



West Boldon Primary School

SDP

2025-2026

School Improvement Priorities

Quality of Education:

- Improve outcomes for all children. End of phase data will show an improvement in knowledge and retention and a narrowing of the gap between targeted groups (SEND/Disadvantaged) through quality first teaching and learning

To do this we will:

Aim 1 – Whole school focus – Develop whole-school oracy through the Voice 21 programme and strengthen GPAS outcomes

Aim 2 – Strengthen EYFS and KS1 provision through the development of our new nursery and continuous provision in KS1

Aim 3 – Introduce the use of floor books across the school in foundation subjects

Aim 4 – Attendance – improve standards of attendance and persistent absenteeism.

BLUE= National

2023 Data

End of KS2 (2023 data)	Reading		Writing		Maths		GPAS		Combined	
EXP	60.5	74	73.7	69	84.2	73	71		55.3	59
GDS	15	29	13	13	18	24	24		3	8
End of KS1 (2023 data)	Reading		Writing		Maths		Combined		Phonic check	
EXP	72	68	68	60	72	70			Y1 77% (25/32) NA 75 Y2 73% (8/11)	
GDS	16	19	8	8	10	16			EY GLD 69%	

2024 Data

End of KS2 (2024 data)	Reading		Writing		Maths		GPAS		Combined	
EXP	73	74	69	72	60	73	49	72	57	61
GDS	27	28	12	13	10	24	17	32	3	8

- Y4 MTC = 74% pupils scored 20 + 47% scored 25 (full marks) 22% average score
- Y1 phonics check = 69% (27/39)
- Y2 phonic resit = 0% pass (0/10)
- EY = GLD 66%

2025 data

End of KS2 (2025 data)	Reading		Writing		Maths		GPAS		Combined	
EXP	86%		82%		82%		68%		82%	
GDS	50%		18%		32%		29%		14%	

- MTC % pupils scored 20 +80% (without Arc 87%) 60% scored 25 (full marks) (without Arc 65%) 21.3 average score (without Arc 23.1)
- Phonics Y1 79% (without Arc 84%)
- Phonic resits 63% (without Arc 80%)
- EY GLD 73%

School context			
Children on roll	277 Boys – 55.2% (153) Girls – 44.8% (124)	Attendance (2024-25)	Average 93.2%
Pupil Premium/ FSM	PP = 55.6% (154) FSM = 55.6% (154) FSM6 = 55.6% (154)	Persistent absence (2024-25)	Average 18.6%
SEN	40.6% (112)		
EHCP	11.6% (32)		
EAL	6% (17)		
LAC	1.5% (4)		

Quality of education

- **Improve outcomes for all children. End of phase data will show an improvement in greater depth scores and a narrowing of the gap between targeted groups (SEND/Disadvantaged) through quality first teaching and learning**

