



Grange Primary Academy – Attendance Rationale and Strategy

At Grange Primary Academy, we firmly believe that regular attendance and punctuality are fundamental to every child's success. Excellent attendance allows students to reach their full potential academically and socially. We employ a proactive, multi-faceted approach built on robust tracking, family support, and clear expectations. Simultaneously, we show sensitivity to individual circumstances while working to ensure every student experiences their right to consistent education.

- We aim to reach and sustain a school-wide attendance rate of **95%** or above.
- We want to foster a culture where pupils **arrive at school and for lessons on time**.
- We promote a shared understanding of the value of attendance, engaging parents and pupils through **open communication and celebration of successes**.
- We aim to **significantly reduce persistent absenteeism** through targeted interventions.

Attendance is key to keeping children safe, raising standards, as well as being crucial for their social development. Our policy emphasises high expectations for attendance - we expect children to attend school regularly - regular school attendance means that a child attends school for every day that the school is open. As attendance can be an indication of wellbeing, having children in school is a priority.

At the end of the **2023-24 academic year** the school's attendance (92.7%) was very slightly below but **generally in line with national average (92.8%)**. Additionally, there was a **large proportion** of pupils who were **persistently absent (21.4%)** which was **higher than the national figure (20.7%)** - the PA percentage had **decreased by 4.23% since July 2023 (25.63%)**. 33.8% of the PA group is represented by children who benefit from Pupil Premium (25 pupils). A small group of children have **high levels of anxiety** which is a barrier to starting school on time each day and/or actually attending school at all. There are a **few pupils with SEND** who access a **part time timetable** and some are supported by adapted provision.

Grange's Attendance Graduated Approach, culture and leadership

The Assistant Head of School is the Attendance Champion at Grange - in role since January 2024. Grange has a Graduated Approach for Attendance, which clearly defines the offers of supportive strategies to address attendance barriers for children at various attendance percentage bandings.

Attendance is everyone's business, which is reflected in the Graduated Approach where the roles of all school staff are defined. We have an emphasis on celebrating positive attendance, which is supported through roles and responsibilities of pupil Attendance Ambassadors - started last year.

At Grange, we strive to intervene early and provide support to families and children to ensure that barriers, both internally and externally, are identified. Regular 'Vulnerable Pupil' meetings are held at SLT level and supported by the SENCO, school FSW and pupil/parent champion, where factors contributing to attendance are discussed to ensure that early intervention, including TAF meetings, TAC meetings, ATS/EP referrals and social care/external agencies etc are actioned collaboratively.



Collaborative Leadership

- The attendance team tracks data meticulously, communicates early with families, and oversees improvement plans.
- School leaders **prioritise attendance improvement**, support proactive steps by staff, and hold teams accountable.
- Our **family support worker** provides outreach and targeted support to vulnerable children , prioritising attendance.
- We review attendance trends weekly through 'Class weekly attendance reports', allowing for coordinated responses across staff roles.
- We consistently discuss pupils with attendance concerns within 'Vulnerable pupil' meetings.
- We use **home visits** to build relationships and enhance attendance improvement efforts.
- We utilise **expertise and resources** within the Greenshaw Learning Trust to maximise attendance outcomes.

Punctuality

We recognise that, within our local community, lingering effects of the pandemic contribute to heightened parental anxieties around children attending school while ill. This impacts punctuality, especially in primary-aged children. In addition, elevated levels of pupil anxiety, specific health needs, and experiences of educational disengagement during the pandemic can make on-time arrival a challenge for some pupils. We approach these situations with understanding, collaborating with families to establish routines and address root causes while emphasising the importance of punctuality for maximising learning and peer connection. Working closely with the children and families, we offer Breakfast Club provision, in order to support a soft-start to the day.

We take proactive and reactive actions including:

- Calls and texts home
- Home visits to pick up children to get them to school as early as possible
- Family Support Worker making calls home after children are late to encourage them to come in as we value attendance for children who are persistently absent.

