



Attendance

MFPS

HC

AT

Strategic Overview

- Everyone's Responsibility
- DfE Working Together Document & Table of Responsibilities
- Trust Policy – Aim for 97%+; Strategic plan
- School Approach – External Agency; Blueprint
- Key Priority on SIP
- Day to day support – Phone calls, texts, home visits
- Letters/Fines etc.
- ISAP (Internal School Attendance Panel) Meetings

Systems & Processes

- Weekly KIT with EHT; feeds into EHT KIT with CEO/Dep.CEO
- Weekly SLT Meetings; Wider Leadership; Staff Meetings
- Monthly Tracking (PA/Attendance/Punctuality)
- VCFM Meetings (Monthly)
- Behaviour Analysis (Monthly)
- Attendance/Pastoral KIT (Monthly)
- End of Key Stage KITs (F2, Y2, Y6 - Monthly)
- SEND KITs (Monthly)
- Termly Moderation/ Pupil Progress checks

Academic Year	Meeting Purpose
2024-2025	Monitoring progress, standards & attainment- EYFS
Date:	In Attendance:
11.11.24	

Agenda Item	Lead	Update on actions from previous meeting	Actions/Outcome
1. Data/Targets			
Assessment Data	HoS	Key Outcomes:	
- Baseline		Baselines	Target
- Progress to targets		Assessment Point 1 (Autumn)	Interim Check (Spring)
- On track- GLD		Assessment Point 2 (Spr/Summer)	Outcomes
		GLD	19% 66%

Agenda Item	Lead	Update on actions from previous meeting	Actions/Outcome
2. Target Pupils			
- ID Target Pupils		Autumn target pupils:	
- CAPs			
- Intervention/Booster			

Agenda Item	Lead	Update on actions from previous meeting	Actions/Outcome
3. GLD Updates			
Prime Areas:			
- Gap/Strength Analysis			- Writing portfolio – work to be added at end of each half term
- Observations/Evidence			
- Moderation			
Specific Areas:			
- Gap/Strength Analysis			
- Observations/Evidence			
- Moderation			
4. A.O.B			

Academic Year	Term	Meeting Purpose
2024-2025	Autumn	Attendance & Pastoral Leadership
Date:	In Attendance:	Apologies:
23.9.24		
08.10.24		
12.11.24		

Agenda Item	Comments									Actions										
Attendance: - Update- compulsory - Tracking - Punctuality - Policy - Action Plan	Autumn Term Whole School: Girls: Boys: Dis: Non-Dis: SEND:	%	PA	Spring Term Whole School: Girls: Boys: Dis: Non-Dis: SEND:	%	PA	Summer Term Whole School: Girls: Boys: Dis: Non-Dis: SEND:	%	PA											
											94	23.1								
											95.4	20.3								
											92.9	26.3								
											95.4	20.1								
											90.8	28.3								
											Exc. Holidays: 95.9%; 13.4% PA									
											Exc. Partial: 94.2%; 21.9% PA									
											<u>General Updates:</u>									
											PA pupils: - Historical PA/Reasons - Action/ Involvement of external agencies - EWS - Case Studies	- Historical PA								
[Redacted]																				

- Partial Timetables		
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Milefield Approach

- PA; At Risk of PA
- Staff awareness
- Phone calls – Positive check ins, risk of PA/ PA/SA check ins
- Use of Seesaw to upload work – missing education
- Targeted support for specific high needs cases
- Regular meetings with parents/pupils by teaching staff

Milefield Approach – How did we do it?

