

# Attendance Strategy 2022-2023



**ST. MARTIN'S**  
*CE Primary School*

[www.stmartinsprimary.com](http://www.stmartinsprimary.com)

*The school is part of the Frays Academy Trust, which is a charitable company limited by guarantee registered in England and Wales (Company No: 8335073)*



## 1. Aim

At St Martin's Primary School we believe that excellent attendance is secured by developing a partnership between families, schools and our partner agencies involved in the social and emotional development of children.

The aim of our attendance strategy is to:

- **Increase the school's overall attendance.** Our target is to develop an expectation of regular school attendance, in other words, each child attends every single day.
- **Promote an understanding of the need for good school attendance** across the whole school community including our more vulnerable pupils and those children who are identified as having special educational needs.
- **Reduce the number of children with persistent absence** through clarity of expectation, effective support and adherence to policy. We will continue to offer support to vulnerable families to help promote better attendance for all children.
- **Promote effective inter agency work.** This includes the use of the Participation Team to develop action plans. This would include the use of a Penalty Notice (HPN).

## 2. Purpose

The purpose of this strategy is to set out how we will support your child's attendance. Attendance at school matters.

The Governing Body of the school fully adopt the change in regulations relating to school absence Amendments have been made to the 2006 regulations in the **Education (Pupil Registration) (England) (Amendment) Regulations 2013**. The amendments make clear that *headteachers may no longer grant any leave of absence during term time unless there are exceptional circumstances*. These are set out in the Regulations.

## 3. The importance of attendance

**Your child's potential and life prospects are significantly enhanced when he/she has excellent attendance.**

Studies have shown links to attendance and grades, pupils that regularly attend school typically perform better in tests and achieve higher grades than their peers with lower attendance levels.

- For KS2, the pupil's KS1 average point score including reading, writing, mathematics and overall science attainment drops according to the amount of absence the pupil has taken during their time in school.
- Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A\*-C including maths and English
- 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A\*-C

**Regular attendance also helps with:**

- Social development
- Self-esteem
- Life skills
- Independence
- Team building
- Healthy eating
- Keeping fit and active
- Academic achievement

**Did you know?** – 90% attendance may seem like an acceptable level of attendance, but the reality is that 90% attendance means that you child will miss 19 days of the school year which is nearly 4 weeks! This seems very different to 90% in a test!

**97% and above** – Less than 6 days absence in a school year. Pupils with this attendance should achieve the best possible outcomes.

**96% – 8 days** absence in a school year. “Good attendance”. Pupils with this attendance are more likely to achieve their targets. We will contact parents/carers via letter as soon as a child’s attendance falls below 96%.

**92% – 15 days** absence in a school year. Pupils with this attendance are missing 3 weeks of school per year; it will be difficult for them to achieve their best. The school may ask for medical proof to authorise further absences.

**90% – 19 days** absence over the school year. Pupils with this attendance are missing approximately a month (19 days) of school per year and may fall behind academically. With this level of attendance, the Department for Education consider children to be a ‘Persistent Absentee’.

**85% – 29 days** absence in a school year. These pupils are missing approximately 6 weeks of school a year. It will be very difficult for them to keep up and achieve their best.

**80%** – Pupils with this attendance are missing a day for every week of school! It will be almost impossible to keep up with their work. Parents of pupils with this level of attendance will be made known to the Local Authority Attendance Team and may face legal action.

## 4. Parental Responsibilities and attendance

Parents are responsible for making sure that their children of compulsory school age receive a suitable full-time education. This can be by regular attendance at school, at alternative provision, or otherwise (e.g. the parent can choose to educate their child at home).

A child reaches compulsory school age on or after their fifth birthday. If they turn 5 between 1 January and 31 March they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31 August they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they are of compulsory school age on 31st December. A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

## 5. Our attendance expectations

Pupil’s with low or persistent absence places **children at a significant disadvantage in terms meeting their academic potential**. Furthermore, children with low attendance often **lose confidence, find it more difficult to maintain friendship circles and their overall enjoyment of school falls**.

# Attendance Ladder

How close are you to reaching to the top?



## 6. Poor attendance

Poor attendance will be closely monitored. We aim to help to support our pupils and families who are struggling with poor attendance and this helps us to do this. Our school Welfare Officer/ Attendance Officer and the Learning Mentor will also be able to offer individualised support to help to raise pupil attendance levels. Children who have identified special needs will be supported by the Assistant Head, inclusion Manager, to ensure individualised plans are in place where appropriate.

