



Parish Church of England **Primary School**

Attendance Strategy **25-26**



Our Context:

Parish Church of England Primary School is an over-subscribed one form entry primary school in the town centre area of St Helens. We have 238 children on roll including Nursery through to Year 6.

St Helens scores 2784 out of 32, 844 areas for social deprivation, putting it at the most disadvantaged. In all areas (Income, Employment, Education, Health and Crime), St Helens scores in the 1st or 2nd most deprived areas in the country. The crime rate for our school area is 5x higher than that of St Helens overall and 4x higher than national. Our local area has a much lower income than the rest of the UK, with 97% of the country earning a higher amount than our families. 20% of children in St Helens are living in absolute poverty with 26% of household claiming Universal Credit.

Pupil Mobility

Number of pupils leaving and starting at Parish (24/25).

Leaving = 9

Starting = 22



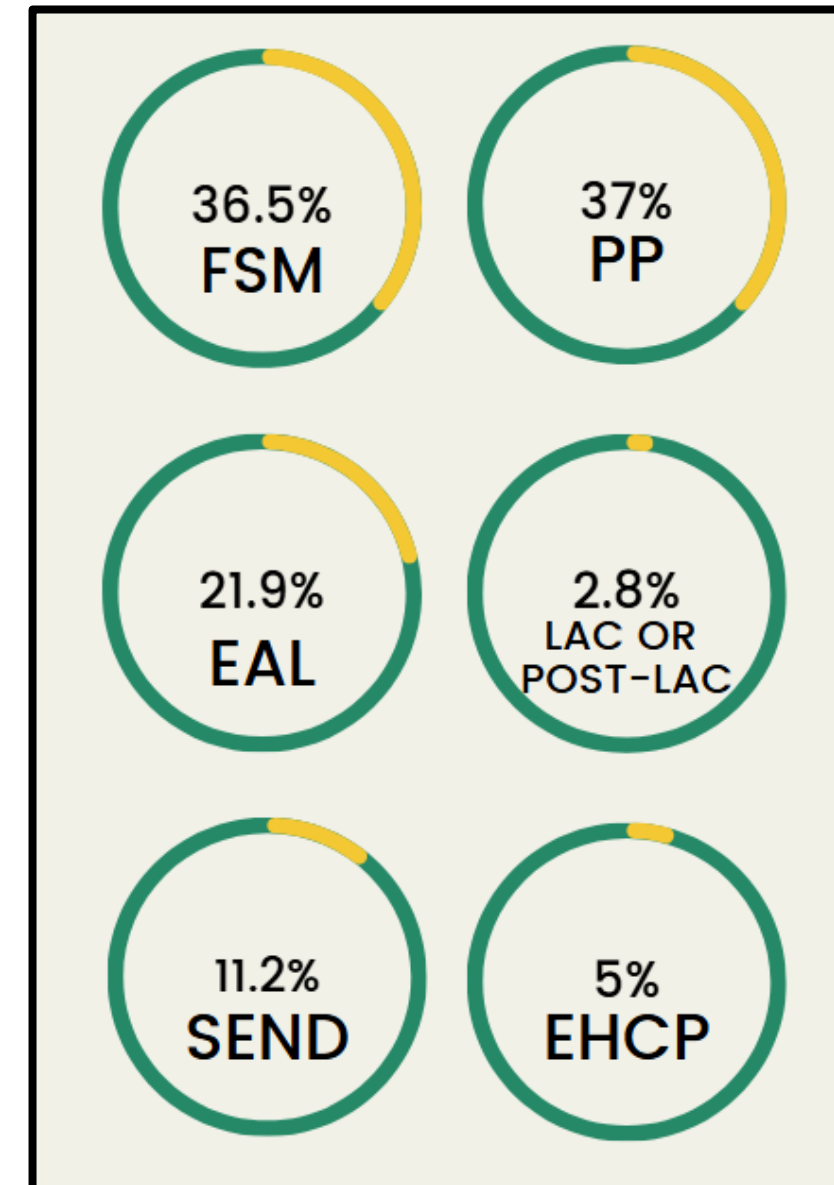
Number of registered Young Carers - 7

Number of children open to social care - 6

Number of children supported on Early Help - 6

Number of languages spoken at Parish - 17

2024-2025:



Our Attendance Vision:

Our Parish Attendance Vision:

Through our clear, consistent and inclusive approach to school attendance, we are determined that all pupils will leave Parish Primary School with the attributes and attitudes necessary to find **Faith, Hope and Love** in their learning and in their future lives.

