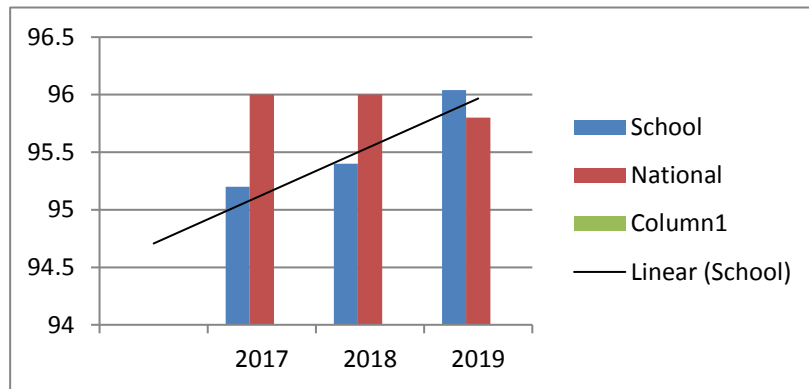




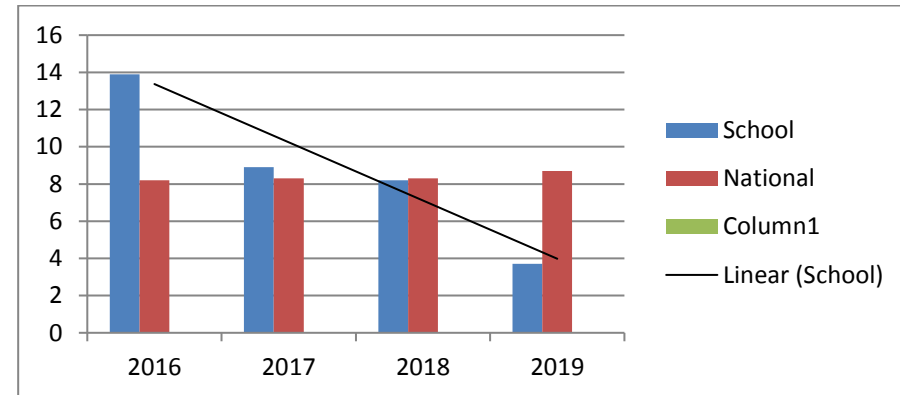
Heacham Infant and Nursery School Attendance and Absence Report 2019

We have embedded good procedures overtime to monitor attendance and promote less absence. We communicate with families consistently with first day calling and texts to check up a missed reason. Children are able to be dropped early to school so they can attend a drop in club and there is also a learning café open daily where children and families are welcome. This friendly start to school encourages children into school early. Absence is checked and attendance rates reviewed regularly. As a result of this consistent approach our attendance has improved and is currently at 96% (June 2019) This is an improvement every year since 2016. Persistent absence is also improved with a very small number of pupils attending below 90% (June 2019)

Attendance Trends	2016	2017	2018	2019	NA16	NA17	NA18
% Total Absence (Primary - 3 term)	95	95.2	95.4	96.04	96	96	95.8
% Persistent Absence (Primary - Full year) - 10% (possible sessions)	13.9	8.9	8.2	3.7	8.2	8.3	8.7



Overall Attendance for all pupils



Persistent absence for all pupils



Heacham Infant and Nursery School Attendance and Absence Report 2019

Attendance of Disadvantaged and SEND

Pupil Premium Attendance Trend	2017	2018	2019	NA17	NA18
% Total Absence (Primary - 3 term)	93.29	94.25	95.4	4	4.2
% Persistent Absence (Primary - Full year) - 10% (possible sessions)	14.2	9.1	8.3	8.3	8.7

Attendance of disadvantaged and SEN pupils has also improved from lower starting points. The impact on this group of our sharper attendance procedures has been the greatest. Absence on the first day results in a call or visit. Letters will be sent out if attendance drops and meetings are arranged to families where absence needs our support. Though fining will be used in certain circumstances, it is increasing resilience for families that makes a good difference.

Special Educational Needs Attendance Trend	2017	2018	2019	NA17	NA18
% Total Absence (Primary - 3 term)	93.45	96.04	96.06	4	4.2
% Persistent Absence (Primary - Full year) - 10% (possible sessions)	13	4.8	0	8.3	8.7

Next Steps

- Retain attendance that is high with continued good contact with families (revise affordability of learning catalyst)
- Letter out to families for 19/20 academic year to praise increased attendance and resilience (particularly for YR) point out link to increased attainment
- Use SEMH team to work with small group of children that are potentially more reluctant to attend school