



This strategy is designed to run in conjunction with a collection of wider school policies, including the Behaviour for learning, Safeguarding and Attendance policies.

Purpose:

- Maximise the exposure of attendance into all elements of school life, recognising its fundamental importance to academic and personal development of students
- Implement differentiated strategies to maximise the attendance of all learners, working consistently towards whole school improvement.
- Ensure ample strategy exists for the targeting of key focus groups, ascertained through consistent use of data rich processes.
- Engage a range of influential stakeholders in the process of driving attendance, including but not limited to Students, Form tutors, Pastoral staff, the Attendance team, parents, SLT and Governors.
- Normalise the presence of attendance in the school’s recognition and reward culture.
- Provide effective thresholds (excluding exceptional circumstances) for attendance frameworks and policy requirements to be implemented.

Process factors

How do we ensure attendance is informed and data rich?

Accurate attendance data remains a present and crucial aspect of all below practices and actions, available to impact through all below stakeholders:

Attendance team	Pastoral/Year team	Form Tutors	SLT/Governors
<p>Daily attendance data is recorded and actioned accordingly, in line with the school attendance policy and safeguarding protocols</p> <p>Data is offered weekly to all staff, highlighting weekly attendance trends (year group, highest form group).</p> <p>Fortnightly actions (detailed below) are imposed alongside other staff in order to enforce accountabilities of students/parents. Windows for improvements are short term in nature to ensure instant impact.</p> <p>Whole school attendance data is run periodically against national and Essex statistics in order to provide an effective measurement tool (inc. sub groups).</p>	<p>Pastoral managers meet Attendance staff fortnightly to analyse trends and impose 'known and known well' based actions.</p> <p>Year teams discuss priority attendance cases fortnightly, analysing progress and potential barriers alongside year group trends.</p> <p>Year team representation occurs in any School attendance based meeting.</p> <p>Year team led intervention for students at risk of Persistent absenteeism.</p> <p>Data used periodically in recognition assemblies (year group and house).</p> <p>Data used as a tool for the imposing of short term incentive schemes (EG <90% PP)</p>	<p>Provided with weekly overviews in tutor notices.</p> <p>Tutors provided with clear overview to address students at risk of falling below school target (95%), and those just below (92%>).</p> <p>Tutors updated on data enforced intervention (Nudge letters, SAM, Warning letters, Penalty Notices, Prosecution).</p> <p>Tutors provided with dedicated time for addressing/acknowledging within tutor programme.</p>	<p>SLT Link staff involved in the holistic overview of attendance within their cohort, supporting year group actions.</p> <p>SLT staff to support whole school attendance policy where intervention is required.</p> <p>SLT staff to support the work of Head of years in ensuring presence of Attendance informed actions exist within tutor interactions.</p> <p>SLT and Governor updates provided through Standards and performance. National/Local trends provided as comparative measures and identification of key foci.</p>

Strategic response: Aim high

%	Lost learning	Primary intervention	Response, action and Intervention for all	Time bound actions for target groups (PP/EHCP/LAC)	Oversight
100 to 98	4 days 20 Lessons	Form tutors Year team	<ul style="list-style-type: none"> - Fortnightly 100% acknowledgement in tutor time - Individual celebration in Year group assemblies – Queue jumper raffle (Autumn and Spring) - Group acknowledgement in house competitions - Eligible for reward trip - Positive family based recognition of attendance (Intouch – Letter 1) - Family rewards for vulnerable families 	<ul style="list-style-type: none"> - Termly appreciation letters for Vulnerable parents - Termly family reward raffle for vulnerable families at calendar points (Xmas/Easter) 	Attendance Officer Assistant Headteacher: Behaviour and Standards
97.9 to 95	9.5 days 2 Weeks 50 lessons	Form tutors Year team	<ul style="list-style-type: none"> - Fortnightly acknowledgement of ‘target hitters’ at 95%+ in tutor time - Tutor ‘Pick up’ conversations with those near to dropping below 95% threshold - Individual celebration in Year group assemblies (End of Spring) – Queue jumper raffle - Group acknowledgement in house assemblies through healthy competition - Eligible for reward trip - Positive family based recognition of attendance (Intouch/Letter 2) - Family rewards for vulnerable families 	<ul style="list-style-type: none"> - Termly appreciation letters for Vulnerable parents - Termly family reward raffle for vulnerable families at calendar points (Xmas/Easter) 	
94.9 to 92	15 days 3 weeks 75 lessons	Form tutors Year team Attendance Team	<ul style="list-style-type: none"> - Tutors and Year team to monitor, positively recognising anyone who increases back beyond 95% - Use of tracking sheet to monitor - Nudge letter <95 – below school target (Letter 3) - Phone contact for vulnerable students 	<ul style="list-style-type: none"> - Fortnightly phone contact for vulnerable students to address decreasing attendance patterns and ascertain barriers 	