1. Whole school focus – Develop whole-school oracy through the Voice 21 programme

Rationale	<p>Effective communication underpins learning across the curriculum and is a vital life skill. Many of our pupils need support to develop their spoken language skills, vocabulary, and confidence in expressing themselves. By embedding the Voice 21 oracy framework across the school, we will provide a consistent approach that raises the profile of talk in learning, strengthens pupils' ability to articulate their thinking, and improves outcomes in reading, writing, and wider subjects. Developing oracy will also enhance pupils' social skills, self-esteem, and readiness for future education and employment. It will also help to strengthen our writing skills. Many of our pupils require structured opportunities to rehearse and internalise accurate grammar, precise vocabulary, and formal language structures before they can apply them confidently in writing.</p> <p>Embedding the Voice 21 Oracy Framework across the school will enable pupils to:</p> <ul style="list-style-type: none"> • Verbalise grammar before writing, supporting sentence fluency and punctuation accuracy. • Experiment with vocabulary orally, building word choice and nuance.
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	<ul style="list-style-type: none"> • Rehearse Standard English and formal registers, preparing them for academic writing. • Develop listening and feedback skills that refine their spoken and written precision. <p>This strategy supports our School Improvement Priority to raise GPS attainment and progress to meet or exceed national averages and aligns with Ofsted’s focus on reading, vocabulary, and disciplinary literacy.</p>
<p>Implementation activities</p> <p>These implementation activities are structured and linked to our Gold standard teaching and are to be consistently and seamlessly combined into lesson structure. These elements will be monitored through a range of robust monitoring activities such as learning walks and lesson observations, pupil voice etc</p>	<ul style="list-style-type: none"> • Embed the Voice 21 oracy framework across all year groups. • Provide staff training and regular CPD on effective oracy strategies. • Plan purposeful opportunities for talk across the curriculum. • Monitor and celebrate progress in pupils’ oracy skills. <p>A. Teaching & Classroom Routines</p> <ul style="list-style-type: none"> • Embed the Voice 21 Oracy Framework (Physical, Linguistic, Cognitive, Social/Emotional) in every year group. • Introduce structured talk routines to strengthen grammar and vocabulary: <ul style="list-style-type: none"> ○ <i>Think–Pair–Share, Talk Roles, Cold Call, Dialogic Questioning, Listening Ladders, and Sentence Stems.</i> • Build explicit oracy objectives into all medium-term and weekly plans, linked to targeted GPS skills: <ul style="list-style-type: none"> ○ Punctuation: Encourage pupils to verbalise punctuation (“I need a pause here – that’s a comma”). ○ Vocabulary: Model tiered vocabulary through oral rehearsal and precise word choice. ○ Standard English: Provide daily opportunities for formal and informal register talk; correct speech errors respectfully (“We were…” not “We was”). ○ Formality: Plan opportunities to speak in different contexts – e.g. assemblies, debates, interviews – using appropriate register and tone. • Use the Talk–Write Cycle in all writing units (Explore → Rehearse → Perform → Write). • Display sentence stems that explicitly model Standard English structures and punctuation cues. • Scaffold support for EAL, SEND, and reluctant speakers through visuals, talk frames, and pre-teaching vocabulary. <p>B. Assessment & Pupil Voice</p> <ul style="list-style-type: none"> • Baseline classes against the Voice 21 Oracy Framework and a GPAS diagnostic (targeting punctuation, vocabulary range, and sentence control). • Use mini-oracy rubrics for self and peer assessment focused on: <ul style="list-style-type: none"> ○ Vocabulary precision ○ Sentence structure and grammatical accuracy

- Use of Standard English
- Adapting formality for purpose and audience
- Link pupil-voice interviews to writing moderation samples to evaluate talk–write transfer.

C. CPD, Coaching & Resources

- Staff CPD focused on:
 - **Grammar through Talk** (verbalising punctuation and syntax).
 - **Academic Vocabulary in Dialogue** (moving from everyday talk to subject-specific precision).
 - **Formal Register and Standard English** (language for presentation, debate, and explanation).
- Use VEO (Video Enhanced Observation) for micro-coaching: capture examples of effective modelling of punctuation and register.
- Develop a **resource bank** of talk prompts, sentence stems, and oracy-linked grammar warm-ups by year group.

D. Parents & Community

- “Talk at Home” challenges focusing on grammar and vocabulary in everyday speech (e.g., “Find 3 new adjectives to describe dinner!”).
- Parent workshops: *How Talk Improves Writing and GPS*.
- Assemblies and showcases led by **Pupil Oracy Champions** demonstrating formal speaking.

Implementation outcomes	Short term	Medium term	Long term
	<ul style="list-style-type: none"> ● 100% staff trained; Year-group progression for oracy published. ● All classrooms show stems/talk rules and use at least one structured routine daily. ● Planning in all subjects shows explicit oracy opportunities. ● Baseline oracy and GPAS rubrics completed; first pupil-voice sample shows more opportunities to talk and improved confidence. 	<ul style="list-style-type: none"> ● Consistent routines observed in the majority of lessons across all subjects. ● Pupils show better reasoning and vocabulary in talk rubrics and skills transfer into writing (more cohesive sentences; improved explanation paragraphs, vocab and use standard english). ● Foundation subjects evidence oracy (floor books show rehearsal, reasoning, and recall). 	<ul style="list-style-type: none"> ● Oracy embedded school-wide; pupils confidently adapt register, vocabulary, and syntax across contexts. ● Writing shows measurable improvement in punctuation accuracy, vocabulary precision, and use of Standard English. ● KS2 GPS attainment meets or exceeds national average. ● PP/SEND/EAL pupils show accelerated progress in both oracy and writing.

