



Parish Church of England **Primary School**

Attendance Strategy **26-27**



Our Attendance Vision:

Our Parish Attendance Vision:

Through our clear, consistent and inclusive approach to school attendance, we are determined that all pupils will leave Parish Primary School with the attributes and attitudes necessary to find **Faith, Hope and Love** in their learning and in their future lives.

By equipping our pupils with **resilience and perseverance** and the provision of a safe and secure school environment, we support our children and families to develop a positive sense of **well-being and health** which will serve them well both now and in the future.

By enabling and encouraging our pupils to attend school each and every day, we meet our Parish Rainbow Promises: to **nurture curiosity** in learning; celebrate **opportunities to build upon knowledge and skills** and ensure our pupils have **high aspirations** for the future and flourish in all aspects of all they do.



Our Attendance Vision was created by our Attendance Avengers to define why attendance is so important to our school community. This is displayed throughout school and is intrinsically linked to our seven Rainbow Promises (from our Rainbow Curriculum).



**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Impact of 25/26 Strategy:



Throughout 25/26, our steps to identify and tackle barriers to attendance have resulted in notable improvement, both overall and for individuals and groups.

25/26 HEADLINES

95.6%

25/26 Attendance
Year 1 to Year 6 (compared to
95.13% last academic year).

9

Number of persistently/severely
absent children in 25/26.

-19(67%)

Reduction in the number of
persistent absentees from 23/24
to 25/26 in Y1-Y6.

+1.8%

Increase in attendance
from Year 1 to Year 6
23/24 to 25/26

25/26 has seen a further improvement in relation to whole-school attendance leading to our highest attendance in the last five years. Working closely with the 'Achieve Together Attendance Hub' and developing our own 'Parish Attendance Strategy' has contributed to an end of year attendance figure of 95.6% (around 0.72% higher than the national average). Placing us within the top 30% of schools nationally, this figure provides a solid foundation to continue to build towards our attendance target of 97% for the 26/27 academic year and enhance our offer which OFSTED deemed to be 'Strong' (March, 2026). Specific cohort data analysis has taken place and provided clear next steps within our whole school priority for 26/27 "to further develop a culture of strong attendance and positive behaviour that enables ALL pupils to flourish."

●	2021/22	94.08%
●	2022/23	94.00%
●	2023/24	93.80%
●	2024/25	95.15%
●	2025/26 (School)	95.6%
●	2025/26 (Trust Avg)	95.69%

**Whole School End
Of Year Five-Year
Attendance Trend.**

Persistent Absentees:

In 23/24, 27 children and 15.7% of school were persistently absent in Year 1 to Year 6. In 24/25, this reduced by over 50% to 13 children (7.3% of Y1-Y6) with attendance below 90%.

In 25/26, just 9 children ended the academic year with attendance under 90% (5.29% of school) in addition to two children who had been removed from roll. This overall figure of 6.2% placed us 9th out of all 54 St Helens schools and within the top 15% of schools nationally for the lowest numbers of PAS. This was also under half the national PA figure of around 14%.

Improving SEND Attendance:

A huge focus this year has been improving attendance of those children with SEND. Having previously been an area of concern on the IDSR, we finished the year with SEND attendance of 94.4% (in the top 35% of schools nationally). Meanwhile, the percentage of SEND pupils who were persistently absent was 8.6% placing us in the top 15% nationally and 11/54 local authority schools for the number of PAs with SEND. This again provides a platform for further improvement in 26/27 and shows clear impact over time.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Our Attendance Principles:

C - Consistency of Approach.

C - Culture of Community and Belonging.

C - Clarity of Communication.

C - Child Centered Approach.

Our four core attendance principles are informed by evidence from the Education Endowment Foundation (EEF) publication 'Supporting school attendance' (2024).



Evidence and resources

1. Build a holistic understanding of pupils and families, and diagnose specific needs

Get to know your pupils, their families, their influences, and their specific challenges.



Evidence and resources

2. Build a culture of community and belonging for pupils

Make sure pupils feel seen, understood, and safe.



Evidence and resources

3. Communicate effectively with families

Design effective communication strategies.



Evidence and resources

4. Improve universal provision for all pupils

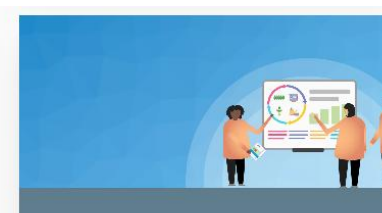
Utilise teacher professional development.



Evidence and resources

5. Deliver targeted interventions to supplement universal provision

Personalise approaches to meet the needs of individual pupils.



