

## Attendance Development Plan 2022-23

**School:** Peters Hill Primary School

**Date:** October 2022

The following plan sets out the actions we will take during the 22-23 academic year to ensure the best possible level of school attendance for our pupils. This plan is in response to update DfE guidance - Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities published in May 2022 and applying from September 2022. These guidelines include a focus on the following priorities:

1. The importance of school attendance
2. The expectations of schools
3. The expectations of governing bodies of maintained schools
4. The expectations of Local Authorities
5. Persistent and severe absence
6. Attendance and Legal Intervention
7. The school roll
8. Attendance registers

Note - This is guidance from the Department for Education (DfE). This guidance is non statutory, and has been produced to help schools, trusts, governing bodies, and local authorities maintain high levels of school attendance. Following public consultation earlier this year, and subject to Parliament, the Secretary of State has committed to this guidance becoming statutory when parliamentary time allows (this will be no sooner than September 2023).

Aims –

- Increase school Attendance and reduce Persistent Absence to meet set targets.
- Ensure Attendance is well managed within the school, with the appropriate level of resources allocated.
- Enable the school to make informed use of Attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in the 2022 DfE paper.

Action	Who	When	Status/Impact
Attendance Policy and Action Plan to be developed and approved. Governors to acknowledge the new statutory guidance in relation to 'Attendance Policy'. Link Governor to be identified to work alongside the school attendance officer for monitoring purposes.	JB, SD, FGB	Aut 1	
<p>Research. <b>5 Foundations of Effective Attendance Practice.</b></p> <p>The approach is evidence-informed and completely child-centred. Each Foundation is supported by 5 Key Performance Indicators, these are used to ensure the school can embed the Foundations framework and understand the strategic direction regarding attendance improvement. The framework allows the school to understand the whole school approach to supporting and improving attendance. We create welcoming environments to allow all children to gain a sense of belonging and ultimately achieve academically through regular school attendance.</p>	SD, JB	Aut 1	
<p>Traffic light monitoring system. The 'traffic light system' can be used to track, monitor and plan actions to improve a pupil's attendance. The example provided suggests different actions that schools can take at different levels of attendance.</p> <p>Green – 96 to 100%. Attendance levels are good to excellent Positive encouragement/incentives/rewards required to maintain high levels of attendance.</p> <p>Light Green – 93 to 95.9%. Attendance levels beginning to cause concern Analyse data and provide reports to regularly monitor attendance/reasons for absence, patterns etc. Letter from school staff warning parents of concern and advise that future absences not to be authorised unless medical evidence is provided.</p> <p>Amber – 90 to 92.9%. Attendance levels causing more significant concern Parents invited to a meeting/attendance panel at school and Attendance Action Plan/contract agreed. A date for plan/contract to be reviewed agreed at the meeting (three to four weeks), individual attendance target set.</p> <p>Red. Below 90%. Attendance decreased to an unacceptable level – below persistent absence rate – despite interventions by school staff. Possible referral to ESS at this point.</p>	JB and SD	Aut 1	
Attendance Monitoring at a strategic level. Headteacher and Attendance Officer to meet once every three weeks to review the attendance of all groups across the school. Traffic light system to be used to highlight groups and individuals of concern. Opportunity to extend the support system where needed and to consider further motivational strategies for families. Review of punctuality to take place at the same time.	JB and SD	Aut 1	
Attendance panels - convene half-termly/termly attendance panel meetings for parents of pupils where attendance is a concern. Consideration could be given to the involvement of school governors in attendance panels. Parents are invited into the school for the meeting and attendance targets for improvement can be set.	JB and SD	Aut 1	
Sending home – School procedures for sending children home during the school day to be reviewed. Clarify the response regarding potential illness and the role that school plays in decision making. Parental expectations to be clear and shared with all stakeholders.	JB and SD	Aut 1	