		<ul style="list-style-type: none"> • Parent engagement: one workshop delivered; >40% participation in home-talk tasks. • Formal speech evident in presentations and debates. 	
Monitoring	<p>Weekly learning walks (10–15 mins) focusing on talk routines & displays.</p> <p>Planning scans (fortnightly) for oracy objectives and sentence stems.</p> <p>VEO micro-coaching: 1 clip per teacher this term with 1:1 feedback.</p> <p>Pupil voice dip: 6 pupils/class (incl. PP/SEND/EAL).</p> <p>Evidence sources: photos of displays, annotated MTPs, VEO logs, floor-book starters, baseline rubrics.</p> <p>Reporting: half-termly SLT summary & one governor learning walk.</p>	<p>Half-termly deep dive (one subject/phase): learning walks, floor-book review, pupil voice, planning scrutiny.</p> <p>Data links: reading comp short tests (explain/infer Qs), writing moderation samples with oral rehearsal evidence.</p> <p>Rubric re-check: termly sample (PP/SEND/EAL prioritized).</p> <p>VEO cycle 2: targeted coaching where routines are weaker.</p> <p>Reporting: termly dashboard to SLT/governors (coverage, quality, early outcome indicators).</p>	<p>Annual oracy review: whole-school rubric comparison (baseline → summer), exemplars portfolio, VEO best-practice reel.</p> <p>Assessment correlations: talk rubric gains vs reading/writing progress.</p> <p>Case studies for targeted pupils (one per class) demonstrating talk → write/recall improvement.</p> <p>Governor report with samples, metrics, and next-year plan.</p>
Roles/Cadence	<ul style="list-style-type: none"> • Owner: Oracy Lead (CS) SLT link: DHT (T&L) • Cadence: <ul style="list-style-type: none"> ○ Weekly: learning walks (short, focused) ○ Fortnightly: planning scan & VEO coaching check-ins ○ Half-termly: deep dive & dashboard ○ Termly: rubric review, parent workshop, governor update ○ Annual: whole-school review & evidence portfolio 		
Budget/costings			
Evaluation	<ul style="list-style-type: none"> • 		
Evidence of success	<p>Coverage & Quality</p> <ul style="list-style-type: none"> • 90% of lessons observed include structured talk linked to grammar and vocabulary. 		

	<ul style="list-style-type: none"> • Sentence stems promoting punctuation and Standard English visible in all classrooms. <p>Pupil Development</p> <ul style="list-style-type: none"> • Pupils confidently verbalise punctuation and sentence boundaries. • Oral rehearsal improves writing stamina and accuracy. • Increased use of precise vocabulary and formal register in speech and writing. <p>Curriculum Impact</p> <ul style="list-style-type: none"> • Reading inference and grammar application questions +5–8pp vs baseline. • KS2 GPS outcomes reach national average • Writing moderation shows: <ul style="list-style-type: none"> ○ Fewer punctuation errors. ○ Greater sentence variety and cohesion. ○ Consistent use of Standard English and appropriate formality. <p>Equity & Inclusion</p> <ul style="list-style-type: none"> • PP/SEND/EAL pupils close internal gaps on grammar/oracy rubrics by at least 30%. <p>Culture</p> <ul style="list-style-type: none"> • 50% of classes present oracy-based performances showcasing formal speaking. • Parent engagement through workshops and home challenges increases by 40%
Next steps	<ul style="list-style-type: none"> •

