

Attendance Strategy – Springside Primary School

MAT Wide target for attendance

- Schools across the trust take collective responsibility for improving school attendance with a consistent response to planning.
- Overall attendance improves, and levels of persistent absence reduce.
- Children are safeguarded because they attend school regularly and any issues are identified and responded to at the earliest opportunity.
- Parents understand the contribution they can make to their child's wellbeing, achievement, and good attendance, and know where to go to access help and support.

Springside Focus: To ensure whole school attendance is above national (Target 96%) and improve attendance for children who are classed as vulnerable – particularly children with SEN, including those with an Education and Health Care Plans (EHCPs) and those on Free School Meals.

Problem (why?)	Intervention Description (what?) What must happen and what will it look like?	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (and so?)	Evaluation
<p>Attendance nationally has significantly declined and as a school this has been a concern.</p> <p>School attendance 2025-26 – 95.0% (national 94.7%).</p> <p>Whole school attendance is slightly above national but the target for 2025-26 is 96%</p> <p>Attendance of children who are SEN support has fallen from last year – 95.1% to 94.0% and this percentage is also below national average.</p> <p>Attendance of children with EHCPs has improved but is still well below national average.</p>	<p>Active ingredient 1- Attendance Policy and Procedures</p> <p>Make attendance a higher priority in pupils', parents' and teachers' minds:</p> <ul style="list-style-type: none"> • Our attendance policy was updated this (Sep 26) year with clear expectations and a graduated response to non-school attendance. Re-share this policy with parents and staff. • Analyse our attendance data for vulnerable students to identify more precisely the barriers to attending school. • Send letters to all families where attendance was below 90% last academic year • Throughout the year, send letters to parents when a child's attendance falls to 92% or below • Arrange parent meetings where attendance is becoming a concern • Work with Bury EWO (Termly meetings) to discuss attendance data 	<p>Training</p> <ul style="list-style-type: none"> • Continue training for our attendance leads • Continue training for SLT and office staff on the new attendance requirements and attendance codes which came into effect in Aug 2024 • Head or attendance lead to attend termly LA attendance forums • Head or attendance lead to attend DfE attendance online information sessions • Head or attendance lead attend MAT Attendance round table • Head to meet Attendance Link Governor termly 	<p>Short term</p> <ul style="list-style-type: none"> • Updated attendance policy – Sep 26 • First-day response happening 100% of the time. • SLT and attendance lead work with families to take action when attendance starts to fall • Children have a better understanding of the importance of attending school and are rewarded for good attendance. <p>Medium Term</p> <ul style="list-style-type: none"> • Better understanding of the barriers some children are facing and children and families being supported • Families (including EYFS parents) understand the 	<p>Long term</p> <ul style="list-style-type: none"> • Attendance is in line with or above national average of 94.7% (Target 96%) • Attendance of children with EHCPs is in line with national average of 94.7% • Attendance of children on FSM is in line with national average of 94.7% • Attendance is seen as everybody's responsibility in school and the profile of attendance is high. 	

<p>School attendance 2025-26 – 89.4% (88% in 2024-25) 0 children in this category are classed as severely absent but 3 children out of 10 are classed as persistently absent.</p> <p>Attendance of children on free school meals has declined. School attendance 2025-26 – 92.0% (92.4% 2024-25)</p> <p>School</p> <ul style="list-style-type: none"> Attendance does not have a high profile with the children. Data is not shared with children often enough and there are not enough rewards for good attendance. As a staff, we do not see attendance as 'everybody's responsibility' Poor attendance habits are being created in EYFS which then leads 	<p>and interventions to put into place</p> <ul style="list-style-type: none"> Ongoing education of pupils and parents around the importance of attendance and the impact that it has - info sessions for parents, letters home and assemblies. Create attendance specific rewards Analyse EYFS data and improve communication with EYFS parents to prevent bad attendance habits forming <p>Active ingredient 2- Relationships with parents</p> <p>Improve communication so that parents are aware of their child's attendance and put interventions into place for those whose attendance is at risk of being below our school target</p> <ul style="list-style-type: none"> Regularly share whole school attendance data with children and parents Include attendance information on half termly newsletters Send letters to all families where attendance was below 90% last academic year 	<p>Monitoring activities</p> <ul style="list-style-type: none"> Weekly monitoring by Head and Attendance Lead and regular updates to admin staff where appropriate Half termly data analysis for all vulnerable groups Termly reporting to Governors <p>LA & Trust Support</p> <ul style="list-style-type: none"> Attendance Lead or HT attend MAT attendance group that meets half termly to share good practice and offer CPD for attendance teams Engage with Bury attendance support officer and meet half termly to look at data and get support with actions needed. 	<p>negative impact of absence upon their child's academic attainment.</p> <ul style="list-style-type: none"> All staff in school are more focused on improving students' attendance. 		
---	--	---	---	--	--

<p>to poor attendance from Y1 onwards</p> <ul style="list-style-type: none"> Parents and carers of children with SENN and EHCPs need more support from school and outside agencies in order for their children to attend school regularly. <p>Our Families</p> <ul style="list-style-type: none"> Some children and their families often do not value good school attendance. Many families take term time holidays, particularly in the summer term. Some parents of children with SEN and EHCPs (particularly those with Social, Emotional and Mental Health) struggle with their child's behaviour at home and this then affects their attendance at school. <p>Impact on attainment & progress</p> <ul style="list-style-type: none"> Children with poor attendance typically achieve less well than their peers. 	<ul style="list-style-type: none"> Throughout the year, send letters to parents when a child's attendance falls to 92% or below Arrange parent meetings where attendance is becoming a concern Work with Bury EWO (half termly meetings) to discuss attendance data and interventions to put into place Put parenting contracts into place where appropriate Continue to issue penalty notices for poor attendance and term time holidays Analyse EYFS data and improve communication with EYFS parents to prevent bad attendance habits forming 				
--	--	--	--	--	--

<ul style="list-style-type: none"> Children with SEN and EHCPs who have poor attendance are not achieving their full potential (depending on their different starting points) 					
--	--	--	--	--	--