Evidence and resources

6. Monitor the impact of approaches

Determine the effectiveness of an approach.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**





26/27 - Strategic Attendance **Priorities:**

As a school, we prioritise improving attendance and punctuality and have an effective strategy in place. Driven by our four attendance principles, this year we also four key strategic attendance priorities:

- **Consistency of Approach - To strengthen consistency of approach towards attendance at all levels.**
- **Culture of Community and Belonging – To continue to improve the attendance of those children with SEND and boys (to be above national figures for all pupils).**
- **Clarity of Communication - To ensure communication around attendance is clear to all stakeholders (with a particular focus on those children who were or close to being persistently absent in 25/26).**
- **Child-Centered Approach - To continue to develop our child-centred approach to supporting attendance through our family-support offer.**



**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Policies and Procedures:

Parish CE Primary School recognises that positive behaviour and good attendance are essential for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances. Through accurate following of our 'Attendance and Punctuality Policy,' procedures are consistent across school. Our School Attendance and Punctuality Policy reflects the requirements and principles of "Working together to improve school attendance" and includes a National Framework in relation to absence and the use of legal sanctions.

Our policy aims to raise and maintain levels of attendance by:

- **Maximise the overall percentage of pupil attendance and punctuality at Parish.**
- **Support and challenge school leaders to embed strong systems for securing good attendance.**
- **Promote our vision of high attendance and punctuality amongst the school community.**
- **Reduce the number of pupils who are persistently absent.**
- **Provide support advice and guidance for parents, pupils and staff.**
- **Develop clear procedures for the maintenance of accurate registration for pupils.**
- **Ensure a systematic approach to gathering, analysing and acting upon attendance data.**
- **Continue to promote effective partnerships with the Local Authority, Children's Services, Health and other partners.**



Attendance and Punctuality Policy

Executive Headteacher	Jennifer Young
Acting Headteacher	Mark Hardy
Nominated Attendance Governor	Gaynor Winstanley
Chair of Governors	Reverend Rachel Shuttleworth.

Key Attendance Staff in School:

Senior Attendance Champion and Lead for Behaviour and Attitudes (including attendance)	Mark Hardy
Attendance Officers	Danielle Morris (Safeguarding and Pastoral Manager). Alison Maloney (Office Manager). Rachel Clare (Trust Business Manager). Judith Fowler (EWO)

Staff can be contacted via information found on [our school website](#).

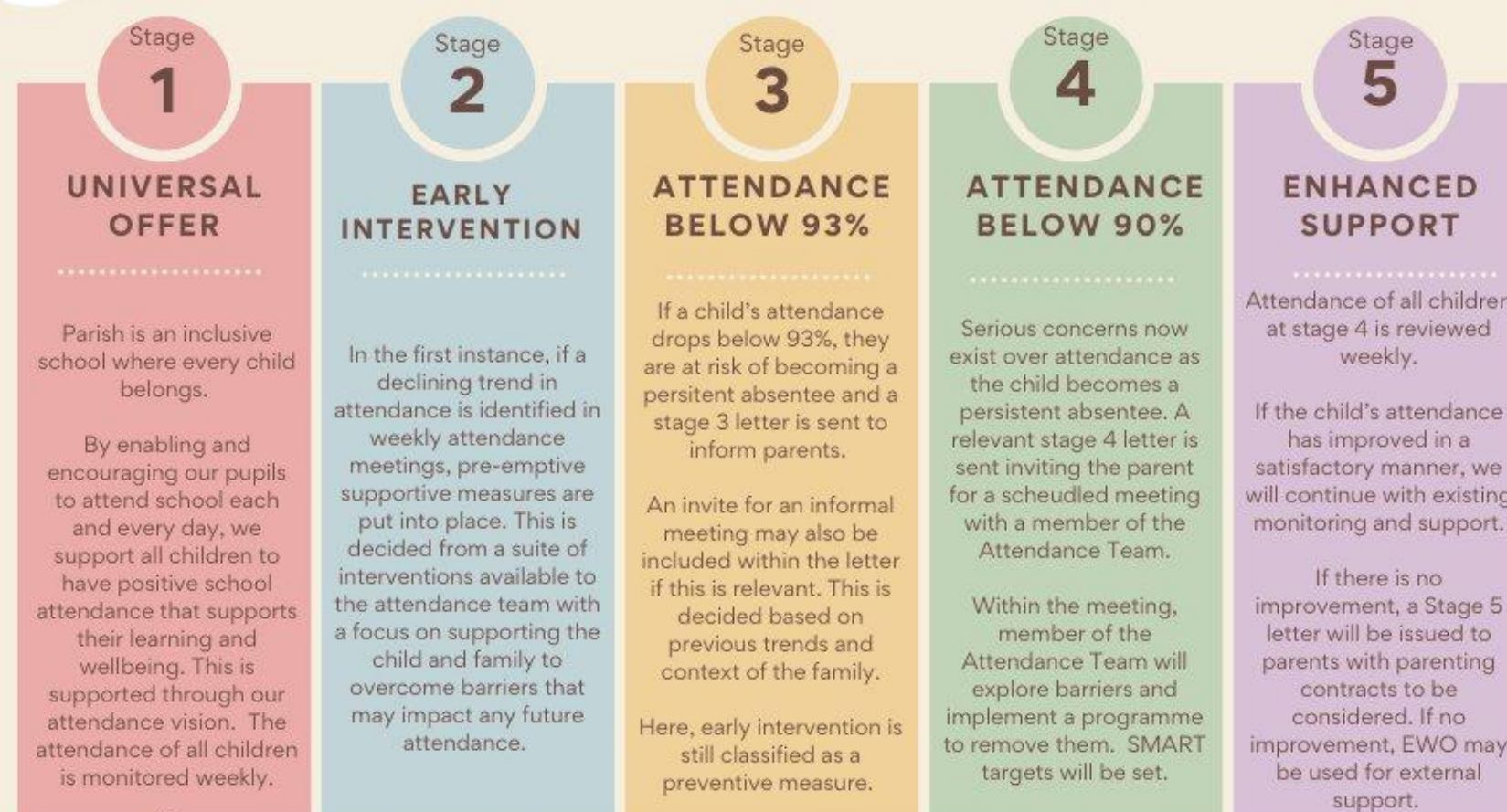
This Attendance & Punctuality Policy is part of a broader suite of safeguarding policies, including the School's Child Protection/Safeguarding Policy. This policy has been updated using 'Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities' (July 2026).

