



EVELYN CP SCHOOL

WHERE

ATTENDANCE

MATTERS ALL DAY,

EVERY DAY



RATIONALE



At Evelyn C.P School, we aim to educate our children in all aspects of school life. We strongly believe that when children regularly attend school, they develop socially, culturally, morally, spiritually and emotionally as well as academically.

The Staff at Evelyn hold high attendance as an important element in the life of our school. Our aim is to ensure that the importance of good attendance is passed on to children and parents and that pupils realise they are valued, welcomed and wanted in school.

Attendance and Punctuality are vital as they impact on learning, as well as being life skills. Our whole school attendance policy supports our belief that 'Attendance Matters, All Day, Everyday'.

We regularly monitor attendance and when this falls below the current DfE target of 96%, we have a clear support system in place to support our families to make improvements.

Where more specific problems arise with attendance, we carefully manage each family with care and respect, providing information, support and guidance to help children to return to school.

Attendance Lead:

Well-Being Counsellor and

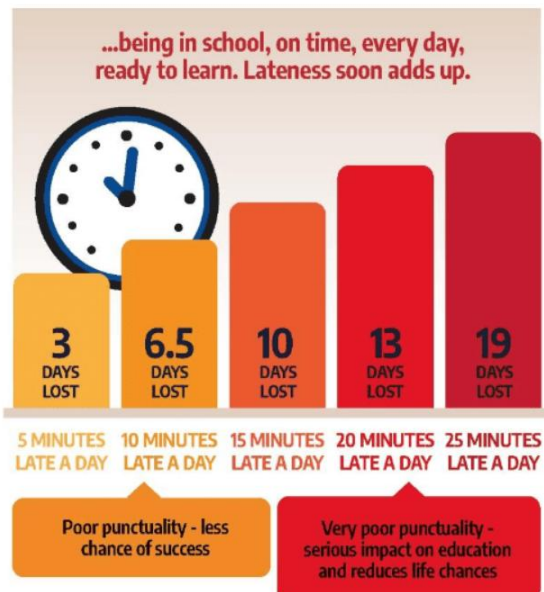
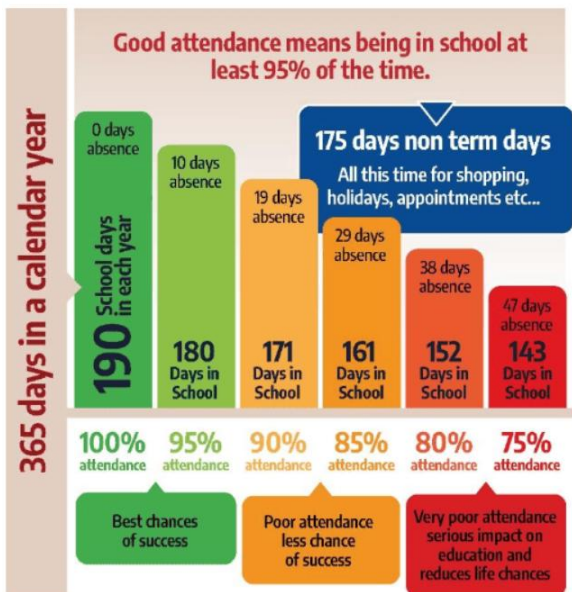
Attendance Support:

Mrs Critchley

Ms Duffin

DID YOU KNOW? A two-week holiday in term time means that the highest attendance you can achieve is **94.7%**

DID YOU KNOW? A child who is 15 minutes late each day, will have missed a full 2 weeks of school in one year.



THE FACTS



Post-Covid rates of absence, particularly where attendance has been a struggle historically are very concerning. Specific groups, such as those eligible for free school meals (FSM) or those with special educational needs (SEND) have been affected the most.

Evidence suggests that almost two thirds of children are missing between 5-15% of school. Improving attendance for this cohort can have a huge impact on whole school and national attendance rates, which will in turn improve the attendance of this group.

Missing lessons leaves children vulnerable to falling behind, gaps in learning starting to appear and reduced self-confidence.

If children regularly miss school whilst at primary school, research has proven that this will continue into secondary school. This in turn will impact on their GCSE grades, restricting their pathway into higher education or employment.

Our 'Student Exit Profile' commits to developing children socially, emotionally and morally amongst other areas. Therefore, we aim for all children in our care to achieve in all of these areas.

Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.

Increased absence can also lead to children feeling isolated from their peers. Their ability to interact socially can be affected and they are more susceptible to becoming victims of crime.

We are very aware that there may be other factors that can impact on a child's attendance. In these instances, we aim to provide the right level of care and support for these children.

