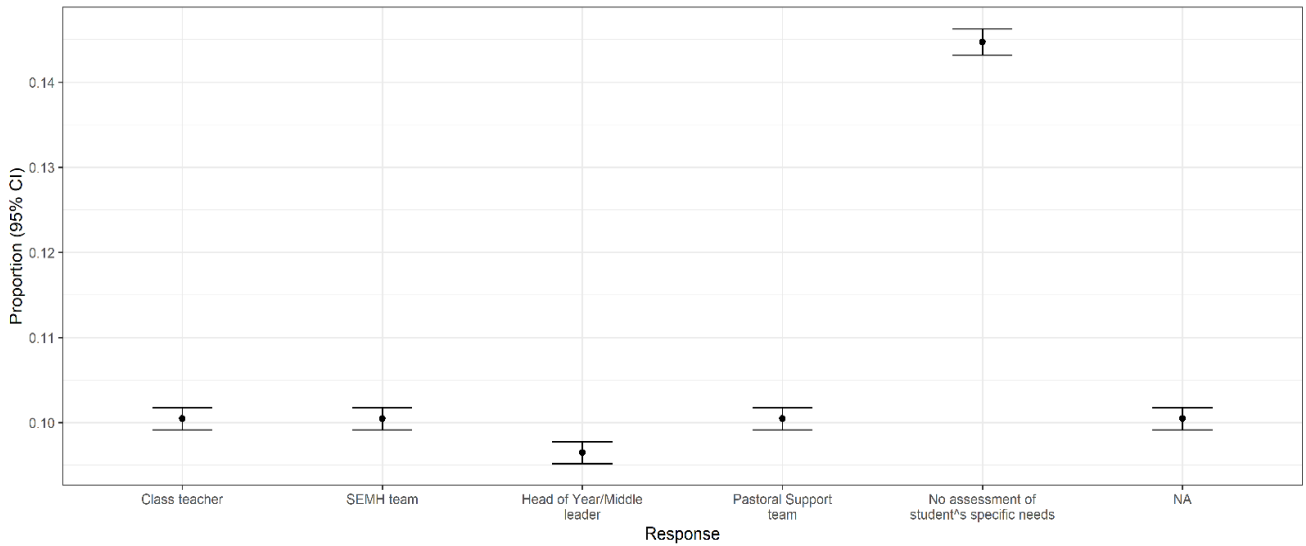
Who delivers the majority of support for the provision?



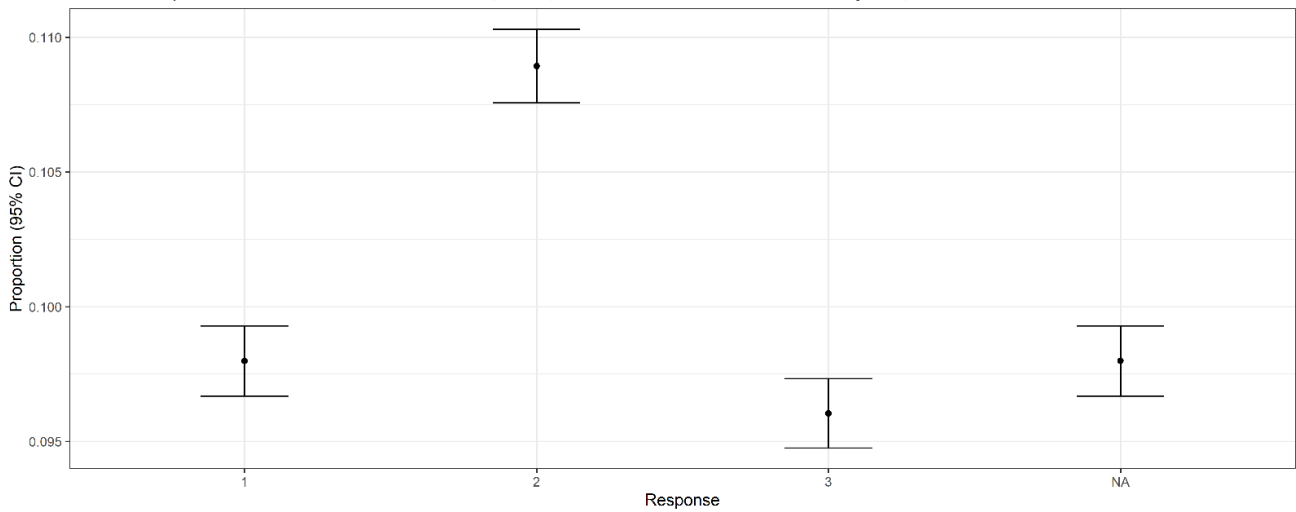
Who, among the following roles, typically makes the decision for a student to receive this support?



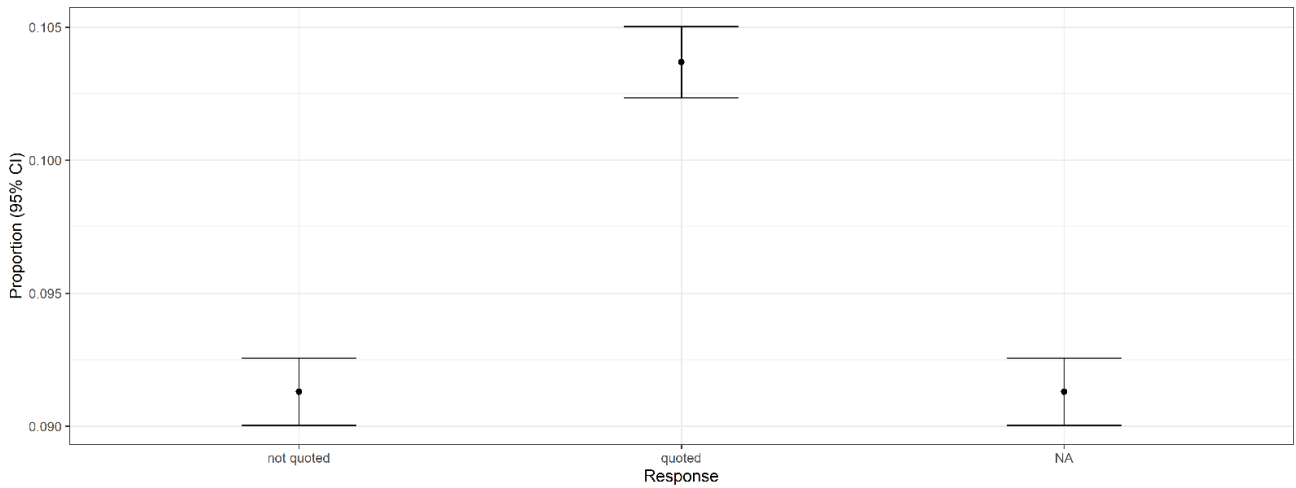
Who, if anyone, assesses a student's needs when a student is initially referred for this support?



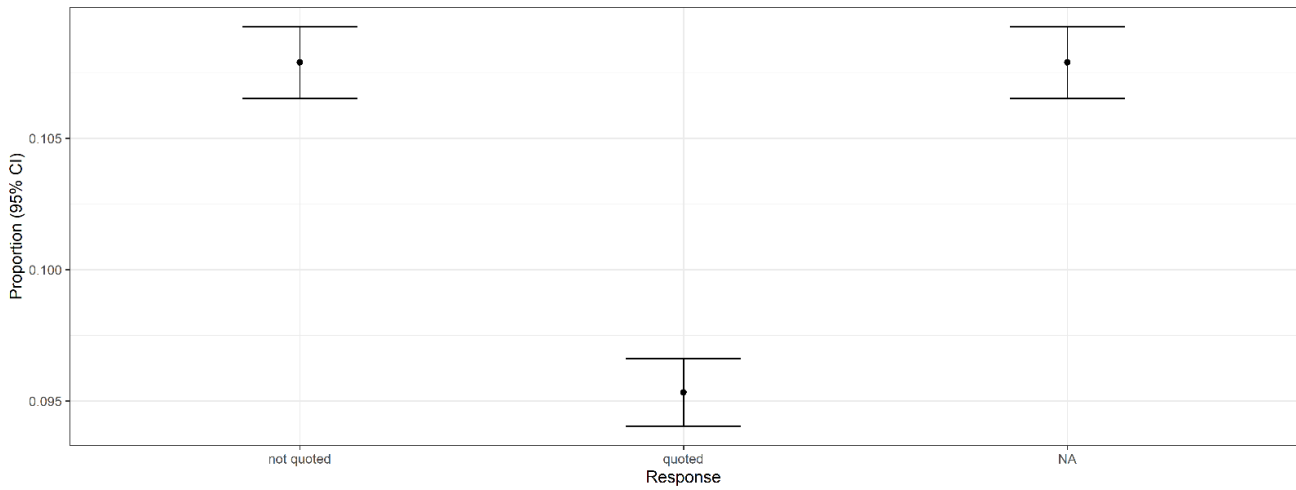
How would you describe the school's relationship with parents while their child is attending the provision?



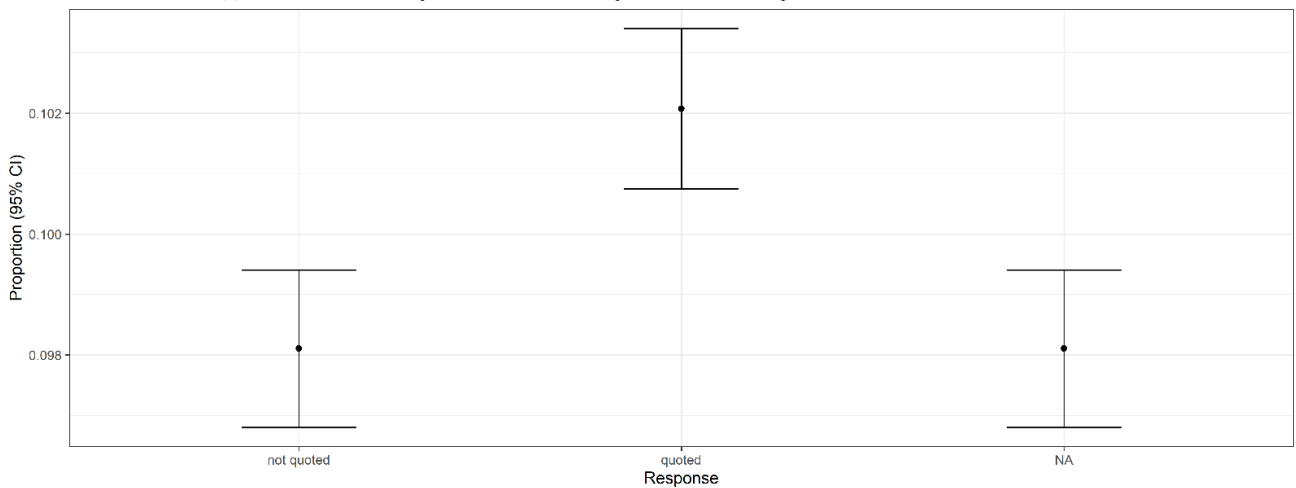
Which of the following activities take place when a student returns to mainstream classes?
- Phased return to classes



