

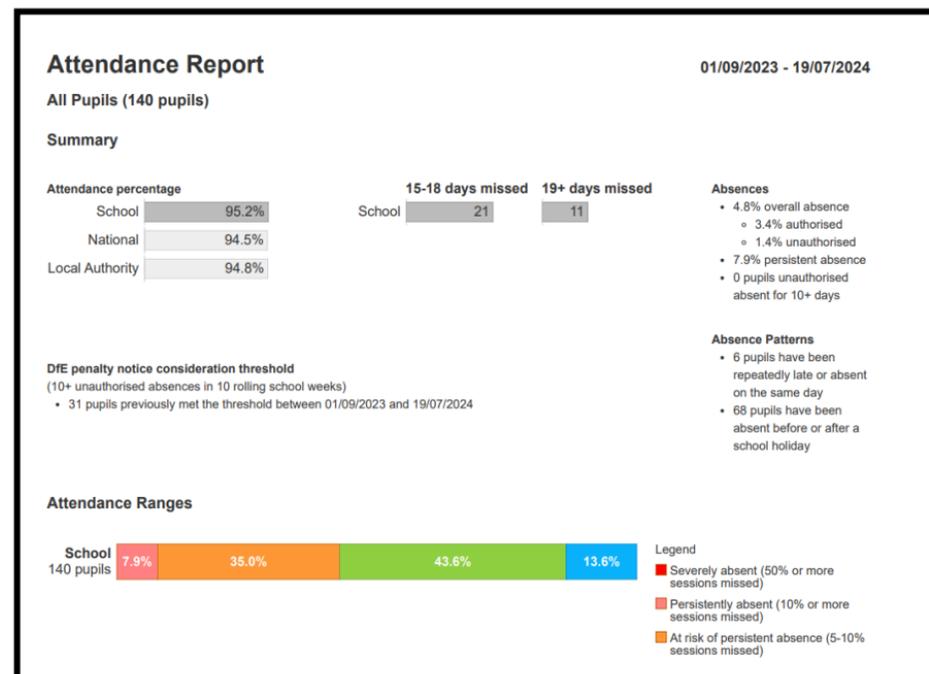
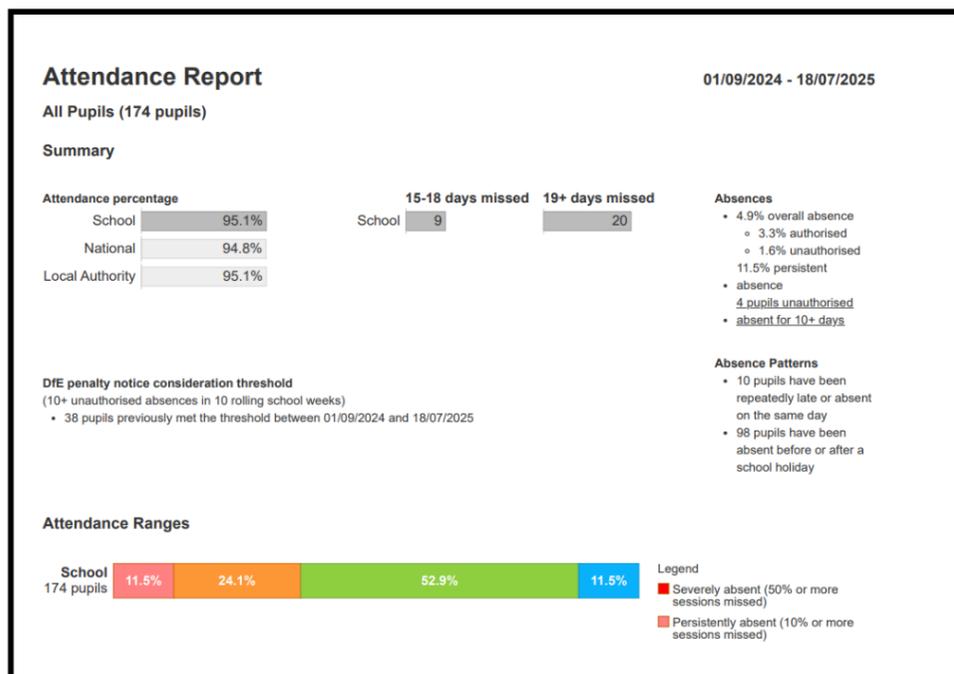
Attendance Action Plan - 2025-2026



