



SOUTH RISE

PRIMARY SCHOOL

Attendance Action Plan
September 2025 – July 2026

Overall aims

To raise attendance across the school to pre-Covid levels

To reduce persistent absence across the school

Aim	Action	Timescales	Responsibility	Expected Outcome
To raise the overall school attendance % to pre-Covid levels of 96% or above	Teachers quickly build good relationships with children and use adaptive teaching strategies from the beginning of the year.	From beginning of the year and ongoing	All	Children enjoy school, feel a sense of belonging and learning is accessible to all.
	Letter notification system to alert parents to improve attendance	Ongoing	Attendance Team	Overall attendance for the school will increase to pre-covid levels
	Parent meetings after third absence letter	Aut Term	Head	Parents accountable for attendance. Key reasons for absence identified.
	Obtain medical proof for children who are persistently absent	Ongoing	Office team	
	Parent workshops – Starting School	Aut Term	Head	Reasons for persistent absence explored at meetings

	<p>Direct communication about term time holidays. Meet with AL.</p> <p>Accessible parent leaflet explaining the importance of regular attendance</p> <p>Support from the AAO</p> <p>Weekly attendance update in assembly</p> <p>Report attendance to governors</p> <p>Work with Compass attendance team to share info and strategies to raise attendance</p>	<p>Aut Term</p> <p>Shared at parents' evening</p> <p>Throughout the year</p> <p>Weekly</p> <p>Termly</p> <p>Throughout year</p>	<p>Head</p> <p>Attendance Team</p> <p>Attendance team</p> <p>AL</p> <p>AL</p> <p>AL</p>	<p>Parents understand the importance of regular attendance</p> <p>Holidays are only ever taken during school holidays periods</p> <p>Parents are fully aware of how quickly single days add up to a low attendance %</p> <p>Overall attendance % will rise Team gains advice from RBG. Support with key families planned.</p> <p>Good attendance celebrated</p> <p>Procedures challenged and reviewed where necessary</p> <p>Ongoing collaboration and support across schools and sharing of good practice.</p>
<p>To identify and address children with declining attendance early and address persistent absence</p>	<p>Write to any families whose children have been absent in the first two weeks of term.</p> <p>Embed graduated approach to deteriorating attendance through fortnightly monitoring meetings</p>	<p>First two weeks of autumn term</p> <p>Fortnightly</p> <p>Autumn term</p>	<p>AL</p> <p>Attendance team</p>	<p>Parents alerted to risk of persistent absence early.</p> <p>Declining attendance identified and families contacted</p>

	<p>Monitor key families and groups identified last year through daily reporting and actions set in attendance team weekly meetings. Attendance action planning meetings with families whose attendance continues to decline after second warning letter.</p> <p>Attendance contracts/action plans to be written and signed during attendance conferences with families.</p> <p>Monitor progress against action plans in attendance team meetings.</p> <p>Involvement of AAO and use of penalty notices if attendance does not improve</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Attendance team</p> <p>AL/FSW</p> <p>AL</p> <p>Attendance team</p> <p>AL/FSW</p>	<p>Parents agree actions to improve attendance.</p> <p>Next steps planned for if attendance does not improve in line with action plans.</p> <p>Attendance enforced in line with guidance.</p> <p>AAO supports enforcement process.</p>
<p>To maintain and embed whole school approaches and systems to attendance</p>	<p>Daily attendance checklist to be reviewed and shared with office team.</p> <p>Key families identified and highlighted to AL on a daily basis for monitoring and follow-up.</p> <p>Use DfE WTTISA document/ RBG guidance to outline</p>	<p>Autumn term</p> <p>Ongoing</p> <p>Autumn INSET and ongoing</p>	<p>AL/office lead</p> <p>CB</p> <p>Attendance Team</p>	<p>Early identification of key families on a daily basis improves attendance.</p> <p>Closer monitoring of key families leading to enforcement of attendance procedures.</p> <p>All staff continue to be aware of roles and responsibilities regarding attendance. Whole</p>

	roles and responsibilities for staff across the school, particularly new staff.			school approach to safeguarding continues to be embedded.
To improve attendance for children whose school avoidance is emotionally based	Identify children who are at risk of EBSA. Attend EBSA training where appropriate Use the EBSA resources to support parents with getting their reluctant attender into school	Autumn term Autumn term Ongoing	Head/FSW EBSA team EBSA team	Reluctant attenders will attend school Parents will feel more empowered to support their reluctant attenders Children supported to feel positive about attending school.
To encourage families to return to good attendance habits	Facilitate some LM time for certain children FSW to reinforce Government message of mandatory attendance Talk to parents about the impact of absence from school by siblings of unwell children	Ongoing Ongoing Ongoing when appropriate	LM FSW All staff	Reluctant or anxious attenders will know who they can talk to about their concerns Staff to question parents when children return from an absence and to follow up any concerns quickly All siblings of an unwell child will attend school
To target specific classes or groups of children using the BromCom dashboard	Children requiring SEND support to have appropriate referral/support	Ongoing	Inclusion Lead	Support for group which has lower attendance

	<p>Parents' evening discussions with key families identified by AL</p> <p>Continue to monitor attendance of disadvantaged families to ensure it continues to compare favourably to other groups</p> <p>Attendance Team to regularly check the up to date attendance dashboard and communicate with relevant staff if there is a clear concern.</p> <p>Include all Reception children in attendance procedures regardless of statutory school age.</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>AL/Class teachers</p> <p>AL</p> <p>Attendance Team</p> <p>Attendance team</p>	<p>Whole team approach to attendance</p> <p>Key group continues to attend school regularly</p> <p>Staff begin to use this information to know which families may need extra support or information. Communicate this on newsletters etc.</p> <p>Children develop healthy habits and support given early.</p>
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