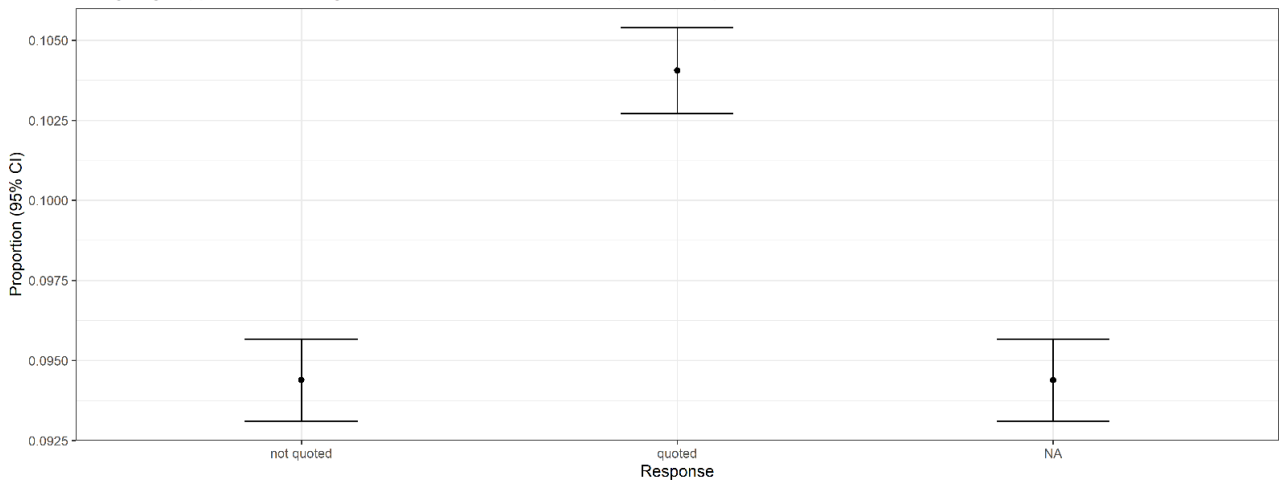
Which of the following activities take place when a student returns to mainstream classes?
- Advanced planning and management of return



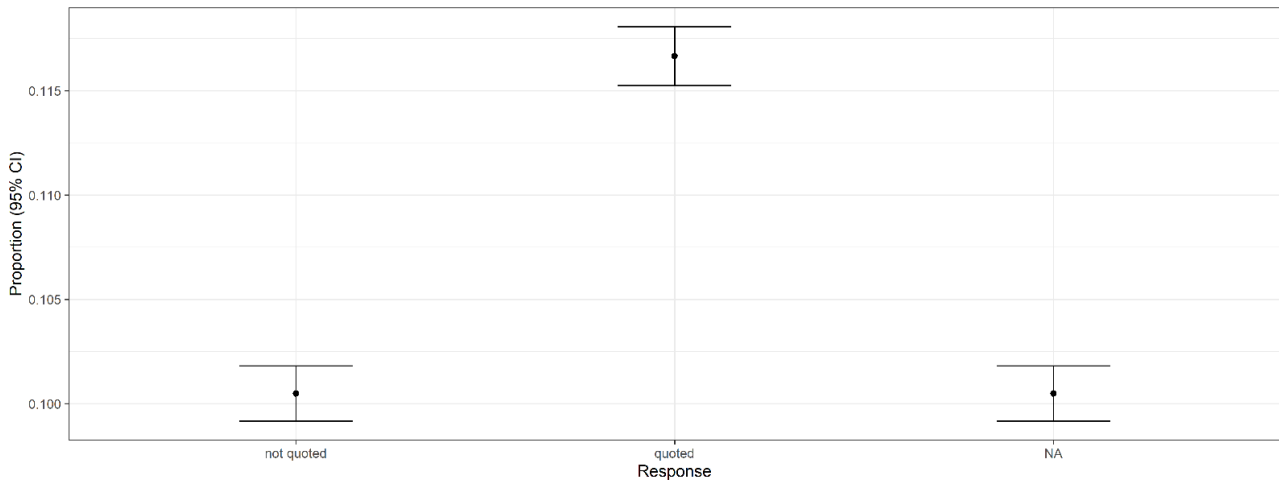
Which of the following activities take place when a student returns to mainstream classes?
- Personalised support for student during transition to attending normal classes again



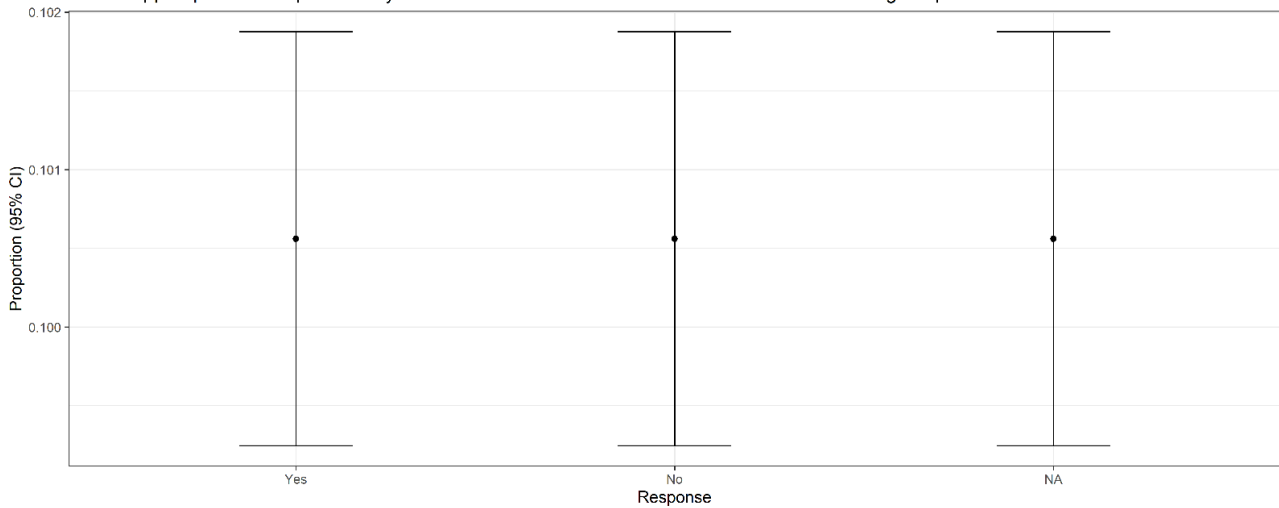
Which of the following activities take place when a student returns to mainstream classes?
- Ongoing support after reintegration into their normal classes (as needed)



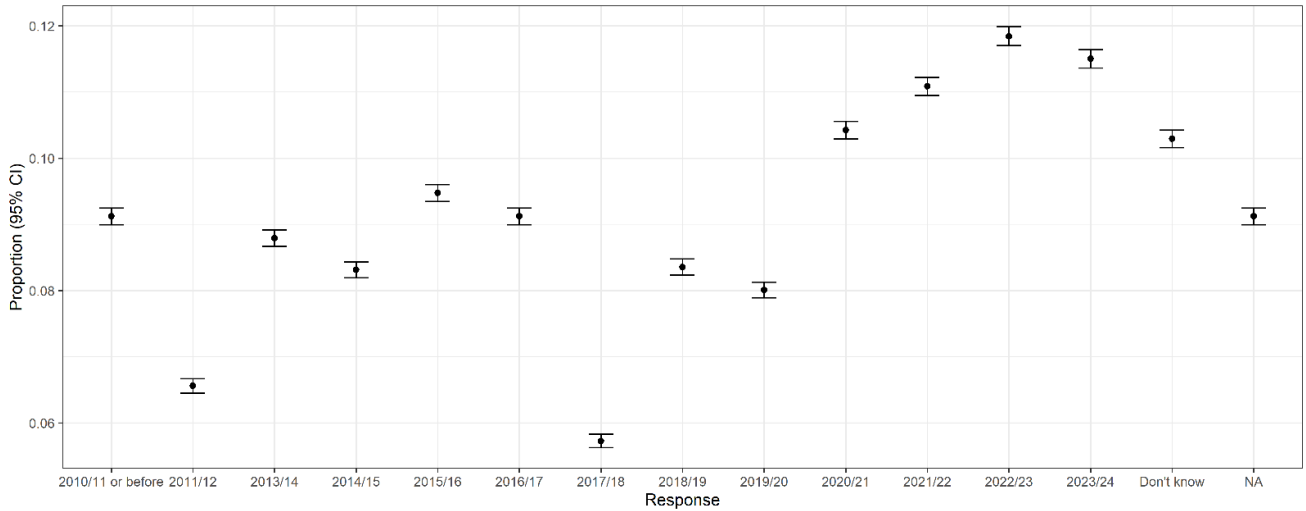
Which of the following activities take place when a student returns to mainstream classes?
- None of the above



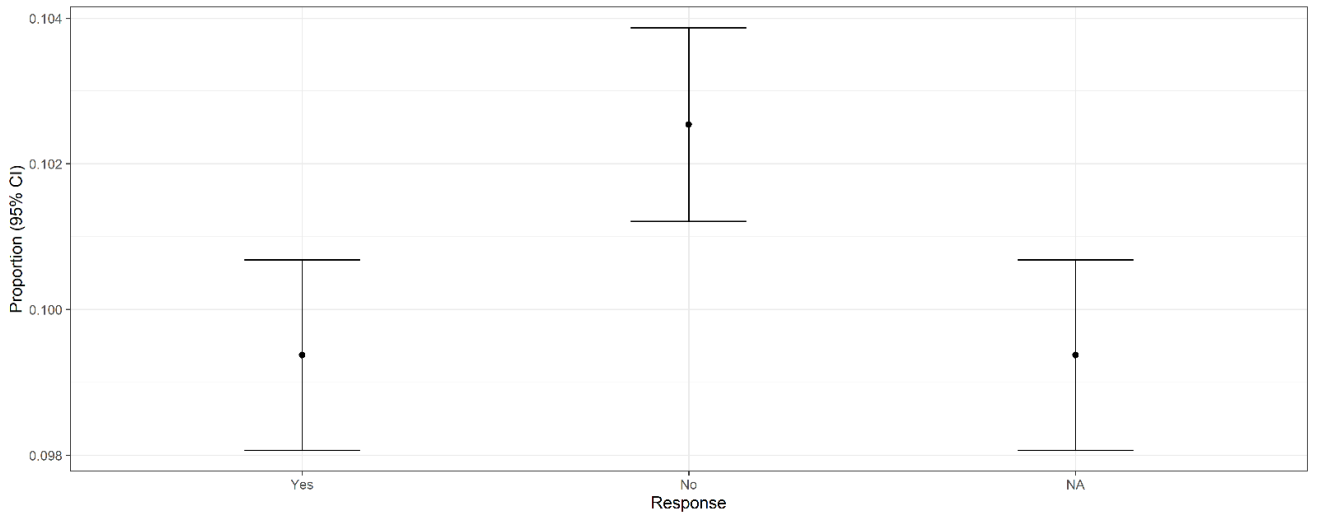
Is the support provided to persistently absent students the same as for other students attending the provision?



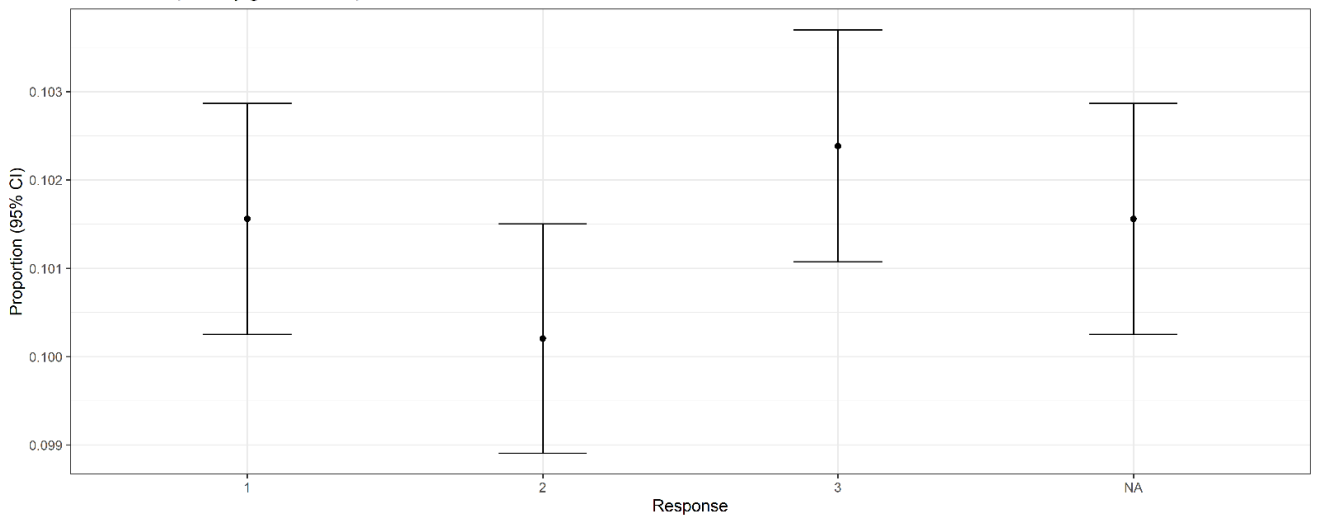
What academic year was the current provision started?