Attendance Lead: Lucy Barallon

At Walton on the Hill Primary School, we expect children to attend school every day, as long as they are fit and healthy enough to do so. Excellent attendance and punctuality are important if children are to benefit from everything school has to offer. Regular attendance at school is fundamental for children to be successful. School education lays the vital foundations of a child’s life and research clearly demonstrates the link between regular attendance, punctuality and educational progress and attainment. Parents and carers and the school staff are partners in making this a success and this partnership is very important to the school. As a school, we will encourage parents and carers to ensure that their child achieves maximum possible attendance and that any problems that prevent this are identified and acted on promptly.

Historic Attendance Data:



We set ourselves a whole school attendance target of 96% for the end of the 2024-2025 academic year. We ended the year at 95.1% which was broadly in line with 95.2% of the previous academic year. Our whole school target for this year is 96.5%. Our primary concern is the increase in the number of persistent absentees - those under 90% - which was 7.9% in 2023-24 but 11.5% in 2024-25. We need to ensure there are more regular attendance focussed meetings with families whose attendance is particularly low. The second significant concern is the attendance of children in receipt of pupil premium – last year the cumulative attendance for that group was 89.3% which is significantly lower than the whole school cohort. The national figure for children receiving FSM was 89.4% so we need to ensure those numbers improve significantly. The data trend for that group shows the gap widening at the beginning of November so we need to ensure communications and messaging are targeted proactively in the Autumn term to ensure the same patterns do not repeat this academic year. The cumulative attendance for SEND was 92.4%, again significantly lower than the whole school cohort and a further pupil group to focus on. We have reviewed the data for our looked-after and previously looked-after pupils. This is a small cohort of two pupils, both of whom have EHCPs and are therefore also included within our SEND group. Positively, we are better able to track attendance than we ever have been and have effective systems in place to interrogate the data more effectively using *Insight* and *CPOMS*.

Objective:	Action:	Person(s) responsible:	Monitored by:	Timescale:	Outcome:
<p>To develop and maintain a whole school culture that promotes the benefits of high attendance by setting clear expectations for parents, pupils and teachers.</p>	<ul style="list-style-type: none"> Review of policy to ensure that approach is in line with DfE guidance 'Working Together to improve School attendance'. Daily attendance returns DfE – Statutory requirement. DfE training – Attendance Lead to engage in DfE training. Staff INSET Sept 25 – Update to staff on last year’s attendance data and target for this year. Governor Meeting Sept 25 – Update to governors on last year’s attendance data and target for this year. Initial attendance meeting with Attendance Lead, Headteacher and Chair of Governors Oct 25 – Discuss attendance action plan. Attendance staff meeting Nov 25 – Policy updates, sharing of expectations for parents, pupils and staff. Parental engagement/communication - Website to be updated (attendance section) with expectations made clear, impact of poor attendance on attainment, current incentives, procedures, statistics published etc. Weekly attendance bulletin – Weekly class attendance to be sent to parents via Dojo/put on attendance noticeboard. 	<p>Attendance Lead</p> <p>SLT</p> <p>SENCo</p> <p>Inclusion Leads</p> <p>Teachers</p> <p>Governors</p> <p>Attendance Officer</p>	<p>Attendance Lead</p> <p>SLT</p>	<p>Autumn Term</p> <p>Ongoing</p>	<ul style="list-style-type: none"> For attendance to be high priority for parents, pupils and teachers. Parents, pupils and teachers to be informed of expectations around attendance/procedures in place. Clear, consistent absence procedures.

