

**Attendance action plan (Stonehill)**

**2023-24**

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| **School inspection handbook (September 2022)** |
| Grade descriptors for evaluating behaviour and attitudes (good):* There is demonstrable improvement in the [behaviour and] attendance of pupils who have particular needs
* Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
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| **What the school already does** |
| **Desired outcome** | **Action to achieve** | **Person responsible** | **Frequency** | **Monitored by** |
| To improve attendance  | First day calling – Phone calls will be made to parents every morning if parents have not phoned in/sent on email. A record will be kept of the calls. Order of calls:CP and LACCiNAny other social care involvementAll other children | Jo Henson | Daily | Louise  |
| If there is no contact with a family, staff may carry out a home visit if there is concern for the child’s welfare | Inclusion Officers at Dale | If necessary | Louise |
| Contact details updated twice a year (at Parents Evening)  | Jo | Twice a year | SBM |
| Analyse attendance and then phone parents to advise of attendance concerns. (less the 93% or other pattern emerging) | Jo to call  | Every three weeks | Louise |
| Letters are sent to all parents if there is no improvement after 2 weeks with herringbone attached | Jo | As required – if there is no improvement in attendance |
| Half-termly review of attendance (children under 93%). Jo to meet with parents  | Jo | Half termly | Louise |
| The importance of good attendance is shared at induction. Parents sign to say they have understood and agree. | Jo/Lucy/Jane | Ongoing | Louise |
| Term dates are communicated through the school newsletter and are available on the school website | Lindsay Pilkington | Ongoing | Louise |
| The Head Teacher and Governors will agree attendance and persistent absence targets for the year  | Louise | Annually | CoG |
| Reference to days of religious observance in Attendance Policy has been adjusted to ‘Only one day will be authorised per religious observance when this day falls in term time.’ | Louise | Annually | Governors |
| To reduce persistent absence including term time extended leave | Parents are requested to complete a Leave of Absence form for extended leave. Extended Leave is not routinely authorised. | Jo | Ongoing | Louise |
| School will engage identified families in the Early Help process when required | Amy Scott | As required  | Louise |
| To reduce lateness | Late arrivals are loggedJo analyses the log monthly to look for patterns.Letters are sent to parents with herringbone attached where a pattern is emerging | Jo | Monthly | Louise |
| Recognise and reward | ‘Hoppity’ the teddy is awarded to the class with the best attendance over a week | Jo | Ongoing | Lucy |
| Half-termly certificates – improved, 90% 92% 95% 100% | Jo | Half termly | Louise |

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| **Objective 5 – Improve behaviour and attitudes (attendance)** |
| **OFSTED reference:** *Improve attendance by ensuring that leaders continue to work effectively with parents and carers to encourage more children to attend school more regularly* |
| **Member of staff responsible: LF** |
| **Targets** | **Actions to be taken** | **By whom** | **By when** | **Budget/ Resource implications** | **Monitoring (who by and how often)** | **Success criteria** | **Termly RAG rating** |
| Celebrate good and improving attendance | Raise the profile of attendance with parents: Half termly certificates – good attendance and improved attendance | JH | Half termly | Resource budget |  | Good attendance is celebrated and promoted.Parents recognise the importance of good attendance. | Autumn |
| ‘Attendance teddy’ – awarded to the class with the best attendance | LR/JG | Weekly | Resource budget |  | Spring |
| Weekly Teddy to go home with children with the best attendance for that week – 4 teddies 3&4 year old room, 2 teddies for the 2 year old room | JH | Weekly | Resources budget |  | Summer |
| Ensure the leadership team are held to account regarding attendance | Discuss attendance on the agenda of every Strategy, B&S and FGB meetings | LF | Ongoing |  | Agendas and minutes | The Governors have a good understanding of attendance and how the school are addressing poor attendance | Autumn |
| Spring |
| Summer |
| Share the importance of good attendance with parents | Weekly text to parents:Which class has won HoppityWhich children have taken the teddies home for the weekendOverall Nu attendanceReminder about good attendance and the importance | JH | Ongoing | Office resources |  | Parents recognise the importance of good attendance. | Autumn |
| Spring |
| Develop information on the school website | LF LP | Autumn 1 |  | Website | Summer |
| Develop the parent contract at the start of the year alongside the LA – charges for children who have more than 20 days off Nursery | LF/JH | Put in place after the audit by the LA if instructed to do so |  |  |
| Continue to develop the parent workshops offered | Parent workshop – infant health, when to go to the hospital, how to keep healthy, when to stay off school, give the message of good attendance | JG | Set plan in Au1 and develop as the year progresses | Supply budget |  | Positive feedback from parent workshops | Autumn |
| Spring |
| Summer |
| Improve the data analysis of attendance and the sharing of attendance | Analyse attendance and meet with parents to set targets.Analyse attendance with/without overseas trips | JH | Ongoing |  | Termly monitoring of attendance figures | Attendance analysis show the impact of interventionThere is an improvement in attendance following an interventionWhole school attendance improves in line with year-end targetAttendance target of 85%

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|  | End of year % |
| July 2019OFSTED year | 89.89% |
| July 2020 | No data (COVID) |
| July 2021 | 85.74%  |
| July 2022  | 80% |
| July 2023 | 81.9% |
| July 2024 |  |

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|  | **All** |
| **Au1** |  |
| **Au2** |  |
| **Spr1** |  |
| **Spr2** |  |
| **Su1** |  |
| **Su2** |  |

 | Autumn |
| Adjust analysis to include attendance after each meeting to show if there has been an improvement (make a new table for this showing attendance over short period of time following meeting) | JH | Ongoing |  |  | Spring |
| Summer |
| Write case studies to show the impact of attendance work | LR JH | Au 2 |  |  |
| Ensure the Attendance Policy is in line with DfE guidelines | Re-write Attendance PolicyInclude impact on attainment using DfE data | LF | 2023-24 Au1 |  |  | Attendance Policy is in place in line with DfE ‘Working together to improve school attendance’. | Autumn |
| Spring |
| Summer |