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**Wharton Primary School**

**Attendance Action Plan**

**Whole School Approach**

**2024/2025**

The purpose of this action plan is to detail how we will promote 100% attendance in our school

throughout the academic year for all year groups.

A school year has 195 days, 39 weeks, and 3 terms.

Five days in each school years are training days for teachers (= INSET days)

Pupils attend school therefore for 190 days.

A school day is divided into two sessions. A pupil therefore should attend school for 380

sessions.

• One day off per school year means that a pupil has about 99.5% attendance.

• Ten days off per school year means that a pupil has about 94.7% attendance.

• Twenty days off per school year means that a pupil has about 90% attendance

• 90% attendance means 4 whole weeks off school

**New DFE guidance**

*Improving attendance is everyone’s business. The barriers to accessing education are*

*wide and complex, both within and beyond the school gates, and are often specific to*

*individual pupils and families. The foundation of securing good attendance is that school*

*is a calm, orderly, safe, and supportive environment where all pupils want to be and are*

*keen and ready to learn.*

*Schools and partners should work with pupils and parents to remove any barriers to*

*attendance by building strong and trusting relationships and working together to put the*

*right support in place. Securing good attendance cannot therefore be seen in*

*isolation, and effective practices for improvement will involve close interaction*

*with schools’ efforts on curriculum, behaviour, bullying, special educational needs*

*support, pastoral and mental health and wellbeing, and effective use of*

*resources, including pupil premium. For the most vulnerable pupils, regular*

*attendance is also an important protective factor and the best opportunity for needs to*

*be identified and support provided. There is no doubt that early intervention with families*

*who tolerate low levels of attendance will address these patterns and prevent the children*

*becoming disengaged from school.*

*It cannot solely be the preserve of a single member of staff, or organisation, it*

*must be a concerted effort across all teaching and nonteaching staff in school,*

*the trust or governing body, the local authority, and other local partners.*

*Improving attendance in our school, particularly of those pupils who miss a lot of school,*

*will lead to a reduction in pupils becoming irredeemably PA at secondary school. The*

*threshold for persistent absence is 10%. This is to ensure that schools and local authorities*

*work together to put additional targeted support in place to remove any barriers to*

*attendance and reengage these pupils*

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| **Target** | **Action** | **By who** | **By when** |
| To develop and maintain a whole school culture that promotes the benefits of 100% attendance by setting clear expectations for parents, pupils, and teachers. | Review of Policy to ensure that approach is in  line with DfE guidance ‘Working Together to improve School attendance. LINK Attendance Policy.  Attendance staff meeting- share updated policy, sharing of expectations for Parents,  Pupils & Teachers  Daily Attendance returns DfE – statutory requirement.  Parental engagement/communication-  Website to be updated attendance  expectations made clear, impact of poor attendance on attainment, current incentives, sanctions, procedures, statistics published etc.  Information to be regularly shared with parents via Parent Pay- term date reminders and Attendance expectations.  Yearly data collection sheets to be sent out to ensure we have up to date contact details for parents and two contact numbers (in line with safeguarding requirements).  Class incentives and rewards | Ms Fielding- Head Teacher  Miss Bethany- Family Liaison and Attendance Lead  Lynda Cairns- Attendance Governor  Office/Admin    Class Teachers/Office/Miss Bethany  Office  Office  Class Teachers and Ms Fielding | Ongoing |
| To reduce percentage of children who are classed as persistently absent. | LINK first day response procedure-  A message is sent to the first parental contact for an absent child by 9.30 am (this will be sent via Arbor)  - If there is no response by 10 am, the school will phone emergency contact numbers for the family to attempt to establish the cause of absence.  - If by 10.30 am, no contact has been made with any of the named contacts, a welfare visit will be undertaken.  Early identification of children at risk of persistent absenteeism.  Data collection- PA, vulnerable groups.  Analyse PA data and impact on attainment for vulnerable students to identify more precisely the barriers to attending school.  Regular Home visits  Early identification of  pupils at risk of becoming PA.  Early intervention to identify reasons for absence and barriers to attending.  Where a child is PA there will be  a clear plan of action to  improve.  Early Intervention -Attendance Support.  Early Help / Parental Signposting -School to encourage families to engage with Early Help processes, effective signposting for parents to  outside agencies as appropriate.  Consideration if further interventions/referrals are required in line with Safeguarding procedures and thresholds.  EWO Involvement - Identification of pupils, families’ not engaging with school based support –EWO to consider further  legal action. | Miss Bethany/Office /Safeguarding Team  Miss Bethany/EWO  Miss Bethany/Class Teacher  Miss Bethany- support from Mrs Lane, Mrs Richardson, Mrs Carr or EWO.  Miss Bethany/Class Teacher/TA support/EWO  Miss Bethany/Safeguarding Team  Miss Bethany and Ms Fielding.  Miss Bethany and EWO Andrew Connaughton | Ongoing |
| Targeted interventions for PP/SEN and vulnerable cohort. | Free breakfast club offered to PP/SEN and vulnerable cohort- via PP Budget.  Walking bus  Lunch time support, praise and conversations to identify attendance barriers and areas of support. | Miss Wylie and Mrs Baxtor  Mrs Making | Ongoing |
| Establish strong relationships with parents and families to identify any emerging needs or barriers. | Morning gate- be present in the morning to speak to parents and welcome children into school.  Late door- Welcome children in positively, try to establish reason for lateness and offer/ signpost support where needed.  Regular meetings/phone calls with parents  Engagement with local authorities and other external agencies and partners- Social Care, Early Help and Youth Support Service.  Coffee Mornings | Ms Fielding, Miss Bethany, Mrs Lane and Mrs Carr.  Miss Bethany and Michelle Harden  Miss Bethany  Miss Bethany/Safeguarding Team  Mrs Richardson/ Mrs Carr | Ongoing |