



Lote Tree Attendance Improvement Strategy 2023

Attendance SLT Priorities	
<ul style="list-style-type: none"> • Allocate an attendance governor • Discuss attendance monthly • Share school attendance targets • Safeguarding Governor to be briefed half termly on attendance data with headline figures 	<ul style="list-style-type: none"> • Continue to improve attendance through active engagement with a Governor who has previously worked with pupils and has formed positive relations with pupils and families • Governor to work with families and pupils • Workshops and Coffee mornings for families to discuss common barriers and share good parenting tips • Peer support for persistent RED and PURPLE
To improve attendance in EYFS	
<ul style="list-style-type: none"> • Attendance aspirations to begin in EYFS • Improved patterns of attendance in EYFS • Extend attendance expectations of the whole school to incorporate Nursery • Develop good habits of attendance at the earliest opportunity 	<ul style="list-style-type: none"> • New families to be briefed on school's attendance expectations • Absence to be followed up • Targets set for Nursery attendance in line with school procedures • Attendance outline given at induction • Family workshops on the importance of good attendance habits developed early • Effect of absence on routine, settling and learning
Continue to improve attendance in school	
<ul style="list-style-type: none"> • Ensure overall attendance for whole school improves from 95.4% to 96.8% • Ensure individual pupils continue to work to improve attendance and targets set • Improve school culture towards absence 	<ul style="list-style-type: none"> • Continue to track and monitor attendance • Issue termly newsletters with attendance information • Issue termly reports to governors • Regular support and network for families • Ensure effective induction of new pupils • Clear expectations in information booklet for parents • Increase attendance training and workshops for families • Send small help videos on Clss Dojo for parents and families • Hold workshops for pupils • Making mornings fun and inviting to encourage pupils to WANT to attend school



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RESPECT				
<ul style="list-style-type: none"> Make the RESPECT values intrinsic to the attendance strategy Allocate RESPECT points to regular attendance 			<ul style="list-style-type: none"> Pupils can link their points and values to attendance Pupils set high expectations for themselves Pupils recognise the correlation between absence and missed learning Pupils can aspire to EXCELLENCE Pupils value TEAMWORK in improving whole school attendance 	
Attendance - Reception to Year 6				
2021 - 2022 Years R - 6	2022-2023 Reception - Year 6	2022-2023 Reception	2022-2023 Years 1 to 6	<ul style="list-style-type: none"> Restructure of the attendance materials to make responsibilities and target areas clear and specific for all school community to reduce regular absence Families are aware of the pathways and support available to improve attendance for all groups Weekly analysis and regular reviews with target pupils helps to reduce and manage regular absentees Educating pupils on the teamwork aspect of improving attendance through shared class goals and achievements Particular attention and support for Reception attendance and engagement
92.9%	93.7%	90.9%	94.3%	
<ul style="list-style-type: none"> SLT and governors to set clear school attendance targets 2023 - 2024 +95% 				
Clarity for families				
<ul style="list-style-type: none"> Ensure families have a clear understanding of school expectations Change the way of reporting to avoid percentages and headline numbers Report on attendance clearly Colour code attendance to enable access for all parents and children 			<ul style="list-style-type: none"> Ensure effective induction of new pupils Clear expectations in information booklet for parents Change the reporting of percentages and ensure system allows parents to clearly place their child in the attendance strategy Outline clear steps for improvement Inform parents of missed time and learning to ensure importance of regular attendance is clear 	
Safeguarding				



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<ul style="list-style-type: none"> • Regular and targeted meetings with staff and SLT • Key meetings help to ensure the right decisions are being made for pupils and their families • Intervention is accessed where additional or Multi Agency support is required • Clear communication and transparency is maintained to ensure trust • Clear escalation information is cascaded to families 	<ul style="list-style-type: none"> • Pupils access support needed quicker through regular monitoring and analysis • Families feel supported and maintain trust when other services are involved • Parents engage with the school and work collaboratively to avoid escalation where necessary • Where escalation has occurred, trust and support is maintained to ensure a positive and effective outcome for all • Where a referral to social care is needed, clear steps have been taken to ensure that safeguarding of a pupil is always the first priority
EAL Families	
<ul style="list-style-type: none"> • Ensure access for all • Enable families to understand the process and steps to improves attendance • Outline clear procedures and expectations of attendance • Remove barriers through outlining systems for newly arrived families 	<ul style="list-style-type: none"> • Ensure information is understood and available for all groups of parents and families • Identify families that may need tailored information and translation or interpretation • Organise separate sessions to allow for bilingual support and translation for families who are not confident with English to ensure clear understanding
Staff Training	
<ul style="list-style-type: none"> • Provide staff with attendance training • Ensure staff have access to latest research and Government guidance • Train staff on the their role within the success of the attendance strategy • Class teachers to ensure lost learning is addressed and provisions made for catch up and gap fill • Build teachers confidence with addressing attendance issues, positively, constructively and sensitively to ensure a successful outcome for all 	<ul style="list-style-type: none"> • Make class teachers accountable for their class and plan what steps are needed to improve outcomes for their students • Staff to discuss targets and attendance with pupils through tutor time and encourage pupils through high expectations • Teachers to harness a culture within the class that excites pupils to attend and enables them to enjoy learning • Pupils to be supported in missed learning through work in class and teacher targeted support for parents