By equipping our pupils with **resilience and perseverance** and the provision of a safe and secure school environment, we support our children and families to develop a positive sense of **well-being and health** which will serve them well both now and in the future.

By enabling and encouraging our pupils to attend school each and every day, we meet our Parish Rainbow Promises: to **nurture curiosity** in learning; celebrate **opportunities to build upon knowledge and skills** and ensure our pupils have **high aspirations** for the future and flourish in all aspects of all they do.



Our Attendance Vision was created by our Attendance Avengers to define why attendance is so important to our school community. This is displayed throughout school and is intrinsically linked to our seven Rainbow Promises (from our Rainbow Curriculum).



**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Impact of 24/25 Strategy:

Throughout 24/25, our steps to identify and tackle barriers to attendance have resulted in notable improvement, both overall and for individuals and groups.

24/25 HEADLINES

95.13%

24/25 Attendance
Year 1 to Year 6

13

Number of
persistently/severely absent
children 24/25

-14(50%)

Reduction in the number of
persistent absentees from
23/24 to 24/25.

+1.27%

Increase in **attendance**
from Reception to Year 6
23/24 to 24/25

24/25 has seen an improvement in relation to whole-school attendance. Working closely with the 'Achieve Together Attendance Hub' and developing our own 'Parish Attendance Strategy' has contributed to an end of year attendance figure of 95.13%. Whole school data is positive and as our highest end of year attendance figure for 5 years, provides a solid foundation to continue to build towards our attendance target of 97% for the 25/26 academic year. Specific cohort data analysis has taken place and provided clear next steps within our whole school priority "to continue to review attendance approaches and systems at all levels in order to raise aspirations and achievement for all."

●	2021/22	94.08%
●	2022/23	94.00%
●	2023/24	93.80%
●	2024/25	95.13%

Whole School End
Of Year Four Year
Attendance Trend.

Persistent Absentees:

Across the year, the attendance team has worked tirelessly to reduce the number of children who are persistently absent and truly live out our attendance vision.

In 23/24, 27 children and 15.7% of school were persistently absent in Year 1 to Year 6.

In 24/25, this reduced by over 50% to 13 children and just 7.3% of Y1-Y6 with attendance below 90%. Breaking this down further, just 5 of the 19 students who were a PA and remained at Parish in the 24/25 academic year ended the year with attendance under 90%.

15 of those 19 children improved their attendance (some as much as 20%) year on year. One child even achieved 100% with over a 12% increase.

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Our Attendance Principles:

C - Consistency of Approach.

C - Culture of Community and Belonging.

C - Clarity of Communication.

C - Child Centered Approach.


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



Evidence and resources

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

Get to know your pupils, their families, their influences, and their specific challenges.



Evidence and resources

2. Build a culture of community and belonging for pupils

Make sure pupils feel seen, understood, and safe.



Evidence and resources

3. Communicate effectively with families


Design effective communication strategies.



Evidence and resources

4. Improve universal provision for all pupils

Utilise teacher professional development.



Evidence and resources

5. Deliver targeted interventions to supplement universal provision

Personalise approaches to meet the needs of individual pupils.



Evidence and resources

6. Monitor the impact of approaches

Determine the effectiveness of an approach.

