St James Church of England Primary School

Attendance Strategy 26-27

MOMENTS MATTER, ATTENDANCE COUNTS.

Our Attendance Vision:

Our St James Attendance Vision:

Through our clear, consistent and inclusive approach to school attendance, we are determined that all pupils will leave St James' Primary School with the attributes and attitudes necessary to Live, Learn and Laugh 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 St James' Journey Drivers: 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.

LDST
Liverpool Diocesan Schools Trust

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 Journey Drivers (from our Journey 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

94.96%

25/26 Attendance
Year 1 to Year 6 (compared to 95.6% last academic year).

5

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

-13(68%)

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

+0.86%

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

Whole-school attendance remained broadly in line with national and local averages, demonstrating the positive impact of working with the Achieve Together Attendance Hub and increasingly proactive approach to attendance. 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.

.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."

2022/23	94.1%
2023/24	94.1%
2024/25	95.6%
2025/26 (School)	**94.96%**
2025/26 (North West Avg)	94.9%
2025/26 (National Avg)	94.88%
2025/26 (Trust Avg)	95.73%

Whole School End Of Year Four-Year Attendance Trend.

Persistent Absentees:

A key strength this year has been the significant reduction in the number of children who are persistently absent.

In 23/24, 17.5% of children in school were persistently absent (attendance below 90%) in Year 1 to Year 6. In 24/25, this reduced to 10.2% of children in school.
In 2025/26, just 5 children (3.82%) were persistently absent. This placed St James among the best-performing schools in St Helens and within the top 15% nationally, significantly outperforming the national figure of around 14%.
A fantastic achievement and clear evidence of the impact of our attendance strategy and work with families.



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

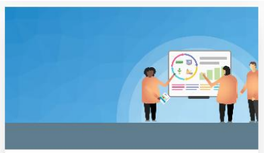
Utilise teacher professional development.



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 (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.

Attendance Strategy

Principle 1:

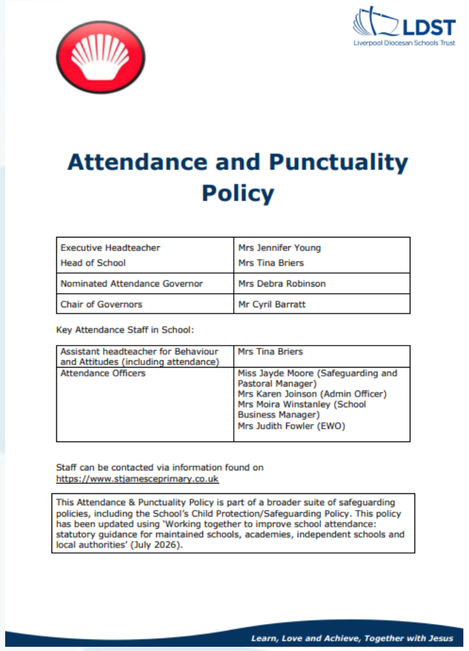
Consistency of Approach.



MOMENTS MATTER, ATTENDANCE COUNTS.

Policies and Procedures:

St James 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.



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Attendance and Punctuality Policy

Executive Headteacher Head of School	Mrs Jennifer Young Mrs Tina Briers
Nominated Attendance Governor	Mrs Debra Robinson
Chair of Governors	Mr Cyril Barratt

Key Attendance Staff in School:

Assistant headteacher for Behaviour and Attitudes (including attendance)	Mrs Tina Briers
Attendance Officers	Miss Jayde Moore (Safeguarding and Pastoral Manager) Mrs Karen Joinson (Admin Officer) Mrs Moira Winstanley (School Business Manager) Mrs Judith Fowler (EWO)

Staff can be contacted via information found on https://www.stjamesceprimary.co.uk

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).

