



Highwoods Primary Attendance Strategy 2025-27

We believe that the Highwoods curriculum values of Inspiration, Aspiration, Accessibility and Resilience are pivotal in the delivering of a successful attendance strategy. We have created an environment where all pupils can **access** a high quality education, feel **inspired** to learn and **aspire** for success.

Where challenges arise, as they can for any pupil or family, pupils show **resilience** to overcome these and succeed.

‘Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation to securing good attendance is that schools are a calm, orderly, safe and supportive environment where all pupils want to be and are keen and ready to learn’ (Let’s Talk- Essex County Council Education 2023 and DFE guidance 2022).

Vision:

- All pupils attend school regularly, and on time, and are motivated to be in school to learn, in order to fulfil their potential.
- Parents and Carers work closely with school staff and wider professionals to make sure pupils can attend school, and where challenges arise which impact attendance and punctuality, these can be resolved by working together.

What we do for all of our pupils and families:

Monitoring and reporting:

- We monitor attendance and punctuality monthly for all pupils with 95% and 90% thresholds
- Hold daily attendance registers for morning and afternoon sessions
- Report school attendance to parents in newsletters
- Report attendance to Governors each term, including attendance for key groups of pupils
- Parents and carers informed of attendance each term in parents’ evenings and the end of year report
- If appropriate and required, inform parents of attendance and punctuality trends or patterns for their child through letters from school- opportunities to meet with school staff to discuss ongoing concerns and barriers to effective attendance and punctuality
- The recording of attendance concerns and school actions on CPOMs



Pastoral support and wellbeing for pupils and families:

- Positive relationships between pupils and school staff rooted in mutual respect and evident in all aspects of school life.
- Develop positive relationships between parents/ carers and school staff which reflect professional and collaborative relationships
- A Home/school welfare officer to provide help and advice for families where needed
- School employs two play therapists to support all pupils who require additional support for their well-being
- Additional therapeutic support available for all pupils including Thrive 1:1, Forest schools, Child First Counsellors and
- A full time SENCO to support pupils and families and signpost support, as well as offer expertise to support children at times of uncertainty and crisis
- Registered Mental Health Leads who are nominated members of staff with accredited training
- Disadvantage champion who tracks and supports pupils who might be at increased risk of absence
- Daily clubs which support pupils at points in the day which can be overwhelming or unsettling, such as 'Lunch Bunch', which provides additional support for pupils throughout lunchtimes.
- Staff members who are a designated Pupil Premium Champion, as well as English as an Additional Language (EAL) Champion

Teaching and Learning:

- High quality teaching every single day so our pupils are motivated to learn and succeed
- Routines and boundaries which allow all pupils to feel safe and secure, and where needed, reasonable adaptation for pupils in order to succeed in school
- An exciting, well sequenced and progressive curriculum which supports all pupils
- Exciting trips, visits and guests into school which motivate pupils to learn
- High standards of behaviour for all pupils which create a safe, calm and engaging learning environment- Safe, calm and orderly classrooms which provide the best opportunities for learning to occur.
- Detailed accurate One plans and EHCPs which can reflect the barriers to learning and attending well, and detail the adaptation and support in place to help the child and family.



Policies and training:

- Highly skilled staff who have a deep understanding of pupils needs, including ASD, ADHD, Makaton and Mental Health.
- Robust and up to date policies which reflect best practice and current, research based thinking- this ensures consistency, fairness and when needed, flexibility to support our community.
- Collaboration with local Primary and Secondary schools to share best practice, as well as consulting with wider professionals in educational settings
- Actively join and support wider advisory boards to develop best practice- Highwoods Primary School was part of the advisory steering attendance group in July 2023
- Opportunities to collaborate with professionals with extensive experience in helping pupils improve their attendance- Highwoods works with Attendance Solutions
- All policies are available in any language using our translate tool on our school website

Attendance 2023-24 outcomes:

	Highwoods	National data from Insight Tracker
Attendance of all pupils	96%	93.7%
Persistent absent from school (pupils who missed 10% of school year)	8.0%	17.7%
Target for 2024-25	97% attendance 5% PA	Unknown

Attendance 2024-25 outcomes:

	Highwoods	National data from Insight Tracker
Attendance of all pupils		
Persistent absent from school (pupils who missed 10% of school year)		
Target for 2025-25	97% attendance	Unknown



	5% PA	
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