Support may include:

- Incentives for attending school regularly
- Rewards for good and improved attendance
- Individualised help and support

## 7. NHS Guidance on when your child can attend school

The NHS gives the following advice on how long children should stay off school if they're unwell.	
Coronavirus (symptoms or a positive test)	Follow current Government and NHS guidance on isolation and testing. This can differ between Wales, England, Scotland and Ireland.
Vomiting or diarrhoea	48 hours after the symptoms have stopped
Chickenpox	When all the spots have crusted over – usually five days after they first appeared
Impetigo	48 hours after starting prescription medication, or when the patches have crusted over if they aren't taking medication
Scarlet fever	24 hours after starting antibiotics, or two weeks after the symptoms start, if they aren't taking medication
Hand, foot and mouth	As long as your child is feeling unwell – there's no need to wait until the blisters heal
Measles	At least four days after the rash develops
Scabies	24 hours after the first treatment
Shingles	When the last blister has scabbed – usually 10 to 14 days after they first appear
Flu	Five days

*Please note: For any **period of absence longer than 48 hours**, notification from a GP or consultant stating diagnosis and prognosis will be required in writing to the school.*

## 8. Action Plan to meet desired outcomes:

<b>Personal Development: Behaviour and Attitudes:</b> <ul style="list-style-type: none"> <li>To improve baseline attendance and create a culture of awareness and importance for all stakeholders</li> </ul>			
<b>Rationale:</b> <ul style="list-style-type: none"> <li>Each day impacts on a child's progress, attainment and social development. It is therefore very important that we challenge and support parents to ensure that every child attends school every day.</li> </ul>			
<b>Desired Outcomes:</b> <ul style="list-style-type: none"> <li>To increase overall attendance in line with national expectations</li> <li>To reduce persistent absenteeism</li> <li>To improve punctuality</li> <li>All stakeholders will understand: that regular attendance (100%) is our standard expectation; that attendance thresholds and intervention strategies will be implemented at every level of attendance.</li> </ul>			
Actions to be taken	Success Criteria: What will change?	Timescale and Personnel Involved	Evaluation and Monitoring Strategies Required
<p><b>Improve the attendance of persistent absentees (those with attendance less than 90%)</b></p> <ul style="list-style-type: none"> <li>To implement the new strategy effectively with particular focus on: <i>For any <b>period of absence longer than 48 hours, notification from a GP or consultant stating diagnosis, and prognosis will be required in writing to the school.</b></i></li> </ul> <p><i>Proof of the appointment via email to <a href="mailto:attendancematters@fraysacademytrust.org">attendancematters@fraysacademytrust.org</a>. This may be with a copy of the appointment card, a screenshot of the text or the letter. If not received the absence will be coded as unauthorised.</i></p> <p><i>Appointment information may also be brought to the school office prior to the appointment taking place.</i></p> <ul style="list-style-type: none"> <li><b>Attendance reviews:</b> conducted by members of the attendance team, will take place half termly, using refined reporting mechanisms, reviewing individual attendance and implementing actions set out in the attendance strategy. (See Appendix 1)</li> <li>A designated member of the attendance team will engage in ongoing dialogue with families of persistent absentees, offering or insisting on support (See Appendix 1 for strategies)</li> <li>The School Administrative Officer will attend Attendance Cluster meetings and seek best practice from local schools to ensure that agreed protocols are being adhered to, that all intervention strategies remain under</li> </ul>	<ul style="list-style-type: none"> <li>Parents of children who were persistently absent in the academic year 2021-2022 or become persistently absent this year 2022-2023 will be required to evidence medical intervention, without which referrals will be made for the issue of Education Penalty Notices where the five-day threshold is met;</li> <li>Systems implemented facilitate analysis and understanding of attendance trends and are recorded accurately;</li> </ul>	<p><b>Attendance Team:</b></p> <ul style="list-style-type: none"> <li>J Coates (Headteacher)</li> <li>A Oswell (Operations Manager)</li> <li>T Dingwall (School Administrative Officer with Attendance responsibility)</li> <li>K Higgins (Assistant Head for Inclusion)</li> <li>N Alexis (Learning Mentor)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly attendance reporting to monitor any changes.</li> </ul>

<p>consideration and to remain abreast of any changes in guidance;</p> <ul style="list-style-type: none"> <li>• The School Administrative Officer to attend relevant training (e.g. exclusion training) and update relevant policies.</li> <li>• Engage with training on the Code of Conduct on Education Penalty Notices (EPN) and to act in accordance with agreed protocols, contacting the Participation Officer to request issuing of warning notices ahead of EPNs;</li> </ul>	<p>actions are taken at six week intervals;</p> <ul style="list-style-type: none"> <li>• Through education and support, families will understand the increase in expectation and the need to engage</li> <li>• The Attendance Team will be clear on the steps available in order to enforce the school's expectations attendance and punctuality</li> <li>• The Attendance Team will remain compliant with legislation, regulations and Local Authority administration arrangements;</li> <li>• The Attendance Team will remain compliant with legislation, regulations and Local Authority administration arrangements</li> </ul>		
<p>Promote awareness and understanding positive attendance in the community</p>			

