



Attendance Action Plan

Prepared By:

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Approved By:

FGB

Date:

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Start Date:

September 2023

Review Date:

September 2024

Action Plan for the Improvement of Attendance and the reduction of Persistent Absence at Sholing Infant School 2022-23

School attendance strategic lead: Lisa Houghton
School attendance officers: Jane Stewart/Angel Smith
FISO with attendance focus: Jane Harris
Attendance governor: James Knight
LA attendance link: Joanne Cartwright

Introduction

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school. This policy is written in conjunction with the recommendations issued in the government's '**Improving attendance-support for schools and colleges – September 2022**' which provides guidance to schools and local authorities to support them to improve school attendance.

At Sholing Infant School we recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive. Our school will encourage good attendance (96.5%+) for all pupils and we will be robust in monitoring attendance, celebrating high levels of attendance and taking action when your child's attendance causes concern and impacts negatively on their progress.

Aims

Through this action plan we aim to:-

- Promote a positive and welcoming atmosphere in which pupils feel safe, secure and valued and encourage in pupils a sense of their own responsibility in relation to attendance.
- Improve pupils' achievement by ensuring high levels of attendance and punctuality.
- Achieve a minimum of 96% attendance for all children apart from those with chronic health issues.
- Create an ethos in which good attendance and punctuality are recognised as the norm and seen to be valued by the school.
- Raise the awareness of parents, carers and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education working with parents in a consistent, sensitive and supportive way to overcome any barriers to good attendance, .
- Work in partnership with pupils, parents, staff, LA and the HET Education Welfare Support so that all pupils realise their potential, unhindered by unnecessary absence..
- Establish a pattern of monitoring attendance and ensure consistency in recognising achievement and dealing with difficulties.
- Recognise the key role of all staff **and especially class teachers**, in promoting good attendance..





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Data for Academic Year 2022-23

This academic year has continued to be affected by the impact of COVID 19 cases, as well as a resurgence of childhood illnesses particularly in the autumn term 2022. In addition, a continued increase in the number of term time holidays taken unauthorised was evident throughout the year and especially in the summer term. ALL schools attendance percentages have been significantly lower than pre-covid and the numbers of Persistent Absentees (PA's) have been higher than previously. Whilst this is the case at Sholing Infant School, the school data is higher than the national picture, both in terms of overall absence, Persistent and severe absence.

Attendance for all groups of pupils at Sholing Infant School, was higher than for the same group nationally.

Attendance for all groups, despite being above the national for 2022-2023, is well below attendance figures pre COVID and improvement for all groups is a priority.

Academic year 2022 to 2023

Attendance for both EYFS and KS1 was above national.

This section of the report looks at headline absence measures for pupils within your school and breaks the performance down by year group. Your school's performance has been compared against National equivalents for each year group.

Year Group	Overall Absence				Persistent Absence (10%)				
	%	Missed	National	% Diff. to Nat.	Pupil	%	National	% Diff. to Nat.	Pupil
		Days	Full Year 2022				Full Year 2022		
Year R	5.7%	903	7.6%	-1.9%	15	16.3%	N/A	N/A	N/A
Year 1-6	5.2%	1735	6.3%	-1.0%	21	11.4%	17.7%	-6.3%	
Year 1*	5.2%	848	6.7%	-1.5%	10	11.1%	20.0%	-8.9%	
Year 2	5.3%	887	6.1%	-0.8%	11	11.7%	16.9%	-5.2%	
Year 3		0	6.0%		0		16.3%		
Year 4		0	6.1%		0		16.5%		
Year 5		0	6.3%		0		17.5%		
Year 6		0	6.3%		0		17.4%		

* National data will include Year R pupils who were aged 5 at the start of the academic year



All pupil groups had attendance above the same group nationally:

	NOR [^]	Overall Absence			Persistent Absence (10%)			
		School	National Full Year 2022	Diff	Days	School	National Full Year 2022	Diff Pupils
Year R	92	5.7%	7.6%	-1.9%		16.3%	N/A	N/A
All Pupils (Years 1-6)	184	5.2%	6.3%	-1.0%		11.4%	17.7%	-6.3%
Gender (Yr 1-6)								
Male	88	5.1%	6.4%	-1.3%		8.0%	18.1%	-10.1%
Female	96	5.4%	6.2%	-0.8%		14.6%	17.3%	-2.7%
Disadvantaged (Yr 1-6) *								
Disadvantaged	43	6.8%	8.4%	-1.5%		16.3%	30.2%	-13.9%
Other Pupils	141	4.7%	5.5%	-0.7%		9.9%	12.7%	-2.8%
English as an Add. Lang. † (Yr 1-6)								
Non EAL	153	5.3%	6.3%	-1.0%		11.8%	17.6%	-5.8%
EAL	20	5.4%	6.1%	-0.7%		10.0%	18.0%	-8.0%
Special Educational Need (Yr 1-6)								
No Identified SEN	147	5.0%	5.9%	-0.9%		11.6%	15.6%	-4.0%
SEN Support	33	5.7%	8.0%	-2.2%		9.1%	26.2%	-17.1%
SEN EHCP	4	9.1%	9.7%	-0.6%		25.0%	31.3%	-6.3%
Ethnic Group † (Yr 1-6)								
White British	153	5.1%	6.3%	-1.2%		11.1%	17.4%	-6.3%
Other than White British	30	6.1%	6.2%	-0.1%		13.3%	18.3%	-5.0%

In terms of areas of weakness, the % of pupils taking holidays was above national and will need to continue to be a focus of attention.

	Furthest Below National	Furthest Above National
Overall Absence - Year Group	Year 1*	
Persistent Absence 10% - Year Group	Year 1*	
Overall Absence - Code	Year 1*	
Overall Absence - Pupil Group	Other unauthorised circumstances (O)	Family holiday not agreed (G)
Persistent Absence 10% - Pupil Group	White British	
Severe Absence 50% - Pupil Group	White British	



Positive achievements in the academic year 2022-23

The creation of a post in school to work with parents to improve attendance has been impactful with parents working closely with Jane Harris to devise attendance support plans. The number of PAs reduced significantly over the course of the year with all PAs parents being part of an ASP, which was reviewed regularly.

- Attendance for a number of vulnerable pupils improved due to the actions of school staff e.g. in supporting with transport.
- A 'breakfast' club run to support pupils struggling to enter school, or pupils who are constantly late. This impacted very positively on the attendance of a number of pupils who were PAs/school refusers.
- The attendance graduated response plan has been devised and shared with staff and parents, so that all stakeholders are aware of the school's strategy in terms of improving attendance.



Action plan 2023-24

Desired outcomes	Action to achieve	Tasks	Person responsible	Monitored by	frequency
To improve attendance for all pupils and reduce PA %	The leadership team will give high priority to supporting the improvement of attendance and reduction of persistent absence	<p>CPD will ensure that all aspects of the school policy are consistently understood by all staff.</p> <p>Robust monitoring of attendance on a daily, weekly and half termly basis with immediate follow up action where there is cause for concern.</p> <p>Updated graduated response to attendance includes specific focus on disadvantaged pupils/SEND pupils and includes referral to Early Help at a specific trigger point, as attendance issues are never simply about attendance.</p> <p>PPG spending will reflect the school's priority of ensuring that all disadvantaged pupils have attendance of 96%+ through the funding of an 'ELSA' run early birds 'breakfast club' as well as through the role of the pastoral lead to support parents of pupils at risk of persistent or severe absence.</p>	LH JS AS JH	Governors	Ongoing
	An up to date Attendance Policy/action plan is in place, giving clear roles and accountability to all members of the staff community.	Policy shared with all staff and attendance plan used as part of CPD to ensure all staff are aware of their roles in improving attendance.	LH JS AS JH Class teachers	Governors	Ongoing



	<p>Parents are aware of school expectations for attendance and are updated regularly as to their child's attendance , with reference to missed learning as well as the attendance %</p>	<p>All newsletters include information on the importance of good school attendance and link attendance to children missing out at school.</p> <p>Parents reminded to check their child's attendance on MCAS</p> <p>Curriculum learning sheets sent home each half term with clear links to the importance of children being in school each day.</p> <p>Parents contacted when a child's attendance causes concern and looks as if it may dip to PA.</p> <p>Reward certificates sent out each term for pupils with 96%+ attendance, and PAs with improved attendance.</p> <p>Parents see attendance as a school priority through focus in all correspondence and in assemblies.</p>	LH JH JS AS	SLT	Ongoing
	<p>Parents understand what 'good attendance' looks like and the implications of poor attendance on achievement</p>	<p>Attendance expectations and policy shared with parents-parents understand that attendance below 96% is not 'good' and is a concern, impacting on their child's progress.</p> <p>Termly newsletter for attendance to be circulated to parents celebrating attendance achievements and reminders about key messages regarding the attendance processes in school.</p>	<p>LH JS AS JH</p> <p>Teachers</p>	HT governors	Ongoing



