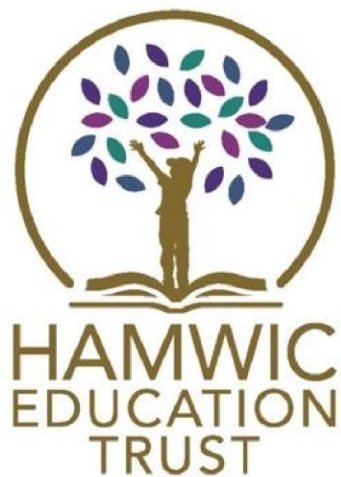




## Attendance Action Plan

Prepared By:

L Houghton

Approved By:

FGB

Date:

September 2026

Start Date:

September 2026

Review Date:

September 2027

## Action Plan for the Improvement of Attendance and the reduction of Persistent Absence at Sholing Infant School 2025-26

School attendance strategic lead: Lisa Houghton

School attendance officers: Jade Gudgeon

Attendance governor: Alex Carter

LA attendance link: Andrea Balcombe

### Introduction

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school. This policy is written in conjunction with the recommendations issued in the government's Working Together to Improve Attendance 2024 which provides guidance to schools and local authorities to support them to improve school attendance.

At Sholing Infant School we recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive.

Our school will encourage good attendance (96%+) for **all** pupils and we will support parents/carers to achieve this. We will be robust in monitoring attendance, celebrating high levels of attendance and taking action when a child's attendance causes concern and impacts negatively on their progress and wellbeing.

### Aims

Through this action plan we aim to:-

- Promote a positive and welcoming atmosphere in which pupils feel safe, secure and valued and encourage in pupils a sense of their own responsibility in relation to attendance.
- Offer an exciting, engaging curriculum and extra-curricular opportunities, which will make school 'irresistible' to our pupils and their parents.
- Improve pupils' achievement by ensuring high levels of attendance and punctuality, aiming for 96%+ attendance for all children apart from those with chronic health issues.
- Create an ethos in which good attendance and punctuality are recognised as the norm and seen to be valued by the school.



- Raise the awareness of parents, carers and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education working with parents in a consistent, sensitive and supportive way to overcome any barriers to good attendance,
- Work in partnership with pupils, parents, staff, LA and the HET Education Welfare Support so that all pupils realise their potential, unhindered by unnecessary absence..
- Establish a pattern of monitoring attendance and ensure consistency in recognising achievement and dealing with difficulties.
- Recognise the key role of all staff but especially class teachers, in promoting good attendance through establishing positive relationships and by teaching our high-quality curriculum well.
- Appoint an attendance champion to take a strategic lead on promoting and achieving good attendance.



## Data for Academic Year 2025-2026

Attendance in 2025-2026 was above the national average for the whole school , but for specific groups : disadvantaged pupils and pupils with SEND (K) school attendance was below the same group nationally.

Academic year 2025-26

### 3. School Summary

This section of the report looks at headline absence measures for pupils within your school and breaks the performance down by year group. Your school's performance has been compared against National equivalents for each year group.

| Year Group | Overall Absence |             |                        |                 |                    | Persistent Absence (10%) |       |                        |                 |                     |
|------------|-----------------|-------------|------------------------|-----------------|--------------------|--------------------------|-------|------------------------|-----------------|---------------------|
|            | %               | Missed Days | Nat. Full Year 2024/25 | % Diff. to Nat. | Days Diff. to Nat. | Pupil Count              | %     | Nat. Full Year 2024/25 | % Diff. to Nat. | Pupil Diff. to Nat. |
| Year R     | 4.6%            | 666         | 6.3%                   | -1.8%           |                    | 9                        | 10.8% | N/A                    | N/A             | N/A                 |
| Year 1-6   | 4.5%            | 1517        | 5.2%                   | -0.6%           |                    | 21                       | 11.3% | 12.6%                  | -1.3%           |                     |
| Year 1*    | 5.2%            | 888         | 5.7%                   | -0.4%           |                    | 14                       | 14.7% | 14.5%                  | +0.3%           | 1                   |
| Year 2     | 3.8%            | 629         | 5.1%                   | -1.3%           |                    | 7                        | 7.7%  | 12.3%                  | -4.6%           |                     |
| Year 3     |                 | 0           | 5.0%                   |                 |                    | 0                        |       | 11.7%                  |                 |                     |
| Year 4     |                 | 0           | 5.0%                   |                 |                    | 0                        |       | 11.8%                  |                 |                     |
| Year 5     |                 | 0           | 5.1%                   |                 |                    | 0                        |       | 12.4%                  |                 |                     |
| Year 6     |                 | 0           | 5.3%                   |                 |                    | 0                        |       | 12.7%                  |                 |                     |

Attendance for pupils in EYFS and KS1 was above the national for the same group of pupils. YR and Y2 pupils attended significantly above the



same group nationally. The % of PAs in EYFS and Y2 was well below the national, however the % of PAs in Y1 was above the same group nationally.

