

St John's Catholic Primary School

Appendix 3 - Strategy to reduce persistent and severe absence 2026 – 2027

Purpose

The purpose of this strategy is to ensure that the school's culture of high attendance, which is underpinned by clear expectations, procedures, and responsibilities, is effective in reducing both persistent absence and severe absence.

- **Persistent absence is when a pupil's overall absence equates to 10 per cent or more of their possible sessions (i.e., attendance falls below 90%).**
- **Severe absence is when a pupil's overall absence equates to 50 per cent or more of their possible sessions (i.e., attendance falls below 50%).**

It also outlines the school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.

Rationale

- This strategy is intended to support the overall implementation of the **KCSP Strategic Plan 2022 – 2027, including the Well-being Plan and the Framework for Continuous School Improvement**. It is essential that all leaders, staff, pupils and parents understand and support the school's expectations around the need for pupils to attend school regularly so that they get the most out of their school experience, including their attainment, wellbeing, and wider life chances. Data and research show that the pupils with the highest attainment at the end of key stage 2 (age 11) and key stage 4 (age 16) have higher rates of attendance over the key stage compared to those with the lowest attainment.

KPI 1: To reduce overall persistent absence at KCSP Trust schools so that it is no greater than the national average percentage, including for disadvantaged pupils and those with SEND.

KPI 2: To reduce overall severe absence at KCSP Trust schools so that it is no greater than the national average percentage, including for disadvantaged pupils and those with SEND.

- The monitoring of impact will be measured through school leaders’ own self-evaluation including analysis of schools’ attendance data, benchmarking against Trust schools, other schools locally and regionally and national data, and school-based visits by the School Improvement Team. The outcome of any Ofsted inspections will also be taken into consideration.

How the school will use data to target attendance improvement efforts to the pupils/pupil cohorts who need it most

The school use data...

Key Performance Indicators

KPI 1 and 2: To reduce overall persistent and severe absence so that it is no greater than the national average percentage, including for disadvantaged pupils and those with SEND	Implementation	Milestones	Expected Impact
➤ To engage with families of persistently and severely absent pupils, conducting targeted home visits and structured school meetings to identify barriers to attendance and establish sustainable morning and	➤ Identify target groups of children using Arbor reporting. ➤ Track weekly those at risk of persistent and severe absence outlining clear actions for the week ahead to promote good attendance. ➤ Utilise the home school support worker to run touch base sessions with parents	➤ Weekly monitoring meetings as a Pastoral team. ➤ 6.5% target by Summer term 2027	➤ Persistent non-attendance to be below 6.5% by July 2026. ➤ Clear links are made between target families and the Home school support worker with identified support tracked showing increased access to

evening routines to reduce the percentage of persistent non attendance to be 6.5% or below.	supporting the improvement of attendance, routines and access to services. ➤ Implement an attendance competition weekly, half termly and termly to encourage positive attendance.		support and improvement in attendance. ➤ A clear tracking system is in place that allows for early identification of concern and outlines clear targets, actions and impact for the improvement of non-attendance.
➤ To collaborate strategically with the SENCo to conduct a comprehensive 'Barrier Analysis' for all pupils with EHCPs currently classified as persistently absent; utilizing this data to devise targeted support plans that improve attendance and bring the SEND cohort inline with, or above, the national average.	➤ Create a tracking system that identifies children with EHCPs where weekly monitoring ensures that low attendance is identified early. ➤ Arrange for touch base meetings between families, the attendance officer and SENCO in cases where attendance falls into a 'monitor' category to support potential barriers.	➤ Identified children targeted weekly. ➤ National average by Christmas 2026.	➤ Attendance for children with EHCPs to be in line or above National. ➤ Clear links are made between target families and the Home school support worker with identified support tracked showing increased access to support and improvement in attendance.
➤ To proactively engage with families of pupils eligible for Free School Meals (FSM) who are at risk of persistent absence; co-producing targeted attendance plans that address specific home-school barriers to bring the cohort's attendance inline with the national average.	➤ Ensure the tracking system used weekly for attendance monitoring identifies those children who are FSM so target interventions can take place for those who fall into a concern or monitor category. ➤ Offer free workshops for parents on morning routines. ➤ Utilise the home school support worker to run touch base sessions with parents supporting the improvement of attendance, routines and access to services.	➤ National average by Easter 2027.	➤ Attendance for children with FSM to be in line or above National. ➤ Clear links are made between target families and the Home school support worker with identified support tracked showing increased access to support and improvement in attendance.
➤ To introduce a reward system that promotes good attendance across the year	➤ Implement an attendance competition weekly, half termly and termly to encourage positive attendance.	➤ Autumn 2026	➤ Reward system in place that address good and improved attendance weekly, half termly and termly.

ensuring attendance remains above the National average.			➤ A clear tracking system is in place that allows for early identification of concern and outlines clear targets, actions and impact for the improvement of non-attendance.
➤ To strengthen the impact of the pastoral team by establishing a proactive tracking system that identifies vulnerable pupil cohort and clearly identifies patterns in attendance, ensuring 100% of targeted students receive documented, multi-agency or internal interventions, resulting in improved attendance.	➤ Conduct weekly Pastoral meetings where data collated on attendance, behaviour and safeguarding are co-ordinated and cross professional conversations and actions are minuted leading to targeted intervention for students and families with tracked impact. ➤ Increase the offer of support for families through multiple professional work.	➤	➤ A strengthened home school parent partnership link through targeted work with the home school support worker to support the improvement of attendance percentages.