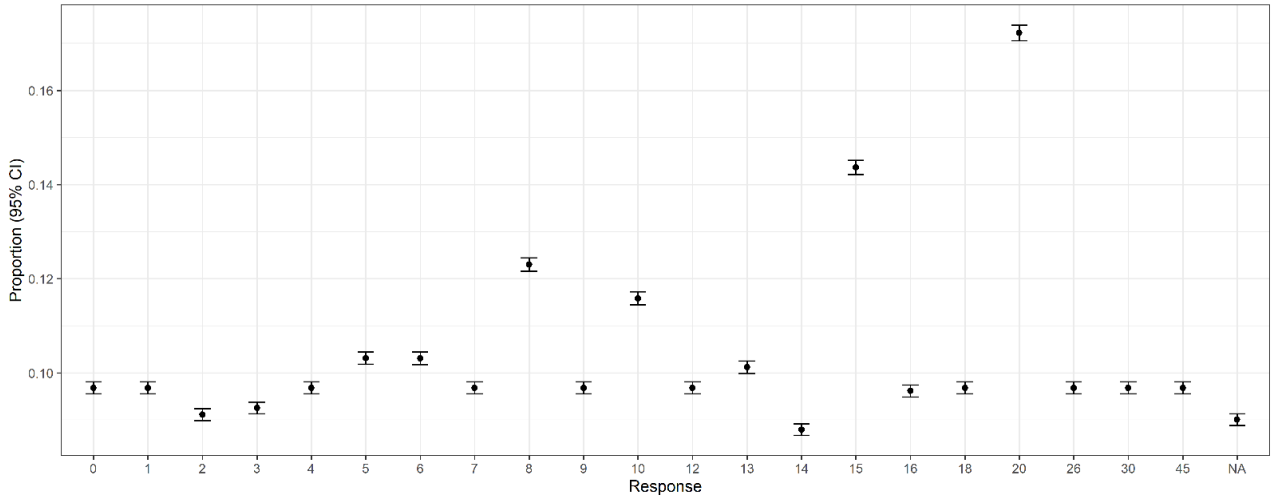
Has the provision experienced significant change since it was started (not including temporary changes introduced during the Covid-19 pandemic)



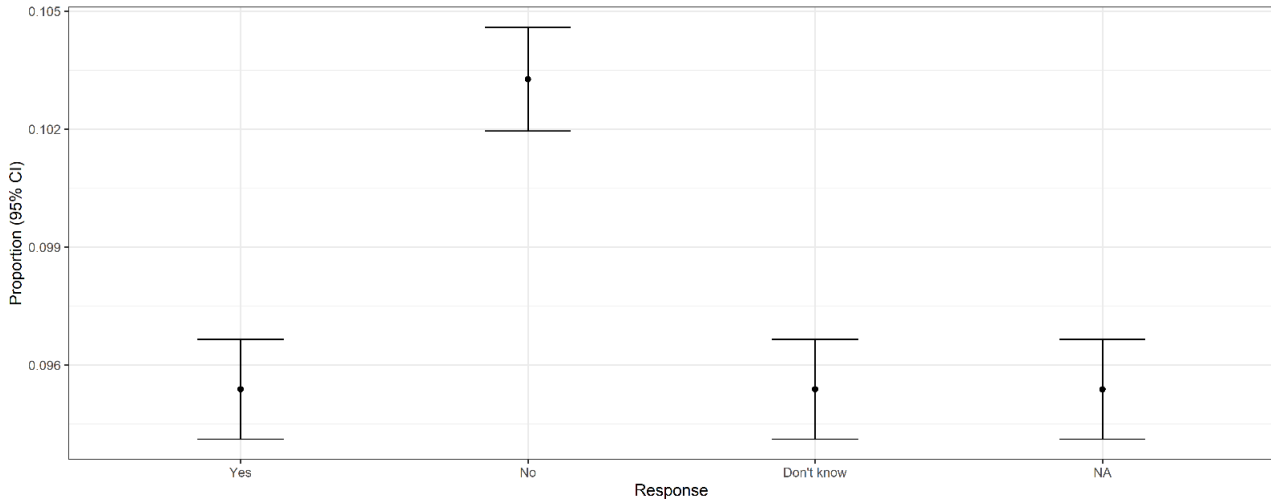
What is the primary goal for the provision for students in KS4?



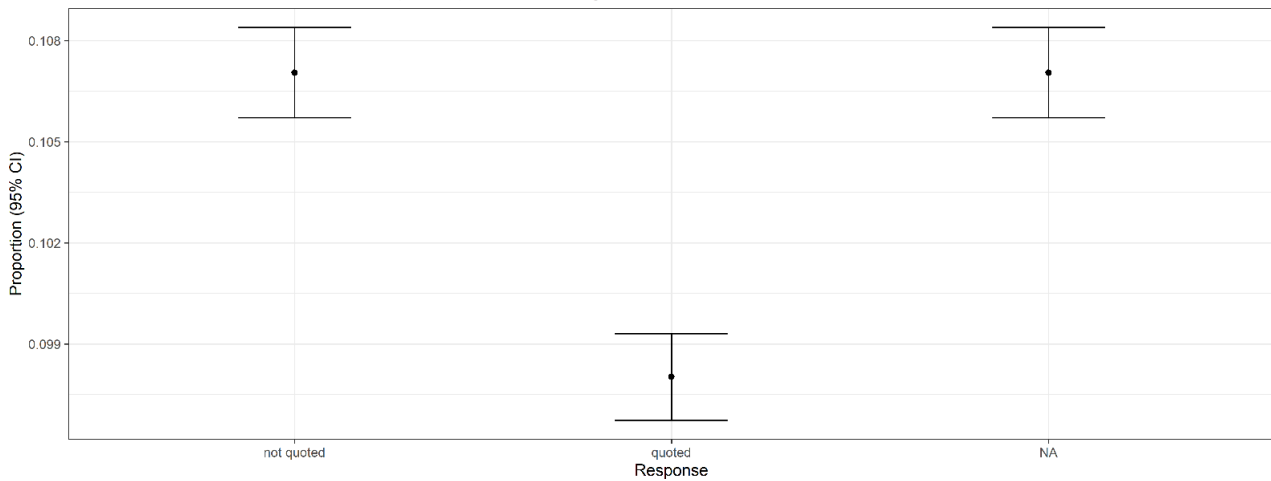
What is the typical number of KS4 students who attend the provision at any one time?



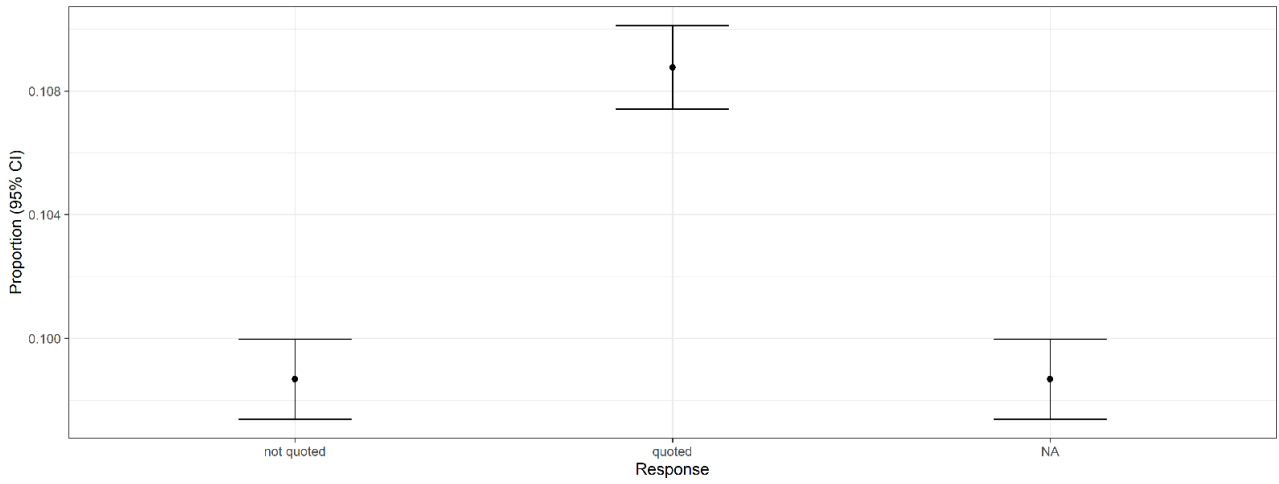
Do students from other schools attend the provision?



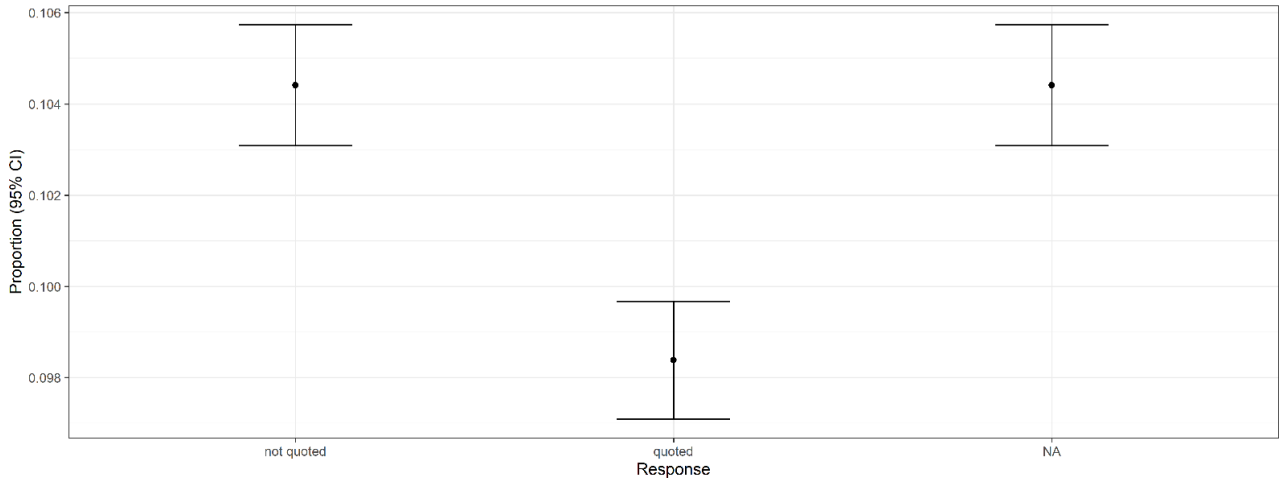
What type of support is provided at the provision for KS4 students?
- Social, emotional and mental health (SEMH) 1-1 counselling



