



A Place-Based Plan for Plymouth

2025 – 2026 Priorities

The core purpose of Plymouth's Place-Based Plan is to **understand and address the complex causes of attendance decline**, recognising that attendance is not just a number, but a reflection of inclusion, connection, trust, and opportunity. Without regular attendance, children cannot benefit from safeguarding, learning, or the relationships that help them thrive.

This revised plan brings **six interlinked priorities** together under one citywide commitment: to **act early, work collaboratively, and deliver ambitious, evidence-informed interventions**. Each strand targets a known driver of absence, supported by the central implementation of our **Predictive Risk Model (PRM)** and **Resilience Enablement Framework (REF)**, which shift our response from reactive to proactive.

Through this plan, we aim to build protective resilience around children and families before attendance problems emerge – connecting practice, data, and relational culture to create lasting change. Every school, every partner, every neighbourhood has a role to play. Our approach is collective, place-sensitive, and relentlessly focused on ensuring that every child in Plymouth is seen, supported, and present.

How the six strands work together to address attendance decline:

- **Predictive Risk Model and Resilience Enablement Framework:** Enables schools to identify vulnerable children *before* problems emerge, target interventions to need, and track impact over time—shifting our whole-system approach to one of prevention and precision.
- **Belonging and connection:** Strengthens the relational culture and emotional safety that drive attendance. When pupils feel they belong, they are more likely to show up, engage, and succeed.
- **Alternative support and pathways:** Provides flexible provision, support, and relevant learning options to reduce exclusion, prevent elective home education, and keep young people engaged in education.
- **Communication friendly environments:** Tackles one of the most common but least visible barriers to attendance—language and communication. Environments that support communication foster confidence and engagement from the earliest years.
- **Transition:** Focuses on the critical tipping points—especially the Year 6 to 7 transition—where attendance often declines. This strand ensures that pupils are known, supported, and ready.
- **Vaping prevention and Risk Education:** Reduces a fast-growing behavioural risk that contributes to exclusions and disengagement, while strengthening school culture and pupil wellbeing.

Together, these six strands form an integrated and coherent response to Plymouth's attendance challenge. Moving beyond compliance to connection, from symptoms to causes, and from reactive support to systemic early intervention.



Priority 1: Predictive Risk Model (PRM) and Resilience Enablement Framework (REF)			
Lead(s): Rob Williams			
No.	Key actions	Milestones	KPIs
1.1	Train all participating schools to apply the PRM to incoming Year 3, Year 6, and Year 7 cohorts.	Autumn 2025: Training and PRM use with new cohorts. Trial use with historic data. Peer learning groups established. Spring 2026: REF-driven intervention implementation. Peer learning continues. Summer 2026: Review intervention outcomes. Refine PRM scoring thresholds. Publish paper of findings. Prepare for September 2026 city-wide launch.	1: 100% of participating schools use PRM with at least one cohort. 2: 70% of high-risk pupils identified receive matched REF intervention. 3: 15% reduction in new cases of persistent absence across PRM trial schools.
1.2	Embed the REF in school planning to guide targeted, sequenced interventions.		
1.3	Pilot application of the model to historical data to refine risk thresholds.		
1.4	Collect termly impact data on PA, wellbeing, and re-engagement.		
1.5	Facilitate peer learning groups to share contextual learning and case studies.		
1.6	Co-develop digital version of PRM for future automation.		

Progress review summary	
Autumn 2025	
Spring 2026	
Summer 2026	

Priority 2: Belonging and connection			
Lead(s): Rob Williams, Grace Williams			
No.	Key actions	Milestones	KPIs
2.1	Finalise and launch the Belonging Framework to all Plymouth schools at autumn HT conference.	Autumn 2025: Full rollout of Framework and tools. Spring 2026: Staff development and school-level planning under way. Summer 2026: Review of impact. Case studies published.	1: At least 80% of Plymouth schools engage with the Belonging Framework by July 2026. 2: 20% increase in pupils reporting a strong sense of belonging (using TEP survey). 3: +1.5% increase in attendance in schools implementing the Framework.
2.2	Schools to engage in reflection and implementation planning tools.		
2.3	Embed priority belonging practices into local school improvement plans – each school to identify up to 3 key priorities.		
2.4	Capture pupil, parent and staff voice to monitor sense of belonging.		
2.5	Map local assets that support identity, visibility, and community connection.		
2.6	Celebrate practice through termly showcases (at HT Conferences) and case studies of impact.		