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Our Supportive Attendance Approach:



Our Supportive Attendance Approach:



Our Attendance Vision:

Through our clear, consistent and inclusive approach to school attendance, we are determined that all pupils will leave Parish Primary School with the attributes and attitudes necessary to find Faith, Hope and Love in their learning and in their future lives.

By equipping our pupils with resilience and perseverance and the provision of a safe and secure school environment, we support our children and families to develop a positive sense of well-being and health which will serve them well both now and in the future.

By enabling and encouraging our pupils to attend school each and every day, we meet our Parish Rainbow Promises: to nurture curiosity in learning; celebrate opportunities to build upon knowledge and skills and ensure our pupils have high aspirations for the future and flourish in all aspects of all they do.

At Parish Primary School, our graduated attendance approach ensures that attendance is monitored and addressed in a clear, fair and consistent manner for all pupils and families. The staged approach provides a shared framework for staff, ensuring that concerns are identified early and appropriate support is implemented at the right time.

Regular attendance monitoring enables us to identify emerging patterns of absence and respond proactively. By following clearly defined stages, all families receive the same level of communication, support and intervention, promoting transparency and equity across the school community. The pathway places a strong emphasis on early family help and partnership working with families. At each stage, the focus is on understanding the barriers affecting attendance and working collaboratively to remove them. This ensures that support is tailored to individual circumstances while maintaining a consistent process for all pupils.

As concerns escalate, actions become increasingly targeted and structured, providing clarity for parents, carers and staff about expectations and next steps. This enables Parish Primary School to balance support with accountability, ensuring that every child has the best possible opportunity to attend school regularly and achieve their full potential.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Roles and Responsibilities:

Within the policy, roles are clearly defined for all key stakeholders highlighting how attendance is everyone's responsibility. These are widely shared and revisited.