2. Strengthen EYFS and KS1 provision through the development of our new nursery and continuous provision in KS1

Rationale	The early years and KS1 are crucial in laying the foundations for future learning. With the introduction of our new nursery, we have the opportunity to build a strong continuum of provision from the earliest stages of learning through to the end of KS1. By refining planning, provision, and resources, and by introducing continuous provision in KS1, we will ensure that all children experience a rich, engaging, and developmentally appropriate curriculum. This approach will support independence, curiosity, and resilience, while also securing strong progress in core areas such as early reading, writing, and mathematics.
Implementation activities	<ul style="list-style-type: none"> • Strong foundations for future learning will be secured in early reading, writing, and maths. • Pupils will demonstrate greater independence, curiosity, and resilience. • Improved continuity and consistency of provision across Nursery, EYFS, and KS1 <p>A. Purpose, Templates & Expectations</p> <ul style="list-style-type: none"> • Agree a simple template per subject: enquiry question, key vocabulary, practical evidence, pupil reflections, retrieval links. • Align with knowledge organisers and prior-learning maps.

	<p>B. Lesson Design & Practical Learning</p> <ul style="list-style-type: none"> Plan hands-on/experiential sequences (enquiry/investigate → talk → concise collective record). Use sentence stems for explanation/justification and concept maps/diagrams for summarising. <p>C. Oracy & Vocabulary Integration</p> <ul style="list-style-type: none"> Build structured talk into each sequence; record best explanations (photos/QRs). Track tier 2/3 vocabulary progression and revisit through retrieval starters. <p>D. Assessment, Retrieval & Recall</p> <ul style="list-style-type: none"> Create mini-quizzes from floor-book content; schedule spaced retrieval (1/7/28-day checks). Use quick pupil-voice recall interviews each half term. <p>E. Inclusion & Pupil Agency</p> <ul style="list-style-type: none"> Rotate curator/scribe roles; ensure PP/SEND/EAL voices are visible; include visuals and alternative recording modes. <p>F. CPD, Moderation & Sharing</p> <ul style="list-style-type: none"> Staff training with exemplars; half-termly moderation to agree what “good” looks like. Build a digital gallery of strong pages for staff reference. 		
<p>Implementation outcomes</p>	<p>Short term</p> <ul style="list-style-type: none"> Nursery provision established with appropriate resources; planning reflects continuous provision in EYFS and KS1; staff trained in approach. – staff have attended CPD from LA and have implemented quality provision, resources have been purchased in line with Early Excellence Audit Floor books demonstrate clear progression and retention over time. – Floor books have been monitored regularly and adaptations made to ensure HQ provision and that the work reflects the children’s learning in the best way possible Pupils confidently articulate learning using subject-specific vocabulary. – This is the case for many but not all 	<p>Medium term</p> <ul style="list-style-type: none"> Observations show children using provision independently to apply learning; data shows improved outcomes in EYFS GLD and KS1 phonics; increased pupil engagement and resilience observed. Consistent use across classes; retrieval tasks explicitly reference floor-book pages. Pupil voice shows stronger recall and accurate subject vocabulary; oracy routines visible in discussions. 	<p>Long term</p> <ul style="list-style-type: none"> Continuous provision sustained and high quality; clear N–Y2 progression in planning and work. GLD ≥70–73%; Y1 PSC ≥82–85%; Y2 resit ≥70–75%. Disadvantaged/SEND gaps narrow

