



Holy Family Catholic Primary School Strategy to reduce persistent and severe absence 2026-27

Purpose

The purpose of this strategy is to ensure that the school's culture of high attendance, which is underpinned by clear expectations, procedures, and responsibilities, is effective in reducing both persistent absence and severe absence.

- **Persistent absence is when a pupil's overall absence equates to 10 per cent or more of their possible sessions (i.e., attendance falls below 90%).**
- **Severe absence is when a pupil's overall absence equates to 50 per cent or more of their possible sessions (i.e., attendance falls below 50%).**

It also outlines the school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.

Rationale

This strategy is intended to support the overall implementation of the KCSP Strategic Plan 2022 – 2027, including the Well-being Plan and the Framework for Continuous School Improvement. It is essential that all leaders, staff, pupils, and parents understand and support the school's expectations around the need for pupils to attend school regularly so that they get the most

out of their school experience, including their attainment, wellbeing, and wider life chances. Data and research show that the pupils

with the highest attainment at the end of key stage 2 (age 11) and key stage 4 (age 16) have higher rates of attendance over the key stage compared to those with the lowest attainment.

Nationally at KS2 in 2024/25, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate was 6.9%, compared to 7.4% among those meeting the expected standard from 2023/24.

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. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study). In addition, children missing in education can act as a vital warning sign to a range of safeguarding issues.

KPI 1: To reduce overall persistent absence at KCSP Trust schools so that it is no greater than the national average percentage, including for disadvantaged pupils and those with SEND.

KPI 2: To reduce overall severe absence at KCSP Trust schools so that it is no greater than the national average percentage, including for disadvantaged pupils and those with SEND.

- The monitoring of impact will be measured through school leaders' own self-evaluation including analysis of schools' attendance data, benchmarking against Trust schools, other schools locally and regionally and national data, and school-based visits by the School Improvement Team. The outcome of any Ofsted inspections will also be taken into consideration.

How the school will use data to target attendance improvement efforts to the pupils/pupil cohorts who need it most:

- Weekly attendance tracking for all pupils & classes
- Weekly intense monitoring of PA & SA
- 6 week 'Attendance Monitoring Period' for targeted pupils
- Ongoing attendance tracking: SEN, PP, PP+SEN, PA, GRT, SA

Key Performance Indicators (KPIs)

KPI 1: To reduce overall persistent absence so that it is no greater than the national average percentage, including for disadvantaged pupils and those with SEND	o Implementation	o Milestones	o Expected Impact
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○ Data used to identify pupils who are at risk of being persistently absent or are already persistently absent	○ Attendance data (school-based and DfE benchmarking data) analysed at least fortnightly to identify pupils at risk of persistent absence (PA) and those already classified as persistently absent. ○ Attendance Lead to maintain and regularly update a risk register of pupils approaching the PA threshold, enabling early intervention and support. ○ Staff implement targeted attendance interventions for identified pupils and use attendance data to monitor and evaluate impact over time. ○ Weekly attendance reports shared with SLT, highlighting pupils whose attendance is declining, those at risk of PA, and existing PA pupils requiring further action. ○ Attendance Team meetings held regularly to	○ Ongoing	○ All pupils at risk of PA are identified at the earliest opportunity and recorded on the attendance monitoring system. ○ The number and percentage of pupils classified as persistently absent decreases over the academic year. ○ Attendance interventions are evidenced, monitored and evaluated for impact. ○ Governors and leaders demonstrate a secure understanding of attendance trends and the effectiveness of actions taken. ○ Attendance data demonstrates improved