Weekly attendance updates with parents whose children were PAs as well as regular meetings with parents of pupils on Attendance support plans helped to reduce the % of PAs significantly over the course of the year so that by the end of the year the overall % of PAs was below the national %.

### Reasons for absence:

| Absence within Years 1- 6              | School | National<br>FY 2024/25 | Difference |
|----------------------------------------|--------|------------------------|------------|
| Attendance                             | 95.5%  | 94.8%                  | -0.6%      |
| Authorised Absence                     |        |                        |            |
| Illness (I)                            | 3.1%   | 2.8%                   | +0.2%      |
| Medical/dental appointments (M)        | 0.2%   | 0.3%                   | -0.0%      |
| Religious observance (R)               | 0.0%   | 0.1%                   | -0.1%      |
| Study Leave (S)                        | 0.0%   | 0.0%                   | -0.0%      |
| Traveller absence (T)                  | 0.0%   | 0.0%                   | -0.0%      |
| Regulated performance/employment (C1)  | 0.0%   | 0.0%                   | +0.0%      |
| Part-time timetable (C2)               | 0.0%   | 0.1%                   | -0.1%      |
| Interview/admission (J1)               | 0.0%   | 0.0%                   | -0.0%      |
| Excluded, no alternative provision (E) | 0.0%   | 0.0%                   | -0.0%      |
| Other authorised circumstances (C)     | 0.3%   | 0.3%                   | -0.1%      |

Authorised absence categorised by reason was below the national against all reasons except for illness which was slightly above.

|                                      |      |      |       |
|--------------------------------------|------|------|-------|
| Unauthorised Absence                 |      |      |       |
| Family holiday not agreed (G)        | 0.5% | 0.6% | -0.1% |
| Arrived late (U)                     | 0.0% | 0.2% | -0.1% |
| Other unauthorised circumstances (O) | 0.4% | 0.7% | -0.3% |
| No reason yet (N)                    | 0.0% | 0.0% | -0.0% |



Unauthorised absence was below the national for all reasons, unauthorised absence due to a family holiday is below national again for the second consecutive year. This has historically been above. The weekly 'Moments Matter' attendance newsletter shared with parents has impacted in positively on parents seeing the benefit of regular school attendance.

### The attendance of specific groups:

|                                            | NOR^ | Overall Absence |                        |       |      | Persistent Absence (10%) |                        |        |     |
|--------------------------------------------|------|-----------------|------------------------|-------|------|--------------------------|------------------------|--------|-----|
|                                            |      | School          | National<br>FY 2024/25 | Diff. | Days | School                   | National<br>FY 2024/25 | Diff.  | Pup |
| Year R                                     | 83   | 4.6%            | 6.3%                   | -1.8% |      | 10.8%                    | N/A                    | N/A    |     |
| All Pupils (Years 1-6)                     | 186  | 4.5%            | 5.2%                   | -0.6% |      | 11.3%                    | 12.6%                  | -1.3%  |     |
| <b>Sex (Yr 1-6)</b>                        |      |                 |                        |       |      |                          |                        |        |     |
| Male                                       | 89   | 5.2%            | 5.4%                   | -0.2% |      | 14.6%                    | 13.6%                  | +1.0%  | 1   |
| Female                                     | 97   | 4.0%            | 5.0%                   | -1.0% |      | 8.2%                     | 12.4%                  | -4.1%  |     |
| <b>Disadvantaged (Yr 1-6) *</b>            |      |                 |                        |       |      |                          |                        |        |     |
| Disadvantaged                              | 36   | 8.0%            | 7.7%                   | +0.3% | 17   | 38.9%                    | 24.9%                  | +13.9% | 6   |
| Other Pupils                               | 150  | 3.7%            | 4.2%                   | -0.4% |      | 4.7%                     | 7.8%                   | -3.2%  |     |
| <b>English as an Add. Lang. † (Yr 1-6)</b> |      |                 |                        |       |      |                          |                        |        |     |
| Non EAL                                    | 153  | 4.6%            | 5.2%                   | -0.6% |      | 10.5%                    | 12.8%                  | -2.3%  |     |
| EAL                                        | 33   | 4.1%            | 5.2%                   | -1.1% |      | 15.2%                    | 13.6%                  | +1.5%  | 1   |
| <b>Special Educational Need (Yr 1-6)</b>   |      |                 |                        |       |      |                          |                        |        |     |
| No Identified SEN                          | 155  | 3.9%            | 4.6%                   | -0.7% |      | 7.1%                     | 10.3%                  | -3.2%  |     |
| SEN Support                                | 27   | 7.4%            | 7.2%                   | +0.2% | 13   | 33.3%                    | 20.9%                  | +12.5% | 4   |
| SEN EHCP                                   | 4    | 7.5%            | 10.1%                  | -2.6% |      | 25.0%                    | 29.3%                  | -4.3%  |     |
| <b>Ethnic Group † (Yr 1-6)</b>             |      |                 |                        |       |      |                          |                        |        |     |
| White British                              | 137  | 4.6%            | 5.1%                   | -0.5% |      | 8.8%                     | 12.1%                  | -3.3%  |     |
| Other than White British                   | 46   | 4.2%            | 5.3%                   | -1.1% |      | 17.4%                    | 14.1%                  | +3.3%  | 2   |