Progress review summary	
Autumn 2025	
Spring 2026	
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Priority 3: Alternative support and pathways			
Lead(s): Isabelle Kolinsky and Matt Bindon			
No.	Key actions	Milestones	KPIs
3.1	Define and promote what effective Tier 2 provision looks like across phases.	Autumn 2025: Audit and early rollout of funding model and pre-16 offer. Spring 2026: CPD offer launched. Partnerships strengthened. Summer 2026: Evaluation of provision and planning for expansion.	1: 30 new Tier 2 provisions launched by July 2026. 2: 10% reduction in suspensions and exclusions across participating schools. 3: 10% reduction in PA and EHE across participating schools. 4: 50% increase in pupils accessing the pre-16 City College offer.
3.2	Map and audit provision in schools; identify gaps and sharing opportunities.		
3.3	Expand use of Targeted Funding Model 3 to build in-school provision.		
3.4	Scale up CPD through citywide Inclusion Network.		
3.5	Refine and grow the pre-16 offer with City College and partners.		
3.6	Monitor pupil outcomes in AP and Tier 2 settings (attendance, reintegration).		

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Priority 4: Communication friendly environments			
Lead(s): Kylie Rio-Wood			
No.	Key actions	Milestones	KPIs
4.1	Distribute Communication Environment Audit tool and support its use.	Autumn 2025: Launch audit tool and training access. Baseline data collection. Spring 2026: Mentoring and implementation support. Summer 2026: Final audits. Case study collection. Celebration event.	1: 50% of participating schools complete both audits with improved scores. 2: 20% increase in staff confidence in supporting SLCN (survey-based). 3: 80% of Champion Schools agree to mentor peers in 2026–27.
4.2	Provide on-demand training content for staff in all settings.		
4.3	Pair participating schools with mentors to support implementation.		
4.4	Collect pre- and post-audit data to assess environment improvement.		
4.5	Develop network of Champion Schools to sustain the work.		
4.6	Host citywide celebration of impact and practice.		

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Autumn 2025	
Spring 2026	
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Priority 5: Transition			
Lead(s): Tracy Stephenson and Nicola Keeler			
No.	Key actions	Milestones	KPIs
5.1	Run enhanced transition panels for vulnerable Year 6 pupils.	Autumn 2025: Panel meetings and key worker assignments begin. Spring 2026: Enhanced planning in primary and secondary underway. Summer 2026: Transition delivery and data collection.	1: 80% of panel-identified pupils maintain 95%+ attendance in Year 7. 2: 85% of pupils report positive transition experience by Autumn 2026. 3: Transition framework adopted by 75% of schools by July 2026.
5.2	Allocate key workers to support pupils pre- and post-transition.		
5.3	Launch transition audit and planning tools for all schools.		
5.4	Co-develop citywide transition framework and training materials.		
5.5	Track attendance and pupil voice from transition cohort longitudinally.		
5.6	Use pupil stories and case studies to improve future support.		

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Priority 6: Vaping risk			
Lead(s): Dave Schwarz			
No.	Key actions	Milestones	KPIs
6.1	Co-produce phase-specific CPD sessions with schools and Public Health.	Autumn 2025: CPD co-designed and launched. Resources distributed. Spring 2026: Delivery of training and school education sessions. Summer 2026: Evaluation and case study publication.	1: 10% reduction in vaping-related incidents reported by schools. 2: 80% of schools engage with training/resources by July 2026. 3: 100% of pilot primary schools deliver prevention curriculum module.
6.2	Deliver CPD and awareness training across all phases.		
6.3	Create updated education resources and family communication packs.		
6.4	Monitor vaping-related incidents and behaviour logs.		
6.5	Capture and share effective school case studies and messaging strategies.		
6.6	Pilot prevention curriculum in select primary schools.		

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Spring 2026	
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