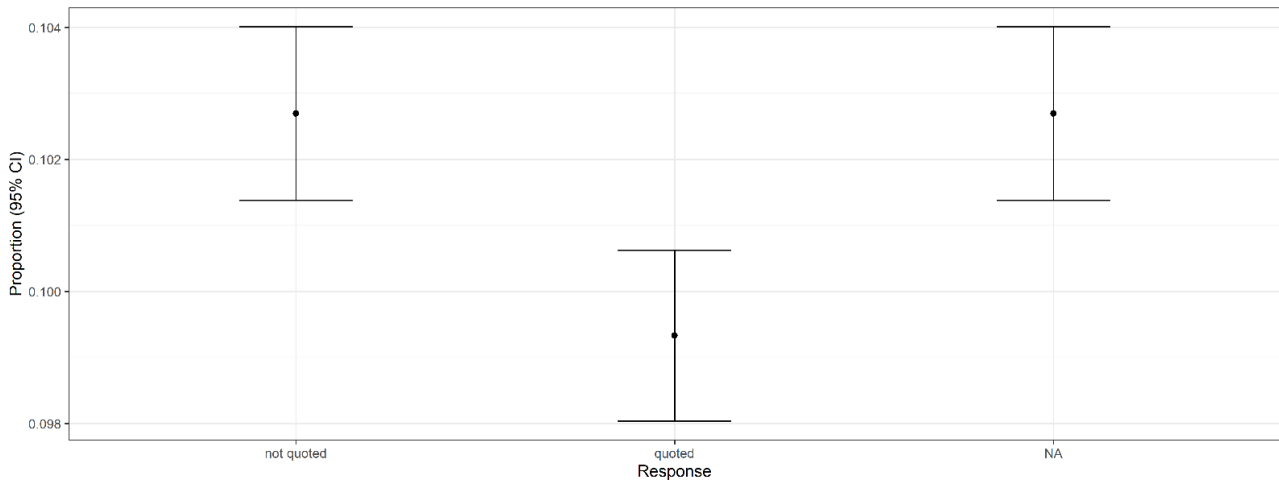
What type of support is provided at the provision for KS4 students?
- SEMH group counselling



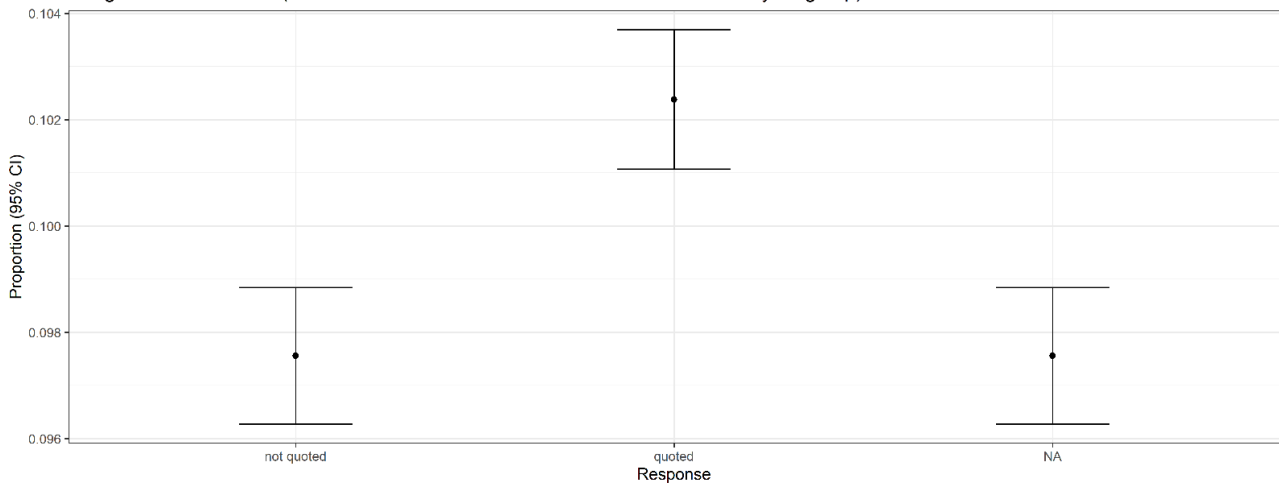
What type of support is provided at the provision for KS4 students?
- SEMH mentor support



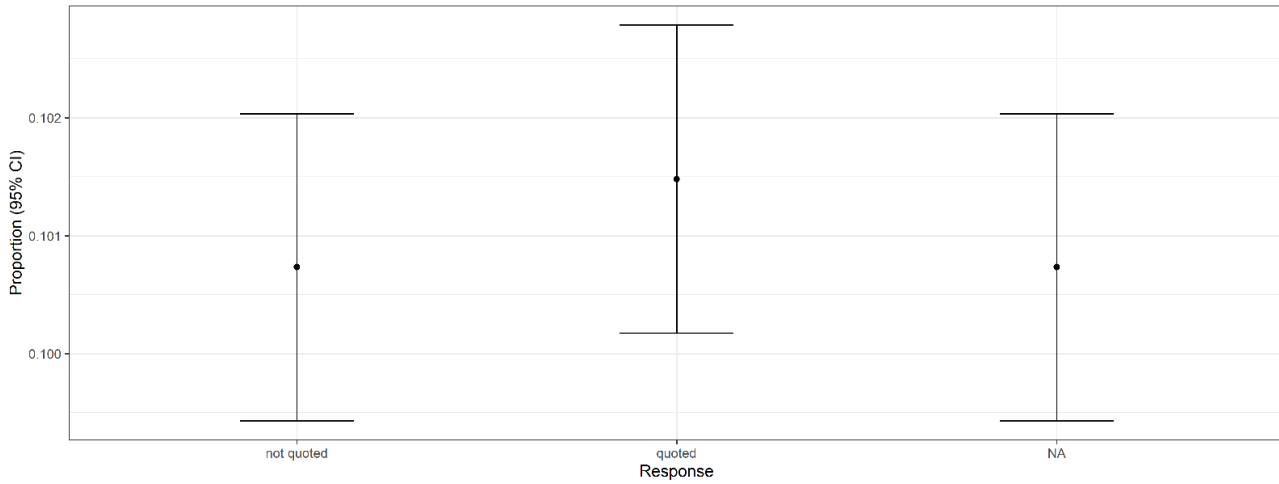
What type of support is provided at the provision for KS4 students?
- Behaviour management course



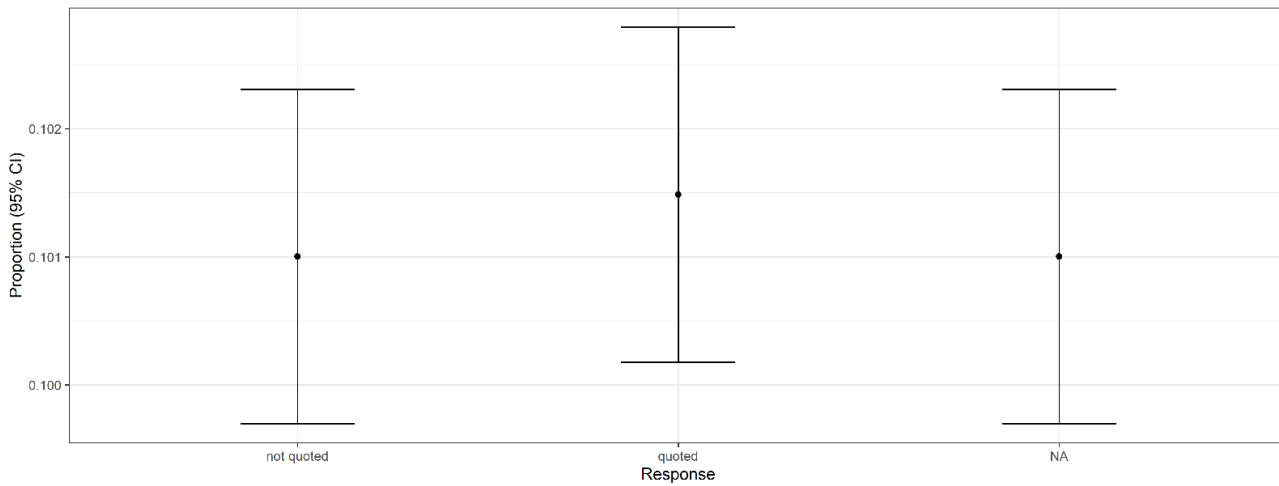
What type of support is provided at the provision for KS4 students?
- English/maths lessons (with similar/same content as for other students in their year group)



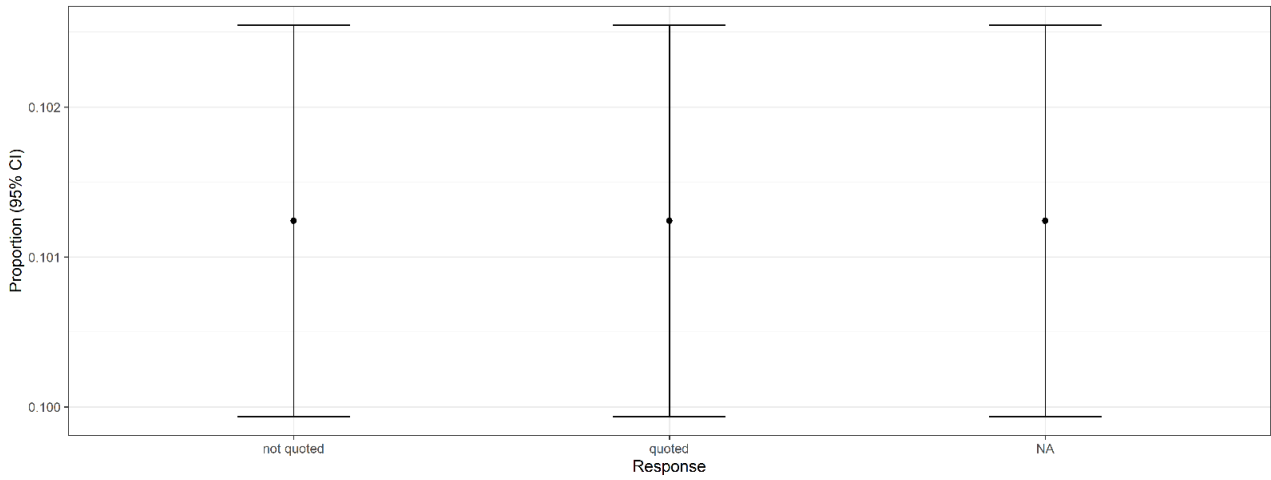
What type of support is provided at the provision for KS4 students?
- Other subject lessons (with similar/same content as for other students in their year group)



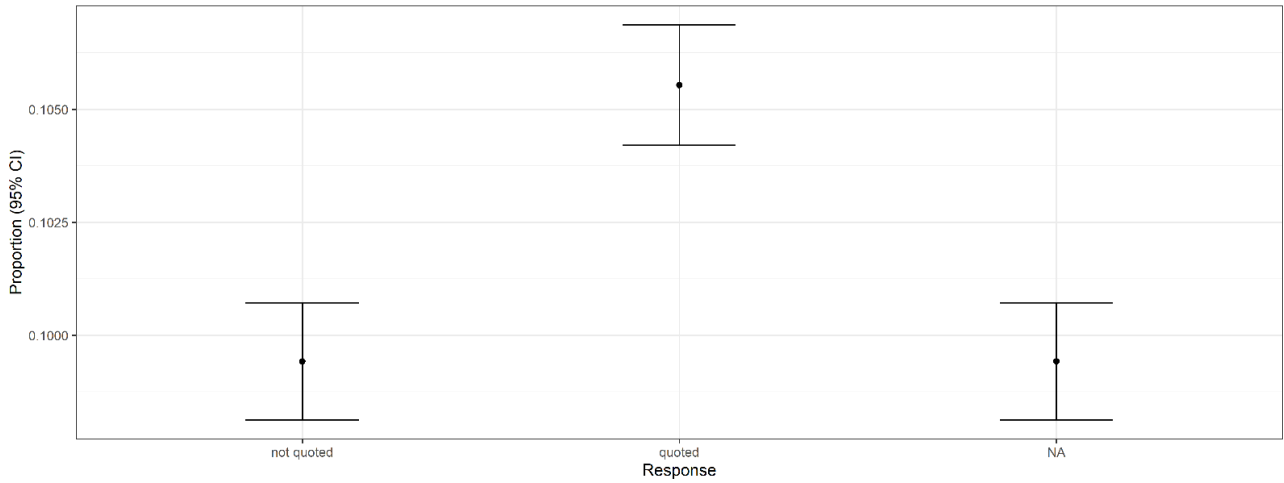
What type of support is provided at the provision for KS4 students?
- English/maths additional/tailored support