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25/26 - Strategic Attendance **Priorities:**

As a school, we prioritise improving attendance and punctuality and have an effective strategy in place. Driven by our four attendance principles, this year we also four key strategic attendance priorities:

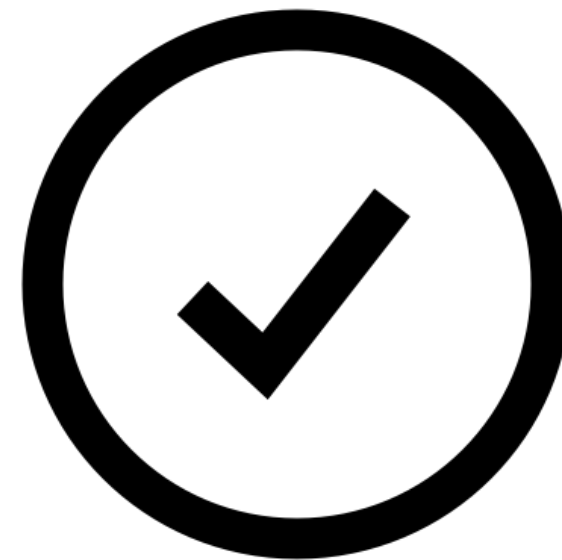
- **Consistency of Approach - To strengthen consistency of approach towards attendance at all levels.**
- **Culture of Community and Belonging - To improve the attendance of those children with SEND.**
- **Clarity of Communication - To ensure communication around attendance is clear to all stakeholders (with a particular focus on those children who were or close to being persistently absent in 24/25).**
- **Child-Centered Approach - To continue to develop our child-centred approach to supporting attendance.**



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Attendance Strategy

Principle 1: **Consistency of Approach.**





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Policies and Procedures:

Parish CE Primary School recognises that positive behaviour and good attendance are essential for pupils 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.

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued.
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality.
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently



Attendance and Punctuality Policy

Exec Headteacher / Headteacher / Head of School	Jennifer Young Mark Hardy
Nominated Attendance Governor	Harry Wood
Chair of Governors	Harry Wood

Key Attendance Staff in School:

Senior Attendance Champion	Mark Hardy
Attendance Officer	Danielle Morris
Administration Assistant	Hayley Whitehead
Education Welfare Officer	Judith Fowler

Staff can be contacted via information found on <https://www.parish-st-helens.sch.uk/page/attendance-and-punctuality-including-medicine-in-school/11396>

This Attendance & Punctuality Policy is part of a broader suite of Safeguarding Policies, including the School's Child Protection/Safeguarding Policy. This policy has been written using 'Working together to improve school attendance; Statutory guidance for maintained schools, academies, independent schools and local authorities' (August 2024)

Date: September 2024










Learn, Love and Achieve, Together with Jesus







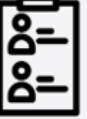




Roles and Responsibilities:







Within the policy, roles are clearly defined for all key stakeholders highlighting how attendance is everyone’s responsibility. These are widely shared and revisited.

Staff Roles and Responsibilities.

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

Make sure your child attends every day! <i>97% is our whole school target!</i> 	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. 	Try to make all medical appointments (doctors, dentist and hospital) out of school time. 
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. 	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. 	Work with the school and local authority to help them understand their/your barriers to attendance. 
If invited to attend a meeting, come and speak to us. If your child is on an attendance support plan /attendance contract, ensure they undertake the actions that have been agreed. 	Monitor your child’s internet and social media use to ensure they are not experiencing any difficulties that may prevent them from wanting to attend school. 	 Leave of absence during term time is not a parental right. If there are special or exceptional circumstances, please contact the Executive Headteacher and complete the correct school documentation and a decision will be made if the absence can be authorised or not.

Parent Roles and Responsibilities.

Pupil Attendance Roles and Responsibilities: 	Remember that our whole school attendance target is 	Work hard to arrive school on time. Support your parents/carers to arrive at school at 8:40. 
Attend all your lessons ready to learn - we are ready, respectful and responsible learners at Parish. 	Speak to a trusted adult if there is anything that is worrying you. This could be about attendance or things which might make you not want to come to school. 	Regularly speak to adults at home about attendance. Explain why attendance is so important and what your current attendance looks like. 

Pupil Roles and Responsibilities.

PARISH ATTENDANCE TEAM



Mrs J Young
Executive Head Teacher



Mr M Hardy
Head of School/Attendance Lead



Miss H Whitehead
Administration Assistant



Mrs D Morris
Pastoral and Safeguarding Manager



Mrs Judith Fowler
Education Welfare Officer

We will be helping you attend school regularly and on time. We may phone or visit your home to support you.