		<p>Up to date attendance information is communicated through the school newsletter and term time dates are available on the school website and in every newsletter.</p> <p>Teachers talk to parents about the impact of absence on learning following any absence. Teachers support parents to understand that children 'MISS SCHOOL-MISS OUT' not only academically but socially too-impact on emotional wellbeing.</p> <p>Pupils feel welcomed back after absence and supported to catch up if needed to access new learning.</p> <p>Parent's evenings-attendance discussed in relation to progress.</p>			
	To raise pupils awareness of the importance of good school attendance.	<p>Expectations shared and linked to lost learning and progress.</p> <p>Termly certificates for high attendance -96%+ and PAs with increased attendance.</p> <p>Assemblies celebrate good attendance-intra year class competition with cup/certificate and prizes for winning class.</p> <p>Attendance board in hall used in assemblies to celebrate good school attendance.</p>	All staff LH-noticeboard	LH teachers	Autumn 2022



		<p>Teachers talk about attendance in class and in year group assemblies and keep referring to the link between good progress and high attendance.</p> <p>Badges for the end of the academic year.- for pupils at 96%+</p> <p>Well done attendance stickers will be given to pupils who have 96%+ attendance in any given week.</p>			
	Pupils enjoy coming to school	<p>Headteacher is always on the school gate in the morning to meet and greet children and parents.</p> <p>Welcome at the door by all staff with an individual meet and greet for all children- trauma informed approach used as appropriate for specific pupils e.g. high five. Teachers/TAs recognise positives as children come into the room .</p> <p>SLT on gates at home time to say goodbye to children-leave school on a positive every day.- LH TS JR NF</p> <p>Curriculum is well organised and engaging so that children build on prior learning to know and remember more.</p> <p>Curriculum journey is followed consistently so that the foundation</p>	All staff	LH AS JS JH	Autumn 2022



		<p>curriculum is not over reliant on writing, giving children opportunities for hands on/collaborative learning and focus on key vocab at the start of new topics</p> <p>Pupils are rewarded for their good attendance and all children receive awards</p> <p>Improved offer of extra- curricular clubs encourage children to attend school every day. Clubs are free for our disadvantaged pupils.</p> <p>Attendance awards and other achievements celebrated in assembly each week.</p> <p>Peripatetic music lessons during the school day- violin/drumming</p> <p>Continue with visits/visitors to enhance the curriculum despite financial challenges.</p> <p>Teachers always tell children about something exciting that is happening the following day, e.g. music teacher/Discovery time/PE so they look forward to coming in-'MISS SCHOOL- MISS OUT'</p> <p>Children to regularly show work to HT/DHT/SLT</p>			
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	<p>Absence monitoring processes are rigorous, consistent and support parents to improve attendance quickly when concerns are identified.</p>	<p>Robust first day absent procedures strengthened by FISO to do home visits/welfare checks if needed.</p> <p>HT/AO to monitor attendance weekly, contacting all PAs via call/ email.</p> <p>All PAS to be supported to improve attendance through an attendance support plan completed and monitored with JH</p> <p>FISO will work with schools to raise the profile of the importance of good attendance by offering strategies to school and families</p> <p>EH referrals made</p> <p>The attendance team to monitor medical absences and request evidence for appointments.</p> <p>A list of children whose parents need to produce medical evidence is maintained and is shared for any other office staff who take a call.</p>			
To reduce days lost to term time holidays	<p>Leave during term time will be considered on an individual basis. Parents can make a request due to exceptional circumstances. Parents will be reminded via Welcome meetings/Parents evenings/school newsletters etc that holidays are not an exceptional reason for leave of absence.</p> <p>No reference to 'holiday form' made by any member of staff</p>		All staff	LH	At reviews



	<p>School will regularly remind parents/carers of the fact that term time leave of absence requests are NOT authorised for holidays but that a request must be made for safeguarding purposes.</p> <p>LH to meet with all parents once a request for a term time holiday is made and will also meet with parents after a holiday has been taken. LH to highlight before the holiday is taken, all the work/events that a pupils will miss if they take a term time holiday.</p> <p>Penalty notices to be requested for all term time leave of absence.</p>	<p>All staff</p> <p>LH on newsletters</p> <p>Teachers remind at welcome meetings</p>	LH	Half Termly
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