Whilst attendance for all pupils is above national , and the attendance of most groups reflects this, attendance for disadvantaged and SEND pupils is below the target set and the national picture. Although the school has focused relentlessly on improving the attendance of vulnerable pupils, both pupils who are disadvantaged and pupils who have SEND (K) have attendance below the same group nationally, and the % of PAs represented by these groups is above the national %. Improving attendance for these groups and reducing the % of PAs will be a priority in 2026-27. We have increased capacity in our attendance team to enable an improved and proactive approach with parents, with face to face support plans/meetings in place for every pupil who becomes PA , to ensure every support measure is offered whilst ensuring that parents retain accountability for their child's attendance.



## Positive achievements in the academic year 2025-26

| Absence within Years 1- 6 | School | National<br>FY 2023/24 | Difference |
|---------------------------|--------|------------------------|------------|
| Attendance                | 96.3%  | 94.5%                  | -1.8%      |

- Attendance at 95.4% was 1.8% above the national.
- The % of PAs was significantly higher at the end of the spring term 2026 than at the end, we successfully reduced the % PAs from above national mid-year to below by the end of the year.
- 0 pupils were severely absent.
- ASPs were co-produced with parents and maintained and reviewed regularly. This supported school to make referrals where needed and built strong relationships with parents. ASPs led to strong outcomes in terms of improved attendance for a number of pupils identified as PA over the course of the year.
- Our safeguarding governor, Alex Carter monitored attendance as part of his safeguarding remit. His reports confirm that children, inc. D and SEND enjoy coming to school.
- The 'Early Birds' group has supported improved attendance for pupils who struggle with separation from parents at the start of the day. For specific pupils, this improved attendance significantly.
- Our DFE similar schools reports named the school's attendance as an exemplar in the autumn term, and attendance, whilst declining from this position in the spring term, continued to compare favourably for all pupils, to similar schools.



## Action plan 2026-27

| Action to achieve                                        | Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Monitoring                                                                                                                                                                                                                                                                                                                                                                                 | Success criteria                                                                                                                                                                                               | Responsibility |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| To continue to improve attendance for all pupils to 96%+ | <p>Continue to maintain and improve the monitoring procedures around attendance, whilst adopting the Bromcom attendance monitoring systems, rather than the school's own system.</p> <p>Continue to publish the school's attendance on a page policy to parents regularly.</p> <p>Meet with parents if absence hits 30 sessions, to consider whether educational needs can be met and to put in place school support packages where needs can be met.</p> <p>Continue to make parents aware if their child is showing decreased attendance and is moving towards being PA (91-93%) via emails weekly.</p> <p>Weekly phone calls to parents of PA pupils following up on the emails sent, to offer support and</p> | <p>Daily, weekly and half termly monitoring of the attendance of all pupils</p> <p>Graduated response understood and implemented by all staff as part of the monitoring process.</p> <p>Attendance support plans completed and actioned- shared with class teachers and robustly monitored.</p> <p>Attendance emails - well done for great attendance-linked to learning and progress-</p> | <p>Overall attendance is at least 96%+</p> <p>Attendance in EYFS is at least 95.5% overall.</p> <p>Reduction in % of PAs to below 10%</p> <p>Increase in attendance of vulnerable groups- SEND/DIS to 95%.</p> | LH JG          |