	<p>children, LO's and Vocab need to be very explicit for children</p> <ul style="list-style-type: none"> Teachers use analysis of books to adapt planning and evidence impact to governors/inspectors – Ongoing 		
Monitoring	<p>Weekly: Environment walk (checklist); phonics fidelity checks; mini data review (attendance overlay for at-risk). To be collated after assessment week</p> <p>Fortnightly: Planning/provision scrutiny; book/learning-journey sampling; adult-interaction coaching. – this has been done weekly since October</p>	<p>Half-termly: EY/KS1 deep dive (walks, observations, Leuven, parent feedback).</p> <p>Termly: GLD on-track, phonics mocks, maths fluency snapshots; transition reviews; governor report.</p>	Annual EY/KS1 review (environment + outcomes + case studies); governor sampling
Roles/cadence	<p>Owners: Subject Leads SLT link: Curriculum Lead (with Oracy Lead for alignment)</p> <ul style="list-style-type: none"> Fortnightly: planning check Half-termly: floor-book review, retrieval data, pupil voice, moderation meeting Termly: governor sampling & subject report Annual: evidence portfolio and impact summary 		
Budget/costings	<ul style="list-style-type: none"> 		
Evaluation	<ul style="list-style-type: none"> 		
Evidence of success	<ul style="list-style-type: none"> Success criteria (measurable): 100% classes maintain floor books in all foundation subjects review rubric average moves to “secure” by Spring and “strong” by Summer retrieval quiz correct responses show improvement from baseline pupil voice evidences confident use of subject vocabulary in 80% samples. 		
Next steps	<ul style="list-style-type: none"> 		

3. Introduce the use of floor books across the school in foundation subjects

Rationale	<p>Floor books provide a collaborative, pupil-centred approach to recording and reflecting on learning. Introducing them across the foundation subjects will help capture practical and experiential learning, strengthen opportunities for pupil voice, and promote deeper engagement in lessons. Linking floor books with oracy targets will further encourage structured discussion, questioning, and explanation, supporting recall and long-term retention of knowledge. This approach will also give teachers a valuable tool to evidence progression, adapt planning responsively, and celebrate pupils’ learning journeys in a meaningful and accessible way.</p>		
Implementation activities	<ul style="list-style-type: none"> • Pupils will engage more deeply in foundation subjects and develop stronger recall of key knowledge. • Oracy skills will be strengthened through structured opportunities for talk and reflection. • Teachers will have a clear, collaborative record of learning that supports planning and progression. <p>A. Purpose, Templates & Expectations</p> <ul style="list-style-type: none"> • Agree a simple template per subject: enquiry question, key vocabulary, practical evidence, pupil reflections, retrieval links. • Align with knowledge organisers and prior-learning maps. <p>B. Lesson Design & Practical Learning</p> <ul style="list-style-type: none"> • Plan hands-on/experiential sequences (enquiry/investigate → talk → concise collective record). • Use sentence stems for explanation/justification and concept maps/diagrams for summarising. <p>C. Oracy & Vocabulary Integration</p> <ul style="list-style-type: none"> • Build structured talk into each sequence; record best explanations (photos/QRs). • Track tier 2/3 vocabulary progression and revisit through retrieval starters. <p>D. Assessment, Retrieval & Recall</p> <ul style="list-style-type: none"> • Create mini-quizzes from floor-book content; schedule spaced retrieval (1/7/28-day checks). • Use quick pupil-voice recall interviews each half term. <p>E. Inclusion & Pupil Agency</p> <ul style="list-style-type: none"> • Rotate curator/scribe roles; ensure PP/SEND/EAL voices are visible; include visuals and alternative recording modes. <p>F. CPD, Moderation & Sharing</p> <ul style="list-style-type: none"> • Staff training with exemplars; half-termly moderation to agree what “good” looks like. • Build a digital gallery of strong pages for staff reference. 		
Implementation outcomes	Short term	Medium term	Long term
	<ul style="list-style-type: none"> • Floor books introduced in foundation subjects; initial evidence 	<ul style="list-style-type: none"> • Floor books consistently used across subjects; pupil voice shows increased engagement and ability to recall 	<ul style="list-style-type: none"> • Floor books embedded across the school; strong evidence of progression, recall, and retention of knowledge; pupils confidently

