



The Three Saints Academy Attendance

"If you can believe, all things are possible to those who believe."
Mark 9:23

Approved - November 2023, 2024
Review – September 2025

Aims

- Continue to improve Attendance and reduce PA
- Improve existing attendance systems / processes to support continued and sustained improvements
- Attendance strategy to work in triangulation with the Safeguarding and Mental Health Strategies
- To create an ethos in which good Attendance is the norm and every child aims for excellent Attendance
- To ensure Attendance and Punctuality is a key priority for each of our schools
- To develop a systematic approach to gathering and analysing relevant attendance data – proactively implementing targeted support programmes
- Trust target 96%
 - LA target
 - Liverpool 97%,
 - Halton 95%,
 - St Helens no set target

Trust led strategic approach to managing attendance

The Three Saints emphasis is on developing a school culture and climate to ensure all children can attend school and thrive. The approach ensures we prioritise building solid working relationships with children & parents prior to any escalation. Our staged approach ensures we identify triggers early which can lead to poor attendance, such as; mental health issues, lack of trust, communication and relationship breakdowns, underlying medical issues and the possible lack of opportunities both internal (in-school) and external (external agencies).

The Trust policy is translated into practise through the procedure and systems we follow. Our approach supports children at each stage, parents who do not engage with support understand why, at times, we must follow this process.

Staff receive attendance training to support the whole school approach, they understand their role in improving attendance. Certain staff are identified to engage in specialist training to continue to support families and children.

We use data to support children, this allows us to understand the groups, and individuals, who require specific intervention.

What?	Who?	When?
Trust Attendance & Punctuality Policy & Procedure	Director of Safeguarding & Attendance	Reviewed annually Published on Trust & School website
Monitoring of attendance & punctuality at Trust level	Curriculum & standards committee Board of Directors Director of Safeguarding & Attendance	4 times a year via School Dashboard 4 times a year via Trust Dashboard Half termly monitoring and comparisons to LA, Regional and National
Monitoring of attendance & punctuality at school level	School Committee	Annually via School Dashboard- Autumn 3 x a year via HT report to SC
School based Attendance Monitoring Reviews Overall data Cohort data Holidays Specific Code Use FPNs – Outcomes Monitoring cases Support Plans and impact open/closed Mentoring Group impact	Headteacher, FSW, Attendance Officer, SENDCO, Director of Safeguarding & Attendance	Half-Termly Termly with LA School Improvement Team (subject to each LA protocol)
Motivate pupils to attend school and raise aspirations and promote importance through curriculum	School	Every day Through Meet and Greet and all curriculum
Raising awareness with parents and pupils	School	Intake meeting annually School newsletter weekly Annual written report 2 x Parent consultations Termly attendance letters Individual trigger letters as needed Individual Certificates as needed Rewards class and individual Use of parent forums Pupil leadership Pupil voice

What?	Who?	When?
Culture and Ethos of the School	School	Positive reinforcement of benefits of being at school. Developing relationships and emphasis of belonging to the school and local community Enrichment activities including extra-curricular clubs Wraparound care provision Pupil leaderships Staff development Links with local community
Targeted Interventions Attendance Support Plans (including multi-agency plans where appropriate or statutory legal action)	FSW	When Att % falls below 93% reviewed every 4-6 weeks
Targeted Interventions Pupil Support Groups Additional Support such as therapeutic interventions	FSW/Therapeutic Support Worker External agency support	Targeted group of PA pupils receive weekly mentoring sessions for 4 weeks. Longer term support as required