	<ul style="list-style-type: none"> • Half-termly meetings with link Governor – Discuss procedures, updates and data. • Attendance will be referenced in performance management reviews, pupil progress meetings, SEND support meetings, parent consultations, school reports and assemblies. • Early identification of children at risk of persistent absenteeism – Appropriate communication (meeting/letter) with parents in line with school policy. • Benchmark attendance data against national/peer school data. • Meet with SENCo to analyse SEND data (identifying any trends and patterns) and provide supportive measures to support attendance. 				
<p>To continue to improve whole school attendance with the target of 96.5%.</p>	<ul style="list-style-type: none"> • Audit of current first day response systems to ensure system is robust. Day 1 - unauthorised absence – call home/home visit as appropriate. • Letter to be sent to parents of children classed as PA in Summer 25 with letter outlining impact of poor attendance. • All classroom staff work proactively with Attendance Lead and SENCO when disadvantaged pupils’ attendance dips below 96%. • Class teachers will be updated by Attendance Lead with a class list of attendance % for their class with PA and marginal children highlighted so that this can be acted upon as soon as possible and in class support can be put in place. Class teachers to have the early informal conversations around absence and feedback to Attendance Lead. • Attendance Lead to generate and analyse whole school, PA, marginal data including vulnerable groups, e.g. SEND. (monitoring and tracking trends). • Attendance Lead to discuss data in weekly SLT meeting (attendance to be weekly agenda point). • Whole class attendance will be high profiled through a regularly updated noticeboard including attendance facts and figures, class attendance data, pupil voice around the importance of attending school. 	<p>Attendance Lead</p> <p>Class Teachers</p> <p>SLT</p> <p>Admin Team</p> <p>Attendance Officer</p>	<p>Attendance Lead</p> <p>SLT</p>	<p>Ongoing</p> <p>Weekly/half-termly meetings to review progress/actions.</p>	<ul style="list-style-type: none"> • Clear, robust systems around attendance. • Parents to be aware of their child’s attendance across the year. • Early identification of pupil absence. • Early intervention support. • Teachers have an improved awareness of PA and marginal pupils, putting in class-based support. • Attendance Lead has a clear oversight of trends and patterns and impact on whole school attendance.

	<ul style="list-style-type: none"> • Launch of campaign – ‘Every Minute Matters’ (posters, assemblies, posts on Dojo). • Rewards / recognition for high attendance – Class with highest attendance each week displayed on attendance noticeboard, announced in assembly, awarded 5 class Dojo points and given 10 minutes of extra playtime for that week. 				
To reduce the percentage of children who are classed as persistently absent.	<ul style="list-style-type: none"> • Early identification of children at risk of persistent absenteeism – Appropriate communication (meeting/letter) with parents in line with school policy. • Data collection of marginal, PA, vulnerable groups, e.g. SEND. Staff have direct access to attendance data on <i>Insight</i>. • Analyse PA data and impact on attainment for vulnerable students to identify more precisely the barriers to attending school - Share with staff at an attendance staff meeting). • Develop a Walton Graduated Response with regards to ‘Unauthorised Absence’ – In line with new guidance (see policy). • Identification of target pupils to receive individual support – Development of Attendance Support Plans. • Consistent daily, weekly, half-termly/termly incentives/rewards for 96.5% above as well as most improved attendance form targeted groups (PA/marginal). Focus on improved attendance in addition to 100 %. • Early Help/Parental Signposting - School to encourage families to engage with Early Help processes, effective signposting for parents to outside agencies as appropriate. • EWO Involvement - Identification of pupils, families not engaging with school-based support. Referrals to be completed to EWO to consider further legal action. 	Attendance Officer Attendance Lead SLT EWO	Attendance Lead SLT	Ongoing - weekly review meetings by Attendance Lead Review at the end of each half-term to assess progress and actions for the next half-term.	<ul style="list-style-type: none"> • Early identification of pupils at risk of becoming PA. • Early intervention to identify reasons for absence. • Parents are aware of both school-based and outreach support available to them. • Where a child is PA there will be a clear plan of action to improve attendance through use of attendance support plans which can be referenced for accountability.

<p>To improve punctuality of persistently late children.</p>	<ul style="list-style-type: none"> • Incentives - Class Dojo to be used to reward good punctuality. • Punctuality data to be analysed weekly, letters sent and meetings arranged to prevent future lateness. • Identify punctuality patterns - If there is a pattern of lateness (3 or more consecutive lates), call will be made to parent by Attendance Lead to offer support. Admin Team to support in tracking/communicating these patterns. • Attendance/Punctuality support plan will be generated for target pupils and families. 	<p>Admin Team</p> <p>Teachers</p> <p>Attendance Lead</p> <p>Attendance Officer</p>	<p>Attendance Lead</p> <p>SLT</p>	<p>Ongoing - weekly review meetings by Attendance Lead</p> <p>Review at the end of each half term to assess progress and actions for the next half term.</p>	<ul style="list-style-type: none"> • Early identification of patterns of punctuality.
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