Attendance Strategy 2026-2027

Rationale

At Little Waltham CEVA Primary School, we recognise that good attendance is essential for children to access learning, develop positive relationships and achieve their potential. As a primary school, we acknowledge the challenges associated with attendance in the early years, including childhood illness, anxiety around separation, emerging SEND needs and parental understanding of attendance expectations.

Our approach is supportive, relational and child-centred whilst maintaining high expectations for attendance for all pupils.

Absence due to genuine childhood illness is expected within this age group; however, the school seeks to minimise avoidable absence and support families in establishing positive attendance habits.

Key Priorities

Priority 1: Improve attendance for all pupils

- Promote the importance of regular attendance with families.
- Encourage good attendance habits from the earliest years.
- Celebrate positive attendance through class and individual recognition.

Priority 2: Reduce persistent absence

- Identify pupils whose attendance falls below 90%.
- Implement early interventions before patterns become entrenched.
- Monitor attendance regularly and review support plans.

Priority 3: Improve attendance for vulnerable groups

Particular focus will be given to:

- Pupil Premium pupils.
- Children with SEND.
- Children with SEMH needs.
- Pupils with a history of persistent absence.

Monitoring and Analysis

Attendance data will be reviewed regularly to:

- identify whole-school trends;
- monitor class attendance;
- track persistent absence;
- identify concerns for vulnerable groups;
- measure the impact of interventions.

Half-termly analysis will focus specifically on:

- overall attendance;
- persistent absence;
- PP attendance;
- SEND attendance;
- pupils requiring additional support.

Early Identification

Children causing concern may include:

- attendance below 95%;
- repeated illness patterns;
- frequent lateness;
- emerging anxiety;
- unexplained absences;
- declining attendance trends.

Concerns will be identified promptly to enable support before attendance deteriorates further.

Stage 1 – Universal Support

- Attendance expectations shared with all families.
- Regular communication regarding attendance.
- Positive messages and celebration of good attendance.

Stage 2 – Early Intervention

Where attendance begins to decline:

- attendance monitored more closely;
- parents contacted to discuss concerns;
- support offered to remove barriers.

Stage 3 – Attendance Meeting

For pupils with ongoing concerns:

- parents invited to an attendance meeting;
- barriers explored collaboratively;
- agreed actions recorded;
- review dates established.

Stage 4 – Multi-Agency Support

Where concerns continue:

- consideration given to Early Help;
- support sought from external agencies where appropriate;
- safeguarding procedures followed where necessary.

Support for Children with SEND and SEMH Needs

The school recognises that some attendance difficulties may arise from additional needs. Support may include:

- reasonable adjustments;
- phased approaches where appropriate;
- pastoral support;
- collaboration with external professionals;
- close partnership with parents.

Roles and Responsibilities

Headteacher

- Provides strategic oversight.
- Monitors attendance outcomes.
- Ensures attendance remains a school priority.

Office Team

- Monitor daily attendance.
- Communicate with parents.
- Issue attendance letters.
- Maintain accurate records.

Attendance Support Professional

- Support attendance meetings with families.
- Provide advice regarding interventions.
- Assist with analysis and strategic planning.
- Recommend escalation where appropriate.

Governors

- Receive regular attendance information.
- Monitor the impact of attendance actions.
- Hold leaders to account.

Measuring Impact

Success will be measured through:

- improved whole-school attendance;
- reduced persistent absence;
- improved attendance for PP and SEND pupils;
- positive engagement with families;
- evidence of timely intervention.

Attendance will remain under regular review and strategies adapted according to need.