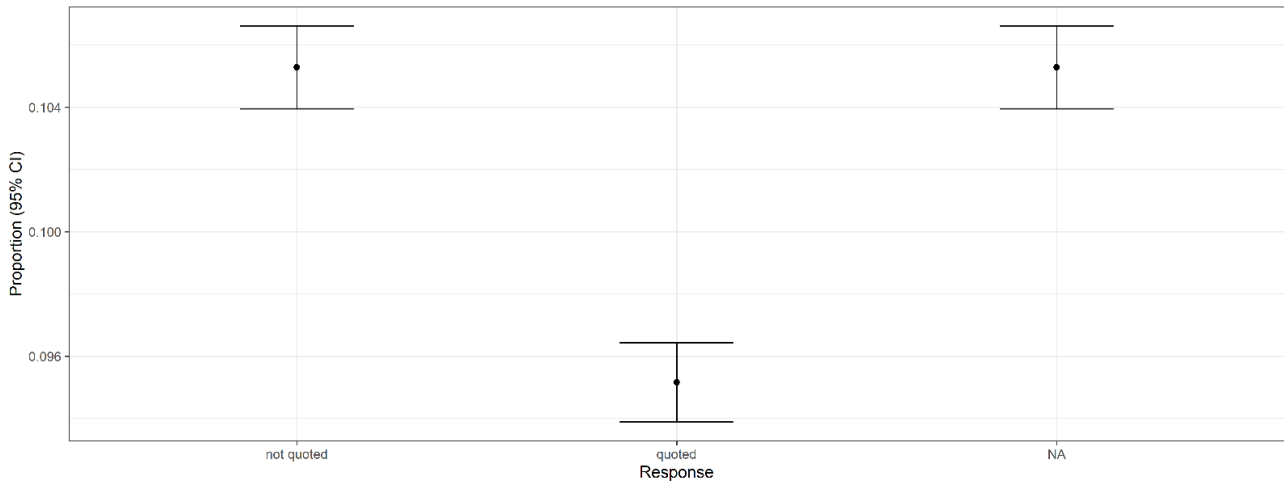
What type of support is provided at the provision for KS4 students?
- Other subject additional/tailored support



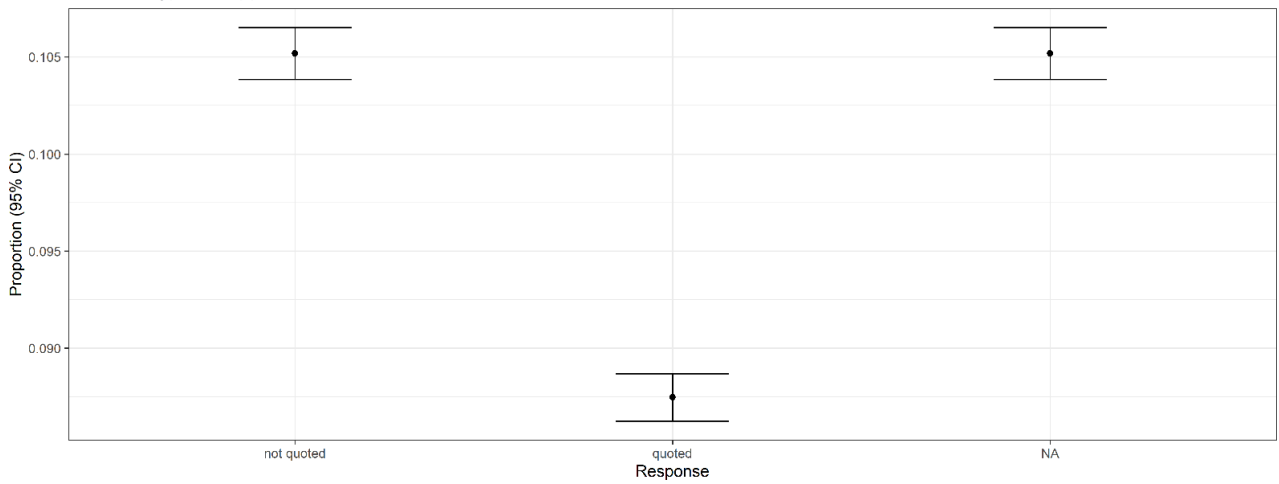
What type of support is provided at the provision for KS4 students?
- Vocational courses e.g. Prince's Trust



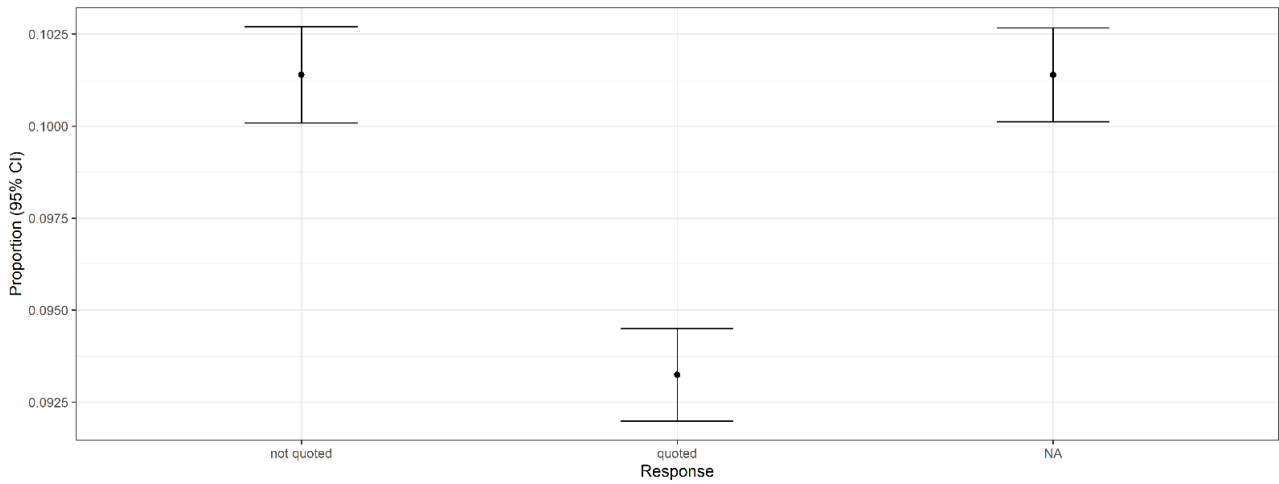
What type of support is provided at the provision for KS4 students?
- Programmes provided by external providers



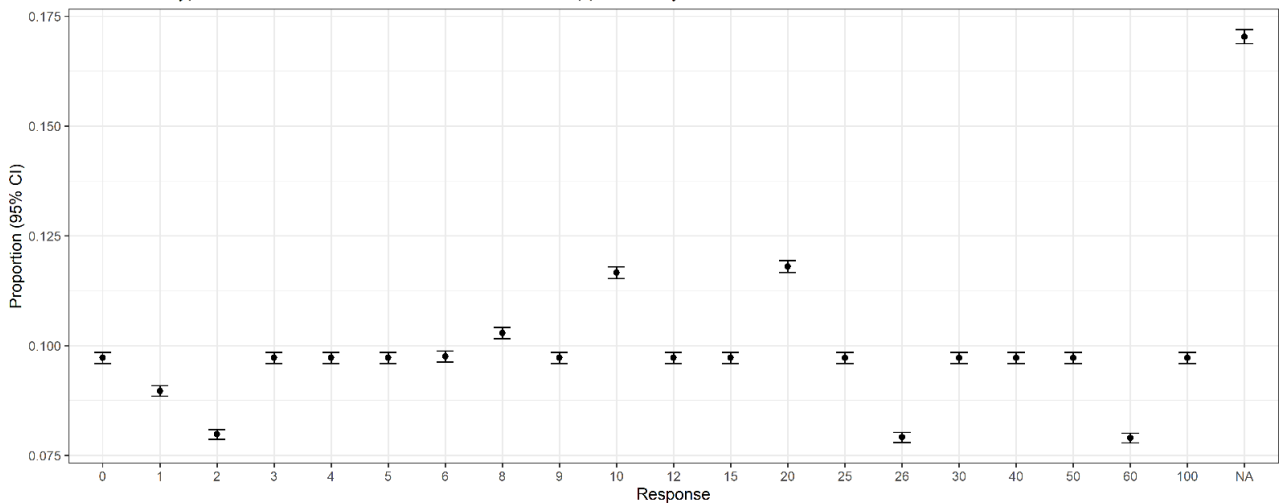
What type of support is provided at the provision for KS4 students?
- Another type of support



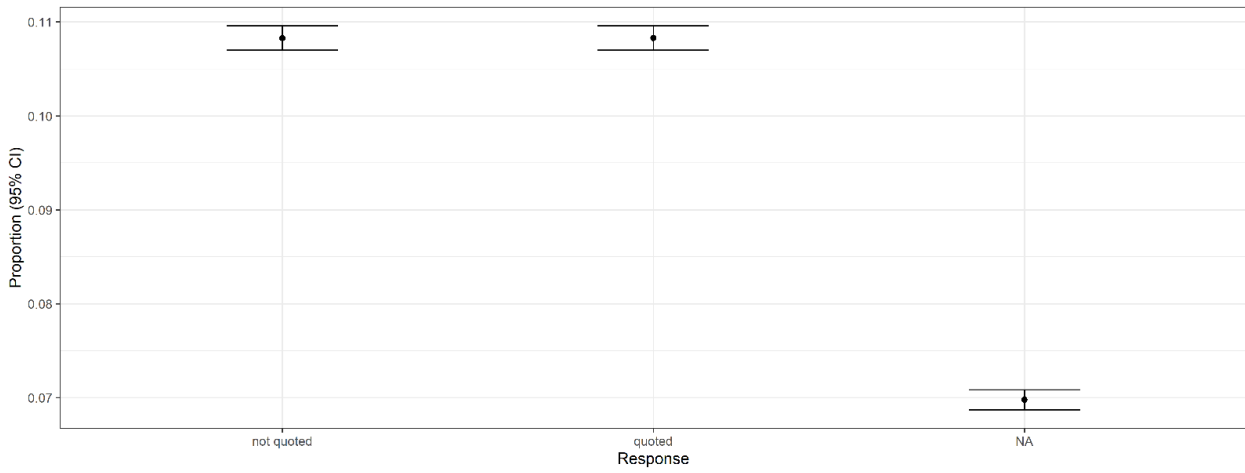
What type of support is provided at the provision for KS4 students?
- Don't know



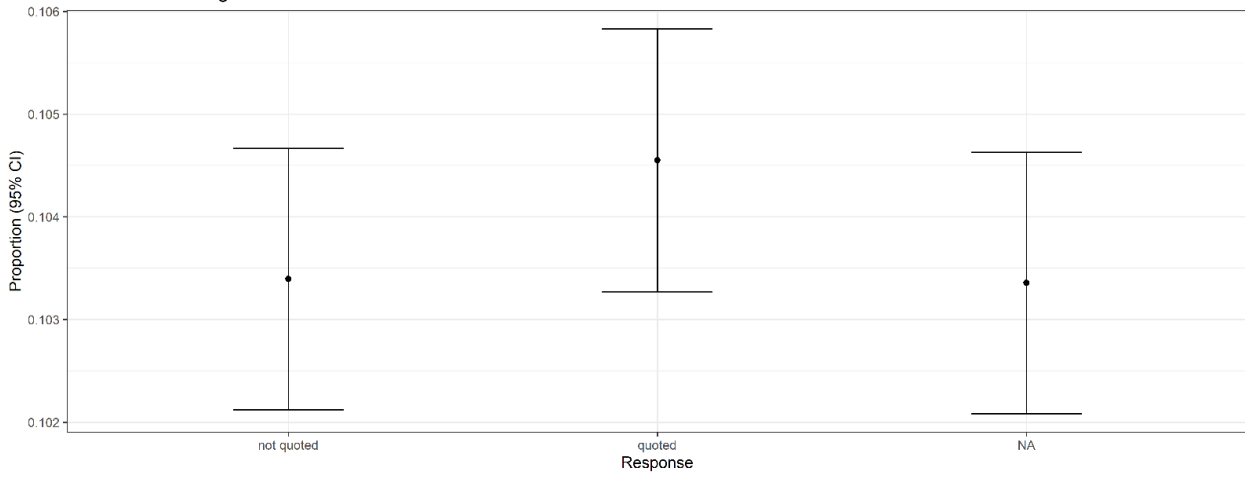
What is the typical no. of KS4 students who receive this support at any one time?



