



Attendance Strategy

September 2024

'Improving attendance is everyone's business'



Our Vision

We 'Make a difference' by developing our core values of Aspiration, Resilience, Teamwork, Respect & Kindness

At Anston Hillcrest Primary School our values of Aspiration, Respect, Resilience, Teamwork and Kindness thread through everything we do and are crucial to building relationships and steering effective learning. In partnership with parents, carers and the wider community, we promote and sustain these values in our school to enable us to realise our vision. This supports us to build a culture that promotes the benefits of good attendance.

Respect	We understand the importance a primary school plays in the life of all children and are always seeking to cultivate positive, respectful relationships, experiences and memories for both children and families to cherish. We respect our families and teach our pupils about the importance of respecting themselves, their families and friends and the world around them. Families who feel listened to and respected, pupils who respect each other builds a community to be proud of and that is what we wish to achieve at Anston Hillcrest Primary school.
Teamwork	Everyone has the right to feel a sense of belonging at our school. Pupils who feel as though they belong, are part of 'Team Hillcrest' are more likely to want to attend. We recognise that some pupils find it harder to attend school than others therefore all staff prioritise building positive relationships with all pupils and their families, ready to empathise, care and support. We ensure that we know each and every pupil as individuals and remain professionally curious as to what the individual barriers our pupils and their families face, providing the right support at the right time.
Aspiration	Through an enjoyable and ambitious curriculum, we want our children to be motivated to maximise their potential, achieve high standards in all subjects and aspire to reach their personal goals. We have high expectations of our pupils including around their attendance, in order that they have the opportunity to explore and achieve in their own areas of interests
Resilience	We aim for our children to be confident, independent learners who are reflective risk takers who communicate effectively and believe in their own abilities enough to strive for their own successes – to achieve this, children need to be regularly in school, building on their resilience daily. Through our curriculum, we set high expectations for our children and teach the value of resilience to encourage positive attitudes to learning, a growth mindset and an appetite for success where they recognise their own role in their achievements. We want them to attend well so that they can adopt a can do attitude to all they approach, to become increasingly independent in their learning and to recognise all they can accomplish both now and in the future.
Kindness	We aim for our pupils to support each other, to show those around them care and attention and to develop respectful and considerate outlooks to life. We recognise that positive relationships and mental health and well-being are huge motivators for good attendance and that providing an ethos that is built on kindness and respect therefore supports good attendance.

In order for all pupils to realise the vision that we hold for their education, they need to be in school accessing a high-quality education at all times.

The Law

The law in the UK entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.

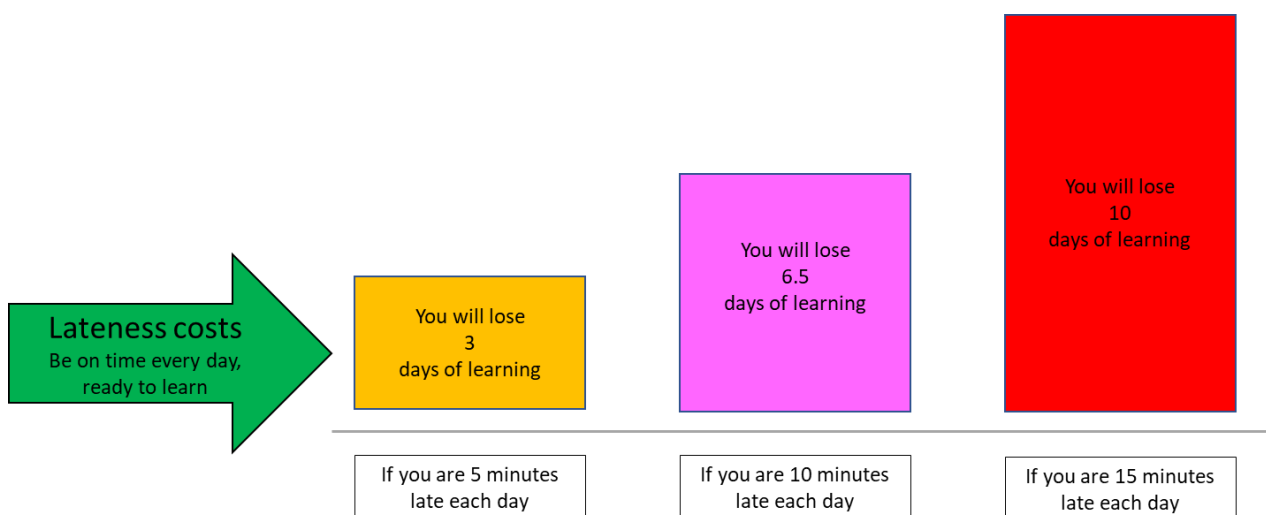
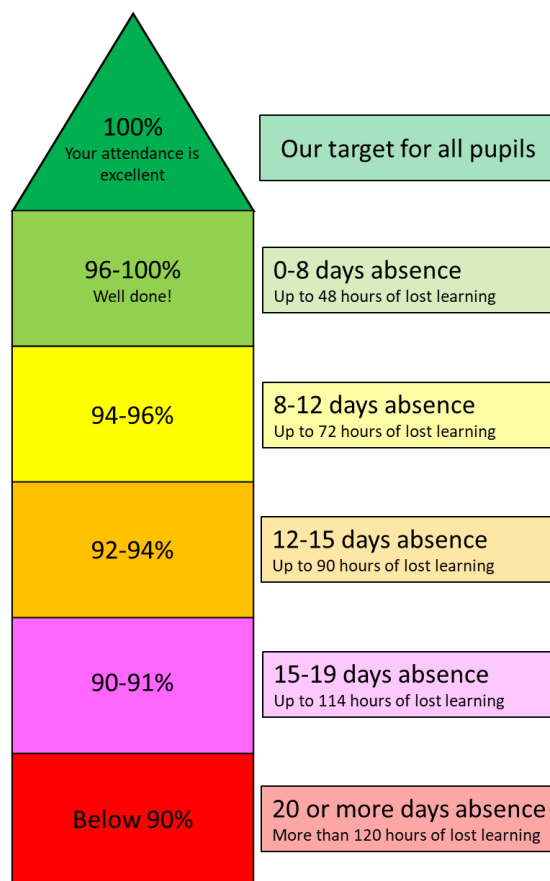
Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