	review attendance data, discuss vulnerable pupils, evaluate intervention effectiveness and agree next steps. ○ Monthly & Termly attendance analysis shared with parents, including information on attendance expectations, PA thresholds and the support available to families. ○ Detailed attendance data and analysis, including trends in persistent absence across key groups, shared termly with Governors and the ASIP to support strategic oversight and challenge. ○ Attendance Lead to track weekly attendance percentages for all cohorts and key pupil groups throughout the academic year, analysing patterns and emerging risks to inform proactive planning and intervention. ○ Attendance data used to identify trends within		attendance rates for identified at-risk and persistently absent pupils.
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	vulnerable groups (e.g. disadvantaged pupils, SEND pupils and pupils known to social care) to ensure timely and targeted support before persistent absence becomes entrenched. ○ Clear escalation procedures implemented for pupils whose attendance falls below identified thresholds, ensuring swift intervention and multi-agency support where appropriate.		
○ Encourage whole-school responsibility for improving attendance	○ Weekly attendance data given to class teachers enabling them to spot trends and challenge poor attendance ○ Teachers to positively recognise pupils' return to school ○ Staff work with identified pupils and parents/carers to understand the reasons behind absence and barriers to good attendance ○ Teachers to ensure that pupils' have caught up	○ Weekly	○ All staff understand and fulfil their responsibilities for promoting good attendance. ○ Weekly attendance data is routinely used by teachers to identify concerns and take appropriate action. ○ Positive return-to-school practices are consistently evident across the school.

	on work missed due to absence as much as possible ○ Attendance training for all staff ○ All staff to model good attendance and to have read and understood the attendance policy		○ Effective engagement with pupils and families results in identified attendance barriers being addressed promptly. ○ Pupils who have been absent receive timely support to catch up on missed learning. ○ 100% of staff have completed attendance training and understand the school's attendance policy. ○ Attendance is regularly discussed in staff meetings, pupil progress discussions and pastoral reviews. ○ The percentage of pupils with attendance below 95% decreases.
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			○ Persistent absence rates reduce over the academic year. ○ Attendance improves for targeted vulnerable groups.
○ Agency Involvement	○ Work closely with KPAS and other agencies to target and support identified families ○ Closely follow attendance policy and processes with regards to fines etc. ○ Where pupils present with Safeguarding concerns, attendance is rigorously monitored ○ Where attendance trends indicate a safeguarding issue, all appropriate agencies are involved ○ Texts sent to PA parents informing them of weekly attendance ○ Weekly attendance meeting HT/AL	○ Half-termly as a minimum	○ Attendance of targeted families improves ○ Use of fines decrease ○ Better attendance habits are formed ○ Attendance concerns can be addressed expediently by cross-agency involvement
○ Whole-school involvement/rewards	○ Half-termly School 'House' attendance champions league	○ Half-termly	○ Attendance improves ○ Pupils/parents take more ownership of their attendance

	○ Launch 'Attendance Warriors' pupil attendance initiative ○ Attendance reminders sent out in the newsletter ○ Weekly attendance reminders in assemblies ○ 'In-all-week' attendance tickets to win a bike	○ Weekly ○ Half-termly ○ Annually	
○ Pastoral Support	○ Family support meetings arranged with SLT/FLO for families whose attendance is causing concern ○ Counselling/support where needed from pupil well-being mentor	○ Weekly or as needed	○ Families feel supported and more able to manage their children ○ Staff in school have a better understanding of the barriers to attendance for identified families
○ Links to behaviour policy	○ All parties have read and understand the school behaviour policy ○ All parties understand how to work with challenging families	○ On-going	○ Suspensions are reduced and do not adversely affect attendance data

○ KPI 2: To reduce overall severe absence so that it is no greater than the national average percentage,	○ Implementation	○ Milestones	○ Expected Impact
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including for disadvantaged pupils and those with SEND			
○ Pupils with attendance dropping below 80%	As per KPI 1 plus: ○ Provide intensive support involving school and outside agencies ie health, housing and social services, (case management customised to suit individual pupils and families)	○ Ongoing	○ Reduced cases of severe absence
https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/			
○ GRT Families	○ Targeted support for GRT pupils and their families: close involvement with SLO, school transport and pastoral care from FLO/SLT ○ Requisite training given to all staff so that they have a better understanding of GRT identity and culture and how this may affect their attendance ○ Pastoral/Literacy assistance is given to GRT parents to support their access to education services	○ Half-termly	○ Attendance of GRT pupils will improve and parents will engage more readily with school.
		○ Annually	○ Staff in school have a better understanding of the barriers to attendance for GRT families
		○ As needed	○ Trust is built between the community and the school
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