



Huyton with Roby C of E Primary School Attendance Strategy



Our Attendance Vision

Through our clear, consistent and inclusive approach to school attendance, we are determined that all pupils will leave Huyton with Roby Primary school equipped with the skills and strategies to succeed and fulfil their potential for their next stage of learning.

Enabling and encouraging our pupils to attend school each and every day is key to us at Huyton with Roby.

We nurture curiosity in learning and we celebrate opportunities to build upon knowledge and skills ensuring that our children have high aspirations for the future and flourish in all aspects.

Your paragraph text

Impact of 24 - 25

HEADLINE DATA
LAST YEARS
ATTENDANCE 2024/25
YEAR 1 TO YEAR 6
93.7%
NUMBER OF PERSISTENT
ABSENTEES
50 CHILDREN 15.92%

Our attendance for 2024–2025 reached 93.9%, the highest level in the past three years. This improvement reflects our strong collaboration with the Attendance Hub and the continued strengthening of our attendance policies and procedures

Persistent Absentees:

Across the year our team have worked tirelessly to reduce the number of children who are persistently absent.

In 23/24 66 children and 16.35% of the school were persistently absent in Year 1 to Year 6.

In 24/25, this had reduced to 50 children and just 15.92% of Y1 - Y6 with attendance below 90% who are Persistently Absent (PA).

- 23/24 92.7% PA 16.35%
- 24/25 93.7% PA 15.92%

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**



Attendance at Huyton with Roby



Our Attendance Priorities

Our four core attendance priorities are informed by evidence from the Education Endowment Foundation (EEF) publication 'Supporting school attendance' (2024)

Consistency

- to have a consistent approach

Community

- to build a sense of community and of belonging

Communication

- to have clear and an open dialogue with families

Child-centred

- to be child centred

 Build a holistic understanding of pupils and families, and diagnose specific needs

 Build a culture of community and belonging for pupils

 Communicate effectively with families

 Improve universal provision for all pupils

 Deliver targeted interventions to supplement universal provision

 Monitor the impact of approaches

Consistency

to strengthen consistency of approach towards attendance throughout the school.

Community

to foster a sense of belonging and to improve attendance of those children who are disadvantaged.

Communication

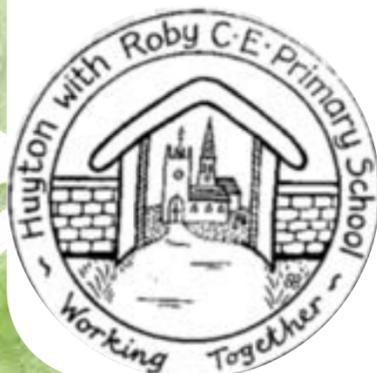
to have clear and consistent messages throughout the school to support families with attendance.

Child-centred

ensuring that we put our children at the heart of all our approaches to supporting attendance in our school.

Attendance Strategy

Consistency of Approach



Policies and Procedures

The Aims of our Policy is to:

- Maximise the overall percentage of pupil attendance and punctuality .
- Promote our vision of high attendance and punctuality amongst the school community.
- Reduce the number of pupils who are persistently absent.
- Provide support advice and guidance for parents, pupils and staff.
- Develop clear procedures for the maintenance of accurate registration for pupils.
- Ensure a systematic approach to gathering, analysing and acting upon attendance data.
- Continue to promote effective partnerships with our families.

Huyton with Roby School recognises that positive behaviour and good attendance are essential for children to get the most of their school experience, including their attainment, wellbeing and wider life chances. Through accurate following of our ‘Attendance and Punctuality Policy,’ procedures are consistent across school. Our

School Attendance and Punctuality Policy reflects the requirements and principles of “Working together to improve school attendance” and includes a National Framework in relation to absence and the use of legal sanctions.



Roles and Responsibilities



Mrs Stratford



Mrs Whitehouse



Ms Barry



Mrs Walker



Mrs Wade



Mrs Archer

Meet Our Attendance Attendance Team

Mrs Wade - Designated Attendance Lead and Pastoral Care Manager

Mrs Whitehouse - Deputy Headteacher

Mrs Stratford - Head Teacher

Mrs Wade - Pastoral Care Manager Leadership Team

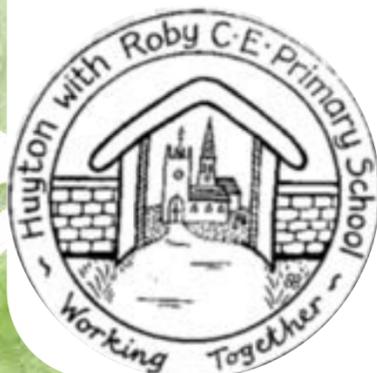
Mrs Walker - Business Manager

Mrs Archer - Office Admin

Miss Barry - Office Admin

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You may meet us in school or we may come out to see you at your home to chat about how we can support you getting into school