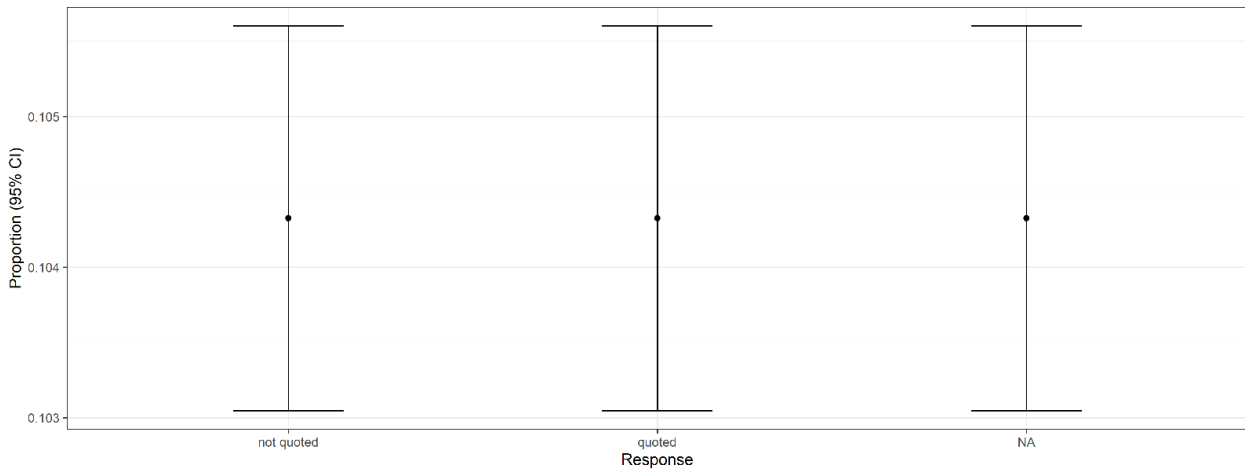
What type of support is provided to KS4 students?
- SEMH support



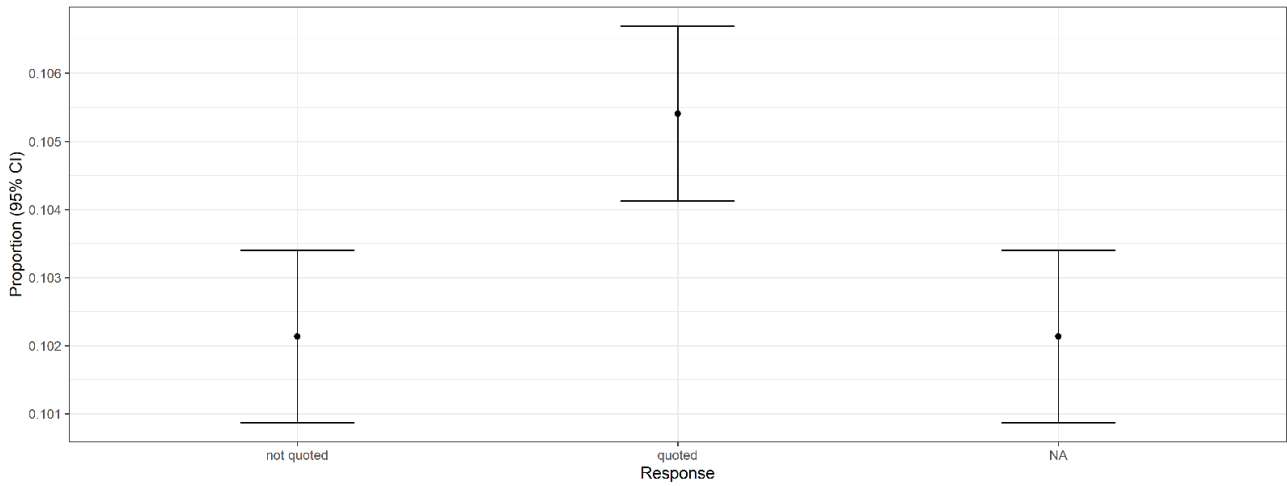
What type of support is provided to KS4 students?
- Behaviour management



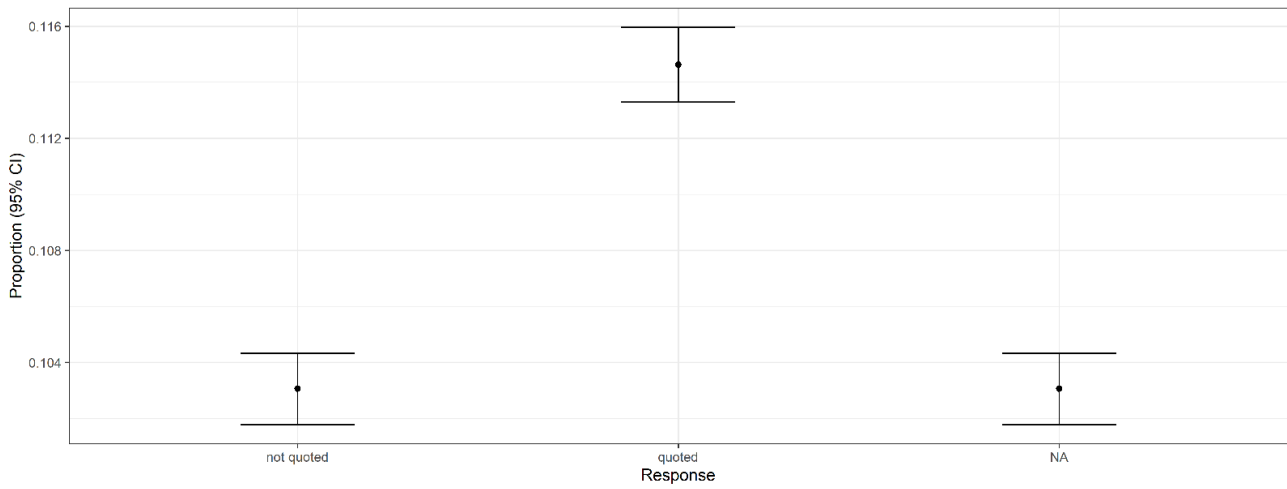
What type of support is provided to KS4 students?
- Support across subjects



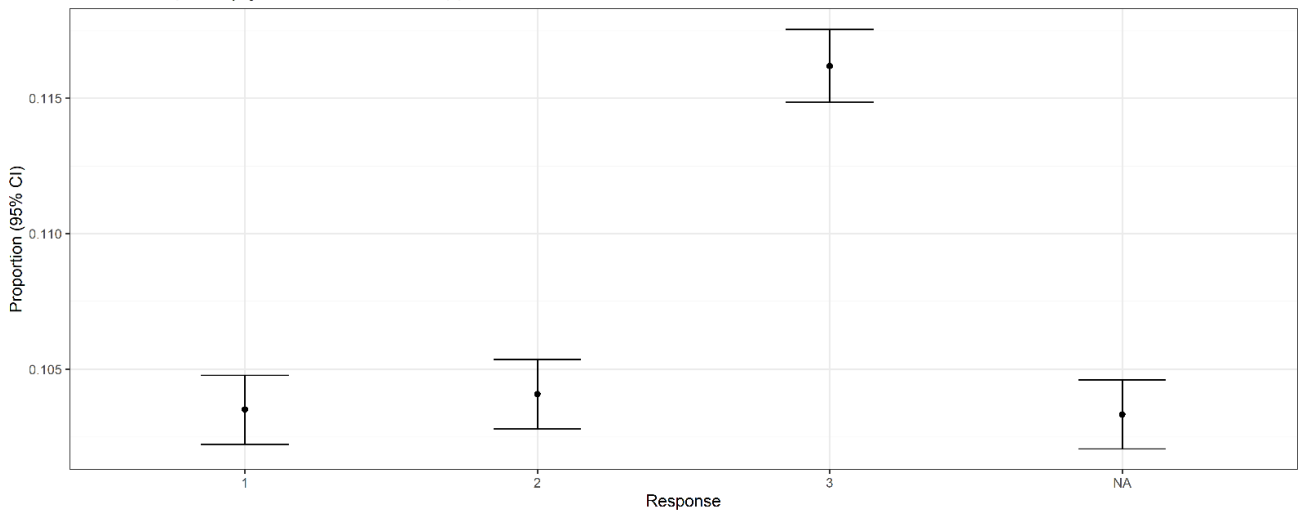
What type of support is provided to KS4 students?
- English/maths support



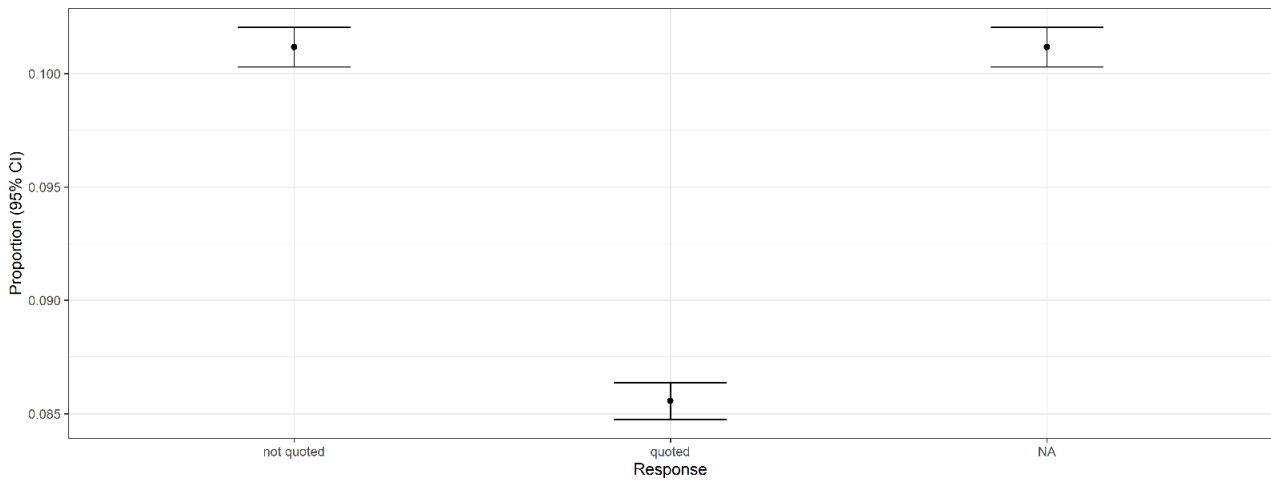
What type of support is provided to KS4 students?
- Other



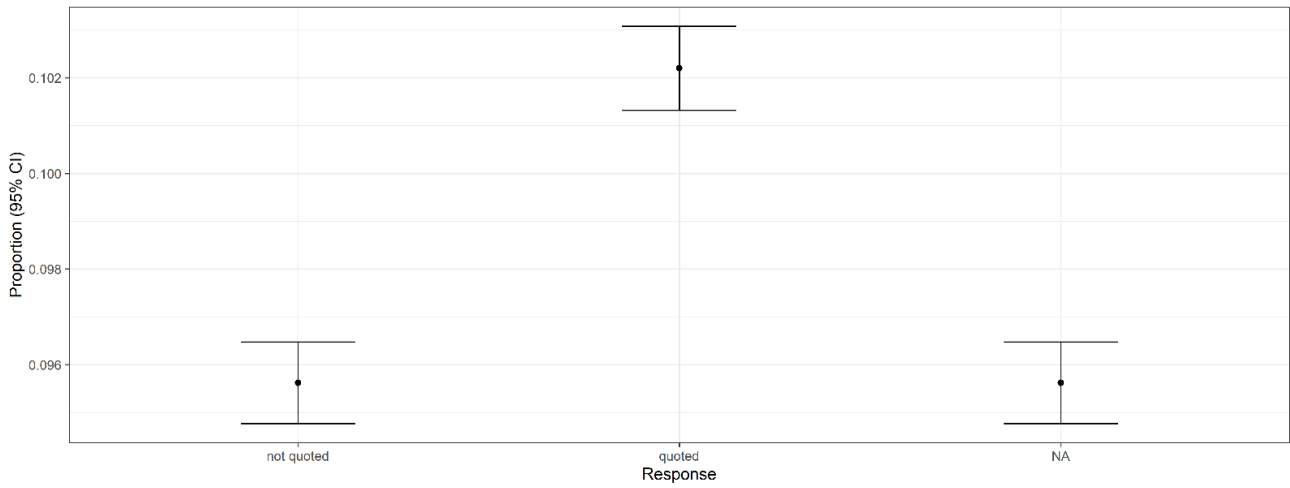
What is the primary goal for the in-class support to KS4 students?