- Senior Attendance Champion and Attendance leader (PWL) delivered CPD at INSET
- Linked to behaviour approach/safeguarding approach – Everyone's responsibility
- Tied into relational approach – support (Pastoral/academic)
- SEND links – Sensory, SSP needs, etc.
- Parents with high SEMH needs – targeted support – EHAs, SEND meetings, External agencies, signposting, links with PWL

Multi-Tiered Approach

- **Tier 1 – School wide strategies:**
- *Positive classroom environment, HQ curriculum*
- *Positive relationships*
- *Staff conduct weekly calls – directed by LJ, covered on TT to do so*
- *Positive recognition no longer aligned to a %*
- *Use of days/hours missed for lateness/ absence*
- *Signing in for late pupils by parents*
- *Sent home supportive documents with links etc.*
- *Attendance agreement annually*
- *Meet/Greet pupils daily*
- *CPD regularly for staff*

Multi-Tiered Approach

- **Tier 2 – Individualised strategies:**
- *Identify PA and at risk of PA pupils*
- *Work with families who require support*
- *Monitor progress, recognize achievements*
- *Identify in-school and out of school barriers and support where required*
- *Signpost to external agencies for support*
- *Strong communication levels*

Multi-Tiered Approach







- **Tier 3 – Higher Needs strategies:**
- *Take active part with LA and external agencies*
- *Use data driven absence to record and support SA*
- *Monitor progress, recognize achievements*
- *Support with interventions wherever possible*
- *Utilise tools and CPD for staff (EG: Motional assessment tool)*
- *Strong communication links*

Fines and penalty notices

WITH THE INTRODUCTION OF THE NEW NATIONAL FRAMEWORK FOR PENALTY NOTICES, THE FOLLOWING CHANGES WILL COME INTO FORCE FOR PENALTY NOTICE FINES AFTER 19TH AUGUST 2024.

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING.

PLEASE READ CAREFULLY.

 <p>PER PARENT, PER CHILD FINE Penalty Notice Fines will now be issued to each parent, for each child that is absent. FOR EXAMPLE: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines</p>	 <p>5 CONSECUTIVE DAYS OF TERM TIME LEAVE Penalty Notices can be requested by schools for leave of absence in term time for 5 or more days. This can be consecutive absence, or non-consecutive. The LA retains discretion to issue a penalty notice before the threshold is met.</p>	 <p>10 SESSIONS OF UNAUTHORISED ABSENCE IN A 10 WEEK PERIOD Penalty Notices can be requested by schools when there have been 10 sessions of unauthorised absence in a 10-week period. In these circumstances a Notice to Improve may be sent to the parent by the Local Authority on behalf of the school prior to the notice being issued.</p>
<p>FIRST OFFENCE The first time a Penalty Notice is issued for term time leave or irregular attendance, the amount will be: £160 per parent, per child is paid within 28 days. This will be reduced to £80 per child, per parent is paid within 21 days.</p> 	<p>SECOND OFFENCE (within 3 years) The second time a Penalty Notice is issued for term time leave or irregular attendance, the amount will be: £160 per parent, per child paid within 28 days.</p> 	<p>THIRD OFFENCE AND ANY FURTHER OFFENCES (within 3 years) The third time an offence is committed for term time leave or irregular attendance, a Penalty Notice will not be issued. Instead, the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.</p> 

PLEASE NOTE THAT THE ABOVE ARE NATION-WIDE CHANGES AND NOT DEvised BY THE SCHOOL.



Milefield Primary School: Attendance Agreement: 2024-25

School Vision

ENGAGE: Motivating children to learn in every lesson, every day.
INSPIRE: Developing a thirst for knowledge & building aspirations.
EMPOWER: Providing the skills for success at the next phase of education & beyond.
LEARN



WHOLE SCHOOL ATTENDANCE TARGET: 97%+

Executive Head:	<i>K. L. Trickett</i>
Head of School Signature:	<i>J. McClure</i>
Date:	September 2024

At Milefield Primary School, we recognise the importance of parent partnership and understand that children make the best progress and attend well when home and schoolwork together.

This agreement sets out the responsibilities of home and school in order to strengthen that relationship and support attendance

As a school, we will abide by the agreement and in return, ask all parents/carers to sign the agreement indicating their support of the school's expectations.

