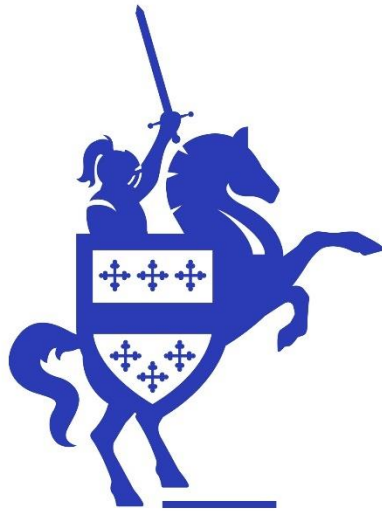


Newburgh Primary School



School Attendance Action Plan 2025– 2026

The purpose of this action plan is to detail how we will promote attendance in our school and improve to above 95% consistently throughout the academic year for all year groups.

A school year has 195 days, 39 weeks, and 3 terms.

Five days in each school years are training days for teachers (= INSET days)

Pupils attend school therefore for 190 days.

A school day is divided into two sessions. A pupil therefore should attend school for 380 sessions.

- One day off per school year means that a pupil has about 99.5% attendance.
- Ten days off per school year means that a pupil has about 94.7% attendance.
- Twenty days off per school year means that a pupil has about 90% attendance
 - 90% attendance means 4 whole weeks off school.

Philosophy

Attendance like safeguarding is everyone's business. Children, parents and carers must feel safe, welcome and supported. Absence can lead to educational disadvantage for a child. Research shows that children with near-perfect attendance in Year 6 are 30% more likely to reach the expected standard in reading, writing, and maths compared to those with slightly lower attendance (90-95%) GOV 2024

All staff should be aware that children who are absent from school, particularly repeatedly and/or prolonged periods and children missing in education can act as a vital warning sign of a range of safeguarding possibilities. KCSiE 2025

DFE Information

Improving attendance is key to children's academic and social success and thus is part of all staff responsibility. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment **where all pupils want to be** and are keen and ready to learn.

Schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. There is no doubt that early intervention with families will address these patterns and prevent the children becoming disengaged from school.

It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust or governing body, the local authority, and other local partners.

Improving attendance in our school, particularly of those pupils who miss a lot of school, will lead to a reduction in pupils becoming irredeemably PA at secondary school. The threshold for persistent absence is 10%. This is to ensure that schools and local authorities work together to put additional targeted support in place to remove any barriers to attendance and re-engage these pupils.

Action	By Who	By When
Improve attendance to 95% or above in every class- monthly monitoring of class attendance using INSIGHT report for each class given to teacher.	KT/MT	Monthly 1 st day
Parents informed each term of their child's attendance via an INSIGHT report with their pupil report.	Office	Termly
DFE monitor your schools attendance report will be collected termly to benchmark our attendance against National and local statistics.	Karen	Termly
<p>Analysis on a monthly basis of those children who are at 95% or below via INSIGHT's.</p> <ul style="list-style-type: none"> • 90%-95%-at risk of being persistently absent- close monitoring via Pastoral team • Below 90%- parents are informed via a letter/report and invited to a meeting with Pastoral or HT • Below 84%- an action plan will be developed with the family and support sought from our Warwickshire Attendance Service. 	Karen/Asa/Office	Monthly 1 st day
Teachers offer adaptive teaching practice to ensure all children feel welcomed and supported in class to succeed.	All staff	Ongoing
Staff to support those children who are at persistent absence through activities that draw children into school and remove barriers to attendance.	All staff	Ongoing
Anti-bullying ambassadors to improve the barriers to attendance through promotion of well-being and reduction of bullying.	PSHE co-ordinator	Termly
<p>Phone calls to families to support with any barriers to attendance.</p> <p>Order of calls:</p> <ul style="list-style-type: none"> • CP and LAC • CiN/Early support • Absence below 90% • All other children 	Admin Team/Asa Hicks	Daily/ weekly
Attendance expectations and Term dates are communicated through the school newsletter and are available on the school website.	Admin Team	Monthly
Parents are requested to complete a Leave of Absence form for extended leave. Extended Leave is not routinely authorised.	Admin Team	ongoing