We are committed to working with each family, treating them as individual cases, to minimize absence from school.

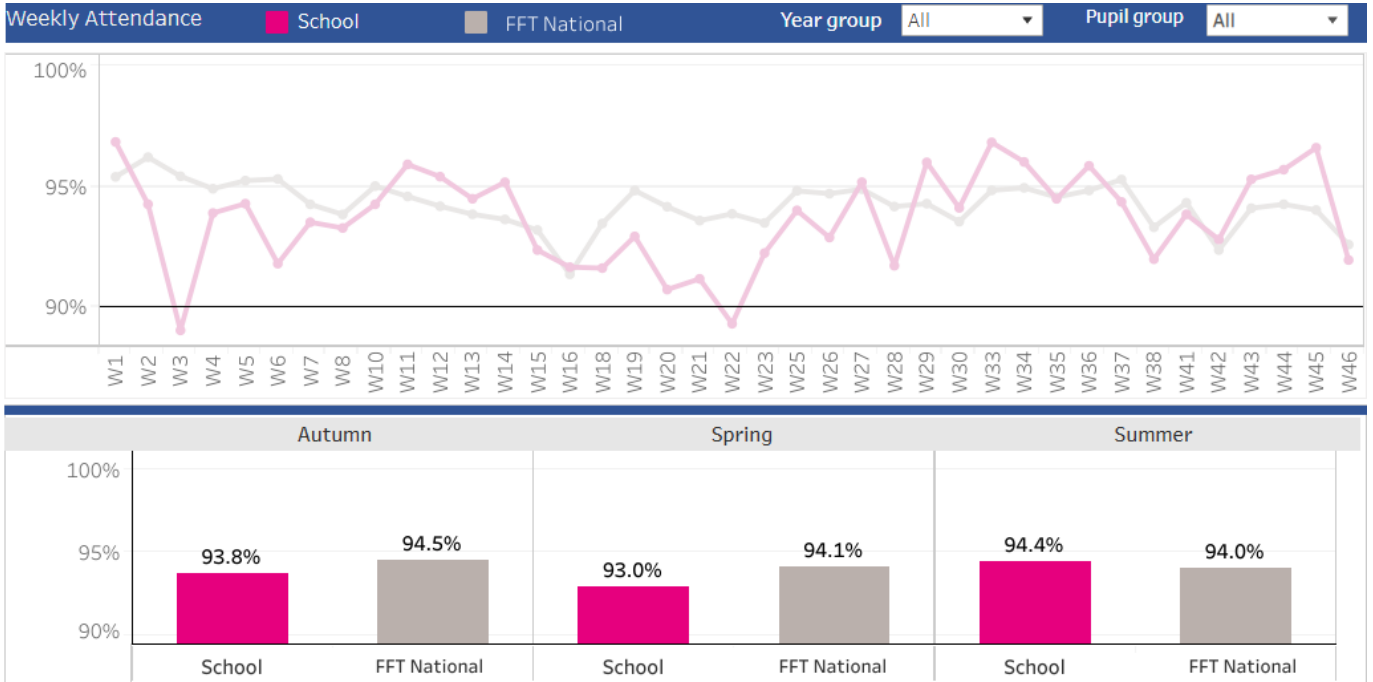


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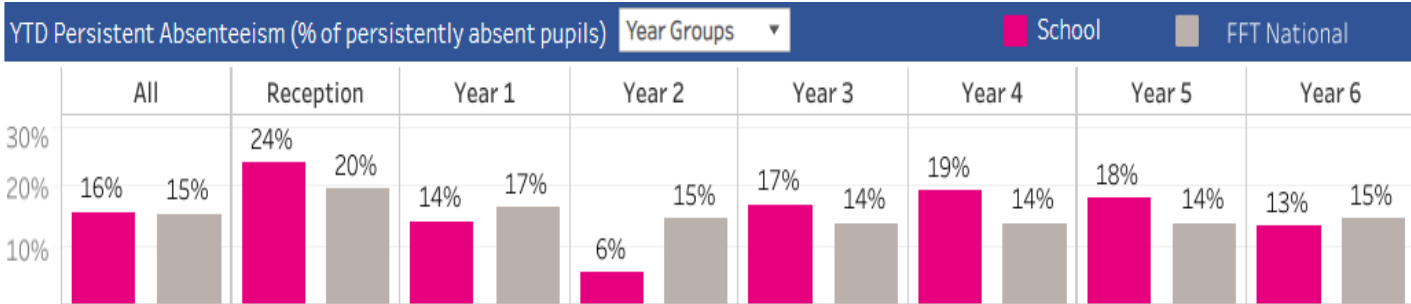
How is our school performing?



