

Core Priority Attendance



Overall Strategic Aim: To significantly improve the attendance of key groups of children this improving whole school attendance percentages
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Rationale and Evidence:

- Attendance: 2022-2023 93.4%. Aim nationally is between 96-97%.
- Persistent absence: 18.1%
- Unauthorised absence: 3.7%
- The attendance of children with SEND in 2022-2023 was low at 91.4%,
- The attendance of children in Reception in 2022-2023 was low at 90.5% with 36.6% below 90% attendance.
- 1/3 of our White British children are persistent absentees compared to 1/10 of Black African children.

Strategic Aim	Key Tasks Autumn	Impact so far?	Key Tasks Spring	Impact so far?	Key Tasks Summer	Overall Desired Impact
1. To establish clear, robust procedures around attendance that are communicated with all stakeholders	<ol style="list-style-type: none"> 1. Letter to be sent out in July to parents regarding the impact of holidays during term time (KW) 2. Produce clear diagram of attendance procedures linked to Attendance Policy (JL) 3. Leaflet/flier to be checked/adapted to share with all parents (JL) 4. PDM/INSET day to provide teaching staff with guidance on attendance and absence procedures and their responsibilities within that (JL/KW) 		<ol style="list-style-type: none"> 1. Reminder Letter to be sent out in January to parents regarding the impact of holidays during term time (KW) 2. Use BromCom attendance termly data to contact appropriate parents each term (JL to liaise with class teachers) 3. Spring 2 – Parents meetings to include a discussion on attendance 4. Spring 2 – Parents evening attendance follow up (JL) 5. Attendance assemblies to include more focus on intrinsic rewards – highlighting 		<ol style="list-style-type: none"> 1. Reminder Letter to be sent out in January to parents regarding the impact of holidays during term time (KW) 2. Use BromCom attendance termly data to contact appropriate parents each term (JL to liaise with class teachers) 3. Recognition for attendance over the year for children 	<p>Children will not experience interrupted learning due to unauthorised holiday absences.</p> <p>All parents/carers will be better informed about our attendance policies and attendance expectations.</p> <p>All staff will be better informed about our attendance policies and attendance expectations.</p> <p>All weekly class attendance percentages will be in line with our aspirational targets.</p> <p>There will be a rigorous daily procedure in place to identify and</p>

	<p>5. Use BromCom attendance termly data to contact appropriate parents each term (JL to liaise with class teachers)</p> <p>6. Autumn 1 – Week 7 – Parents meetings to include a discussion on attendance (CTs)</p> <p>7. Autumn 2 – Week 1 – Parents evening attendance follow up (JL)</p> <p>8. Deputy Head to liaise with the office to identify key absences and support in contacting them daily (JL)</p> <p>9. Attendance assemblies to include more focus on intrinsic rewards – highlighting children who have improved their attendance over the course of the term (Week 1 – 7) (HB/JL)</p> <p>10. Provide certificates for 100% attendance half termly and also for improved attendance.</p> <p>11. Continue to highlight attendance on classroom doors (JL/CTs)</p>		<p>children who have improved their attendance over the course of the term (Week 1 – 7)</p> <p>6. Provide certificates for 100% attendance half termly and also for improved attendance.</p>			<p>address attendance issues.</p> <p>Children will understand the importance of attending school daily and value achieving 100% attendance.</p> <p>All parents/carers to be better informed as to the expectations for children's attendance from the start of the school year.</p> <p>Analysis of the attendance of key groups will show an improvement on last year's figures.</p> <p>Overall attendance will be higher than last academic year.</p>
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<p>2. To increase the attendance of all children in the EYFS leading to positive habits and routines for parents and children throughout the school</p>	<ol style="list-style-type: none"> 1. Welcome/ expectation presentation for EYFS – add slides in regarding attendance (KP) 2. Develop medical checklist of illnesses and how they should be treated/how long they need to be off school for all staff and parents (JL/KW) 3. Attendance to be included as part of Home visits, leaflet given (KP) 4. Assign designated person to phone nursery/ reception parents when a child is absent (FSW and EYFS staff) 5. Setup BromCom – data for Nursery attendance (Office team) 6. Use Tapestry weekly to promote good attendance (EYFS team) 7. EYFS parents to attend meetings with DHT as appropriate. (JL) 					<p>All EYFS parents/carers to be better informed as to the expectations for children's attendance from the start of the school year.</p> <p>All EYFS parents will be better informed about what constitutes appropriate absence due to illness.</p> <p>There will be a rigorous daily procedure in place to identify and address EYFS attendance issues.</p> <p>Key EYFS families will feel better encouraged to achieve and sustain high attendance across the school year.</p> <p>All parents/carers to be better informed as to the expectations for children's attendance from the beginning of journey in school.</p>
<p>To provide appropriate support to families enabling them to overcome</p>	<ol style="list-style-type: none"> 1. Key staff to attend RBG EBSA training and share strategies with SLT – MW/JL 		<p>1.Meetings to review impact of Autumn Support Plans (Teachers, JL, FSW)</p>		<p>.Meetings to review impact of Autumn Support Plans (Teachers, JL, FSW)</p>	<p>SLT to be better informed about RBG EBSA training.</p> <p>All key families are held to account regarding poor attendance.</p>

barriers to attending school	<ol style="list-style-type: none"> 2. Establish key responsibilities regarding daily attendance concerns for Family Support Worker (JL/EA) 3. Create a priority list of children who are at the greatest risk of poor attendance and complete a profile of risk for each child (EA, JL, FSW) 4. Meet with key families to discuss attendance and provide support/ signpost to external agencies and support in local offer (JL, KW and EA) 5. Write support plans for key families to include support such as parent groups in school, MHST, etc. (FSW) 6. Parents informed of processes in place when they encounter school avoidance. (JL/FSW) 7. Autumn 2 – class data shared and analysed as part of a PDM time for teachers to contact/talk to key parents (JL) 8. Positive phone call /letter home to acknowledge 		<ol style="list-style-type: none"> 2. Identify next families to prioritise and create Support Plans 3. Implement further strategies suggested in EBSA training 		<ol style="list-style-type: none"> 2. Identify next families to prioritise and create Support Plans 	<p>Appropriate support is in place to ensure all children are attending school regularly.</p> <p>Key families will feel better encouraged to achieve and sustain high attendance across the school year.</p>
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	progress with attendance (CTs)					
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