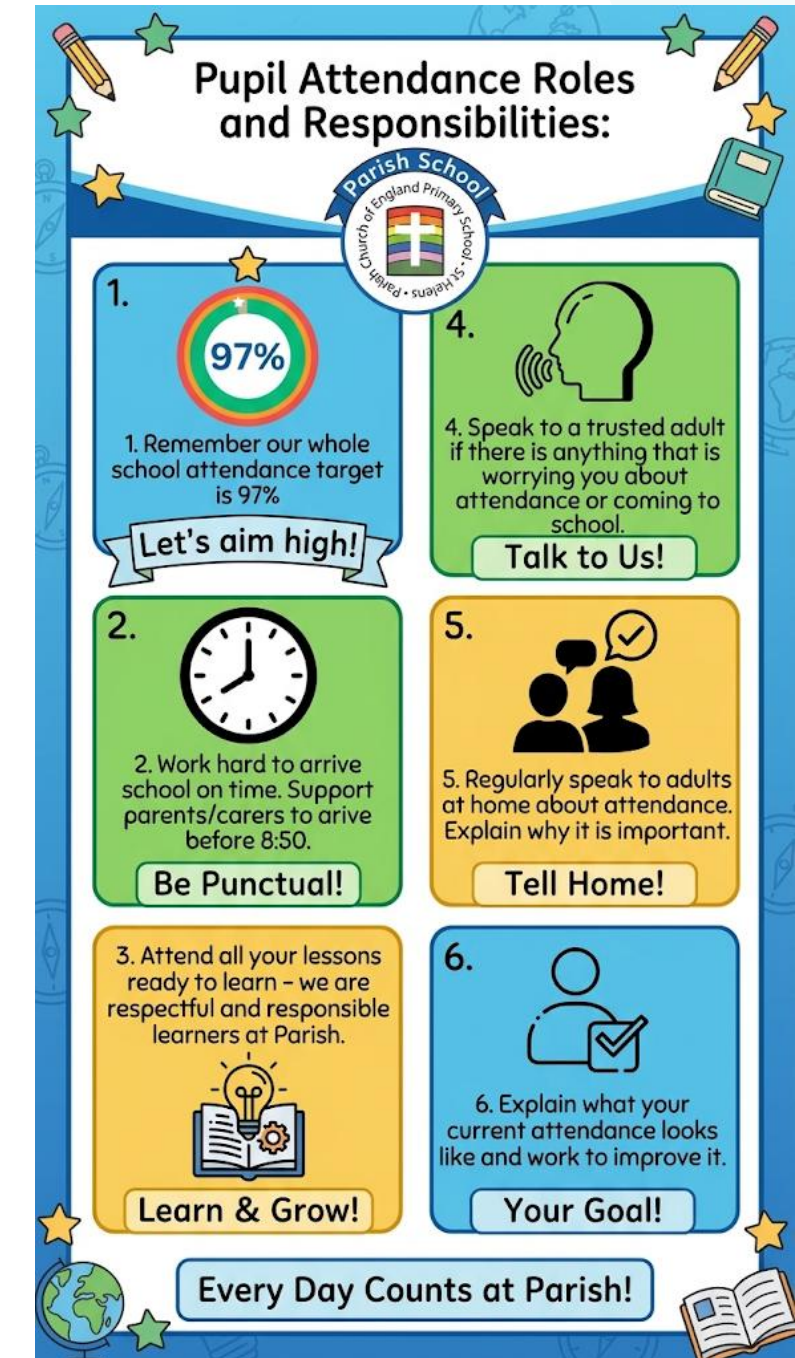
Staff Roles and Responsibilities.



Parent Roles and Responsibilities.



Pupil Roles and Responsibilities.



Within school, the attendance team is also clearly defined and led by the Senior Attendance Champion.



Work with External Partners:

As a school, we build and sustain strong relationships with other local schools, local authorities and other partners to secure the best possible attendance and ensure our approach is consistent.

Our current external partners include:

- **Extensive work with the ‘LDST DFE Attendance Hub - Achieve Together’ with CPD disseminated throughout school. This has been sustained since July 2024.**
- **Cross partnership work with partner school (St James Haydock) to develop and evaluate consistent attendance processes.**
- **Work across our MAT (including specific relationships with other local schools to support and challenge attendance practice). In 2026, we shared our ‘Attendance Impact’ Trust wider as a ‘Education Exchange Spotlight.’**
- **Work with the Local Authority including our Education Welfare Officer and the Behaviour Improvement Team, to support school attendance.**
- **Our extensive Family Help and Early Help Offer involving local external agencies such as Home Start, CGL, Mental Health Support Team, and CAMHS to overcome potential barriers to school attendance.**



Achieve Together

LDST Attendance Hub

Welcome to the LDST Attendance Hub section of our website. We are delighted to be learning and working alongside schools in the North West focusing on attendance and punctuality. Our Attendance Hub is all about reflecting on what we do to support attendance in our settings and to save schools time by sharing resources that they can adapt and tweak for their own settings.

Schools attending our Attendance Hub are invited to take part in six half termly sessions. These sessions focus on 6 different areas which feature as part of our attendance and punctuality quality mark.

The sessions include:

1. 'Moments Matter' Culture
2. Leadership
3. Improve Attendance and Reduce Persistent Absence (PA)
4. Communication with Parents/Carers
5. Data Driven
6. Proactive Provision

Culture of Community and Belonging

Encapsulated by our School Vision of **‘Learning Together in Faith, Hope and Love**, we ensure that all pupils feel welcome, valued and respected. We aim for all school stakeholders to feel that they belong within our diverse school community.

Some examples of our whole-school approaches, central to both our ‘Attendance’ and ‘Personal Development and Wellbeing’ strategies include:

Clarity in whole school approaches centered around positive relationships.