Evelyn attendance linked to schools nationally:



Evelyn persistent absenteeism linked to schools nationally:











We regularly monitor attendance across the school. This is then compared with local and national schools to see where we are in relation to them. Persistent absentees are supported by staff to identify routes for returning to and maintaining good attendance at school.

ADDRESSING BARRIERS



If we address the barriers that our children and their families have, we firmly believe that this will lead to:

	Increased attainment socially, emotionally, academically and morally.
	A greater ability to build friendships and interact with peers.
	Improved mental health and well being.
	Happy and enriched life experiences full of hope and opportunity.
	Increased chances of attending further or higher education or apprenticeships.
	Being prepared for the 'world of Work' and the demands it presents.
	Reduced demand for support services and interventions.
	Reduced risk of falling into anti-social behaviour, child exploitation and abuse.

WHO SUPPORTS US?



Supporting children to attend school is the responsibility of EVERYONE!

There are many agencies available that work alongside our school staff to help children and their families.

These are:

HeadTeacher
Well-BeingCounsellor
BereavementCounsellors
SENDCo
Thrive
Staff
Peers
Parents
SchoolNurse
ELSAsupport
AttendanceOfficers
ListeningEar
SocialCare

We firmly believe that when teams, services, families and schools work together, with the child being the main focus, we can make a difference and change attitudes where attendance is concerned.



LEVELS OF SUPPORT



95%+

L1 - On track for excellent attendance. Keep it up and you could win an award at the attendance assembly.

91%-
94%

L2 - Your attendance has fallen below the expected DfE guidance percentage. Please try to improve it during the next term.

90%

L3 - You are now considered to be a 'Persistent Absentee' and must improve your attendance.

85% -
89%

L4 - You are persistently absent and we will be asking our attendance support mentor to work with you.

-85%

L5 - Your attendance hasn't improved so you will now be supported by a member of the Senior Leadership Team or a referral will be made to the local authority.

HOW WE SUPPORT YOU



L1 –We celebrate your attendance, enter you into a weekly prize draw if your class attendance is above 95%, present you with attendance certificates and encourage you to maintain your attendance record throughout the year.

L2 – We will send a letter to your parents to explain that your attendance is now a concern. We will offer our support if it is needed to help you improve your attendance. We will look at your attendance and identify patterns of absence over each term.



L3 – We will now speak to your parents and create a bespoke programme of support for you. We set a target for your attendance and work with you to achieve it. If needed, we will put you in touch with one of our external partners for additional support.

L4 – We will be in constant contact with you and your parents. This will be via phone calls, face to face meetings or in some circumstances home visits. We may also set up an Early Help Support Plan or make a referral to Social Care if needed. Our aim is to help you to: return to school, improve your attendance and access the curriculum.



L5 – At this stage, if your attendance is still classed as being ‘Persistently Absent’ and interventions from staff, attendance support and social care have not been effective in improving your attendance, we will potentially have to refer you to our Multi Agency Support Hub (MASH) team and ask the Police to carry out a welfare visit. This is a last resort if all other support offered has failed to return you to school to improve your attendance.

WHAT WE EXPECT

	+95% All Pupils	+91-94% At Risk Pupils	-90% P A Pupils
Families	<ul style="list-style-type: none"> - Attend school daily - Notify school if absent - Request absence only in exceptional circumstances - Attend medical appointments out of school hours 	<ul style="list-style-type: none"> - Communicate clearly with school so barriers to attendance are identified - Engage with support offered to prevent more formal steps being taken 	<ul style="list-style-type: none"> - Work alongside the school and Local Authority to ensure all parties are aware of barriers to attendance - Commit to engaging with any formal support offered
School	<ul style="list-style-type: none"> - A clear, comprehensive policy - Promote benefits of good attendance - Designated attendance champion - Celebration of good or improved attendance 	<ul style="list-style-type: none"> - Use data to identify children at risk of poor attendance - Work with pupils to identify reasons for absence - Address in school barriers - Take a multi-agency approach to improving attendance 	<ul style="list-style-type: none"> - Targeted support to address barriers including working with external agencies - Communicate formally with families being clear about potential legal action - Where there are safeguarding concerns communicate with social services
Local Authority	<ul style="list-style-type: none"> - School attendance support team established - Named point of contact for attendance - Share good practice with other schools 	<ul style="list-style-type: none"> - Provide access to services for pupils who are at risk of persistent absence - Set up Early Help Assessment where appropriate - Take an active role in multi-agency working 	<ul style="list-style-type: none"> - Work jointly with school to provide formal support - Work with families, schools, social care and safeguarding partners - Enforce attendance through legal action if required