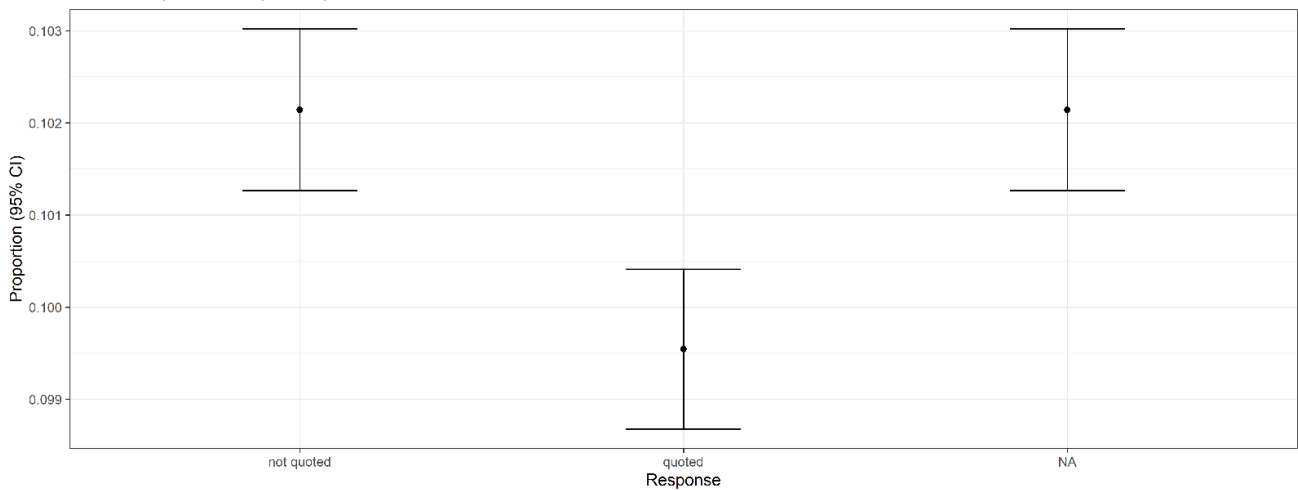
What are the main barriers, if any, for your school in offering additional provision for students at risk of exclusion/persistent absence in school
- No barriers



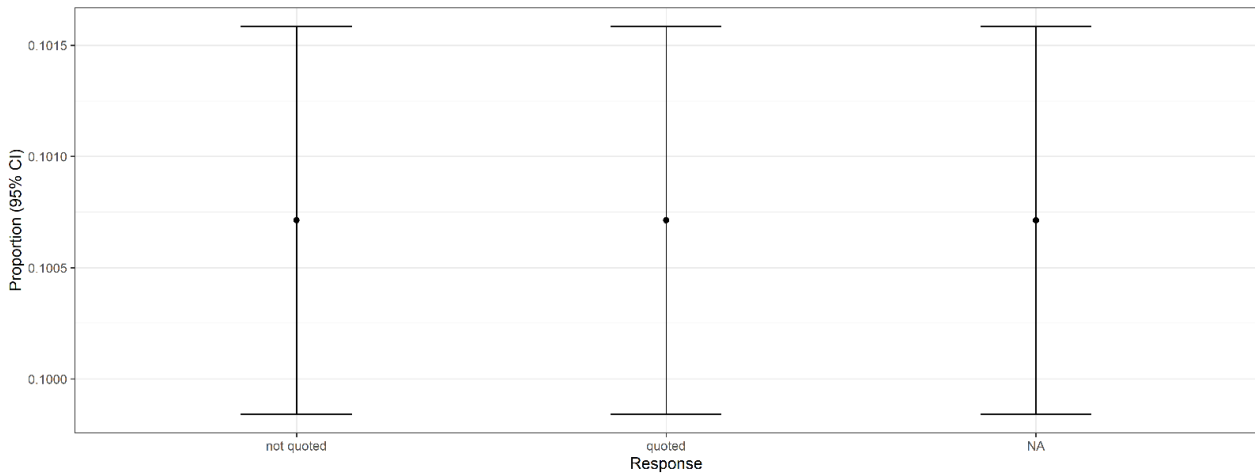
What are the main barriers, if any, for your school in offering additional provision for students at risk of exclusion/persistent absence in school
- Insufficient funding



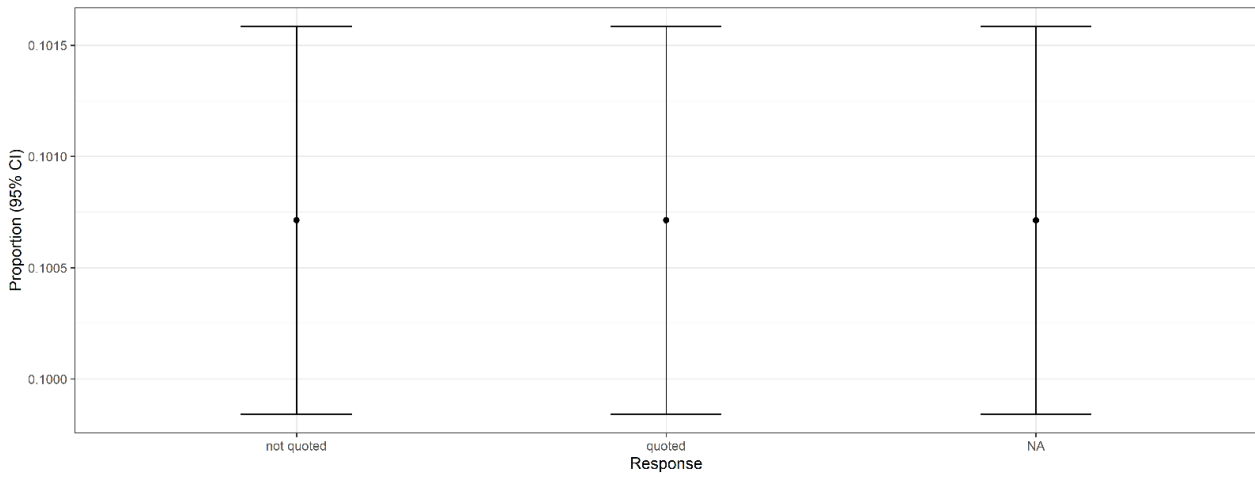
What are the main barriers, if any, for your school in offering additional provision for students at risk of exclusion/persistent absence in school
- Lack of space for separate provision on site



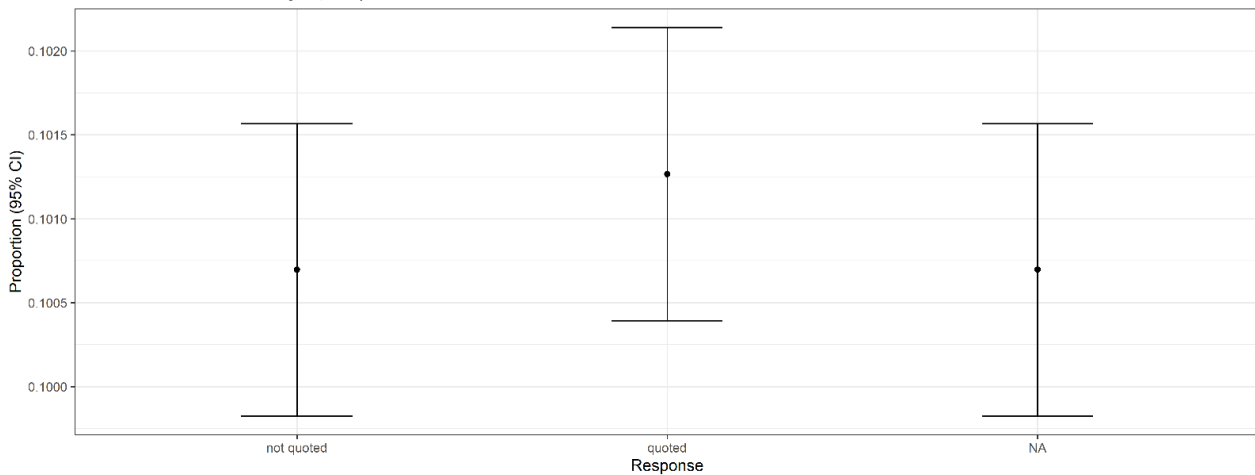
What are the main barriers, if any, for your school in offering additional provision for students at risk of exclusion/persistent absence in school
- Lack of specialist staff available to provide support



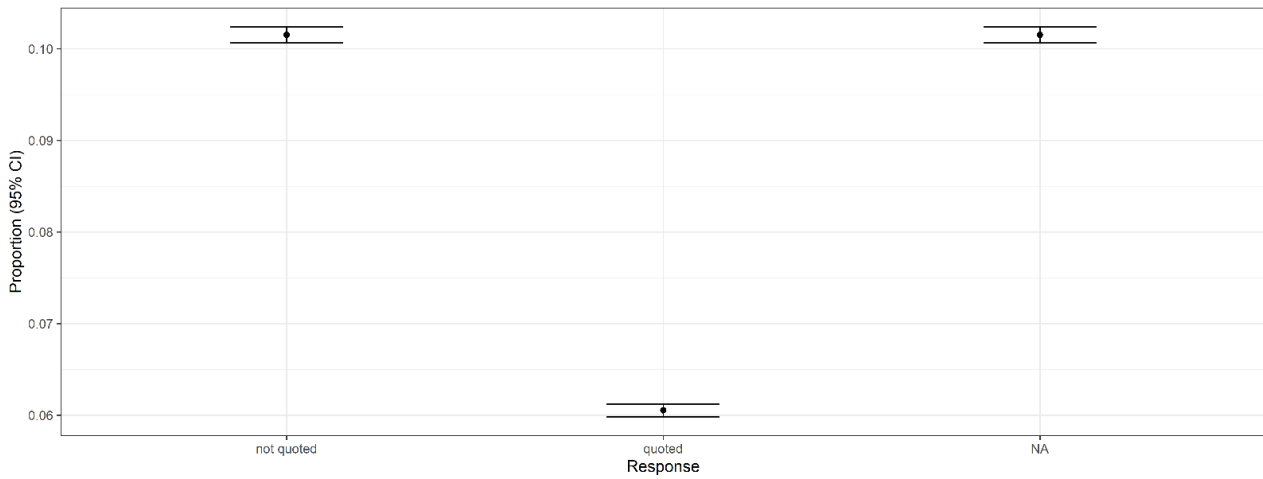
What are the main barriers, if any, for your school in offering additional provision for students at risk of exclusion/persistent absence in school
- Issue not strategically important for our school