As a school we will:

- Have a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Work with external partners to ensure the best possible social, emotional support and high-quality education is consistently on offer.
- Develop and maintain a whole school culture that promotes the benefits of good attendance.
- Have robust daily processes to follow up absence. Have a dedicated senior leader with overall responsibility for championing and improving attendance.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance.
- If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.
- Continued support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.
- Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or

appropriate, work with the local authority on legal intervention.

- Agree a joint approach for all severely absent pupils with the local authority.
- Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals.
- If applicable, inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.

As a parent/carer I will:

- Ensure their child attends every day the school is open except when a statutory reason applies.
- Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.
- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support- including any parenting contract or voluntary early help plan to prevent the need for legal intervention.

As a pupil I will:

- Come to school regularly.
- Come to school on time.
- Come to school ready to learn and in uniform.
- Speak to trusted adult if anything is worrying me about coming to school.

Parent/Carer Signature:	
Parent/Carer of:	
Date:	

Work with External agencies

- Completed online CPD – shared key info around Social/Emotional aspects of learning and Maslow’s Hierarchy of Needs with all staff (Sep 24 INSET)
- Audit day one (Prior to Sep 24) – findings: Pupil voice; parent values; staff understanding
- OFSTED visit – March 24 – Positive feedback for Attendance
- Next steps – Continue to embed systems, ensure website shares this culture and approach, interventions tightly monitored with entry/exit data, forensic data analysis, integration of Emotional assessments and programs of work

WHOLE SCHOOL ATTENDANCE					
OCT 24 Current Attendance		Authorised Attendance	Unauthorised Attendance	Persistent Absence	
Target	97%	Actual	Actual	Actual	Actual
		94.00%	2.60%	3.30%	23.10%
GROUP SCHOOL ATTENDANCE					
	Current Att	Authorised	Unauthorised	Persistent Absence	
	Actual	Actual	Actual	Actual	
Girls	95.40%	2.00%	2.90%	20.30%	
Boys	92.90%	3.00%	4.00%	25.10%	
Disadvantaged	92.30%	2.60%	4.90%	26.30%	
Non- Disadvantaged	95.40%	2.60%	1.90%	20.10%	
SEND	90.80%	3%	6.10%	28.30%	
		Nursery		F2H	
Childs Name	PA %	Reasons	Outcomes and Actions	Childs Name	PA %
pp/sen U5	65%	un holiday	PN2 Sent	SEN U5	78.30%

Tracking for PA/SA

As a school, we quickly identify pupils who are at risk, locked in PA and what we can do to support this.

14-10 Days			
Moderate Risk of PA			
Childs Name	PA (No. of Days)	Reasons	Outcomes and Actions
	15	UN HOLIDAY /ILLNESS	
	14	illness	
	13	illness	
	13	illness	
	12	un hol	
	12	un hol	
	11	ILLNESS	
	11	UN HOLIDAY	
	11	UN HOLIDAY	
	11	UN HOL	
	11	illness	
	11	illness	
	10	un hol / illness	
	10	illness	
	10	illness / sen need	
	10	UN HOLIDAY	
	10	illness	

5+ Days			
Early Interventions			
Childs Name	PA (No. of Days)	Reasons	Outcomes and Actions
	9	illness / bereavement	
	8.5	ILLNESS	
	8	ILLNESS	
	7	ILLNESS	

19+ Days			
Locked in PA			
Childs Name	PA (No. of Days)	Reasons	Outcomes and Actions
	36	un abs	
	36	un abs	
	34	partial sen need	
	32	un abs	
	28	un abs	
	21	illness	
	20	illness	
	19	un hol / illness	

18-15 Days			
High Risk of PA			
Childs Name	PA (No. of Days)	Reasons	Outcomes and Actions
	18	partial	
	17	Illness	
	17	Illness	
	15	Illness	