Within school, the attendance team is also clearly defined and led by the Senior Attendance Champion.



Work with External Partners:

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.**
- **Cross partnership work with partner school (St James Haydock) to develop and evaluate consistent attendance processes.**
- **Work across our MAT (including specific relationships with other local schools to support and challenge attendance practice).**
- **Work with the Local Authority including our Education Welfare Officer and the Behaviour Improvement Team, to support school attendance.**
- **Our extensive Early Help Offer involving local external agencies such as Home Start, CGL, Mental Health Support Team, and CAMHS to overcome potential barriers to school attendance.**

**Achieve
Together**

LDST Attendance Hub

Welcome to the LDST Attendance Hub section of our website. We are delighted to be learning and working alongside schools in the North West focusing on attendance and punctuality. Our Attendance Hub is all about reflecting on what we do to support attendance in our settings and to save schools time by sharing resources that they can adapt and tweak for their own settings.

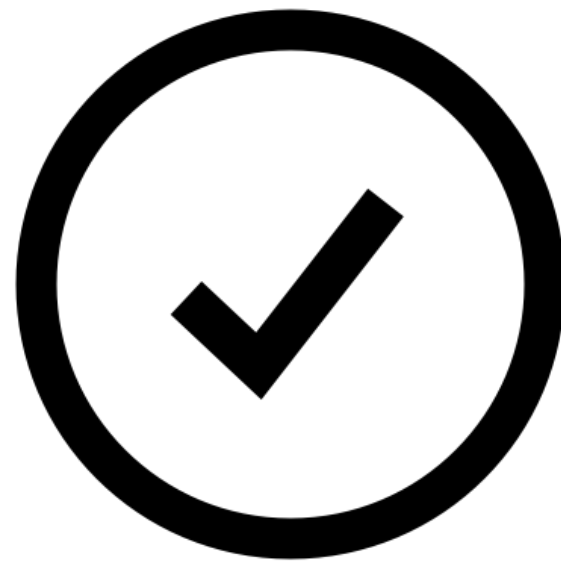
Schools attending our Attendance Hub are invited to take part in six half termly sessions. These sessions focus on 6 different areas which feature as part of our attendance and punctuality quality mark.

The sessions include:

1. 'Moments Matter' Culture
2. Leadership
3. Improve Attendance and Reduce Persistent Absence (PA)
4. Communication with Parents/Carers
5. Data Driven
6. Proactive Provision

Attendance Strategy

Principle 2: **Culture of Community and Belonging**



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Culture of Community and Belonging

Encapsulated by our School Vision of **‘Learning Together in Faith, Hope and Love**, we ensure that all pupils feel welcome, valued and respected. We aim for all school stakeholders to feel that they belong within our diverse school community.

Some examples of our whole-school approaches, central to both our ‘Attendance’ and ‘Personal Development and Wellbeing’ strategies include:

Clarity in whole school approaches centered around positive relationships.



Continual adaptation of policies to reflect best practice and cohesive approaches centered around behaviour to one another.

LDST Relationships Policy



Parish Church of England Primary School

Date: April 2025

Learn, Love and Achieve, Together with Jesus

Widespread consideration of our welcome and sense of belonging leading to whole school accreditations



PROUDLY ACHIEVED



January 2024

Staff training to be level 1 P4C trained.



Embedding of RJ practices through trained practitioners.

Work with **TRAUMA INFORMED SCHOOLS™** and TIS accredited practitioners.

This is delivered through an extensive CPD offer to staff (highlighted within our CPD overview).

Parental engagement is also carefully planned (with half-termly events) to ensure consistent messaging and stakeholder understanding.

Culture of Community and Belonging:

Central to our Attendance vision is that our school is a place that pupils want to attend. In addition to our wider policies and practice, further specific considerations include:

Systems for Managing and Tracking Behaviour

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

The Parish Way

Our behaviour curriculum 'The Parish Way' involves the explicit teaching, modelling and reinforcing of positive learning behaviours that reinforce positive behaviour throughout school.