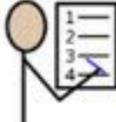
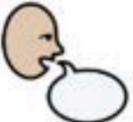


Roles and Responsibilities

Parent Roles and Responsibilities

<p>Make sure your child attends every day!</p> <p>97% is our whole school target!</p> 	<p>Notify the school as soon as possible on the first day of absence (by phoning the school office). This will be followed by a phone call if a voicemail is left.</p> 	<p>Try to make all medical appointments (Doctors, dentist and hospital) out of school time.</p> 
<p>Discourage your child from staying overnight with friends during the week. This sometimes leads to them both being late (or not attending at all) the next day.</p> 	<p>Talk positively about going to school. Encourage your child to take responsibility for being on time for school ensuring they have a realistic bedtime and will not be too tired to get up in the morning for school.</p> 	<p>Work with the school and local authority to help them understand their/your barriers to attendance.</p> <p>Proactively engage with support offered to prevent the need for more formal support.</p> 
<p>Come into school if invited to attend a meeting to speak to us. If you have an attendance contract / targets ensure that you undertake the actions that have been agreed.</p> 	<p>Monitor your child's internet and social media use to ensure that they are not experiencing any difficulties that may prevent them from wanting to attend school.</p> 	<p>Leave of absence during term time is not a parental right. If there are special circumstances please contact the Head Teacher and complete the correct school documentation and a decision will be made if the absence can be authorised or not.</p> 

Staff Roles and Responsibilities

<p>Our school and LDST target for attendance is:</p> <p>97%</p>	<p>Promote the importance and value of regular attendance to children and their families.</p> 	<p>Build and maintain positive relationships with children and their parents.</p> 
<p>Contribute to a whole school approach that supports good attendance, reinforced by quality teaching and learning that encourages pupils to attend school and be successful.</p> 	<p>Adhere to relevant regulations and legislation.</p> 	<p>Implement and uphold systems for reporting, recording and monitoring the attendance of all children including those educated off site.</p> 
<p>Ensure accurate and timely recording of attendance registers.</p> 	<p>Participate in the evaluations of school strategies and interventions related to attendance.</p> 	<p>Work with external agencies to improve attendance and provide support to children and their families.</p> 



Attendance Hub

Achieve Together



Working for External Partners and Agencies



As a school, we build and sustain strong relationships with other local schools, local authorities and other partners to secure the best possible attendance and ensure our approach is consistent.

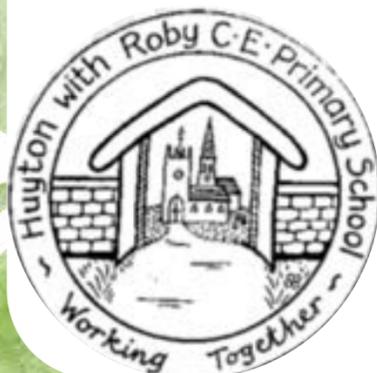
Our current external partners include:

- Extensive work with the 'LDST DFE Attendance Hub - Achieve Together' with CPD disseminated throughout school. This has been sustained since July 2024
- Work across our MAT (including specific relationships with other local schools to support and challenge attendance practice).
- Our extensive Early Help Offer involving local external agencies such as Family First, Mental Health Support Team, and CAMHS to overcome potential barriers to school attendance.



Attendance Strategy

Belonging to a Community

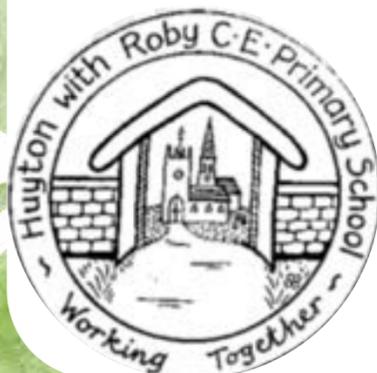


Belonging to a community.

By ensuring that our children regularly attend school we can ensure that our children and their families have a sense of belonging in our school community, enabling us to embed our school vision:

‘Teach children how they should live, and they will remember it all their lives.’ Proverbs 22:6.

Our commitment to our children and families is to provide outstanding teaching and learning with a well thought out and aspirational curriculum that creates life long learners.