Gates open at 08:35 am and close at 8:40 am; the register is taken at 8:45am. The attendance register remains open from 8:45-9:15am (L code and then U code after 9:15am). The rationale for the tight window was to promote punctuality.



Systems and Interventions

- We track daily, weekly, termly, and yearly attendance data to drive our proactive responses, targeting support even before attendance drops below benchmarks.
- Attendance staff and school leaders take **swift action** and collaborate with the pastoral team to provide timely support.
- We rapidly implement customised **Attendance Support and Action Plans** for students with consistently low attendance, focused on collaborative problem-solving.
- Our **graduated response system** uses letters, meetings, and, when necessary, fixed penalty notices, always remaining empathetic to each child and family's situation.
- We positively **recognise students for excellent attendance and punctuality**, including half-termly certificates, end-of-year awards, treats, and assemblies that spotlight progress and achievement.
- 'Attendance In to Win draws' and other mechanisms support pupils' attendance, modelling the culture we want to instil.

Monitoring

Daily

The Attendance Officer (school administrator), checks registers and messages. Text messages are sent out for those who haven't left a message (see flow chart for registration process)

Should contact not be made, the Attendance Champion/DSL/DDSL are informed of any children who are absent without a reason and processes are followed. Priority for vulnerable pupils (Child Protection, Support/Action plan children, Y6 children who walk to school without parents).

Attendance Champion uses BromCom to monitor at both authorised & unauthorised daily absences. Those children who are on support and action plans are monitored and followed up with text messages and phone calls.

Weekly

Whole school attendance percentage is shared on Class Dojo, with an indication of if this is an increase or decrease.

The highest attending class is celebrated on Class Dojo. The class are rewarded with a 'sweet treat' and their class name is recorded on the Attendance Trophy sign (displayed in the hall). This is the responsibility of the Attendance Ambassadors.

The Attendance Ambassadors also celebrate the classes with higher than 96%. These classes earn an owl for their class tree (hall display) and this is also shared on Class Dojo.

Children identified as 'at risk of PA' (below 95%) are awarded 100% stickers from the Attendance Ambassadors for 100% weekly attendance.

Each week, class teachers are given a 'weekly class report' summarising the headlines for the YTD, previous week data and a list of children with under 95%. The Attendance Champion highlights children who the class teacher needs to 'touch base' with as their attendance is starting to become a concern. Class teachers record this communication on CPOMS. Class teachers start to have some informal conversations with the children in school, to identify possible barriers for attendance.



Every 2/3 weeks

Reviews of support/action plans – telephone calls/text messages by the Attendance Champion.

A tracker is used to monitor communication and reviews for all children who have moved to stage 2+ are recorded. Reviewed plans are emailed to parents and uploaded onto CPOMS, so that teaching staff are aware of conversations had.

End of term

Termly attendance of 97-99% awarded 'good attendance' certificates.

100% attendance awarded 100% certificates.

A triage list is created by the Attendance Champion, following monitoring of the whole school's YTD attendance. Letters will be sent in week 1 of the new term to inform parents of any continued monitoring, escalation to the next stage of the Graduated Approach and recognition/celebration of improvement.

End of the year

A triage and watch list will be created by the Attendance Champion and GLT Attendance Support Lead. Letters will be sent in week 1 for these children to inform parents of the continued monitoring in the new academic year:

- Universal: Attendance expectations letter (include procedures for reporting absence daily)
- Ch who received 1st letter (stage 2) in term 5 or 6, will have a reminder letter and an offer of support if needed.
- Ch on Support plans (stage 3) in 23/24 - continued monitoring, acknowledgement that the type/level of support may differ from last year
- Ch on Medical Evidence - continue with this request
- Ch on Action plans (stage 4) in 24/25 - remain on the plan and carefully monitor at end of half term - arrange meeting early if required

Early intervention (Autumn term)

Rigorous monitoring of the triage list for children from the previous academic year. Early meetings for those on Action plans.

Children who miss days in week 1/2 of the Autumn term, will be sent letters or called for a conversation regarding this early absence and informed that their attendance will be monitored again at the end of term (October half-term)

Before October 2024: 90-95% send first letter