91.9 to 90	19 days 4 weeks 100 lessons	Year team Attendance Team	<ul style="list-style-type: none"> - Pastoral Manager to monitor group through daily 'lesson monitor' - Attendance Advocate – Pick-ups/Doorstep drops - Concern letter <92 – Nearing persistent absenteeism (Letter 4) - School Attendance Meeting (SAM) including PM to orchestrate clear objectives for fortnightly review. Attendance contract to be completed. Action warning letter discussed - Action warning letter (red envelope) upon dropping to 90% (Letter 5) and 	<ul style="list-style-type: none"> - Fortnightly phone contact for vulnerable students to address decreasing attendance patterns and ascertain barriers. Home Visits for vulnerable students nearing Persistent Absenteeism. - Fortnightly - PM and Attendance office to raise at Intervention meeting 	
< 90	Equivalent of missing a whole year in education	Year team Attendance team Attendance services	<ul style="list-style-type: none"> - Pastoral Manager to monitor group through daily 'lesson monitor' - Attendance Advocate – Pick-ups/Doorstep drops - All student cases to be considered at Interventions meeting - School Attendance Meeting (SAM) including SLT/Governor to orchestrate clear objectives for fortnightly review. Attendance contract to be completed. Penalty notice discussed. - Medical evidence required for all absence. - Action warning letter (red envelope) upon dropping to 90% (Letter 5) and - Consideration of Penalty notice if below 85% or decreasing towards. 	<ul style="list-style-type: none"> - Daily phone contact for vulnerable students to address decreasing attendance patterns and ascertain barriers. Weekly home visits for vulnerable students operating within persistent absenteeism. 	

All other associated aspects of attendance will be monitored vigorously with appropriate systems and safeguards in place. This includes;

- Punctuality to school
- Punctuality to lessons
- Alternative provision
- Students operating on dual roll (Manage moves, therapeutic care)
- Part time timetables facilitated through Exception reports

Communication Templates

Letter (Intouch) One: 100 to 98% Attendance

End of Autumn term	<p>Dear >PARENT></p> <p>We wanted to offer our congratulations on the outstanding attendance of <STUDENT> so far this academic year. At the end of the first term, <STUDENT>'s attendance is currently <%>.</p> <p>Whilst there are school rewards on offer for <Student> (Queue jumper passes, House points etc), the biggest advantage to their brilliant attendance in the increased chance of academic success. We know through both national and our own research that attendance impacts outcomes.</p> <p>Thank you for your support of school attendance. We appreciate this is not only down to the investment of students, but high expectations of parents and carers.</p> <p>Kind regards,</p> <p><PASTORAL MANAGER> <HEAD OF YEAR> <SLT LINK></p>
End of Spring term	<p>Dear >PARENT></p> <p>As we are now two thirds of the way through the year, we wanted to express our delight at the excellent attendance of <STUDENT>. At present, <STUDENT>'s attendance is currently <%>, a rate that not only maximises their chance of success but also opportunities within the wider school community.</p> <p>As parents/carers, we appreciate the huge role you play in sustaining such important attendance rates, and remain very grateful for your high standards.</p> <p>Kind regards,</p> <p><PASTORAL MANAGER> <HEAD OF YEAR> <SLT LINK></p>