Other Strategies

- Letter per half term to outline what pupils have to look forward to following a break (attach attendance certificate) MFPS – Send weekly email with overview of events and what is going on, pupil newsletters etc.
- Curriculum on offer – share regular updates + After-school clubs and trips/visitors – **Pupil Pledge**
- Have a presence at key points in the school day/ school term/ school year (Concerts, Fairs, open events, assemblies, morning and after school)
- Share ways to stay well during varied temperatures etc.
- Ensure classes have cleanliness and good hygiene – hand wash regularly, hand gel, purge cold air at breaks
- Open doors termly for parents to view work – embed how strong the curriculum offer is
- Use of hours/ lessons/ days to inform parents of what is being missed (Child A has missed 5 hours of Phonics and their outcome is needing improvement due to this).
- Offer food hampers/parcels, warm clothing, free uniform etc.
- Promote the approach across school with posters, flyers, introduce attendance ambassadors to support pupils with attendance
- Regular time to talk for parents with team – coffee mornings on playground with music for free for example

Pupil Pledge

Created alongside pupil and parent voice to ensure a bespoke set of enrichment opportunities for all pupils at MFPS

ENRICHMENT STAGE

EXPERIENCES

- FARM
- HOME
- VISIT SPEAKERS
- FOOTBALL LIVE MATCH
- ALLOTMENT - GROWING AND EATING



CURRICULUM FOCUS

- MY LOCAL AREA - LOCAL WALK
- ART GALLERY
- ZOO LAB - SCIENCE
- SEASIDE TRIP - GEOGRAPHY



PEOPLE & PLACES OF WORSHIP

- CHURCH - HARVEST & CHRISTMAS & EASTER
- DIVERSITY - VISITORS



SPORTS & ARTS PERFORMANCE

- PANTOMIME IN SCHOOL
- ART GALLERY / TOWN HALL MUSEUM



COMMUNITY LINKS

- CARE HOME VISIT - SINGALONG
- AREA VISIT - DR JAGGER



Pledge to Our Pupils:

ENGAGE; INSPIRE; EMPOWER & LEARN

Our pledge has come directly from consultation with our pupils as part of our commitment to ensuring they are provided with high quality experiences and opportunities which build cultural capital and awareness of the wider world.

As a school, we are dedicated to ensuring our pupils have experiences they will value which support them to develop into respectful, hardworking and ambitious individuals.

Experiences are designed to build aspiration, tolerance and broaden pupils' horizons, opening opportunities + their educational journey and beyond.



MILEFIELD PRIMARY SCHOOL

PLEDGE TO OUR PUPILS:

As a school we pledge our dedication to our pupils!
You are important and we will support you to succeed through the opportunities and experiences we provide.

You will feel valued, worthwhile and proud.
You will have the chance to do your best and be your best; building your aspirations.

Engage; Inspire; Empower & Learn

At Milefield Primary School, we are committed to nurturing confident, lifelong learners who are proud of their heritage and ready to make a positive contribution to society. In order to achieve this, we have five key areas of experience that enrich pupil's life experiences, broaden their horizons and motivate their aspirations. By providing a rich diet of experiences for pupils as part of our school offer, we nurture the whole child and provide opportunities on the journey to adulthood.



Lifetime Experiences

These experiences encourage pupils to build an enduring connection with the world around them, building up essential skills that will stay with them for life.



Curriculum Focus

Educational visits have substantial benefits to the education and development of pupils. For many, they offer opportunities to enrich learning experiences.



People and Places of Worship

Visits that build on the pupil's understanding of the range of faiths and cultures that comprise our society.

A fundamental British Value to build a mutual respect of other religions and cultures.



Sport & Arts Performance

Attending live performances exposes pupils to new crowds and environments. It helps to develop a sense of belonging and build emotional intelligence and appreciation for performance.



Community Links

Building community and social connections within our locality assists in boosting pupil's confidence whilst interacting with others who differ from them in age, belief, occupation and other ways.

More info

- Visits are warmly welcomed
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- www.milefieldprimary.org.uk
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