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                   |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p>share expectations and impact of poor attendance.</p> <p>Half termly Attendance meetings face to face with Attendance Officer to agree support plan with parents. These will be reviewed regularly. Referrals to outside agencies where appropriate.</p> <p>Teachers continue to maintain attendance as a high-profile topic with pupils in their class, sharing attendance data and expectations with their class, praising improved data on Bromcom registers, reminding pupils of exciting opportunities the next school day at home time etc.</p> <p>HT to send an attendance report to all staff each week, showing overall class by class attendance and PA information.</p> <p>Further develop governor for attendance Governor will work with HT to support removing barriers to attendance for specific pupils. Governor to monitor attendance termly.</p> | <p>sent weekly to all pupils.</p> <p>Impact of attendance policy reviewed half termly, shared with governors.</p> |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--|--|



|  |                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                |           |
|--|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------|-----------|
|  |                                                                                                                                       | <p>Attendance board/display improved and highlighted to pupils weekly in assembly- Y2 monitors for assembly to maintain the board.</p> <p>PAs receive wellbeing support from TIP (SK) to address barriers and support improvement on individualised programmes where appropriate.</p> <p>Attendance included in progress reviews.<br/>Referral to MHST for children struggling with separation anxiety-EBSA pupils</p> <p>HT to engage with DFE CPD and contact infant schools with a similar context , with lower PA/higher attendance for Disadvantaged pupils- learn from best practice.</p> |  |                                                                |           |
|  | An up-to-date Attendance Policy/action plan is in place, giving clear roles and accountability to all members of the staff community. | <p>Policy shared with all staff and governors.</p> <p>Policy and action plan on school website.</p> <p>Action plan reviewed termly with staff and governors.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Policy followed and action plan informs the work of all staff. | All staff |



|  |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                            |                                                                                |       |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------|-------|
|  |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                            | Action plan reviewed and monitored by the attendance governor, Claire Mercier. |       |
|  | <p>Parents are aware of school expectations for attendance and the impact of missed sessions. They are updated regularly as to their child's attendance, with reference to missed learning in terms of impact on friendships/emotional and mental health as well as lost learning.</p> | <p>Attendance is a standing item on newsletters.</p> <p>Attendance -Moments Matter resources used and displayed.</p> <p>Parents reminded to check their child's attendance on MCAS</p> <p>Attendance always discussed with parents at Parents Evenings.</p> <p>Teachers talk to parents following absence- make parents aware of what their child has missed.</p> <p>Curriculum learning sheets sent home each half term with clear links to the importance of children being in school each day.</p> <p>Continue Moments Matter- encouraging children and parents</p> | Attendance monitoring- impact of ASPs in reducing absence. | Reduced absence                                                                | LH JG |



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  | <p>to see what happens in school and what children miss if they don't come in.</p> <p>Facebook page developed to show children enjoying school-daily update of photos etc. Proactively include PA pupils esp. D and SEND in featured photographs/videos.</p>                                                                                                                                                                                                                     |  |  |  |
|  |  | <p>LH to talk about attendance expectations and impact of poor attendance at the Parent Welcome Meetings in Autumn 1 in all year groups.</p> <p>Videos sent home during the summer holidays to remind children of school staff and school as a friendly welcoming place during the summer holidays – stories to listen to/ welcome messages etc.</p> <p>Ensure that support is put in place for parents/children when barriers to good attendance are identified- Early Help</p> |  |  |  |



|  |  |                                                                                                                                                                                                                                                                                                                                                         |  |  |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  | <p>referrals/signposting to Family Hubs by JG</p> <p>ASPs written with parents if a child becomes a PA- support plan developed and monitored.</p> <p>Weekly updates for parents of PAS</p> <p>Improve offer of rewards for pupils with high and improving attendance (attendance shop and PA SIMBA stars, picnic with SIMBA at the end of the year)</p> |  |  |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|