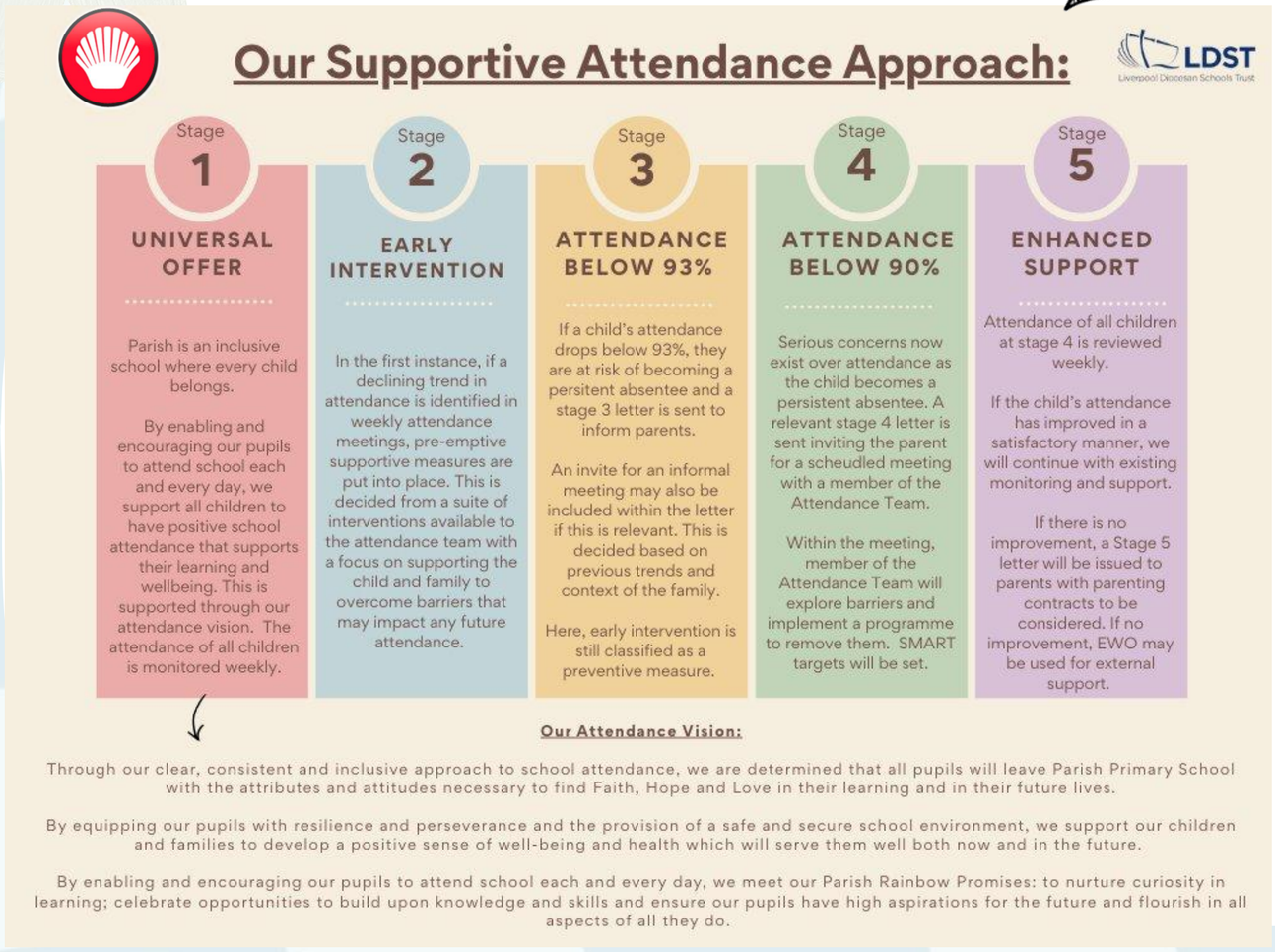
Learn, Love and Achieve, Together with Jesus

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.**

MOMENTS MATTER, ATTENDANCE COUNTS.

Our Supportive Attendance Approach:



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.

