



ACTION & IMPLEMENTATION PLANNING: 2026-28

Attendance

PROBLEM / CURRENT ANALYSIS	EVIDENCE	PUPIL / INTENDED OUTCOMES	
PARENTS: Parents have made progress over the past two years regarding mindsets about illness and are now much more prepared to send their children in to school. Despite the use of PN, many parents still book term time family holidays. STAFF: Staff have capitalised on our strong relational culture and relationships with pupils as a lever to sustaining stronger attendance coupled with a redesign of how we celebrate attendance across shorter periods of time. This allows all pupils to celebrate periods of success. PUPILS: A small number of pupils continue to experience barriers to strong attendance with many of these affected by increasingly complex needs. School can increasing demonstrate significant success with some of our highest absentee pupils. DATA: The school has increasing developed the analysis and use of data available within Arbor MIS and this work has enhanced the 'drill down' ability of staff to analyse individual barriers of pupil's attendance. This year, we will purchase a further AI module for Arbor to reduce the administrative burden of recording reasons for pupil absence.	EEF Supporting Attendance EEF Implementation Guidance Working together to improve school attendance	Short Term (Aut/Spr): - Targeted pupils demonstrate improvements in attendance - Parents met through support plan meetings report positive experience - Staff know class attendance data and discuss strategies targeting pupil's sense of belonging. - Overall school attendance shows improvements against same points in previous year. Medium Term (Sum): - School attendance stronger than 2025/26 / top 40-30% of schools. - Number of persistently absent children less than 2025/26. - Case studies for lowest attenders highlight barriers/key issues for further targeting/support.	Long Term (2027-28): - Trend of improving attendance gives confidence in continued if not sustained improvement (top 30%). - Pupils with lower attendance are well known and clear strategies for support/implementation have been implemented.

INTERVENTION DESCRIPTION (what are the active ingredients?)	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT (INC. DATES)	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS (INC. DATES)	COMPLETED / PROGRESS REVIEW
Active ingredient 1 Develop more accessible and precise detail about class attendance to support class teachers in planning for improvement. Active ingredient 2 Refine and develop a positive communication strategy ensuring the attendance remains a high priority in the minds of parents, pupils and staff.	- Use Arbor and Power Bi to create detailed dashboards for the analysis of class attendance. - Staff identify highest absentees, trends and patterns in absences to inform inclusive class belonging strategy. - Use enhanced data collection to support discussion within parent consultations with focus on impact on well-being and attainment in class. - Arbor add-on to note reasons for absence from phone calls. - SLT review of automated communication strategy focused on celebrating shorter periods of strong attendance to develop pride in accumulative successes. - Class teachers to use data dashboards (AI1) to create collective investment from pupils and celebrate class successes. <i>NOTE: avoid strategy which creates negative attitudes to individual pupils.</i>	Arbor Power Bi SLA – LA MIS Team Class teachers HT / DHT / EF Class teachers	Short Term: Fidelity: Attendance leads and class teachers use regular data analysis to review attendance data for individual pupils and cohorts allowing a greater degree of accuracy in targeting actions and support for improvement. Reach: Pupils feel a shared commitment to improving attendance and are proud of weeks in which they achieve 100%. Parents taking up the invite for attendance support plans feel school shares an understanding of the key barriers to securing improvements in attendance and can agree on a set of targeted actions for improvement. <i>Pupils strive for 100% attendance on a weekly basis – encourage reset to re-engage those experiencing absence.</i> Acceptability: Weekly attendance data shows improvements in attendance for targeted pupils. Parents respond more positive to school correspondence and efforts to sustain improved attendance. <i>Pupil data shows improving trend for harder to reach pupil groups.</i>	Aut 26– continued refinements expected

Active ingredient 3 Embed personal action planning for pupils at or at risk of PA Active ingredient 4 Create 'sense of belonging' to encourage a positive mindset with pupils to promote personal investment in improved attendance outcomes.	- Develop use of personal improvement plans for PA pupil groups, working with parents to develop positive actions to promote improvement & success. Link with EHAs. - Develop enhanced positive communication strategy for vulnerable attendance groups. - Review termly (ftf). - Promote tiered reward system for attendance based on Medal, Honours, Gold, Silver, Bronze certificates used for Class Dojos system. - Link with communication system (see AI2) to promote best possible outcome and targets for pupils at different points within the school year. - Celebrate 100% attendance group of pupils on a weekly basis. - Celebrate collective attendance of classes on a half termly basis – link to reward.	½ day inset – September x1 day set up + weekly review (within ½ day noted above) Improvements to tracking – letter writing for parents/pupils Trophies (£300) Prize pot (£500) Golden table (£200)	Medium Term: Fidelity: New routines for praising good attendance and following up on absences are well established and part of the weekly workflow across the staff team. This is mapped out clearly across different roles within the team. Reach: Parents taking up the invite for attendance support reviews and both feel a shared sense of achievement in the celebration of any success and a determination to impact further on continued areas for improvement. Staff have well developed weekly routines to encourage and motivate targeted pupils. Acceptability: Staff, pupils and parents note improved levels of attendance and feel motivated to sustain improvements over time. Comparative data for autumn term shows improvements on previous year. Long Term: Acceptability: New routines have a notable impact on attendance data, attitudes to attendance and have produced a clear, revised, whole school approach to sustaining and building on any improvements.	Spr/Sum 27 – continued refinements expected Aut 27 / Spr 28
		TOTAL COST	£1000	
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