Regular Community Voice

Regular monitoring is completed to ensure that all school stakeholders are listened to in relation to attendance and wider issues. This includes pupils to ensure that all pupils feel safe, seen, understood and heard within the school.

Celebration of Achievements:

Achievements are widely celebrated across the school year. This is vital to create positive mental health and wellbeing.

Tracking of Extra-Curricular Clubs

Systems are in place to track pupils engagement with social and extra-curricular opportunities. Potential barriers to engagement are considered and attempted to be addressed.

Our Rainbow Curriculum is also vital to creating a culture of community and belonging. It is centrally driven by our seven Rainbow Promises, which permeate throughout everything that we do. Each Promise has a religious foundation, with a carefully considered message from the Bible that promotes our Christian distinctiveness.

These interlinked Promises, based on developing both character and spirituality, ensure that the pupils of Parish Primary School accrue the attributes necessary for a happy and successful future based on Faith, Hope and Love in all that they do. These promises are also included within our Attendance Vision.

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Culture of Community and Belonging

- Personal Development Strategy:

To truly ensure that our 'Personal Development and Wellbeing Strategy' continues to be well suited to our school context and pupils' needs, ambitions and aspirations (alongside providing opportunities which are enriching, accessible and targeted to all) regular whole-school monitoring and stakeholder voice takes place.

In response to the needs of our school context (including our Parish Family and from our regular 24/25 monitoring and evaluation), we have identified two Rainbow Promises to focus our personal development and wellbeing strategy upon this academic year (with clear links to school attendance).



Promote 'Wellbeing and Health'

*Our focus strategic
Rainbow Promise for
25/26.*



Promoting 'Wellbeing and Health' is vital through everything we do and is central to our school vision of "Learning and Growing Together in Faith, Hope and Love." ♥

Within our 'Personal Development and Wellbeing Strategy' for 25/26, considering wellbeing and health is essential as part of our 'caught, taught and sought' whole-school approaches that impact ALL school stakeholders. Fundamental to this is the redesign of our Parish Spirit curriculum and the whole school impact that this implementation will have both in and out of school in relation to wider community mental health. This is likely to have a direct impact on school attendance.



'Influence Aspirations'

*Our focus curricular
Rainbow Promise for
25/26.*



We want to ensure that all children aspire to be the best that they can be at all levels.

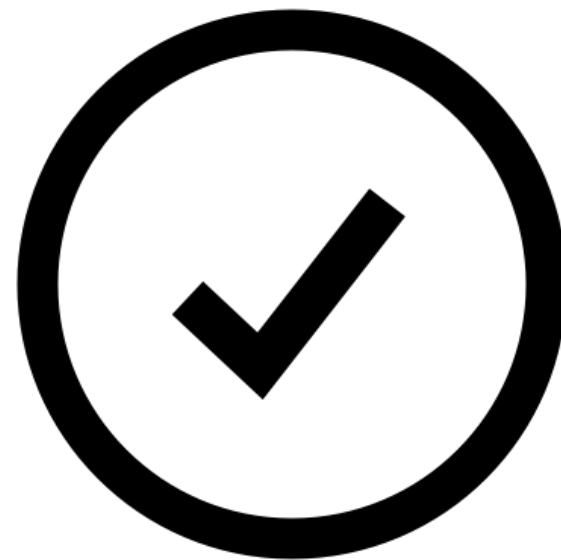
This includes through 'Influencing Aspirations' across our taught curriculum considering the Gatsby Benchmarks (2024) and through enhancing our co-curricular offer. This is with the golden thread of inclusion running through all that we do with our curriculum consideration of 'Inclusion by Design' supporting all children being the best that they can be - including school attendance.

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Attendance Strategy

Principle 3: **Clarity of Communication.**



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Communication to 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 a 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.
- ✓ Weekly emails to show data trends.
- ✓ Our attendance bulletin.
- ✓ Regular CPD in our coaching corner and Safeguarding CPD.

7. How would you describe communication to staff around attendance in school? Do you find the staff bulletin useful? Do you find this clear? Would any other information be useful?