Behaviour and relationships using trauma informed strategies

Celebration of achievements

attendance champions and pupil leaders

Tracking of extra curricular clubs

Embedded WellBeing curriculum

Belonging to a community

opportunities for parents to engage with their children in school activities workshops with their children throughout the school

Our Aspire curriculum supports all our children to achieve their full potential

Belonging to 2 church communities

Behaviour management data is regularly monitored and reviewed to identify patterns that may impact school attendance.

regular opportunities to have a say in the school community and share with all stakeholders

Attendance Strategy

Clear Communication



Clear Communication for Staff

As a school, we ensure that all staff understand the importance of paying close attention to pupils' attendance, taking opportunities to promote good attendance, and acting on absence promptly.

Systems and reporting procedures are robust and information is shared both quickly and regularly to all key stakeholders.

All staff have an important role in promoting attendance with individual roles and responsibilities clearly defined and disseminated. Training and support (with continual evaluation) underpin their supportive but challenging conversations with pupils and families where attendance needs to improve.

Regular staff CPD takes place to ensure that all staff have the expertise and support to support all pupils learn successfully. Professional development is structured in a way to provide information with clarity. This includes:

- ✓ Half-termly whole-school CPD sessions.
- ✓ Regular data analysis shared.
- ✓ Regular CPD briefings



Clear Communication for Parents

As a school, we communicate our expectations of the importance of attendance and punctuality to families very clearly and in a variety of ways. This communication is clear also considering the language and tone to ensure information is well received and accurate in content.

Information is shared in the following ways (considering the frequency, timing, language, tone and medium):

- ✓ On our Website
- ✓ Regular messages (both targeted to individuals or groups and to the whole school) through our communication system using Dojo.
- ✓ Carefully designed leaflets and posters to share key messages from our policy.
- ✓ Built into communication at key points (such as reports and at parents' evening).



Clear Communication for Children

As a school, we also work with pupils to communicate our attendance expectations in an age appropriate, relevant way.

Attendance Champions

Our Attendance Champions from across the school meet to talk about how they can encourage children to attend school. They meet once every two weeks and represent the children from across the school



Incentives

Every Half term we run exciting incentives to encourage full attendance particularly in the last week of terms. Anything from stickers raffle prizes, gift cards to whole class rewards such as discos.



Celebration Assembly

We have a Celebration Assembly every Friday where we celebrate the best 3 attending classes during the week. In EYFS the best class gets to have the Owl for the week. In Key Stage 1 the best classes can add a body part to Mr Potato and in Key Stage 2 the winning class gets a trophe for the week.

Classes over 97% and above get to put a star in their Jar. The class with the most Stars get a reward decided by the class teacher.



We remind our children of why attendance is so important with letters each half term with their individual attendance on.



Attendance Strategy

Child-centred

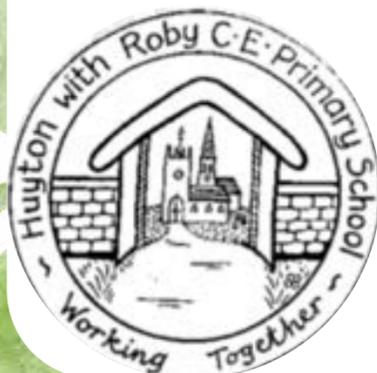


Forensic Data Analysis

In our weekly attendance meetings, the attendance team analyse information closely - at both a whole-school level and for different groups - to identify patterns and trends. We use this analysis to identify the causes of poor attendance, tackle problems and attempt to remove barriers. This is always through a child-centered approach that is driven by high-quality supervision. This is able to take place through use of our 'LDST Attendance Dashboard' which enables data to be rigorously analysed at all levels and communicated appropriately to all key stakeholders efficiently and in a timely manner. Once data is collected, it is used to deliver targeted intervention both with children and wider families.

The key is that this intervention precisely targets an identified need for pupils with the attendance team having a growing repertoire of strategies that they can use. Our working partnerships have a strong and positive impact on pupils' attendance, particularly that of pupils who do not attend well or have not attended well in the past. These include with families, but also external partnerships (including the Attendance Hub, Local Authority and further external agencies).

We are working with RISE attendance and Behaviour Hub programme regional CPD in order to further support our work with children and families to secure the best possible outcomes for our children and families.



Targeted Interventions

Where needed, targeted intervention with specific children takes place. This may be to overcome barriers to attendance or clearly communicate key messages. Leaders pay close attention to every element of the school's work to make sure that the school is a place that ALL children want to attend. We make careful adjustments to children's provision, when necessary.

Recent examples of specific attendance targeted intervention include:

- ✓ Adaptations to daily routine (such as using different entrance or exits).
- ✓ Well-being check ins for specific children.
- ✓ Bespoke rewards charts.
- ✓ Wellbeing groups targeting specific groups of children
- ✓ Work with identified families by Pastoral Care Manager
- ✓ Attendance information booklets completed with groups of identified children.

