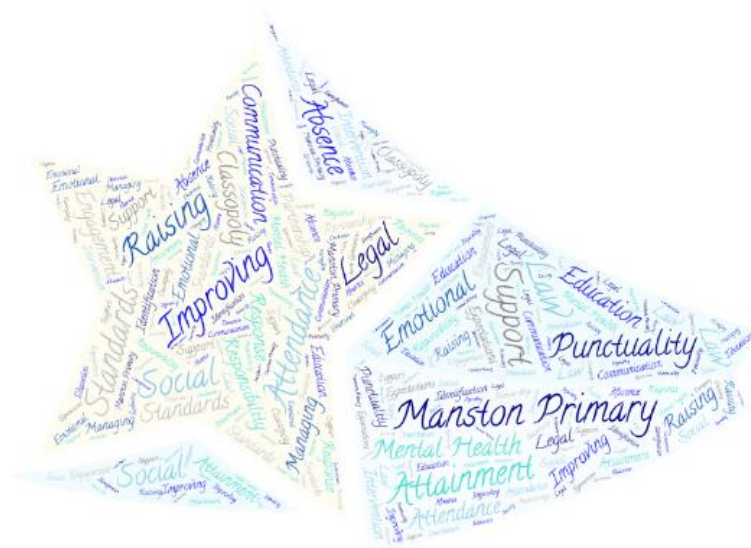# Improving Attendance at Manston Primary

CONTEXT

- Manston Primary is a smaller than average-sized primary school based in East Leeds.

- The school location deprivation indicator is in quintile 2 (less deprived) of all schools.

- The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

- The vast majority of pupils are of White British heritage with a small number (from other ethnic backgrounds.

- A higher than average proportion of pupils (30%) is known to be eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from service families).

- A higher than average proportion of pupils who are disadvantaged (32%) who are currently eligible for pupil premium, and have been historically.

- The proportion of pupils with special educational needs supported through school action is 25%. The proportion of pupils supported at school action plus or with a statement of special educational needs is a little lower than the national average.
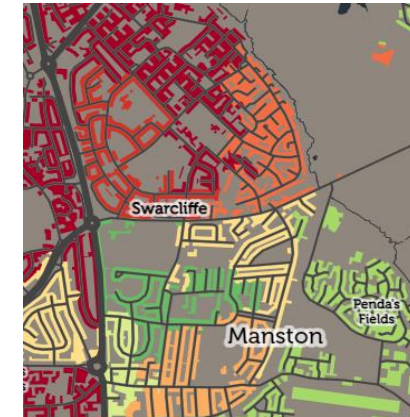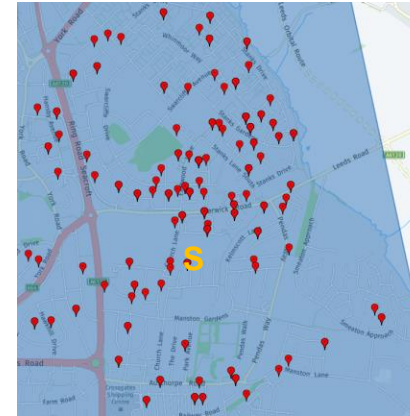
Manston

CULTURE ON ATTENDANCE

- Manston Primary School is committed to all children having access to and receiving a good education.

- We recognise that this is a major contributory factor to children achieving the best possible outcomes, raising their aspirations and empowering them to have choices that will have a positive impact upon their future lives.

- We have established a positive culture whereby every day in school counts every pupil has access to full-time education to which they are entitled to

- Attendance has a high profile around school and in all of our communications with parents/carers.

- Parents/carers are aware of school's relentless approach (via regular forms of communication)

- Significant developments of attendance procedures in terms of challenge and recording of attendance.

- In-depth data analysis of key groups (including vulnerable cohorts) of absence to ensure leaders effectively track attendance trends.

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CULTURE ON ATTENDANCE (continued)

Manston Primary's Mission Statement for Attendance

- Promote children's welfare and safeguarding,

- Ensure that every pupil has access to full-time education to which they are entitled to,

- Ensure that pupils succeed whilst at school, and

- Ensure that pupils have access to the widest possible range of opportunities.

3 P's for Attendance at Manston Primary School

- **PREVENTION –** Ensure that parents/carers understand the importance of good attendance and punctuality and take an interest in their child's education. Encouraged to raise issues/concerns early with SGWO.

- **PUNCTUALITY -** Ensure your child arrives to school on time - being continually late can have a detrimental effect on your child's education.

- **PROMOTION -** Promote an education to children; let them know that they have to make the most of the educational opportunities available to them.

Manston

SYSTEMS AND PROCESSES

Tackling Attendance

Manston Primary tackle attendance using their own Attendance Strategy Grid which can be requested from the Safeguarding Welfare Officer or Head Teacher.

