St Peter's C of E (VA) Primary School

Attendance Strategy & Impact Plan (2026–2027)

September 2026

- **Ethos & Vision:** *"One Family, Aiming High, Learning Together with God."* Regular attendance protects academic progress, social development, and well-being.
- **SLT Attendance Champion:** Michael Conley (michaelc@spmillend.herts.sch.uk)
- **Day-to-Day / Pastoral Attendance Officer:** Mrs Nicky Laing (nickylaing@spmillend.herts.sch.uk)
- **Link Governor for Attendance:** Kate Hoskin

1. Core Philosophy & Strategic Vision

Our strategy balances two essential pillars: **maintaining robust, statutory whole-school systems** and **embedding attendance within our wider inclusion strategy**. Persistent absence is often a symptom of complex underlying barriers (such as SEND, mental health, anxiety, or family circumstances).

Strategic Objectives:

1. **Maintain Secure Baseline Systems:** Ensure daily attendance tracking, first-day calls, and safeguarding escalation paths are executed consistently.
2. **Embed Inclusion & Personalisation:** Identify individual barriers before selecting targeted interventions.
3. **Look Beyond Headline Figures:** Track attendance trajectories, punctuality, reduction of Persistent Absence (PA) / Severe Absence (SA), and educational access.
4. **Re-engagement & Catch-Up:** Reconnect absent pupils quickly to prevent learning gaps and rebuild classroom confidence.
5. **Rigorous Compliance:** Fully adhere to DfE statutory guidance (*Working together to improve school attendance*) and the 2024 National Framework.

2. Daily Operations & Morning Workflow

Daily Timetable & Registration Timings

- **08:30 AM — Gates & Registers Open:** All pupils arrive on site; classroom doors open, registration begins, and morning learning tasks start immediately.
- **08:40 AM — Gates Close:** Gates lock.
- **08:45 AM — Late Mark (L):** Registration officially begins. Arrivals after 08:40 AM are marked as **Late (L)** in the official register.

- **09:00 AM — Official Registers Close (U Code):** Registration closes. Arrivals after 09:00 AM count as an **Unauthorised Absence (U Code)** for the entire morning session (unless a pre-arranged exceptional scenario was approved).
- **03:15 PM — End of School Day**.

Daily Absence & Safe Communication Protocol

- **Parental Duty:** Parents must contact the school office before **08:30 AM** on the **first day and every subsequent day of absence** with a clear, specific medical reason.
- **First-Day Response:** If no reason is received by 08:30 AM, office staff (Miss Moon or Mrs Jones) will contact parents via phone/text.
- **Safeguarding Escalation:** If parents cannot be reached, staff will contact emergency numbers, and/or conduct a **home visit**.

3. Tiered Attendance Support Pathways & Thresholds

[RED ZONE: <=90% — Persistent Absenteeism]

Immediate Multi-Agency Intervention | Local Authority Referral

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[PINK ZONE: 90.1% - 95.9% — At Risk of Underachievement]

Formal Warning Letter at 95% | Action Plan Meeting | Medical Evidence

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[AMBER ZONE: 96% - 97.9% — Room for Improvement]

Internal Tracking | Attendance Officer Monitoring & Spot Checks | Informal Attendance Letter at 96%

[GREEN ZONE: 98% - 100% — Excellent Attendance]

Certificates | Termly Reward Draws | Positive Whole-School Culture

Green Zone: 100% – 98% (Excellent Standard)

- **Impact:** Full access to teaching modules, strong peer relationships, and academic consistency.
- **Actions:** Positive whole-school celebration, individual attendance certificates, and entry into termly reward draws.

Amber Zone: 97.9% – 96% (Room for Improvement)

- **Impact:** Attendance fluctuates; initial gaps in lesson knowledge begin to surface.
- **Actions:** Internal tracking by Mrs Laing (Attendance Officer) to prevent further decline.

Pink Zone: 95.9% – 90.1% (At Risk of Underachievement)

- **Impact:** Progress is hindered by missing core learning cycles.
- **Actions:**
    - An informal awareness letter home is automatically triggered when attendance falls to **95.9%**.
    - Parents are invited to a supportive school meeting with SLT/Pastoral staff to develop a **Personalised Action Plan**.
    - Medical evidence may be formally requested to authorize further health-related absences.

Red Zone: 90% or Below (Persistent Absenteeism - PA)

- **Impact:** Severe missing education (equivalent to ≥4 full weeks or 120+ hours of missed lessons).
- **Actions:**
    - Immediate multi-agency intervention (Families First Assessment / Team Around the Family).

- Personalised Attendance Contracts with agreed adjustments (e.g., soft starts, key worker support).
- Referral to the Local Authority Statutory Attendance Support Team, which may lead to legal penalties, fines, or parenting orders.

4. Re-engagement & Educational Recovery

To ensure returning pupils do not feel overwhelmed:

1. **Low-Stakes Re-entry:** Focus first on restoring confidence, peer connections, and morning readiness.
2. **Targeted Concept Recovery:** Class teachers address key misconceptions and core missing concepts rather than sending home large backlogs of missed work.
3. **Maintained Links:** Maintain communication during long-term absences to keep the child connected to the school community.

5. Statutory Escalation & Legal Sanctions

- **10-Day Unauthorised Absence Duty:** Accumulating 10 or more days (20 sessions) of unauthorised absence (consecutively or over a rolling period) legally mandates a referral to the Local Authority.
- **Term-Time Leave & Holidays:** Term-time family holidays **cannot be authorised** by the Headteacher. Taking a child out of school without written permission (granted only for rare, significant, unavoidable, short exceptional circumstances) automatically records as unauthorised absence and triggers a Penalty Notice.
- **National Penalty Notice Framework:**
    - *Threshold:* 10 sessions (5 days) of unauthorised absence within a rolling 10-school-week period.
    - *1st Offence:* £160 per parent, per child (£80 if paid within 21 days).
    - *2nd Offence (within 3 years):* £160 per parent, per child.

- *3rd Offence:* Prosecution in Magistrates Court (fines up to £2,500 and/or up to 3 months imprisonment).

6. Evaluating Impact & Governance Framework

We evaluate success by measuring whether our actions improve both attendance figures and educational access.

Intervention & Impact Evaluation Matrix

Pupil / Cohort	**Identified Barrier**	**Action Taken**	**Attendance & Punctuality Impact**	**Educational & Wellbeing Impact**	**Next Steps**
Example Case	*Morning anxiety & poor punctuality*	*Soft-start arrival at 08:35 AM; key worker greeting*	*Moved from Pink Zone (95.9%) to Amber Zone (96%); 0 'U' codes*	*Settled start; increased confidence in morning reading*	*Phase back into standard gate entry by end of term*

Questions for Governance (Kate Hoskin - Link Governor):

1. Which individual pupils remain persistently absent (Red Zone), and what barriers are preventing their attendance?
2. Which interventions demonstrate the highest rate of success in moving pupils from Pink/Red back to Amber/Green?
3. How do we know that improved attendance is translating into stronger curriculum access and academic progress?
4. How effectively are we balancing statutory obligations with personalized, inclusion-driven support?