

**Central Policy:**

Trust-wide, applicable at trust and school levels. Schools may not make any changes or adaptations

# Attendance Statement



**New Town Primary School**

<b>Approved by:</b>	<b>EQSI</b>
<b>Date:</b>	<b>September 2024</b>
<b>Next review date:</b>	<b>July 2025</b>

<b>Adopted by school:</b>	<b>LGB Approved</b>
<b>Date:</b>	<b>October 2024</b>

## What is the ODST ambition for attendance?

Attendance is everyone's responsibility.

Our ambition is to have ***every child in school every day***. We recognise that good school attendance is essential in order to raise standards of pupil attainment and give every child / young person the best possible educational experience and life changes as possible.

To facilitate this we must have a **robust and effective** attendance strategy in place. Clear systems and procedures must be in place which are **understood by all** and **consistently implemented**.

We should focus on **preventative measures and swift intervention** understanding the barriers, working with families to remove them.

We will :

- Ensure that statutory approaches and processes in relation to attendance management are followed
- Ensure that improving attendance is high profile and represented in school development planning
- Ensure that best practice guidance is sought, shared, understood and implemented successfully and appropriately, according to context
- Ensure that there are opportunities for schools to collaborate and work together wherever helpful to do so to improve attendance
- Monitor attendance data and patterns centrally and engaging with schools swiftly where attendance is not strong
- Report trust-wide data regularly to trustees for scrutiny and challenge
- Ensure effective knowledge sharing and collaboration across schools
- Engage positively with the relevant local authorities to ensuring effective partnership working in relation to attendance

Schools will :

- Promote good attendance.
- Prevent patterns of absence from developing.
- Provide early intervention, by using data to spot patterns of absence before they become persistent.
- Work with families to remove the barriers to attendance.
- Target support for persistent and severe absentees, with all local partners working together to re-engage pupils.

ODST's attendance target is 96% for all pupils and groups of pupils.

<p style="text-align: center;"><b>School's role</b></p> <p style="text-align: center;"><b>We work with schools to ensure they :</b></p>	<p style="text-align: center;"><b>Central Team and Trustee's Role</b></p> <p style="text-align: center;"><b>We commit to:</b></p>
<p><b>All pupils</b></p>	
<ul style="list-style-type: none"> <li>✓ Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance.</li> <li>✓ Accurately complete admission and attendance registers. Have robust daily processes to follow up absence.</li> <li>✓ Have a dedicated senior leader with overall responsibility for championing and improving attendance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</li> <li>✓ Ensure school leaders fulfil expectations and statutory duties.</li> <li>✓ Ensure school staff receive training on attendance.</li> </ul>
<p><b>Pupils at risk of becoming persistently absent</b></p>	
<ul style="list-style-type: none"> <li>✓ Proactively use data to identify pupils at risk of poor attendance.</li> <li>✓ Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</li> <li>✓ Where out of school barriers are identified, signpost and support access to any required services in the first instance.</li> <li>✓ If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>

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<p><b>Persistently absent pupils</b></p>	
<ul style="list-style-type: none"> <li>✓ Continued support as for pupils at risk of becoming persistently absent and:</li> <li>✓ Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</li> <li>✓ Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</li> <li>✓ Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</li> <li>✓ Where there are safeguarding concerns, intensify support through statutory children's social care.</li> <li>✓ Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>
<p><b>Severely absent pupils</b></p>	
<ul style="list-style-type: none"> <li>✓ Continued support as for persistently absent pupils and:</li> <li>✓ Agree a joint approach for all severely absent pupils with the local authority.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>
<p><b>Support for cohorts of pupils with lower attendance than their peers</b></p>	
<ul style="list-style-type: none"> <li>✓ Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</li> <li>✓ Work with other schools in the Trust, local area and the local authority to share effective practice where there are common barriers to attendance.</li> </ul>	<p><b>Support for cohorts of pupils with lower attendance than their peers</b></p> <ul style="list-style-type: none"> <li>✓ Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>

<b>School's role</b> <b>We work with schools to ensure they :</b>	<b>Central Team and Trustee's Role</b> <b>We commit to:</b>
<b>Support for pupils with medical conditions or SEND with poor attendance</b>	
<ul style="list-style-type: none"> <li>✓ Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</li> <li>✓ Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</li> <li>✓ Consider additional support from wider services and external partners, making timely referrals.</li> <li>✓ Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>
<b>Support for pupils with a social worker</b>	
<ul style="list-style-type: none"> <li>✓ Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>