|  |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |          |           |
|--|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|-----------|
|  | <p>Parents understand what 'good attendance' looks like and the implications of poor attendance on achievement</p> | <p>Attendance expectations and policy shared with parents.</p> <p>Termly newsletter for attendance to be circulated to parents celebrating attendance achievements and reminders about key messages regarding the attendance processes in school.</p> <p>Up to date attendance information is communicated through the school newsletter and term time dates are available on the school website and in every newsletter. INSET days published for the school year so that parents know when they may book holidays etc.</p> <p>Teachers talk to parents about the impact of absence on learning following any absence,</p> <p>Pupils feel welcomed back after absence and supported to catch up if needed to access new learning.</p> | As above | As above | All staff |
|--|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|-----------|



|  |  |                                                                                                                                                                                                                                                                                                                                |  |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  | <p>Parent's evenings-attendance discussed in relation to progress</p> <p>Continue to develop our co-curricular and extra-curricular offer to ensure that coming to school is 'irresistible 'to pupils and their parents.</p> <p>Develop strategies to ensure that parents feel welcome in school and a part of school life</p> |  |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|



|  |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                                             |                  |
|--|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------|------------------|
|  | <p>Raise pupils' awareness of the importance of good school attendance.</p> | <p>Expectations shared and linked to lost learning and progress.</p> <p>Termly certificates for high/improved attendance - 96%+ and PAs with increased attendance.</p> <p>Assemblies celebrate good attendance-intra-year/class competition with cup/certificate and prizes for winning class.</p> <p>Attendance board in hall used in assemblies to celebrate good school attendance.</p> <p>Teachers talk about attendance in class and in year group assemblies and keep referring to the link between good progress and high attendance.</p> <p>Pupils can see their attendance colour on the register and teachers will refer to 'green' attendance and where attendance needs to improve.</p> | <p>Monitoring by Attendance governor termly</p> | <p>Improved attendance/reduced absence.</p> | <p>All staff</p> |
|--|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------|------------------|



|  |  |                                                                                                                                                                                                                                             |  |  |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  | <p>Attendance mascot used in assemblies and weekly mascot given to highest class in each year group.</p> <p>Weekly attendance raffle to win prizes at the attendance shop</p> <p>End of year attendance picnic with school mascot-SIMBA</p> |  |  |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |          |           |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|-----------|
|  | <p>Pupils enjoy coming to school</p> <p>Headteacher is always on the school gate in the morning to meet and greet children and parents. DHT is in main playground.</p> <p>Welcome at the door by all staff with an individual meet and greet for all children- e.g. high five. Teachers/TAs recognise positives as children come into the room. (Trauma informed approach used as appropriate for specific pupils)</p> <p>SLT on gates at home time to say goodbye to children-leave school on a positive every day. -</p> <p>Children always have something to look forward to the following day-MSMO- this is explicitly shared by teachers.</p> <p>Curriculum is well organised and engaging so that children build on prior learning to know and remember more.</p> <p>Curriculum journey is followed consistently so that the</p> | As above | As above | All staff |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|-----------|



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  | <p>foundation curriculum is not over reliant on writing, giving children opportunities for hands on/collaborative learning and focus on key vocab at the start of new units.</p> <p>All half termly units include curriculum enhancements eg visits and visitors, reading events and opportunities for awe and wonder)</p> <p>Pupils are rewarded for their good attendance and all children receive awards</p> <p>Improved offer of extra- curricular clubs encourage children to attend school every day. Clubs are free for our disadvantaged/SEND pupils.</p> <p>Attendance awards and other achievements celebrated in assembly each week.</p> <p>Peripatetic music lessons during the school day- violin/drumming</p> |  |  |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|



Children to regularly show work to  
HT/DHT/SLT

Increase the roles/responsibilities  
on offer to children at school,  
particularly for D/SEND pupils-  
'Your school needs you!'



|  |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  | <p>Absence monitoring processes are rigorous, consistent and support parents to improve attendance quickly when concerns are identified.</p> | <p>Continue to maintain and improve the monitoring procedures around attendance, whilst adopting the Bromcom attendance monitoring systems, rather than the school's own system.</p> <p>Robust first day absent procedures strengthened by home visits/welfare checks if needed.</p> <p>HT/JG to monitor attendance weekly, contacting all PAs via call and email.</p> <p>All PAS to be supported to improve attendance through an attendance support plan completed and monitored with JG</p> |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|



|  |  |                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  | <p>EH referrals made where appropriate.</p> <p>The attendance team to monitor medical absences and request evidence for appointments. Newsletters encourage parents to make appointments out of school hours.</p> <p>A list of children whose parents need to produce medical evidence is maintained and is shared for any other office staff who take a call.</p> |  |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