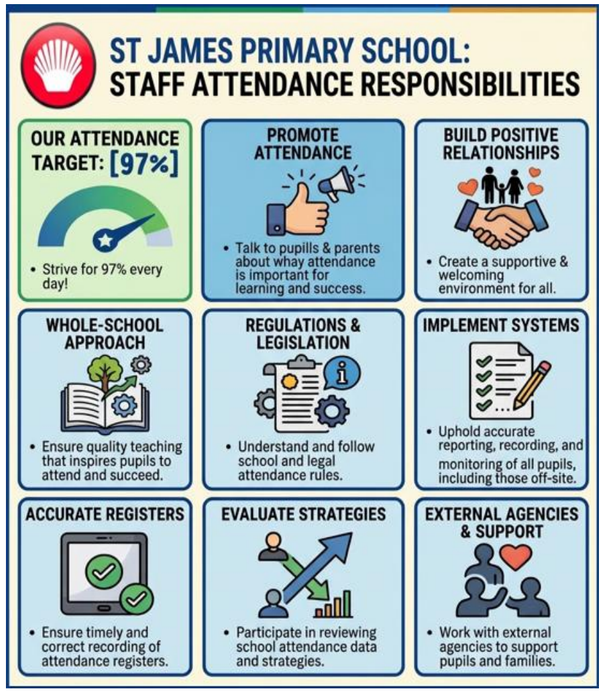


Roles and Responsibilities:

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.



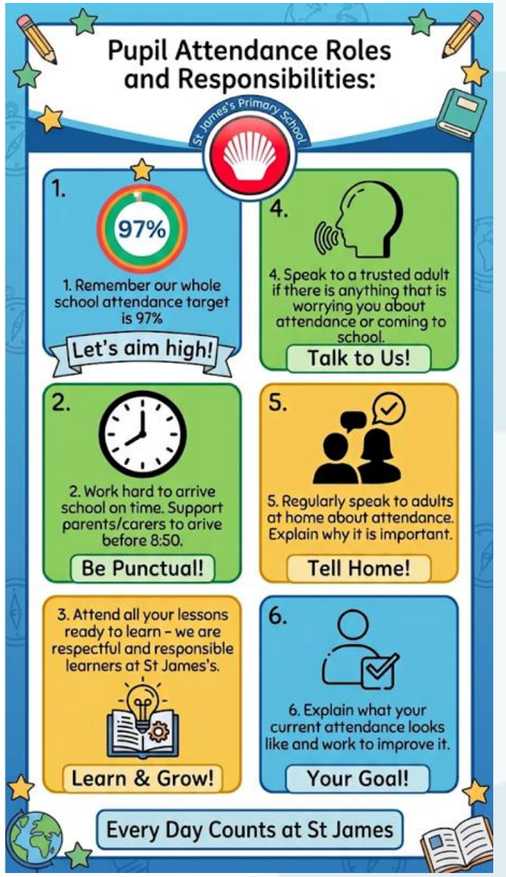


Within school, the attendance team is also clearly defined and led by the Senior Attendance Champion.

Parent Roles and Responsibilities.



Pupil Roles and Responsibilities.



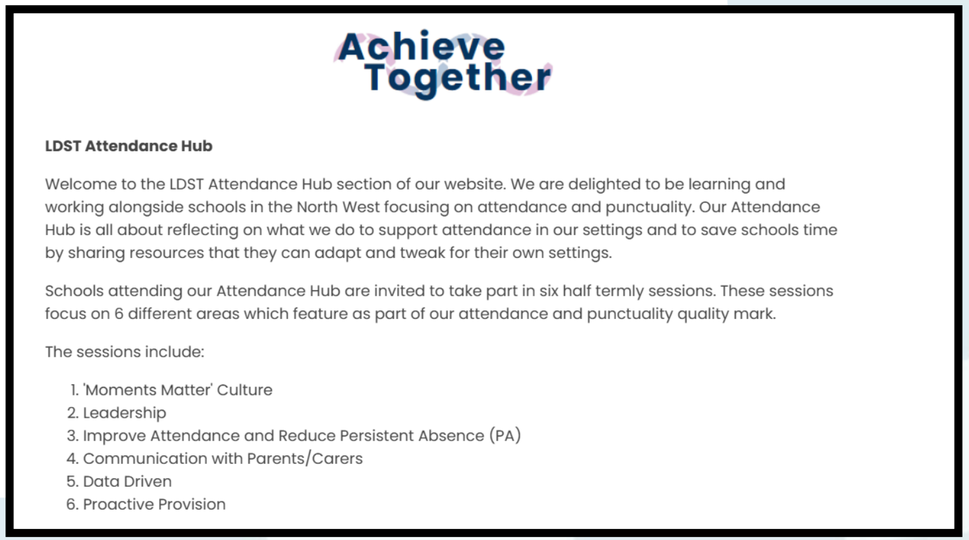
Work with External Partners:

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 (Parish CE Primary School) to develop and evaluate consistent attendance processes.**
- **Work across our MAT (including specific relationships with other local schools to support and challenge attendance practice).**

- **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

Attendance Strategy

Principle 2:
Culture of Community and Belonging



MOMENTS MATTER, ATTENDANCE COUNTS.

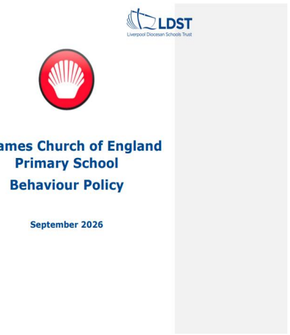
Culture of Community and Belonging

Encapsulated by our School Vision of 'Journeying Together to live, learn and laugh with he love of God' 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









Work with



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 St James Way

Our behaviour curriculum 'The St James 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 Journey Curriculum is also vital to creating a culture of community and belonging. It is centrally driven by our seven Journey Drivers, which permeate throughout everything that we do. Each driver has a religious foundation, with a carefully considered message from the Bible that promotes our Christian distinctiveness.

These interlinked drivers, based on developing both character and spirituality, ensure that the pupils of St James CE Primary School accrue the attributes necessary for a happy and successful future. These drivers are also included within our Attendance Vision.



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 St James Family and from our regular 25/26 monitoring and evaluation), we have designed our Personal Development and Wellbeing Strategy:

St James Spirit Curriculum - Whole School Themes and Events 26-27:

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

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

Deliberately chosen whole-school events and experiences to contextualise our Journey Drivers

Our core celebration of global, national or local days and events that enhance community understanding of our Journey Drivers. 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.

Attendance Strategy

Principle 3:
Clarity of Communication.



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.

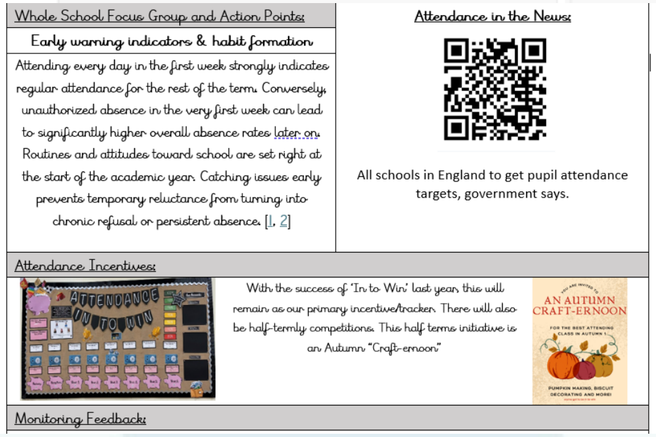
All staff have an important role in promoting attendance with individual roles and responsibilities clearly defined and disseminated. Training and support (with continual evaluation) underpin their supportive but challenging conversations with pupils and families where attendance needs to improve.

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.	Staff bulletins are useful and updated through emails and newsletters
Very clear. Yes I find bulletin useful.	The communication around the attendance is effective. In addition, the staff bulletinis clear and informative for us to understand the importance of encouraging the children to attend school.
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.	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.
Fair, but I'm not sure how much staff read the bulletin	Always kept updated.
	l about attendance
	staff





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.