Continual adaptation of policies to reflect best practice and cohesive approaches centered around behaviour to one another.



Widespread consideration of our welcome and sense of belonging leading to whole school accreditations



PROUDLY ACHIEVED



Work with
TRAUMA INFORMED UK SCHOOLS
and TIS
accredited
practitioners.



Embedding of RJ
practices through
trained
practitioners.

This is delivered through an extensive CPD offer to staff (highlighted within our CPD overview).

Parental engagement is also carefully planned (with half-termly events) to ensure consistent messaging and stakeholder understanding.

Culture of Community and Belonging:

Central to our Attendance vision is that our school is a place that pupils want to attend. In addition to our wider policies and practice, further specific considerations include:

Systems for Managing and Tracking Behaviour

Behaviour management data is regularly monitored and reviewed to identify patterns that may impact school attendance.

The Parish Way

Our behaviour curriculum 'The Parish Way' involves the explicit teaching, modelling and reinforcing of positive learning behaviours that reinforce positive behaviour throughout school.

Regular Community Voice

Regular monitoring is completed to ensure that all school stakeholders are listened to in relation to attendance and wider issues. This includes pupils to ensure that all pupils feel safe, seen, understood and heard within the school.

Celebration of Achievements:

Achievements are widely celebrated across the school year. This is vital to create positive mental health and wellbeing.

Tracking of Extra-Curricular Clubs

Systems are in place to track pupils' engagement with social and extra-curricular opportunities. Potential barriers to engagement are considered and attempted to be addressed.

Our Rainbow Curriculum is also vital to creating a culture of community and belonging. It is centrally driven by our seven Rainbow Promises, which permeate throughout everything that we do. Each Promise has a religious foundation, with a carefully considered message from the Bible that promotes our Christian distinctiveness.

These interlinked Promises, based on developing both character and spirituality, ensure that the pupils of Parish Primary School accrue the attributes necessary for a happy and successful future based on Faith, Hope and Love in all that they do. These promises are also included within our Attendance Vision.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Culture of Community and Belonging

- Personal Development Strategy:

To truly ensure that our 'Personal Development and Wellbeing Strategy' continues to be well suited to our school context and pupils' needs, ambitions and aspirations (alongside providing opportunities which are enriching, accessible and targeted to all) regular whole-school monitoring and stakeholder voice takes place.

In response to the needs of our school context (including our Parish Family and from our regular 25/26 monitoring and evaluation), we have designed our Personal Development and Wellbeing Strategy:

Parish Spirit Curriculum - Whole School Themes and Events 26-27:						
Unit of Work	Unit 1 (3 rd September 2026 – 23 rd October 2026).	Unit 2 (2 nd November 2026 – 18 th December 2026).	Unit 3 (4 th January 2027 – 5 th March 2027).	Unit 4 (8 th March 2027 – 14 th May 2027).	Unit 5 (17 th May 2027 – 16 th July 2027).	
My Happy Mind Unit Focus.	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	
Focus Rainbow Promise	Develop 'Articulate Learners.'	Nurture Curiosity considering 'British and Christian Values.'	Promote 'Wellbeing and Health.'	Encourage 'Resilience and Perseverance.'	'Influence Aspirations'	
Whole School 'Pots of Gold' Experiences	International Day of Democracy – Pupil Leadership. (15 th September 2026). National Poetry Day – Poetry Recital. (1 st October 2026).	Anti-Bullying Week including B-Tales Performance (16–20 th of November 2026). Cultural Edu Asian – Diwali Celebration. (10–12 th of November 2026).	School Pledge – 'New Year Nutrition' Launch. (7 th January 2027). Children's Mental Health Week (1–5 th February 2027).	The Great Parish 'Spelling Bee.' (26 th April 2027). Parish Sports Personality of the Year Awards (28 th May 2027).	Career Fair (18 th June 2027). International Week (28 th June – 2 nd July 2027).	
Celebration of Themed Days and Events Linked to Rainbow Promise	World Inclusion Day – Find Your Voice. (9 th October 2026). Black History Month – Oracy Focus. (Throughout October).	Remembrance Day. (11 th November 2026). UK Parliament Week (23–29 th November 2026).	Safer Internet Day (9 th February 2027). World Book Day – Role of Reading for Wellbeing. (4 th March 2027).	World Maths Day (26 th March 2027). World Art Day (15 th April 2027).	World Environment Day. (7 th June 2027). World Music Day (21 st June 2027).	
26/27 Christian Values	Faith Through Wisdom	Faith Through Community	Hope Through Trust	Hope Through Courage	Love Through Generosity	Love Through Friendship
Half-Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

In addition to our Rainbow Promises, high-quality texts ensure that 'Reading is at the Beating Heart' of our Curriculum.

