All Saints Church of England Primary School – Attendance Strategy 2024-25

The strategy below is based on the most up to date guidance from the DfE in their publication entitled 'Working Together to Improve School Attendance' (August 2024). In the guidance it states clearly that successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. As such our strategy is based on this and the 6 principles set out below by the DfE.

<table>
<tr><th colspan="4">Attendance strategy</th></tr>
<tr><td rowspan="2">Tier 1- Expect
Aspire to high standards of attendance from all students and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school</td><td colspan="2">Whole School- Attendance is everyone's responsibility!
1a. Staff understanding
○ All staff understand the role which they play in driving improvements in attendance
1b. Form/assembly
○ Attendance visuals in all classrooms to develop common language
○ Weekly class time discussions
○ Hold conversations with students regarding absence
○ Discuss the importance of excellent attendance linked to student progress
○ Share any relevant information with the Pastoral Team/Attendance Team
○ Record any cause for concerns on CPOMS in line with the Safeguarding and Child Protection policy.
○ Weekly Arbor App messages sent to parents for previous weeks attendance
○ Weekly Attendance assemblies, with attendance money given out to winning classes
1c. Regular communications with parents
○ <u>Half termly communications with parents (praise and/or concern</u>)</td><td rowspan="2">All</td></tr>
<tr><td>Tracking and Monitoring
○ Weekly Achievement Assembly
○ Arbor checks for 100% awards
○ Class walkthrough</td><td>Quality Assurance
○ Half termly screen of 100% awards on Arbor (AL)
○ Half termly check
○ Half termly class walkthrough (AL/AHT/HT)</td></tr>
<tr><td><u>Tier 2- Monitor</u>
Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.</td><td colspan="2">2a. Attendance Team (AL & AA) to review attendance every two weeks
○ AL to develop existing attendance tracker to outline clear escalations
○ AL/AA meet every two weeks to discuss escalations
○ Action 1: AL/AA to update on: Year group attendance/PA to date, dis v non-dis, male v female gap, SEND v no SEND
○ Action 2: Review actions from the previous meeting
○ Action 3: AL/AA update on disadvantaged students' attendance (focus on barriers) and prioritise action
○ Action 4: AL/AA to update on attendance and actions for the year group based on the agreed escalations
○ Action 5: AA (Attendance Administrator) checks the tracker has been updated for all year groups
AA to distribute letters as per the tracker and update the columns to confirm which letters have been sent (Y-green).
○ Action 6: AL to meet with SENCO twice per half term to look at key students</td><td>All</td></tr>
</table>

<table>
<tr><td></td><td>Tracking and Monitoring
○ Attendance meeting every two weeks</td><td>Quality Assurance
○ Calendared meetings AL/AA
○ Review of requested actions (AL/AA/AHT)
○ Review of follow-up actions (AL/AHT)</td><td></td></tr>
<tr><td><u>Tier 3- Listen and understand</u>
When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.</td><td colspan="2">3a Contact with parents and the student to explore barriers to offer support
○ Calls to parents
○ Meetings with key students
○ Liaison with SENCO
○ Exploration of medical/alternative provisions
○ Home visits (AL to pull the data and visit where required)
○ Monday (AL/AA)
○ Wednesday/Thursday – (AL/AA)
▪ Trigger for home visits
• 3 consecutive days of unauthorised absence
• 5 days continuous absence without medical proof
• Visit on each home visit cycle for children CP/CIN/ vulnerable (students we need to know)

Proactive work by the team to ensure that we can intervene quickly with parents/students to get students back into school as quickly as possible.</td><td>90-95%</td></tr>
<tr><td></td><td>Tracking and Monitoring
○ AL/AA - actions to be logged on the attendance tracker and reviewed every two weeks</td><td>Quality Assurance
○ Review of actions logged on the attendance tracker every two weeks</td><td></td></tr>
<tr><td><u>Tier 4- Facilitate support</u>
Remove barriers in school and help students and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.</td><td colspan="2">4. Support strategies
○ 4a. Attendance concern letters – Stage 1
○ <u>Letter 1</u> - A pupil’s attendance falls below target of 95% - a two week monitoring period commences
○ <u>Letter 2</u> - Sent after 2 weeks if no improvement since Letter 1
○ If attendance does not improve a FPN will be requested - £60 per parent, per child.
○</td><td>Below 90%</td></tr>
<tr><td></td><td>Tracking and Monitoring
○ Actions to be logged on the attendance tracker
○ AL/AA discussion every two weeks in attendance review meetings
○ AL/AHT to set up intervention groups with key staff - data pulled every two weeks</td><td>Quality Assurance
○ Review every two weeks in attendance meeting- AL/AHT
○ Review of whole school data to review impact on actions- AL/AHT/HT</td><td></td></tr>
<tr><td></td><td colspan="2"></td><td></td></tr>
</table>

