St Bartholomew's Primary School, Swanley

Appendix 3 - Strategy to reduce persistent and severe absence 2026-7

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

Regular monitoring of attendance data (weekly and termly)

Monitoring individual, group and cohort data to identify at risk pupils

Regular comparisons and benchmarking of data at a school, cluster, Trust, regional and national level using Assembly Analytics and FFT

Key Performance Indicators

KPI 1: To reduce overall persistent 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 develop and maintain a whole school culture that promotes the benefits of good attendance	➢ Ensure that an up to date Attendance Policy is on the website. ➢ Develop the 'Attendance' and FLO section of the website with information for parents. ➢ Share the policy with parents via the website ➢ Send regular reminders to all families about the procedures that are followed. ➢ Ensure that all members of staff are aware of the attendance policy and its procedures. ➢ All staff are contributing to the implementation of the Attendance Policies and procedures ➢ Provide regular training and updates. Staff to explicitly note and recognise pupils' absence and return to school. ➢ Attendance Officers part of pupils' responsibilities	➢ Share Attendance policy with all in September. ➢ Attendance data included in all weekly newsletters. ➢ Consistent access for parents on attendance data for their children through Arbor ➢ End of term reminders of attendance ➢ Policy and procedure in the newsletter.	➢ All families and staff members will be aware of the school attendance policy and will have a thorough understanding of the procedures and support provided. ➢ Attendance will be given a high priority, and families will be well informed regarding attendance issues. ➢ Pupil voice shows a good understanding of the importance of regular and punctual attendance and better attendance habits are formed. ➢ PA pupils decrease for identified pupils.

	➢ Attendance Ted and Punctuality Pup given out to classes at Celebration Assembly		
➢ To ensure that they attendance policy is adhered to and that there are robust processes/ procedures in place	➢ The Headteacher will have overall responsibility for attendance matters. ➢ Headteacher will analyse attendance and punctuality patterns in accordance with the procedures. detailed in the Attendance Policy. ➢ Headteacher and Attendance Officer to work with parents, LA and KCSP ➢ Headteacher to ensure that there are robust procedures to follow up absence- e.g., first day calling, follow up contact and home welfare visits. ➢ Headteacher to work in collaboration with the office staff and FLO to discuss specific concerns.	➢ Weekly reports analysed by senior staff ➢ Attendance meetings with parents when policy dictates ➢ FLO, office and SENCO to focus on cohorts and groups of pupils.	➢ Attendance levels are maintained and improving where they fall below the expected level. ➢ Attendance data will be similar for all groups of pupils or at least in line with or better than national average for a particular group ➢ Procedures will be closely followed by all staff members.
➢ To proactively use data from attendance analysis to identify and support pupils at risk of becoming persistently absence persistent absence	➢ Follow the attendance policy and regularly analyse attendance data for any patterns or trends in individuals, cohorts, or groups. ➢ Identify pupils at risk and put immediate support plans in place. ➢ Identify barriers to good attendance and punctuality.	➢ Weekly attendance reports. ➢ Termly analysis of attendance data shared with parents. ➢ Regular meetings with FLO/Trust Attendance officer if needed	➢ A reduction in the number of persistently absent pupils because of interventions and close collaboration with families.

	➢ FLO will liaise with parents to identify reasons for absence and offer support.		
➢ To provide additional targeted support for pupils who are persistently absent	➢ FLO and Headteacher to signpost and support access to required services ➢ Liaise with the LA Attendance Service to provide further and more formal attendance support for families. ➢ Hold formal meetings as outlined in the Attendance Policy. ➢ Issue penalty notices if appropriate to do so. ➢ If there are safeguarding/welfare concerns, work in collaboration with Early Help and Social Services.	➢ Support offered and provided to those who are at risk for persistent absence ➢ Regular meetings timetabled to support families ➢ Families signposted to available support services	➢ Tangible increase in attendance for targeted pupils/families ➢ Referrals made to outside agencies where appropriate ➢ Families will be more supported and engagement with the school will increase

KPI 2: To reduce overall 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 collaborate with the local authority and outside agencies to provide a joint approach for severely absent pupils	➢ Provide continual and regular support from the SLT and FLO. ➢ Regular meetings and updates between families/school and the LA. ➢ Liaise with the LA Attendance team and look at all possible options available including alternative forms of educational provision ➢ Collaborate with safeguarding partners, Children's Social Services etc. ➢ Legal intervention in appropriate circumstances ➢ Ensure PP / SEND children and vulnerable have targeted provision in school to encourage them to attend as much as possible (e.g. soft start/finish, pupil voice, ensuring the children feel included and enjoy school)	➢ Timely support offered as and when required ➢ Regular liaison with LA Attendance Team and Trust ➢ Attendance at multi-agency meetings as appropriate. ➢ Soft start begin and developed from September 2026	➢ Incremental improvement in attendance over time ➢ Families and children will feel supported over time which will enable them to access an appropriate education ➢ Gap between pp and non-pp/SEND is narrowed