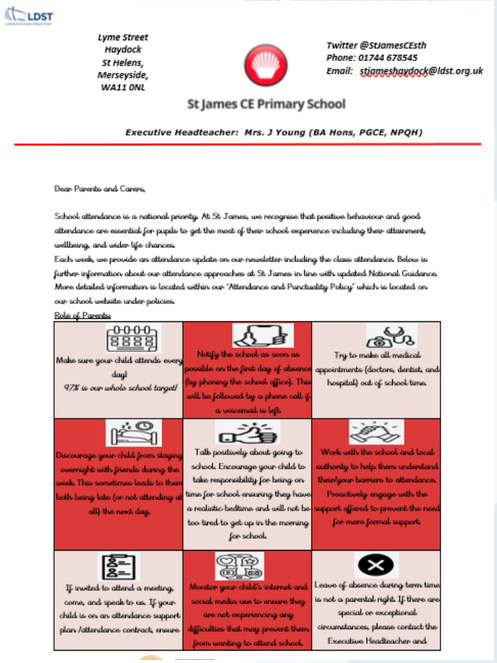
MOMENTS MATTER, ATTENDANCE COUNTS.

Remember that school starts at:

8:40

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.



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WA11 0NL

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St James CE Primary School

Executive Headteacher: Mrs. J Young (BA Hons, PGCE, NPQH)

Dear Parents and Carers,

School attendance is a national priority. At St James, 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 including the class attendance. Below is further information about our attendance approaches at St James 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 voicemail is left.	Try to make all medical appointments (doctors, dentist, 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, come, and speak to us. If your child is on an attendance support plan /attendance contract, ensure	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



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.

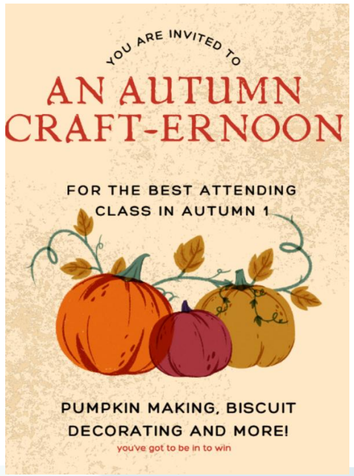


We have a number of attendance displays around school.

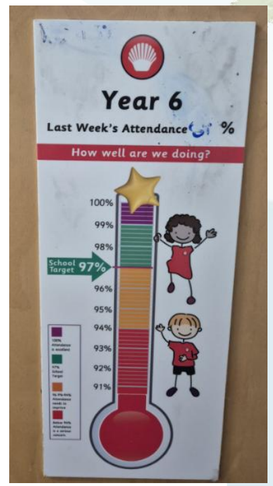
Our attendance initiative is displayed around school and is shared and discussed in collective worship each week.



Regular incentives are created each half-term to communicate these clearly to pupils (and other school stakeholders).



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



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.

Our Attendance Avengers:

Our Attendance Avengers are a key group within our Journey Leaders Programme. They have created a video introducing families to our school, highlighting our warm welcome, how we meet children's needs and the staff who can help you



MOMENTS MATTER, ATTENDANCE COUNTS.

Attendance Strategy

Principle 4:
Child Centered Approach.



MOMENTS MATTER, ATTENDANCE COUNTS.

Rigorous Data Analysis:

In our weekly attendance meetings, the attendance team analyse information closely - at both a whole-school level and for different groups - to identify patterns and trends. We use this analysis to identify the causes of poor attendance, tackle problems and attempt to remove barriers. This is always through a child-centered approach that is driven by high-quality supervision.

This is able to take place through use of our 'LDST Attendance Dashboard' which enables data to be rigorously analysed at all levels and communicated appropriately to all key stakeholders efficiently and in a timely manner.