Read staff bulletin each week and PA email.

Very clear. Yes I find bulletin useful.

Staff receive regular updates about attendance each week. They can check the attendance bulletin to see their class attendance and the whole school's attendance. Teachers also get weekly updates about students who are persistently absent. This helps staff keep track and provide support when needed.

Staff bulletins are useful and updated through emails and newsletters

The communication around the attendance is effective. In addition, the staff bulletins clear and informative for us to understand the importance of encouraging the children to attend school.

Well-communicated, the bulletin makes it easy & clear to see and understand which children are PA/close to PA and who to be most aware of.

Attendance Tip of the Week:

- Please speak to your class about what time school starts - remind them is at 8:40 and every minute if learning counts! This has been much improved this week.

Monitoring Feedback:

- Thank you to people who completed our staff attendance survey. This provided lots of clear ideas for next steps with a real focus on supporting children are persistently absentee.
- This week registers have been completed in a timely manner with full accuracy - well done everyone!

**MOMENTS
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Remember that school
starts at:



Coming into school at 8:40 means that:

- You take part in an extra 10 minutes of learning each day.
- You get to have extra practice during rehearsal time.
- You can take part in your class morning routine.

**MOMENTS
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Communication to 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 weekly Sway newsletter.
- ✓ Updated on our school website page.
- ✓ Through half-termly letters and parent bulletins.
- ✓ Regular messages (both targeted to individuals or groups and to the whole school) through our communication system.
- ✓ 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).

Attendance Steps to Success:



- ★ Ring the school office as soon as possible to explain any absence.
- ★ Be on time! Remember that gates close at 8:50am. Any absence after 9:20am is unauthorised.
- ★ Provide evidence for any medical appointments.
- ★ Speak to a member of the attendance team if you need support with your child's attendance - we are here to help!
- ★ Read any information and letters (including the newsletter) carefully.

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Remember that school
starts at:



Coming into school at 8:40 means that:

- You take part in an extra 10 minutes of learning each day.
- You get to have extra practice during retrieval time.
- You can take part in your class morning routine.



Parish C of E Primary School
Charles Street, Helens WA10 1LW
Telephone/Fax: 01744 678430
email: parish.sthelens@ldst.org.uk
Executive Head Teacher: Mrs J Young



Attendance Update October 2024:

Tuesday 1st October

Dear Parents and Carers,

School attendance is a national priority. At Parish, we recognise that positive behaviour and good attendance are essential for pupils to get the most of their school experience including their attainment, ~~wellbeing~~ and wider life chances.

Each week, we provide an attendance update on our newsletter now sent home on Microsoft Sway including the class attendance. Below is further information about our attendance approaches at Parish in line with updated National Guidance. More detailed information is located within our 'Attendance and Punctuality Policy' which is located on our school website under policies.

Role of Parents:

Make sure your child attends every day! 97% is our whole school target!	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 weekend is left.	Try to make all medical appointments (doctors, dentists and hospital) out of school time.
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.	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.	Work with the school and local authority to help them understand their/your barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.
If invited to attend a meeting, own and speak to us. If your child is on an attendance support plan / attendance contract, ensure they undertake the actions that have been agreed.	Monitor your child's internet and social media use to ensure they are not experiencing any difficulties that may prevent them from wanting to attend school.	Leave of absence during term time is not a parental right. If there are special or exceptional circumstances, please contact the Executive Headteacher and complete the correct school documentation and a decision will be made if the absence can be authorised or not.



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Communication to Pupils:






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



We have a number of attendance displays around school.

Pupil Roles and Responsibilities:

Based on our Christian vision for an excellent education for all, we encourage the highest possible levels of attendance and punctuality for pupils within all of our schools, supporting their learning and development and safeguarding them, by seeing them every day and providing them with an educationally safe and secure environment.

Pupil Attendance Roles and Responsibilities:	Remember that our whole school attendance target is	Work hard to arrive school on time. Support your parents/carers to arrive at school at 8:40.
 Attend all your lessons ready to learn - we are ready, respectful and responsible learners at Parish.	 Speak to a trusted adult if there is anything that is worrying you. This could be about attendance or things which might make you not want to come to school.	 Regularly speak to adults at home about attendance. Explain why attendance is so important and what your current attendance looks like.