Letter (Intouch) Two: 97.9 to 95% Attendance

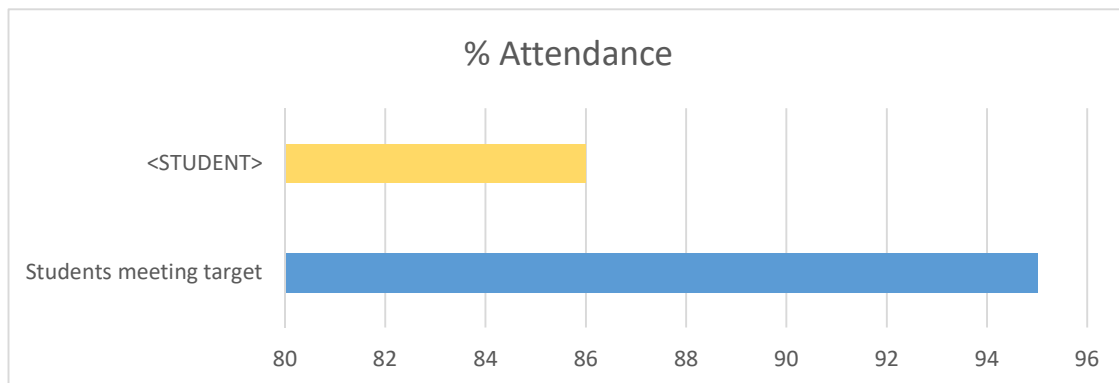
<p>End of Autumn term</p>	<p>Dear >PARENT></p> <p>Thank you for ensuring <STUDENT>'s attendance remains above our school target of 95%. After the first term, <STUDENT> currently has an attendance of <%>, indicating the minimal time out of school.</p> <p>95% attendance is important to maintain across the full academic year, as anything more would equal more than 2 whole weeks out of education. This equates to 50 missed lessons and 50 lost hours of learning.</p> <p>Thank you for ensuring <STUDENT> continues to attend as much as possible.</p> <p>Kind regards,</p> <p><PASTORAL MANAGER> <HEAD OF YEAR> <SLT LINK></p>
<p>End of Spring term</p>	<p>Dear >PARENT></p> <p>After two full terms, we are pleased to see that <STUDENT>'s attendance currently sits at <%>. Thank you for supporting this as parents/carers, we fully appreciate this a joint effort to sustain such levels.</p> <p>95% attendance remains an important milestone for Shenfield High School, as we know that those exceeding this target make better progress than students who are persistently absent from school.</p> <p>We look forward to recognising the efforts of our 'target hitters', and offering the opportunity for reward in celebration assemblies.</p> <p>Thank you for your ongoing support,</p> <p>Kind regards,</p> <p><PASTORAL MANAGER> <HEAD OF YEAR> <SLT LINK></p>

Letter Three: <95% Nudge letter

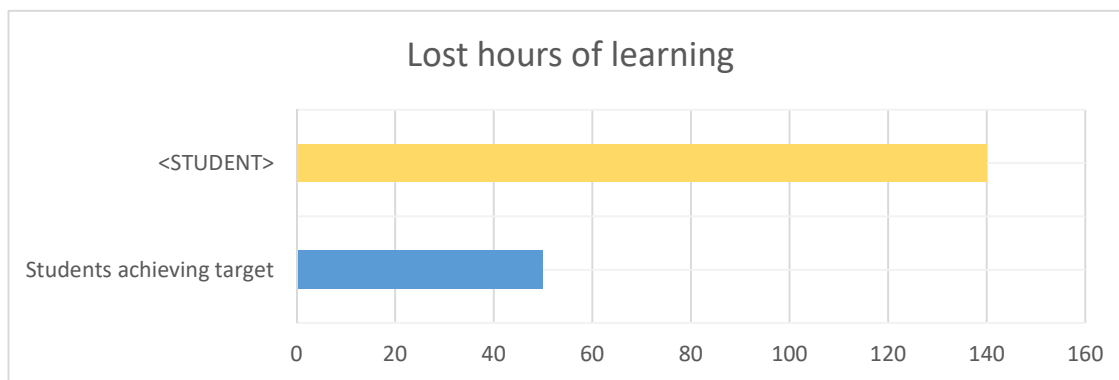
Nudge Letter

Dear <PARENT>

<STUDENT>'s attendance level is currently <%>.
This is below the expected level of at least 95%.



