

Attendance Strategy for Lacewood Primary School



Approved by: Kelly Webster
(Chair of Governors)

Date: 10.08.26

Last reviewed on: August 2026

Next review due by: August 2027

It is your parental responsibility to ensure that your child attends school every day. The purpose of this strategy is to set out how we will support your child's attendance.

Attendance at school matters. At Lacewood Primary School we believe that good attendance is secured by developing a partnership between families and school.

Your child's potential and life prospects are significantly enhanced when he/she has high attendance. Good attendance will impact positively on your child's physical, social and emotional development.

Low attendance places your child at a significant disadvantage in terms of meeting their academic potential. Furthermore, children with low attendance often lose confidence, find it more difficult to maintain friendship circles and their overall enjoyment of school falls.

The Governing Body of the school fully adopt the change in regulations relating to school absence. Amendments have been made to the 2006 regulations in the Education (Pupil Registration) (England) (Amendment) Regulations 2013. The amendments make clear that headteachers may no longer grant any leave of absence during term time unless there are exceptional circumstances. These are set out in the Regulations.

The aim of our attendance strategy is to:

- o **Increase the school's overall attendance.** Our target is to develop an expectation of regular school attendance. In other words, that each child attends every single day.
- o **Promote an understanding of the need for good school attendance** across the whole school community.
- o **Reduce the number of children with persistent absence (below 90%)** through clarity of expectation, effective support and adherence to policy. We will continue to offer support to vulnerable families to help promote better attendance for all children.
- o **Promote effective inter agency work.** This includes the use of the Education Welfare Officers and Social Workers to develop action plans.

Whole School Approach to maintain attendance of at least 96%		
Response: All parents expected to sign an Attendance agreement on entry to school; Attendance page on website is up to date and visible; Attendance priority is everyone's responsibility and is spoken about daily.		
Daily Actions	Weekly Actions	Termly Actions
• First day phone calls/text (Attendance Officer) • Home visits as required following prolonged/unexplained absence • Daily Attendance registers updated (Attendance Officer) • Daily attendance figures published on classroom doors with last term's attendance as a comparison (Attendance Officer) • Daily acknowledgement of class attendance by teachers/TA's to highlight improvement or decline.	• Attendance trophy awarded in celebration assembly to the class with the best weekly attendance • A Friday afternoon breaktime for the class achieving the highest attendance for that week. • Individual 100% reward slip completed and added to attendance box. • Attendance 'ranking' shared each week in awards assembly and on whole school dojo page.	• Attendance reward to present individual certificates: 96%+ - Autumn – Yellow, Spring – Red and Summer - Blue • Letter sent home to congratulate that attendance target has been achieved. • Excel spreadsheet – class list – attendance figure colour coded. • Termly attendance meetings held with Attendance officer and HT)

Targeted Approach when attendance falls below 96%		
Daily Actions	Weekly Actions	Termly Actions
• First day phone calls/text, where a child is vulnerable, these calls are prioritised. Other relevant professionals are informed of absence of 'at risk' children. (Attendance officer and EWO) • Home visits as required following prolonged/unexplained absence • Daily monitoring of individual children below 96% by Attendance Officer	• Attendance Officer to call parents where attendance for the week continues to decline to challenge. • Attendance team meeting with Head to focus on the targeted support impact.	• Letter home to celebrate improved attendance and certificate to child or Letter 2 issued where attendance has declined further (below 92%). • Class teachers to discuss the implications of the low attendance on the child's progress at parents evening meetings. • Termly review meeting between Attendance Officer, EWO and Head to review the targeted children's attendance and decide next steps. Where a child's attendance is above 96% all of the whole school approach rewards are used.

Targeted Approach when attendance falls to 90% or below

Attendance	Number of days	Commentary	Rewards and incentives
Daily Actions		Weekly Actions	Termly Actions
• First day phone calls/text, where a child is vulnerable, these calls are prioritised. Other relevant professionals are informed of absence of 'at risk' children. • Home visits completed by Attendance Officer and EWO where relevant • Absences are only authorised with medical evidence/proof where possible. Parents are asked to send children to school if they cannot produce medical evidence and school will decide if the child is not well enough to be in school. • Daily monitoring of individual children below 96% by Attendance Officer		• Attendance Officer to call parents where attendance for the week continues to decline to challenge. • Attendance team meeting with Head to focus on the targeted support impact.	• Letter home to celebrate improved attendance and certificate to child or Letter 3 issued where attendance has declined further (90% or below, SAP or referral into EWO Service). • Class teachers to discuss the implications of the low attendance on the child's progress at parents evening meetings.

Attendance will be recorded on CPOMS if a child is on a CP, CIN or an EHA.

96%-100%	Equivalent of up to 9 days/less than 2 weeks' absence	This level of attendance will ensure that your child has the greatest opportunity to fulfil their potential. Thank you for supporting your child's attendance at this level.	We want to always promote and incentivise good attendance. We target 96%+ as we know that children do get ill. Weekly best class attendance trophy and message home to parents 100% weekly attendance goes into attendance box and drawn termly. Termly coloured badges with certificates for termly attendance.
95%-90%	Equivalent of up to 19 days/4 weeks' absence over the year	Over a full academic year, this is a high level of absence and your child's progress and attainment and potential is being held back. If our attendance team is not satisfied that absence is unavoidable, then we expect you to engage with us and the EWO (Education Welfare Officer) at attendance surgery meetings to improve your child's attendance. If attendance does not improve, it moves to the formal process of School Attendance Panel.	Once a child has 96%+ they are part of the 'green' rewards
Below 90%	More than 29 days/6 weeks' absence over the year	If attendance falls below 90% over a full academic year, this will seriously impact and inhibit your child's progress, attainment and confidence. If our attendance team is not satisfied that absence is avoidable, non-engagement with the EWO will result in the School Attendance Panel process and if there is no subsequent improvement court proceedings will begin.	

Appendix 1: Attendance strategy outlining thresholds, communicated termly to all parents

Appendix 2: Attendance feedback for all parents every parent evening meeting

What does this coloured piece of paper mean?	
Attendance Feedback colour code	
100%	Outstanding – no learning missed
96%-99%	Good
95%-90%	Cause for concern – high level of absence that will impact your child's progress and development
Below 90%	Serious cause for concern – high level of absence will seriously inhibit your child's potential and life chances.

Parents Meetings

During this meeting the parent should be given their child's current attendance sheet. This will be colour coded according to their child's current attendance figure. Teachers must talk to the parent about this in terms of progress of their child, teachers should try to find out if there are any barriers that are presenting in relation to attendance and seek to address these.