<ul style="list-style-type: none"> <li>Regular attendance letters will be sent by the School Administrative Officer to every parent, communicating the attendance strategy and their child's attendance for the relevant period of time.</li> <li>A separate, <b>persistent absence letter</b> will be sent to those children whose attendance falls below 90%</li> <li>Weekly attendance displayed in the school's newsletter, celebrated also in weekly assemblies with competition between classes;</li> <li>Extra OPAL playtime for the class with the best attendance termly;</li> <li>Reward certificates for excellent attendance</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders will be clear of the school's 100% expectation, of their own child's attendance, on the attendance thresholds and intervention strategies to be implemented at each level;</li> <li>Information of attendance is made higher-profile (in Headteacher/ The School Administrative Officer letters, on the website, around school) and is more readily available;</li> </ul>	<p><b>Attendance Team:</b></p> <ul style="list-style-type: none"> <li>J Coates (Headteacher)</li> <li>A Oswell (Operations Manager)</li> <li>T Dingwall (School Administrative Officer with Attendance responsibility)</li> <li>K Higgins (Assistant Head for Inclusion)</li> <li>N Alexis (Learning Mentor)</li> </ul>	
<p><b>Improve punctuality</b></p> <ul style="list-style-type: none"> <li>Ensure recording of lateness is a priority in the morning</li> <li>Analyse late book half termly and contact parents with three or more lates by letter, explaining the importance of punctuality;</li> <li>If lateness continues, challenge and support through direct parental engagement;</li> <li>If engagement is unsuccessful, request PO involvement to discuss the most appropriate legal mechanism to improve punctuality.</li> </ul>	<ul style="list-style-type: none"> <li>Families become more aware of the expectation of punctuality;</li> <li>Families become more aware of the expectation of punctuality;</li> <li>Families become more aware of the expectation of punctuality.</li> </ul>	<p><b>Attendance Team:</b></p> <ul style="list-style-type: none"> <li>J Coates (Headteacher)</li> <li>A Oswell (Operations Manager)</li> <li>T Dingwall (School Administrative Officer with Attendance responsibility)</li> <li>K Higgins (Assistant Head for Inclusion)</li> <li>N Alexis (Learning Mentor)</li> </ul>	



## Appendix 1: Attendance strategy outlining thresholds, communicated termly to all parents

Band	Attendance	Number of days	Commentary
1	95% - 100%	Equivalent of up to 9 days/less than 2 weeks absence	This level of attendance will ensure that your child has the greatest opportunity to fulfil their potential. Thank you for supporting your child's attendance at this level.
2	90% - 94%	Equivalent of up to 19 days/nearly 4 weeks absence over the year	Over the course of a full academic year, <b>this level of attendance will begin to impact negatively on your child's progress and attainment.</b> We will monitor your child's attendance regularly to ensure it improves. <b>Support is available on an optional basis</b> though non-engagement may result in a Penalty Notice being issued where: <ul style="list-style-type: none"> <li>• Overt truancy (including pupils found during truancy sweeps)</li> <li>• Inappropriate parentally – condoned absence</li> <li>• Holidays in term time without prior school permission from the headteacher</li> <li>• Failure to return to school on the agreed date (may also result in your child losing their school place)</li> <li>• Persistent late arrival at school (after the register has closed)</li> <li>• All pupils who are excluded for between one and five days (fixed term or permanent) are required not to be in a public place, during school hours, without justification. This includes being accompanied by their parents.</li> </ul>
3	85% - 89%	Equivalent of up to 29 days/nearly 6 weeks absence over the year	Over a full academic year, <b>this is a high level of absence and your child's progress and attainment and potential is being held back.</b> If our attendance team is not satisfied that absence is unavoidable, then <b>we expect you to engage with us</b> (and the Participation Officer, if appropriate) <b>at attendance panel meetings</b> to improve your child's attendance. If attendance does not improve, <b>the Local Authority may choose to issue a Penalty Notice.</b>
4	Less than 85%	More than 29 days/nearly 6 weeks absence over the year	<b>If attendance falls below 85% over a full academic year, this will seriously impact and inhibit your child's progress, attainment and confidence.</b> If our attendance team is not satisfied that absence is avoidable, non-engagement with the Participation Officer will result in the issue of an Education Penalty Notice.