Every Day Counts

School and future success starts with good attendance!

The pupils with the highest attainment at the end of Key Stage 2 have higher rates of attendance compared to those with the lowest attainment.

Your education is important – don't miss out!



Our School Approach

Our school approach is written in conjunction with the DFE 'Working together to improve school attendance'. We work together with partners to ensure that we have the right culture in school to promote good attendance alongside the right support being offered at the right time to enable pupils to fully access education.

We recognise that the barriers to accessing education are wide and complex and therefore remain professionally curious at all times, seeking to expose the barriers to school attendance. We build strong relationships with our families, ensuring that they know we are a source of support at all times, that we are approachable and that we genuinely want to achieve the very best for their children.

Our Strategy






Expect	<ul style="list-style-type: none">• Our attendance policy sets out the clear expectations of the school. All staff are familiar with the policy because good attendance is everyone's responsibility. This policy is shared with parents annually, is available on our website and is communicated with pupils in the appropriate ways.• School attendance expectations are set at the point of admission to our school.• Attendance expectations are reinforced at transition, SEND reviews and parent meetings.• A colour coded system ensures clarity of expectations for parents, and helps them to understand where their child's attendance falls against those expectations.• Attendance forms part of parent meetings and our expectations are set out clearly.• All children engage in Celebration Assembly each week which reinforces the school attendance target of 96% and celebrates class attendance.• All classes with attendance above 96% each week receive a star on the whole school board. Every time there are 20 stars there is a whole school reward as chosen by school councillors eg. Extra breaktimes/ non uniform day• The focus for celebration is on classes contributing to a whole school 'treat' rather than individuals to ensure that pupils do not feel unnecessary pressure in unavoidable circumstances. Where there are long term individual circumstances in a single class, this is taken into account as part of the weekly celebration.• Attendance data is communicated weekly with parents on our newsletter.• Attendance data, alongside our expectations, are included on annual school reports.• Attendance expectations are shared with governors within Headteacher reports.• Class teachers talk to their pupils about the importance of attendance regularly.• All families are regularly reminded that term time holidays are not authorised under any circumstances and that holidays taken in term time may be referred to the Local Authority for a Fixed Penalty Notice (FPN).• All families are aware that a leave of absence request needs to be submitted for any planned absence from school.• First day calls are made where a child has not attended; this reinforces our expectation that children should be in school, acts in line with our safeguarding policy and is a first step in supporting families with attendance.
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- Attendance is tracked on an individual basis. Any pupil who does not have attendance levels of 96% or more at the end of each half term is discussed by the attendance team and appropriate actions are agreed and tracked for impact.
- Half termly letters are sent to families informing them of their child's attendance level and where their child's attendance falls in the colour coding system:

	95% attendance
	92-94%
	90-92%
FORMAL	Below 90%

- Additional letters are sent to those families who are already working with school on a regular basis (e.g. children with a temporary long term illness, a partial timetable or a specific medical plan) to inform them of their child's attendance.
- Attendance is monitored at each Pupil Progress meeting when discussing barriers to pupil progress and is also included on all SEND review paperwork.
- Letters are sent half termly where attendance has significantly improved.
- Each pupil is tracked across the year so that patterns can be monitored carefully.
- Pupils who end the year being monitored for attendance become a focus family for the start of the new year. These pupils' attendance will be monitored more closely and these families will be prioritised for support.
- Pupils whose attendance is below 92% are monitored more closely and dips in attendance between monitoring points results in an attendance team discussion. Action is then decided based on the known circumstances. This is also discussed with families. These families are prioritised for support.
- Attendance is tracked by year group and contextual factors (e.g. Pupil Premium) each half term, so that the attendance team can monitor their levels of attendance and pursue enquiries and investigations for underperforming groups.
- Staff are professionally curious, looking for patterns of absence to highlight to the attendance team.
- Lateness is monitored to identify families who are frequently late and may require additional support.
- RecordMy is used to record any interim discussions about attendance with families.