Manston Primary School have defined how it views levels of attendance (below) using a Red, Amber, Green (RAG) system.

Attendance %	Response	RAG Rating
96-100	**Excellent.** This will help all aspects of a child's progress and life in school. This will give them a good start in life and support a positive work ethic	Green
93-95.9	**Average to good.** There is a threat, if not already happening, that absence is affecting attainment and progress at school. Parent/carers are expected to have a conversation with school staff to discuss this situation and school staff will offer early help.	Amber 1 [A1]
90-92.9	**Poor to average.** There is a threat, if not already happening, that absence is affecting attainment and progress at school. Parent/carers are expected to have a conversation with school staff to discuss this situation and school staff will offer early help.	Amber 2 [A2]
85-89.9	**Unacceptable to poor.** Absence is causing a **SERIOUS CONCERN.** It is affecting attainment and progress and will be disrupting a child's learning. Permitting absence from school without good reason is an offence by the parent/carer. Only school can authorise absence/ Steps will be taken by school to manage this attendance issue.	Red 1 [R1]
84.9 or below	**Unacceptable.** Absence is causing a **SERIOUS CONCERN.** It is affecting attainment and progress and will be disrupting a child's learning. Permitting absence from school without good reason is an offence by the parent/carer. Only school can authorise absence. Steps will be taken by school to manage this attendance issue.	Red 2 [R2]

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SYSTEMS AND PROCESSES (continued)

Daily attendance monitoring:

- First day absence text and/or call.

- Home visit for first day of absence if pupil is considered vulnerable (CP, CLA, SEND etc), or second day for all other pupils.

- Importance of attendance mentoring.

- Parents verbally informed of attendance concerns when chasing absence, and informed of escalation within attendance policy if this continues.

- Pupil pick-ups may be arranged with attendance mentoring/tracking system conversation actioned by Safeguarding Welfare Officer – Head Teacher informed of this.

Weekly attendance monitoring:

- Teachers acknowledge previous weeks attendance, with discussion and motivation to improve/maintain it.

- Classopoly reward in celebration assembly.

- Parents informed verbally, or in written format depending on stage of monitoring, of attendance concerns when chasing absence, and informed of escalation within attendance policy if this continues.

- Pupil pick-ups may be arranged with attendance mentoring/tracking system conversation actioned by Safeguarding Welfare Officer – Head Teacher informed of this.

Half-termly attendance monitoring:

- Regular review of pupils who are classified as persistent absentees and persistently late by the head teacher and SGWO. Supervision and analysis occurs around this.

- Tiered letters and meeting system to follow up poor attendance planned and actions.

- Regular accountability of HT and SGWO to local governance via monitoring visits and feedback in governors meetings and committees.

- Late gates to challenge poor or persistent lateness.

APPROACH

▶ Key focus on parental engagement and breaking down barriers to overcome

▶ Safeguarding and Welfare Officer available

▶ Open door policy

▶ Creating a culture of the importance of education

▶ Multi-agency approach

▶ Using pupil premium funding to support with public transport use, Cluster Attendance Welfare Service

▶ Collecting children from home if parents are unable to bring in

▶ Support and challenge without judgement

▶ A done _with_ not _to_ approach

▶ Extended services provision in place

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APPROACH (continued)

- **Stage 1 -** School intervention – communication with parents, monitoring attendance, home-school agreement (a parenting contract) the offer of early help.

- **Stage 2 -** Support and guidance request to the cluster or children and family services – the offer of early help to work with the family to resolve issues causing poor attendance.

- **Stage 3 -** School attendance panel meeting – with school and parents (and other agencies involved) to find ways of resolving on-going attendance issues.

- **Stage 4 -** Case transfer to the local authority's Strategy Attendance Team – when there is persistent absence the school pass information to the local authority to consider the attendance issue – this includes sharing evidence of the range of support offered to support the parent(s) to improve attendance.

- **Stage 5 -** Legal proceedings – decision taken by the local authority and endorsed by the cluster's support and guidance multi-agency group, to progress the case for legal action and possible prosecution against the parent(s).

- **Stage 6 -** Beyond statutory proceedings – where there has been no improvement in attendance, the local authority's specialist and or statutory services may be asked to intervene. School-age pupils are **persistent** absentees if they miss more than 10% of their possible sessions in a school year (Department of Education, 2015)

Manston

IMPACT AND TRENDS

► Data Capture completed termly, and analysis of data by HT and SGWO completed every half term.

► Vulnerable groups data [FSM vs Non-FSM, SEND vs Non-SEND, PP vs Non-PP, Girls vs Boys] monitored, reviewed and discussed every half term.

► Data is shared regularly with Governors.

► Ofsted Data capture updated termly.

► Trends are noted and analysed during supervision, and information shared with governing body.

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