

Attendance Information for Stoke Damerel Primary Academy

Meet the Attendance Team:



- Annie Blackie – Headteacher – Attendance Lead



- Lauren Clark – Administrator – Attendance Team Member



- Isla Ellis – SENDCO – Attendance Team Member

- Beth Cunningham – Education Welfare Officer

We know the impact regular attendance has on your child's learning and well-being; and that having good attendance is directly linked to raising achievement and develops skills for life and work. We have many initiatives to celebrate and support attendance in school and ask that parents/careers support the school in this by ensuring that your child attends school every day and arrives ready to learn and on time.

If there are concerns about your child's lateness or attendance, someone from the Attendance Team will contact you. Please be open about the challenges you are facing, in order for the school to try their best to support you and your child to improve their attendance.

The link between attendance and attainment is clear:

- In 2018/19, just 40% of persistently absent (PA) children in KS2 achieved expected KS2 standards, compared with 84% of pupils who were regular attenders.
- And 36% of PA children in KS4 got 9 to 4 in their English and maths GCSEs, also compared with 84% of regular attenders.

It's never too late to benefit from good attendance.

Attendance is important for more than just attainment:

- Regular school attendance can facilitate positive peer relationships, which is a protective factor for mental health and wellbeing.

- At school we have clear daily routines:
 - the children enter and leave school from the same gate each day
 - have the same start and finish time each day
 - the children have the same sessions to start the day, indicated by a visual timetable
- Expectations for Parents - who to contact for daily absence.
- Impact of absence – missed learning.

Descriptor	Threshold %	Days Attendance	Whole Days Absence	Learning Hours Lost
Excellent	100%	190 days	0	0
	99%	188 days	2	10
Good	98%	186 days	4	20
	97%	184 days	6	30
	96%	182.5 days	7.5	37.5
	95%	180.5 days	9.5	47.5
Concern	94%	179 days	11	55
	93%	177 days	13	65
	92%	175 days	15	75
	91%	173 days	17	85
Unsatisfactory	90%	171 days	19	95
	89%	169 days	21	105
	88%	167 days	23	115
	87%	165 days	25	125
Serious Cause for Concern	86%	163 days	27	135
Critical	85%	161.5 days	28.5	142.5
	84%	159.5 days	30.5	152.5
	83%	158 days	32	160
	82%	156 days	34	170
	81%	154 days	36	180
	80%	152 days	38	190

- Impact of Lateness

Minutes late per day	= days of lost learning each year
5	3.2
10	6.5
15	9.5
20	12.5
30	19

Lateness for anyone, child or adult, can make us feel vulnerable. Walking into a settled focused classroom, trying to catch up with the lost learning and missing out on the vital start of the day opportunities prepared by teachers, contribute to making it harder for a child to feel settled and confident. If this is a regular occurrence, it can have a profound impact on your child's learning and well-being.

- We promote good attendance weekly on the school newsletter; this shows the overall attendance in each class and what the whole school weekly attendance is.
- We also promote excellent individual attendance through the use of raffle tickets for a termly prize.

Can you be in school every day?

[Is my child too ill for school? - NHS \(www.nhs.uk\)](http://www.nhs.uk)

[Back to school week – Everything you need to know about school attendance - The Education Hub \(blog.gov.uk\)](http://blog.gov.uk)

[School attendance and absence: Overview - GOV.UK \(www.gov.uk\)](http://www.gov.uk)