Our Attendance Team:

				
Mrs K Rayner Head Teacher	Mrs V Divit Deputy Headteacher and SENDCo	Mrs S Moore EYFS and KS1 lead and SENDCo	Mrs K Hayes School Business Manager	Mr M Hall Admin and Attendance Officer

- Our Office team are a parent's first point of contact when discussing their child's attendance, including as first day caller. Their supportive manner ensures families know we want to help them in ensuring their children attend well at school.
- It is made clear on all communications about attendance that that aim of our systems are to support and empower families, rather than punish.
- When a pupil's attendance is identified as a concern by the attendance team, the relevant communication is shared with emphasis on supportive practice. At every step of monitoring attendance, families are made aware that they can speak to school.
- Where attendance requires a formal attendance meeting (below 92%), the attendance team meet with families to discuss barriers, ways to support and ensure school have all the relevant information. This is recorded in the form of an Attendance Contract, signed by both parties and revisited the following half term.
- As a school we continually look to employ supportive strategies and techniques to improve pupil attendance.
- The strategies and techniques and increase or decrease in significance as the child or family needs more or less informal support.

Facilitate Support	Tier 1 Support	Tier 1 Universal Support	<p>Good communication with parents - clear expectations</p> <p>Parents to inform school of the reason for absence or lateness</p> <p>Attendance Letters</p> <p>Attendance Meetings</p> <p>Regular attendance communication on newsletters</p> <p>Weekly Attendance Celebration</p> <p>Attendance included at parents' meetings, SEND reviews and on end of year reports.</p>
	Tier 2 Support	Tier 2 Targeted support for groups	<p>Access to Breakfast Club</p> <p>Morning jobs/tasks</p> <p>Key person if necessary</p> <p>Priority list of morning calls where absence has not been reported by parents</p> <p>Change of entry point/routine</p> <p>Focused morning activities</p> <p>Liaison with/referral to external agencies where required (Aspire, CAMHS, School Nurse)</p> <p>Attendance contracts</p>
	Tier 3 Support	Tier 3 Support is used for individual pupils	<p>School funded places at breakfast Club/After School Club</p> <p>Liaison with/referral to external agencies where required (Aspire, CAMHS, School Nurse)</p> <p>Separate entrance point/start time</p> <p>Welcome by a key adult</p> <p>Parenting courses</p> <p>Temporary part time timetables</p> <p>Bespoke SEND provision</p> <p>Visual timetables</p> <p>Reward charts/motivational rewards</p> <p>School based early help</p> <p>Attendance contracts</p> <p>Next step identified as formal pathway (LA)</p>
Formalise support	Tier 4: Formalised Support	Tier 4 Formalised support, where Tier 1-3 school- based support has been ineffective	<p>School begins to issue attendance pathway letter 1 and letter 2 to reinforce the severity of the situation.</p> <p>School seek support from the Local Authority Attendance Team.</p> <p>Referral to Early Help (with consent)</p> <p>Attendance below 50% - refer to MASH.</p>

Enforce	<ul style="list-style-type: none"> • Formalised support continues throughout this stage. • Weekly attendance reviews. • Pathway letter 3 including a FPN is issued. • Following FPN, should attendance fail to improve, attendance pathway letters 2 and 3 are issued again and school seek to take a case to the Local Authority School Attendance Panel (LASAP) to seek an education supervision order.
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The impact of poor attendance

Good attendance and punctuality are important as there are direct links between under-achievement and absence from school. Learning which has been lost can have a significant impact on a child's progress in school and attainment therefore impacting on future life chances.

Our aim is to improve children's attendance at school, make sure that children get the best chance in education and help them to fulfil their potential in life.

EVERY DAY COUNTS		
Attendance	96% or better is the JMAT attendance target for all children	
	LOST LEARNING DAYS	LOST LEARNING HOURS
96 – 100%	0 - 8 days	Up to 48 hours
94 - 96%	8 - 12 days	Up to 72 hours
92 - 94%	12 - 15 days	Up to 90 hours
90 - 91%	15 - 19 days	Up to 114 hours
Below 90%	20 or more days	More than 120 hours

Remote Education – taken from [DfE Guidance](#)

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

We will work closely with pupils, parents, carers, and any other relevant partners such as the local authority, to remove any barriers to attendance as detailed in the [school attendance guidance](#).

Pupils absent from school and receiving remote education still need to be marked as absent in the register. We will continue to record pupil absence in the register in line with the [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#) and attendance guidance, using the most appropriate code.

Scenarios where we will consider remote education

Circumstances where it might not be possible for pupils to receive in person education fit into 2 broad categories:

- school closures or restrictions on attendance, where school access for pupils is restricted
- individual cases where a pupil is unable to attend school but is able to learn

How this will work at Anston Hillcrest

Work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their current learning. We will utilise our home school learning log and online learning platforms.

This strategy will be reviewed in September 2025