If not improved, <STUDENT> is set to lose significant learning time compared to other students by the end of this year.



You will now need to work with <STUDENT> to maximise their attendance moving forward. If they continue to miss more school time than others, further action may be taken in line with school attendance expectations.

Kind regards,

<PASTORAL MANAGER>

<HEAD OF YEAR>

<SLT LINK>

Letter Four: <92% Nudge letter

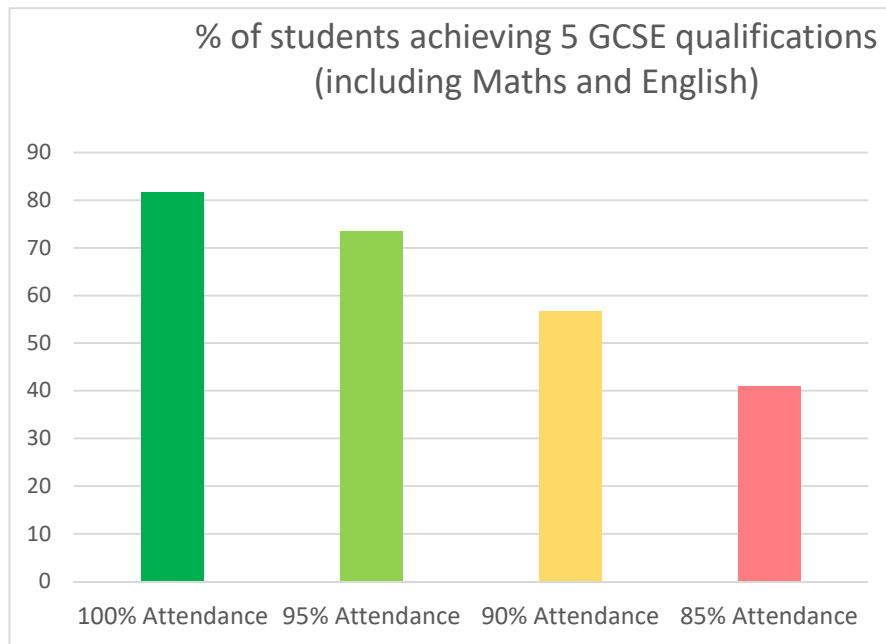
Nudge Letter

Dear <PARENT>

<STUDENT>'s attendance level is currently <%>.

This is the equivalent of missing one whole year throughout education.

Research shows students achieve much less within GCSE's when such attendance rates exist



Department for Education (2016); The link between absence and attainment at KS2 and KS4

<STUDENT> cannot afford to miss any more learning, and no further school absence should occur unless clear medical evidence is provided.

<STUDENTS> attendance is now being closely monitored, and a formal concern letter will be issued and recorded should there be no immediate improvement. At such point, we would need to meet to discuss the specific reasons <STUDENT> is attending so irregularly.

Kind regards,

<PASTORAL MANAGER>

<HEAD OF YEAR>

<SLT LINK>

Letter Five: Below 90%

Name
Address

Date:

Dear

School Attendance

DOB

We are writing in connection with <STUDENT>'s attendance. They have had <SESSIONS> sessions, equating to <DAYS> days of absence this academic year. Their attendance is therefore <%>% and is therefore a concern. This is below the expected level of at least 95%.

Until the attendance reaches 90% or above going forward absences will not be authorised unless there are extenuating circumstances or medical evidence is supplied, this can be in the form of medicine packaging, appointment card or letter.

Should <STUDENT>'s attendance not improve, a school attendance meeting will be arranged which you will be expected to attend. At this meeting we will discuss together any concerns and establish if there is any support that can be put in place.

Please note your child is expected to be at school 100%, in accordance with Shenfield High School attendance rules. Exceptions to this are medical reasons, which some form of medical evidence is required for the absence to be authorised.

Please do not hesitate to contact the school to arrange a meeting.

Yours sincerely

Mrs V Newton

Attendance Officer

Tel: 01277 219131 Email: v.newton@shenfield.essex.sch.uk