Deliberately chosen whole-school events and experiences to contextualise our Rainbow Promises

Our core celebration of global, national or local days and events that enhance community understanding of our Rainbow Promises. We have a minimum of one themed day linked to each subject area per academic year.

Each unit is 7–8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning.

Wider Events that we will celebrate to 'Influence Aspirations' include:

European Day of Languages
(26th September 2026)
Whole School Keeping Safe Week
(19–23rd October 2026).
Holocaust Memorial Day.
(27th January 2027).

National Storytelling Week.
(30th Jan–7th Feb 2027).
Shakespeare Week
(15th March 2027).
Mental Health Awareness Day
(17th May 2027).

MOMENTS
MATTER,
ATTENDANCE
COUNTS.

Communication to Staff:

As a school, we ensure that all staff understand the importance of paying close attention to pupils' attendance, taking opportunities to promote good attendance, and acting on absence promptly. Systems and reporting procedures are robust and information is shared both quickly and regularly to all key stakeholders.

All staff have an important role in promoting attendance with individual roles and responsibilities clearly defined and disseminated. Training and support (with continual evaluation) underpin their supportive but challenging conversations with pupils and families where attendance needs to improve.

Regular staff CPD takes place to ensure that all staff have the expertise and support to support all pupils learn successfully. Professional development is structured in a way to provide information with clarity. This includes:

- ✓ Half-termly whole-school CPD sessions.
- ✓ Regular data analysis shared.
- ✓ Our bi-weekly attendance bulletin.
- ✓ Regular CPD briefings in our coaching corner and Safeguarding CPD.

7. How would you describe communication to staff around attendance in school? Do you find the staff bulletin useful? Do you find this clear? Would any other information be useful?

Read staff bulletin each week and PA email.

Very clear. Yes I find bulletin useful.

Staff receive regular updates about attendance each week. They can check the attendance bulletin to see their class attendance and the whole school's attendance. Teachers also get weekly updates about students who are persistently absent. This helps staff keep track and provide support when needed.

Staff bulletins are useful and updated through emails and newsletters

The communication around the attendance is effective. In addition, the staff bulletins are clear and informative for us to understand the importance of encouraging the children to attend school.

Well-communicated, the bulletin makes it easy & clear to see and understand which children are PA/close to PA and who to be most aware of.

Attendance Tip of the Week:

- Please speak to your class about what time school starts - remind them it is at 8:40 and every minute if learning counts! This has been much improved this week.

Monitoring Feedback:

- Thank you to people who completed our staff attendance survey. This provided lots of clear ideas for next steps with a real focus on supporting children who are persistently absent.
- This week registers have been completed in a timely manner with full accuracy - well done everyone!

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**



Remember that school
starts at:



Coming into school at 8:40 means that:

- You take part in an extra 10 minutes of learning each day.
- You get to have extra practice during rehearsal time.
- You can take part in your class morning routine.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Communication to Parents:

As a school, we communicate our expectations of the importance of attendance and punctuality to families very clearly and in a variety of ways. This communication is clear also considering the language and tone to ensure information is well received and accurate in content.

Information is shared in the following ways (considering the frequency, timing, language, tone and medium):

- ✓ On our weekly Sway newsletter.
- ✓ Updated on our school website page.
- ✓ Through half-termly letters and parent bulletins.
- ✓ Regular messages (both targeted to individuals or groups and to the whole school) through our communication system.
- ✓ Carefully designed leaflets and posters to share key messages from our policy.
- ✓ Built into communication at key points (such as reports and at parents' evening).

Attendance Steps to Success:



- ★ Ring the school office as soon as possible to explain any absence.
- ★ Be on time! Remember that gates close at 8:50am. Any absence after 9:20am is unauthorised.
- ★ Provide evidence for any medical appointments.
- ★ Speak to a member of the attendance team if you need support with your child's attendance - we are here to help!
- ★ Read any information and letters (including the newsletter) carefully.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**



Remember that school
starts at:



Coming into school at 8:40 means that:

- You take part in an extra 10 minutes of learning each day.
- You get to have extra practice during retrieval time.
- You can take part in your class morning routine.



Parish C of E Primary School
Charles Street, Helens WA10 1LW
Telephone/Fax: 01744 678430
email: parish.sthelens@ldst.org.uk
Executive Head Teacher: Mrs J Young



Attendance Update October 2024:

Tuesday 1st October

Dear Parents and Carers,

School attendance is a national priority. At Parish, we recognise that positive behaviour and good attendance are essential for pupils to get the most of their school experience including their attainment, ~~wellbeing~~ and wider life chances.