Displays - Use display boards or visual display units dedicated to attendance which can have a positive impact on raising the profile of attendance. The information can be placed in prominent positions within the school environment such as reception areas. A visual display in a prominent place can include information about whole school attendance and details about attendance rates in a class/year group. They can also contain information on expectations of parents and pupils regarding school attendance, information about where a parent can access support, information about Penalty Notices etc. 'Roll of honour' could also be displayed naming children with best attendance for the week etc. Consideration can be given to involving children in maintaining the boards.	JB and PH	Aut 2	
Rewards - School attendance raffle. Each child who has 100 per cent attendance for a full week or term is given a raffle ticket and there is a draw in assembly. Prizes are awarded to the winners of the raffle.	JB	Aut 2	
Communication with parents to be reviewed. Crucial in raising the profile of school attendance and punctuality. Consideration will be given to using a variety of ways to convey the message. Below are some examples that schools will be using: • Notice boards • Newsletters • Letters home • Texting • Email • School website • Visual display unit • Telephone calls • Face to face discussions and meetings	JB and JW	Aut 2	
Attendance Week - The 'Attendance week' initiative involves schools designating a whole week to focus on school attendance. The theme of school attendance could be integrated throughout different lessons/activities, i.e. 'a multi-layered' approach. For instance, art and design (design a poster), maths (eg attendance percentages, calculations relating to days missed etc), PSHE, assemblies.	JB and SLT	Spr 1	
School Mascot – R to Yr 3. The child or class with best attendance can have the school mascot for a week. This initiative works well with primary age children.	JB	Spr 1	
Staff Training. All staff receive attendance training to support the whole school approach, they understand their role in improving attendance. Certain staff are identified to engage in specialist training to continue to support families and children who work with external partners.	JB and KB	Spr1	
Staff Training. <b>Foundation 1 – Whole School Thinking Culture and Climate</b> <i>The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. The escalated approach to supporting attendance is built on foundations of belonging and connectedness.</i> <b>Foundation 2 – Supportive Policies, Systems and Process</b> <i>The approach to improving attendance is built on clear policies, systems and processes. This ensures continuous and sustainable improvement drives attendance practice. The attendance policy is understood by all stakeholders and allows the school to set, and maintain, high expectations to improve the culture of attendance.</i> <b>Foundation 3 – Professional Learning Staff Development</b> <i>The school prioritises developing a team of attendance experts, with a shared vision and core purpose. The Attendance Leader delivers bespoke training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified children and families.</i> <b>Foundation 4 – Implement Targeted Programmes and Intervention</b> <i>Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. The attendance process ensures the Attendance Leader understands the reason for attendance concerns, these barriers can then be successfully supported and removed.</i> <b>Foundation 5 – Connect Appropriately with Approaches to Behaviour Management</b> <i>Connecting and belonging drives the school approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns.</i>	JB, KB, SC and SLT	Spr 2	
Punctuality Initiative - Race to school, This will be a whole class initiative where children who attend school punctually, on a weekly/half termly/termly basis etc., receive a sticker/treat.	JB and TAs	Spr 2	
Full attendance review following two term initiative against overall aims	JB and SLT	Sum	

The table below identifies how the 5 Foundations of Effective Attendance Practice will underpin the DFE 2022 paper in meeting the summary of expectations.

DFE Summary of Expectations	 Foundation 1 Whole School Thinking Culture & Climate	 Foundation 2 Supportive Policies, Systems and Processes	 Foundation 3 Professional Learning Staff Development	 Foundation 4 Implement Targeted Programmes And Intervention	 Foundation 5 Connect Appropriately With Approaches To Behaviour Management
Develop a whole-school culture that promotes the benefits of high attendance.	✓	✓	✓	✓	✓
Have a school attendance policy		✓			
Have day-to-day processes to follow up absence	✓	✓	✓		
Monitor and analyse data to identify those that need support		✓	✓	✓	
Engage with families, understand barriers to attendance and work together to remove them	✓			✓	✓
Provide additional support for pupils with medical conditions or SEND			✓	✓	✓
Share information and work collaboratively with others	✓	✓	✓	✓	
A new focus on persistent and severe absence		✓	✓	✓	
Find out what the DFE expects from other stakeholders		✓	✓	✓	