



**Woodside Primary Academy**  
**Link Governor Agenda: Attendance**



**Date: 27.01.22**

**Time & Location: 10am Shanes Office Forest**

**Present: NG & NE**

Agenda Item	Discussion	Questions	Answers
<b>Historical Issues</b>	<p>There has been no national average for attendance since 2019.</p> <p>The school's attendance (94.4%) 2019, prior to Covid had been 1.6% below national 96% (2019).</p> <p>We have reviewed our existing policy, pathways and procedures and they are used to monitor and drive improvement for the whole school.</p>	<p>NG- What has been the cause of low attendance in the past?</p>	<ul style="list-style-type: none"> <li>▪ NE- Main issues for poor attendance has been shifting the attitudes of parents about the importance of regular attendance. A number of pupils have been persistently absence (PA) over 3 or more years.</li> <li>▪ For our youngest pupils, the importance of regular school attendance (for children in the EYFS and Y1) has been a challenging mind-set to change.</li> </ul>
<b>Autumn Term success</b>	<p>The Department of Education, track data in all primary schools every 2 weeks (as there is no national average from the previous 2 years, due to Covid).</p> <p>Attendance for the school during the autumn term was: 93.9%</p> <p>PA: 20.6%</p>	<p>NG- How is the school's attendance in comparison to other schools now?</p>	<ul style="list-style-type: none"> <li>▪ NE -The school's attendance (when compared to the 2 weekly national capture of attendance on a particular day) has been above the national figure on all DFE capture dates since 6/09/22</li> <li>▪ NE- For pupils with an EHCP, they have been above or inline on 5/7 DFE capture dates; pupils who access FSM, were inline or above on 8/9 capture dates. (See attached appendix: A for exact figures). The highest reason for absence has been Covid related illness/isolation.</li> <li>▪ NE-The attendance team are more effective in managing attendance due to the school's new tracking systems and regular analysis.</li> <li>▪ NE- A weekly newsletter on attendance offers parents some quick strategies for them to use daily and celebrates improvement of classlessness and year groups. (See website for examples)</li> </ul>
<b>Return since January including Covid absence</b>	<ul style="list-style-type: none"> <li>▪ The school's attendance (when compared to the 2 weekly national capture of attendance on a particular day) has been above the national figures since returning to school in</li> </ul>		

	<p>January 2022.</p> <ul style="list-style-type: none"> <li>For pupils with an EHCP, they have been below on both DFE capture dates. This is due to Covid related absence. For pupils who access FSM, have been above on 2/2 capture dates. (See attached appendix: A for exact figures).</li> </ul>		
<b>Attendance strategy</b>	<p><b>New whole school persistent absence (PA) (attendance below 90% programme)</b></p> <p>The school introduced a new initiative for tackling poor attendance. (See appendix B for details). Each school leader is allocated a number of families to provide personalised support to. The impact has been very positive; leaders, at all levels have a part to play in improving attendance. Document sent 17-01-22</p>	<p>NG- Can you talk me through the support you give to families to improve their attendance?</p>	<ul style="list-style-type: none"> <li>NE- Impact as seen in the report sent to governors (17/01/22), shows a positive trajectory shift for our focus PA pupils, with 40% no longer identified as PA and a further 17% 5% away from being PA.</li> <li>NE- The programme was launched with a Leader In Me attendance focus, during assemblies, where pupils discussed the impact and strategies to improving attendance. The children were asked what type of rewards they would like. The next step were the LIM breakfasts held for parents alongside their children. A video was commissioned by the school to share and celebrate ways to improve attendance and reasons to attend school regularly.</li> <li>NE -The aim was to start the discussion with parents about the impact of poor attendance and supportive ways forward in addressing this issue of PA.</li> <li>NE- For some focus pupils, the impact has been seen on building relations through regular contact with the parents (can offer 1-1 advice and solutions), especially for our youngest pupils; for our older pupils, they have benefited from the 1-1 buddy system with a leader and the rewards in place.</li> <li>NE -Each child has also been given a weekly attendance booklet to complete – focus is tracking their own attendance, using the school 7 values and LIM to support thinking.</li> </ul>
<b>AOB</b>	<p><b>NG offered the following suggestions:</b></p> <p>PA focus pupils – parent to be buddied with another parent who has improved attendance</p> <p>HT - parent attendance zoom coffee morning to provide parent voice</p>	<p>NG -What support do we give to parents with pupils who are SEND?</p> <p>NG -There must be other things we can do as a school? Could there be a rewards for parents who sign up to the walking bus?</p>	<ul style="list-style-type: none"> <li>NE- All pupils are expected to attend school regularly. Unlike Special schools there are no dispensations for a mainstream school. We support each parent and pupil on a case by case basis. SEND pupils causing concern for absence or lateness are part of the school attendance focus programme. For some pupils it may be difficult for parents to get their child out of the house, or there maybe medical issues that make a child more susceptible to illness. The school nurse is often a great support to supporting parents.</li> <li>NE -Coffee morning – target parents of PA pupils for themed events. This can support parents to make trusted links.</li> <li>NE -Walking bus – this is where parents volunteer to walk other children to school with their own children</li> <li>NE-Friday is generally the lowest day for attendance. The school</li> </ul>

		<p>Friday attendance – What is the plan to address this?</p> <p>Can the school consider offering additional Enrichment to PA children on a Friday?</p>	<p>track this weekly. Parents are contacted to alert them about the patterns seen, with an improvement expected.</p> <ul style="list-style-type: none"><li>▪ NE-The idea of Friday Enrichment for PA children will be discussed with the Headship team.</li></ul>
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