Each week, we provide an attendance update on our newsletter now sent home on Microsoft Sway including the class attendance. Below is further information about our attendance approaches at Parish in line with updated National Guidance. More detailed information is located within our 'Attendance and Punctuality Policy' which is located on our school website under policies.

Role of Parents:

Make sure your child attends every day! 97% is our whole school target!	Notify the school as soon as possible on the first day of absence (by phoning the school office). This will be followed by a phone call if a weekend is left.	Try to make all medical appointments (doctors, ~~dentists~~ and hospital) out of school time.
Discourage your child from staying overnight with friends during the week. This sometimes leads to them both being late (or not attending at all) the next day.	Talk positively about going to school. Encourage your child to take responsibility for being on time for school ensuring they have a realistic bedtime and will not be too tired to get up in the morning for school.	Work with the school and local authority to help them understand their/your barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.
If invited to attend a meeting, ~~own~~ and speak to us. If your child is on an attendance support plan/attendance contract, ensure they undertake the actions that have been agreed.	Monitor your child's internet and social media use to ensure they are not experiencing any difficulties that may prevent them from wanting to attend school.	Leave of absence during term time is not a parental right. If there are special or exceptional circumstances, please contact the Executive Headteacher and complete the correct school documentation and a decision will be made if the absence can be authorised or not.



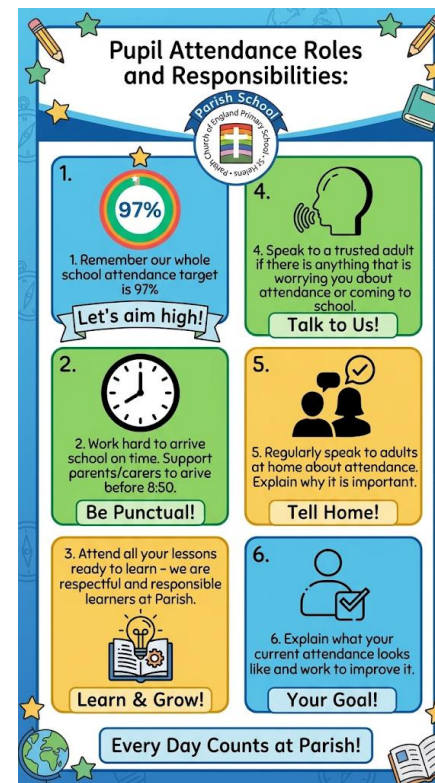
**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Communication to Pupils:

As a school, we also work with pupils to communicate our attendance expectations in an age-appropriate, relevant way.

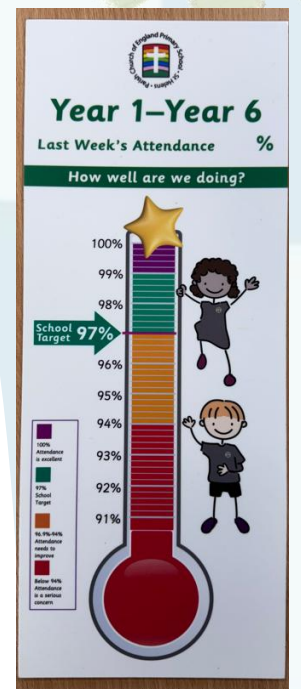


We have a number of attendance displays around school.



Attendance responsibilities for pupils are clearly defined, shared and communicated.

Our attendance initiative is displayed in the downstairs hall and is shared and discussed in collective worship each week.



The attendance for each class is displayed on their classroom door so that children can see their current class attendance figure.