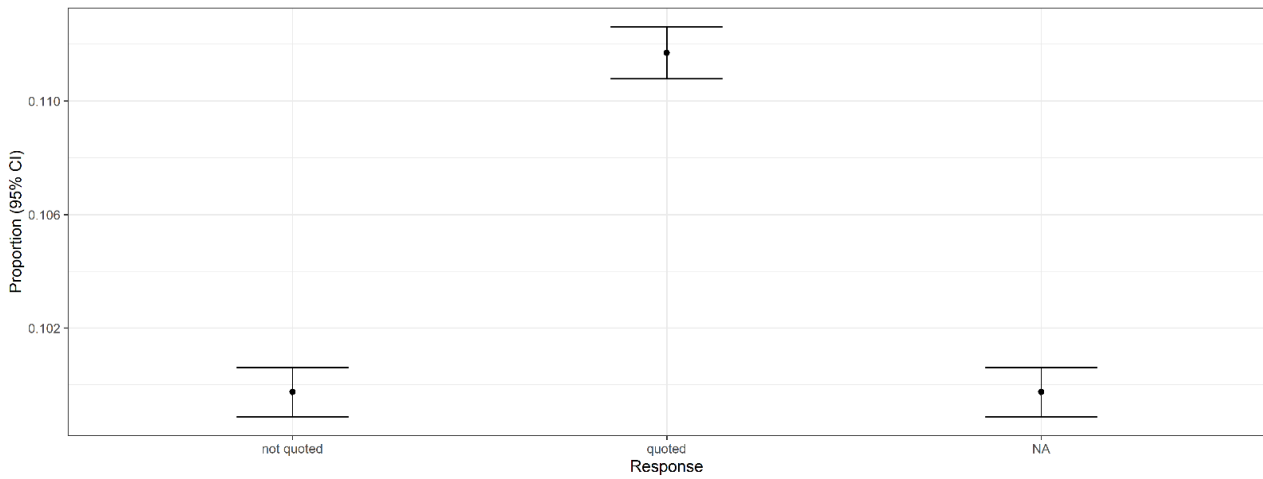
What are the main barriers, if any, for your school in offering additional provision for students at risk of exclusion/persistent absence in school
- Not needed because high quality external AP is available



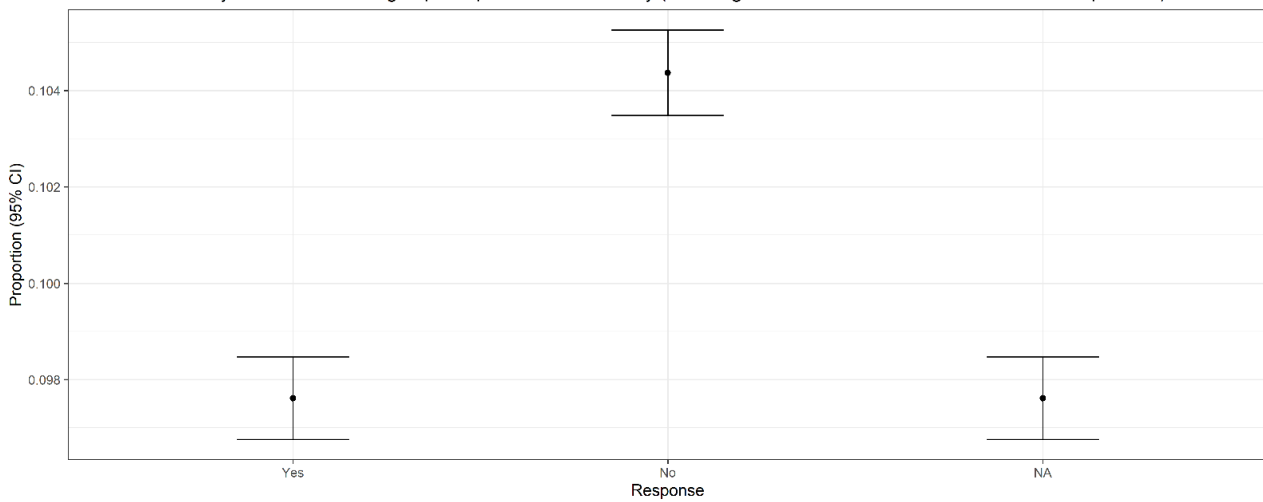
What are the main barriers, if any, for your school in offering additional provision for students at risk of exclusion/persistent absence in school?
- Not needed because our school has no students in this category



What are the main barriers, if any, for your school in offering additional provision for students at risk of exclusion/persistent absence in school?
- Other barrier(s)



Please indicate if your school is willing to participate as a case study (involving 3 staff interviews and an observation of practice).



Appendix I: Separate model subgroup analyses

Table I1: FSM subgroup analysis (I_RQ8a)

FSM-eligible	Adjusted means				Effect size		
	“Parallel” support		“Embedded” support		Total n	Odds Ratio (95% CI)	p-value
	n	Mean (95% CI)	n	Mean (95% CI)			
Yes	17,810	0.191 (0.174, 0.209)	9,060	0.203 (0.179, 0.229)	26,870	1.079 (0.892, 1.304)	0.433
No or missing	6,350	0.180 (0.161, 0.200)	3,860	0.183 (0.158, 0.210)	10,210	1.021 (0.830, 1.255)	0.845

Table I2: Year group subgroup analysis (I_RQ8b)

Year group	Adjusted means				Effect size		
	“Parallel” support		“Embedded” support		Total n	Odds Ratio (95% CI)	p-value
	n	Mean (95% CI)	n	Mean (95% CI)			
Y7	2,530	0.161 (0.140, 0.186)	1,390	0.158 (0.130, 0.191)	3,920	0.976 (0.743, 1.282)	0.862
Y8	6,590	0.181 (0.161, 0.203)	3,500	0.197 (0.168, 0.230)	10,090	1.110 (0.869, 1.417)	0.405
Y9	6,650	0.197 (0.178, 0.217)	3,500	0.204 (0.178, 0.234)	10,150	1.048 (0.847, 1.297)	0.668
Y10	5,250	0.205 (0.186, 0.226)	2,770	0.211 (0.184, 0.240)	8,020	1.034 (0.839, 1.274)	0.756
Y11	3,150	0.190 (0.173, 0.209)	1,760	0.201 (0.177, 0.227)	4,910	1.069 (0.883, 1.294)	0.493

Table 13: Ethnicity subgroup analysis (I_RQ8c)

	Adjusted means				Effect size		
	“Parallel” support		“Embedded” support				
Ethnicity	n	Mean (95% CI)	n	Mean (95% CI)	Total n	Odds Ratio (95% CI)	p-value
White	17,850	0.178 (0.162, 0.194)	10,040	0.188 (0.167, 0.212)	27,890	1.075 (0.892, 1.296)	0.448
Asian	1,040	0.128 (0.082, 0.194)	450	0.132 (0.079, 0.215)	1,490	1.039 (0.528, 2.044)	0.912
Mixed	2,130	0.185 (0.115, 0.284)	1,010	0.185 (0.113, 0.289)	3,140	1.001 (0.746, 1.341)	0.997
Black	1,300	0.119 (0.089, 0.157)	480	0.147 (0.108, 0.197)	1,780	1.272 (0.832, 1.946)	0.267
Chinese, or any other	430	0.167 (0.019, 0.677)	210	0.240 (0.030, 0.765)	640	1.574 (0.936, 2.646)	0.087
Unclassified, or missing	1,430	0.270 (0.229, 0.314)	730	0.241 (0.192, 0.298)	2,160	0.860 (0.634, 1.168)	0.335

Table 14: Sex subgroup analysis (I_RQ8d)

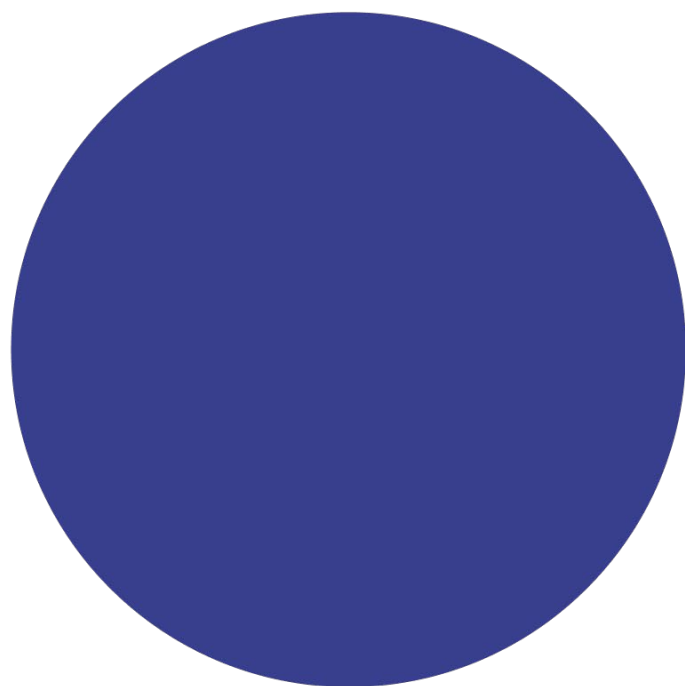
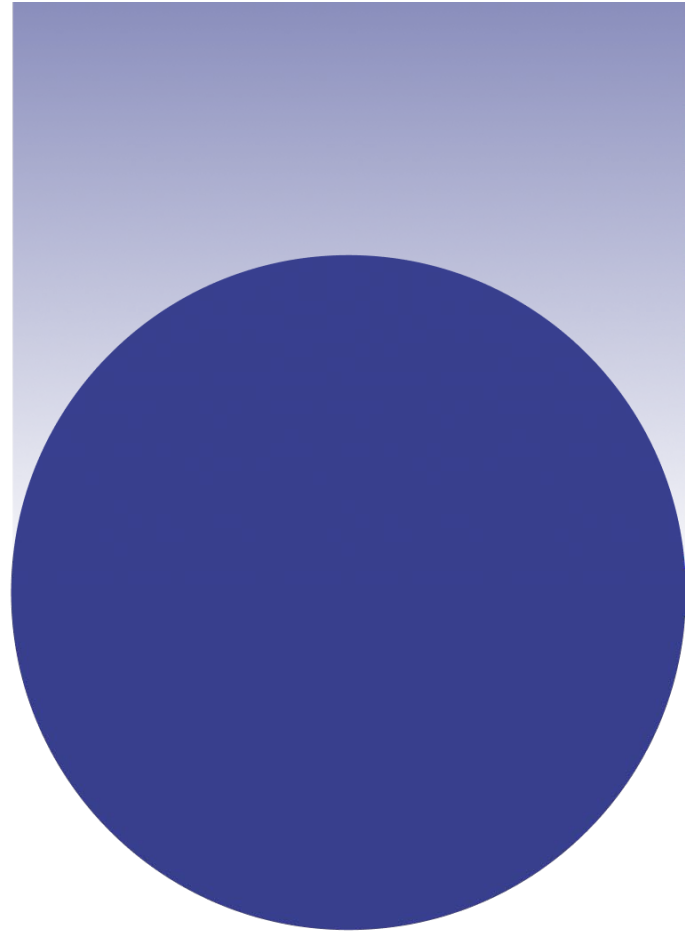
	Unadjusted means				Effect size		
	“Parallel” support		“Embedded” support				
Sex	n	Mean (95% CI)	n	Mean (95% CI)	Total n	Odds Ratio (95% CI)	p-value
Female	8,280	0.188 (0.171, 0.206)	4,820	0.197 (0.173, 0.223)	13,100	1.062 (0.876, 1.288)	0.538
Male	15,880	0.193 (0.177, 0.211)	8,090	0.206 (0.182, 0.232)	23,970	1.080 (0.892, 1.308)	0.430

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