Attendance responsibilities for pupils are clearly defined, shared and communicated.

Regular incentives are created each half-term to communicate these clearly to pupils (and other school stakeholders).

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Be in EACH of our '12 days of attendance' to win! One lucky winner will win our Christmas hamper!

12 Days of Christmas

'In to Win!'

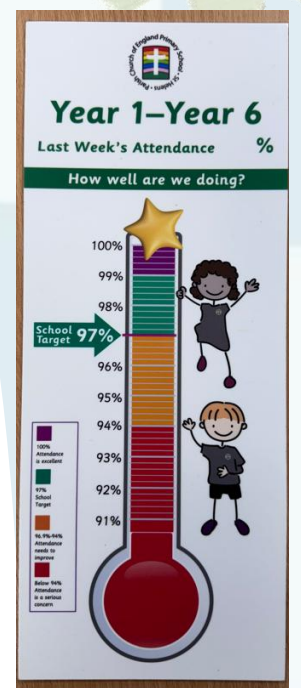
Look at all of the incredible Christmas events that are taking place during our 12 days of Christmas!

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We will also have daily prizes that will be drawn as part of our 12 days of attendance!

4th December Choir Carol singing! 	5th December Kindness Calendar Launch 	6th December Attendance daily prize! 	9th December Christmas Bingo in school! 
10th December Attendance daily prize! 	11th December Attendance daily prize! 	12th December Family Christmas Bingo 	13th December Cash in 'In to Win!' 
16th December Nativity Performances. 	17th December Nativity Performances. 	18th December Christmas Fayre! 	19th December Christmas Party Day! 

Our attendance initiative is displayed in the downstairs hall and is shared and discussed in collective worship each week.



The attendance for each class is displayed on their classroom door so that children can see their current class attendance figure.

MOMENTS MATTER, ATTENDANCE COUNTS.

Our Attendance Avengers:

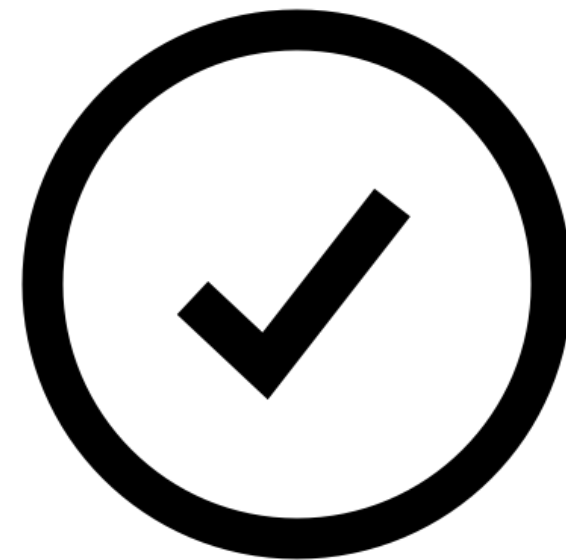
Our Attendance Avengers are a key group within our Rainbow Leaders Programme. They have created a video introducing families to our school, highlighting our warm welcome, how we meet children's needs and the staff who can help you



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Attendance Strategy

Principle 4: **Child Centered Approach.**



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Rigorous 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).

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Targeted Intervention:

Where needed, targeted intervention with pupils 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 pupils want to attend. We make careful adjustments to pupils' 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.
- ✓ Attendance information booklets completed with groups of identified children.

EVERYDAY MATTERS



GOOD ATTENDANCE.....
GOOD PUNCTUALITY.....



MY ATTENDANCE BOOKLET
NAME.....
CLASS.....

GOOD PUNCTUALITY.....

WELLBEING CHECK-IN:

How are you feeling today?

Not Good Meh Okay Good Amazing

Don't forget to check in on your friends today!

Feeling Good

MY REWARD CHART
My name is _____

Monday																			
Tuesday																			
Wednesday																			
Thursday																			
Friday																			

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