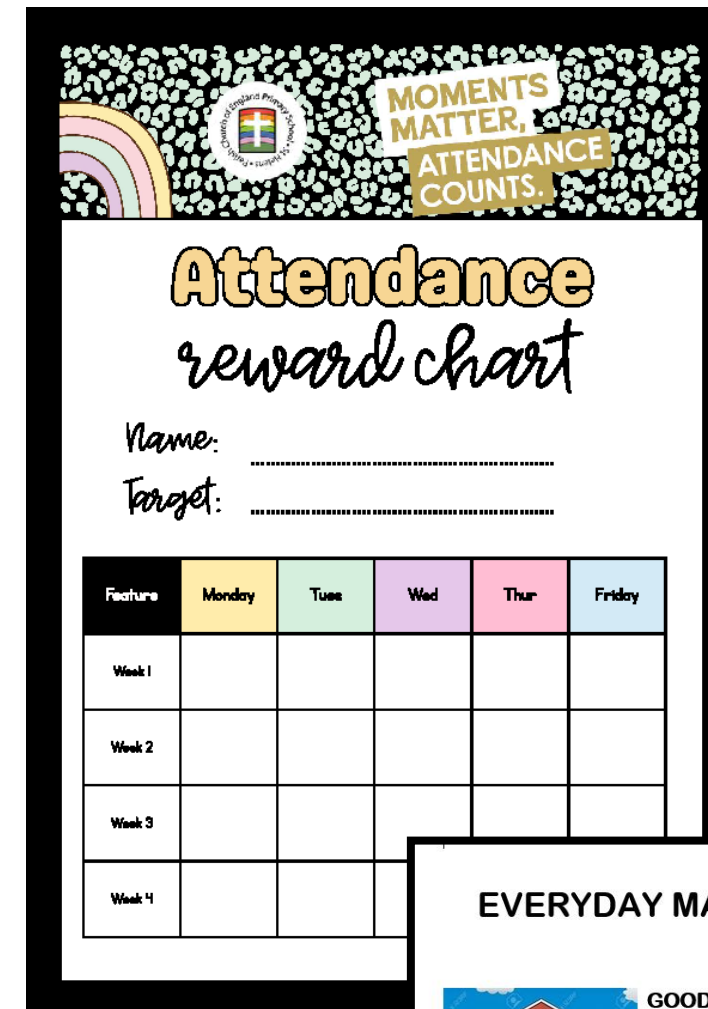
MOMENTS
MATTER,
ATTENDANCE
COUNTS.

Targeted Intervention:

Where needed, targeted intervention with pupils takes place. This may be to overcome barriers to attendance or clearly communicate key messages. Leaders pay close attention to every element of the school's work to make sure that the school is a place that ALL pupils want to attend. We make careful adjustments to pupils' provision, when necessary.

Recent examples of specific attendance targeted intervention include:

- ✓ Adaptations to daily routine (such as using different entrance or exits).
- ✓ Well-being check ins for specific children.
- ✓ Bespoke rewards charts.
- ✓ Attendance information booklets completed with groups of identified children.



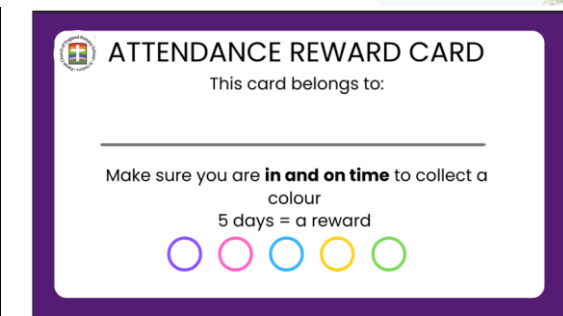
MOMENTS MATTER, ATTENDANCE COUNTS.

Attendance reward chart

Name: _____

Target: _____

Feature	Monday	Tues	Wed	Thur	Friday
Week 1					
Week 2					
Week 3					
Week 4					



ATTENDANCE REWARD CARD
This card belongs to: _____

Make sure you are **in and on time** to collect a colour
5 days = a reward

○ ○ ○ ○ ○



WELLBEING CHECK-IN:

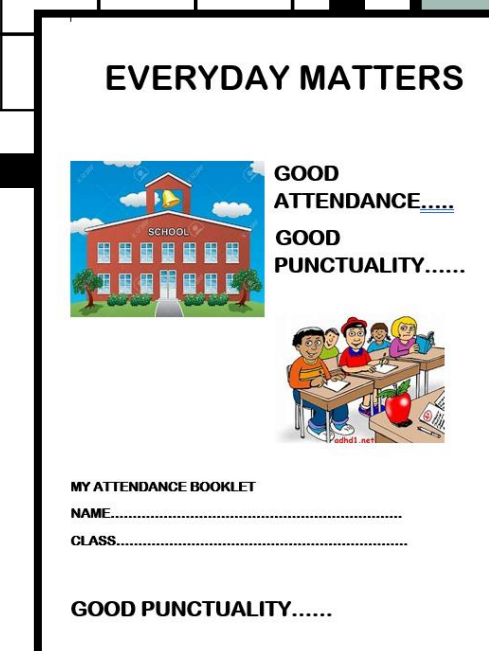
How are you feeling today?

☹️ 😐 😊 😄 😁

Not Good Meh Okay Good Amazing

Don't forget to check in on your friends today!

Feeling Good



EVERYDAY MATTERS

GOOD ATTENDANCE.....

GOOD PUNCTUALITY.....

MY ATTENDANCE BOOKLET

NAME.....

CLASS.....

GOOD PUNCTUALITY.....



MOMENTS MATTER, ATTENDANCE COUNTS.