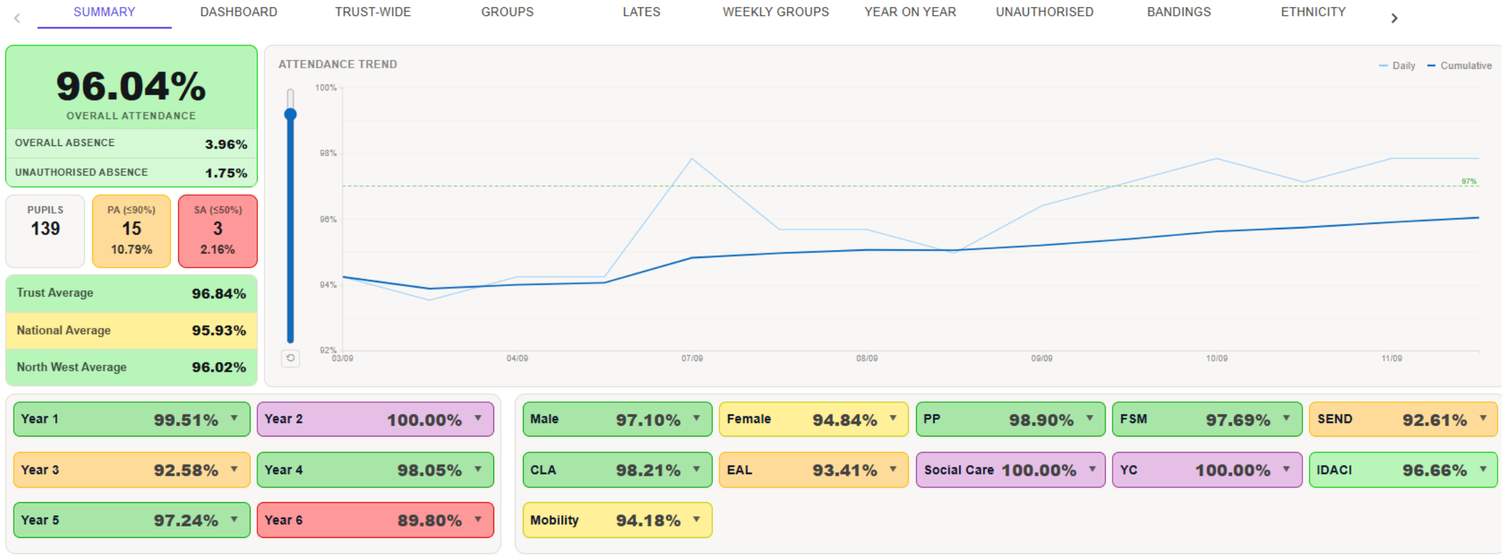
Once data is collected, it is used to deliver targeted intervention both with children and wider families. The key is that this intervention precisely targets an identified need for pupils with the attendance team having a growing repertoire of strategies that they can use.

Our working partnerships have a strong and positive impact on pupils' attendance, particularly that of pupils who do not attend well or have not attended well in the past. These include with families, but also external partnerships (including the Attendance Hub, Local Authority and further external agencies).

MOMENTS MATTER, ATTENDANCE COUNTS.

Attendance Dashboard – ATLAS:

Our Trust Wide attendance system 'Atlas' provides robust, real-time data that is able to be fully analysed. This allows for any reasonable adjustments or adaptations in attendance strategies to be timely and appropriate for all key groups and individual children.



Each week, the attendance team analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. This is carried out suing Atlas and the DfE Attendance Data Dashboard. We then use this analysis to identify the causes of poor attendance, intervene early and remove barriers. This is our part of our 'Supportive Attendance Approach.'

In 25/26, the actions of the attendance team (using Atlas) have helped to quickly identify and tackle barriers to attendance resulting in overall higher attendance and notable improvement, both overall and for individuals and groups.

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 of exits).**
- ✓ **Well-being check ins for specific children.**
- ✓ **Bespoke rewards charts.**
- ✓ **Attendance information booklets completed with groups of identified children.**