<u>Tier 5- Formalise support</u> Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.	**5. Formalising support** ○ **5a. <u>Letter 3</u> - invite to School Attendance Panel (SAP)** (AL/AHT/HT) **–** 3-week attendance target set ○ **<u>Please note – dates for any SAP meetings held and the review dates should be logged on the SAP meeting tab in the attendance tracker</u>** ○ **5b. <u>Letter 4</u> - SAP review meeting** (AL/AHT/HT) – further 2-week target set, if ongoing concern inform parents that it will escalate to a final SAP which could lead to legal intervention. ○ **5c. <u>Letter 5</u> - Final SAP** (AL/HT) final targets set and legal intervention to follow if the targets are not met. ○ **5d. Fast Track** – 3 cohorts per academic year (cohort 1- HT1-2; cohort 2- HT3-4; cohort 3- HT5-6) ○ Students with 10 unauthorised absences within a 12-week period will be placed on the Fast Track initiative ○ AL to set up monitoring groups and oversee the FT process ○ Fast Track consists of three stages: ▪ ***Letter 6 - Fast Track 1*** – Informing parents of 12 week monitoring in line with the LA protocol. ▪ ***Letter 7*** - **Fast Track 2 (AL)-** No improvement in attendance after 20 days (4 weeks), parents invited in for a formal meeting and the Attendance Panel meeting paperwork is completed. Letter 8 is issued to the parent/carer in this meeting if attendance remains a concern. ▪ ***Letter 8- Fast Track 3 -*** Informing parents they are at risk of a penalty notice if attendance does not improve. ▪ Fixed penalty notice requested **(AL).** ○ **5e. Case work** – allocation of 3 key families for Bradford Attendance Officer with more **complex needs/barriers** ○ Case work will commence for students who fall into this category. ○ Case work will be conducted by BAO with students when their attendance is below 80% ▪ Conduct a Student Attendance Panel Meeting **<u>(BAO/AL),</u>** which outlines expectations of the legal intervention process and clearly sets out targets. ▪ Send a copy of the minutes to the parent/carer. ▪ Monitor the attendance, ensuring all communication is logged clearly on CPOMS. ▪ Communicate with parent/carer e.g. progress or concern ▪ Complete the necessary paperwork (legal intervention) ▪ Liaise with the local authority when paperwork is submitted to monitor the progress of the application	**Below 90%** **Below 80% (PP/SEND focus)**

<table>
<tr><td></td><td>Tracking and Monitoring</td><td>Quality Assurance</td><td></td></tr>
<tr><td></td><td>Fast Track
○ AL to track student attendance every 20 school days on the attendance tracker
○ AL to administer letters in line with the student's attendance progress
Case work
○ AL/BAO will be responsible for the monitoring of the legal proceedings with the support from the Bradford Attendance Team.</td><td>Fast Track
○ AL/BAO to review the tracker and agree on escalations

Case work
○ AL/BAO to discuss progress in attendance meeting every two weeks</td><td></td></tr>
<tr><td rowspan="3"><u>Tier 6- Enforce</u>
Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the student's right to an education.</td><td colspan="2"></td><td rowspan="3">Below 90%</td></tr>
<tr><td colspan="2">6. Enforce – AL to submit fixed penalty notices and legal intervention requests when all other strategies have failed.</td></tr>
<tr><td>Tracking and Monitoring
○ Intervention request logged on attendance tracker
○ AO/BAO to monitor progress of submissions</td><td>Quality Assurance
○ Bespoke meeting to review paperwork before submission</td></tr>
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Concern escalation summary

Key term: SAP- School Attendance Panel meeting

This is a meeting in school with the Attendance Lead and another member of the Senior Leadership Team to agree support and set targets.

- **Letter 1-** Attendance concern (<94%) - **We are concerned about your child's attendance**
- **Letter 2-** Attendance concern (<92%)- **We continue to be concerned about your child's attendance**
- **Letter 3** – invite to SAP meeting (<90%)- AL/AHT/HT
- **Letter 4-** invite to SAP meeting review- AL/AHT/HT
- **Letter 5-** invite to final SAP meeting – last step before legal intervention (AL/HT)

Fast Track – Students with 10 unauthorised absences within a 12-week period will be placed on the Fast Track initiative, in line with the local authority.

- **Letter 6-** Fast Track 1- outline attendance concern and 12-week monitoring
- **Letter 7-** Fast Track 2 - invite to SAP - AL
- **Letter 8-** Fast Track 3 - Penalty Notice Warning – AL

Case work – complex attendance concern - <80% (targeting PP/SEND)