	of pupil contributions and collaborative learning captured.	knowledge; oracy strategies evident in discussions linked to floor books.	articulate their learning using subject-specific vocabulary.
Monitoring	<p>Fortnightly: Planning check—explicit reference to floor-book outcomes and retrieval links. – checks to ensure that work in floor books matches the objective</p> <p>Half-termly: Floor-book review (sampling across year groups/subjects), (clarity, vocab, practical evidence, retrieval, inclusion of voices). – Subject specific floor books have been looked at weekly during subject leader checks and a weekly book scrutiny focus in Autumn 2</p>	<p>Half-termly: Pupil-voice recall checks; short quizzes built from floor-book pages; moderation meeting to share exemplars.</p> <p>Termly: Governor samples; subject lead report on engagement/recall and next steps.</p>	Termly governor samples; annual subject report with impact indicators and exemplars
Roles/cadence	<p>Owners: Subject Leads SLT link: Curriculum Lead (with Oracy Lead for alignment)</p> <ul style="list-style-type: none"> • Fortnightly: planning check • Half-termly: floor-book review, retrieval data, pupil voice, moderation meeting • Termly: governor sampling & subject report • Annual: evidence portfolio and impact summary 		
Budget/costings			
Evaluation	•		
Evidence of success	<ul style="list-style-type: none"> • 100% classes maintain floor books in all foundation subjects by end Term 1. • Retrieval-quiz correct responses show improvement from baseline. • 80% pupil-voice samples can recall 3+ key facts with accurate vocabulary. • Clear representation of PP/SEND/EAL voices/pages in each book • All individual work is represented 		

	<ul style="list-style-type: none"> • Marking and feedback is effective and consistent
Next steps	<ul style="list-style-type: none"> •

Aim 4 – Attendance – improve standards of attendance and persistent absenteeism.

- Reduce percentage of persistent absentees and improve attendance through effective strategies to support our hard to reach families

Rationale	<p>Good attendance supports learning, the development of social skills and friendships, as well as building good habits that are essential for adult life.</p> <p>Statistics show a direct link between under-achievement and absence below 95%. Regular attenders make better progress, both socially and academically. Regular attenders find school routines, school work and friendships easier to cope with. The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.</p> <p>Good attendance is important because:</p> <ul style="list-style-type: none"> • Statistics show a direct link between under-achievement and absence below 95% • Regular attenders make better progress, both socially and academically • Regular attenders find school routines, school work and friendships easier to cope with • Regular attenders find learning more satisfying • Regular attenders are more successful in transferring between primary school, secondary school, and higher education, employment or training.
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Implementation activities	<p>A. Reporting & Early Response</p> <ul style="list-style-type: none"> • Daily first-day reports from Attendance Officer to HT/DHT; same-day calls/texts for all absentees; home visits for target pupils. • Reason codes recorded (illness/medical/anxiety/transport) to match support to barrier (breakfast club/ELSA/GP/transport help). <p>B. Parental Support & Safeguarding</p> <ul style="list-style-type: none"> • Same-day follow-ups/visits for concern cases; practical help (e.g., pick-ups to school where needed). • CPOMS linked to absence for immediate safeguarding triage; Early Help opened swiftly for at-risk families. • Parent clinics (weekly drop-in) to agree attendance plans and signpost services. <p>C. Positive Whole-School Ethos</p> <ul style="list-style-type: none"> • Rewards: “Strive for 5” weekly, most-improved awards, termly 100%/improver events; personalised praise. • Classroom environment: attendance display and routines in every class; weekly attendance spotlight in assemblies and trophy awarded to class <p>D. Punctuality (Lateness)</p> <ul style="list-style-type: none"> • Admin officer registers lateness each morning / patterns flagged for support. <p>E. Escalation & LA Partnership</p> <ul style="list-style-type: none"> • Apply staged letters, attendance panels, and LA escalation (fines/referrals) where support hasn’t shifted attendance, in line with policy. 		
Implementation outcomes	<p style="text-align: center;">Short term</p> <ul style="list-style-type: none"> • Increased engagement with families, with improved communication and trust as a foundation for future attendance improvements. • Consistent monitoring and early identification of attendance issues, leading to timely interventions. • Initial improvements in attendance for some students as individualized support and small incentives begin to take effect. <p>PA has reduced in comparison with the same time last year by 7% (now</p>	<p style="text-align: center;">Medium term</p> <ul style="list-style-type: none"> • Reduction in the percentage of persistent absentees as a result of consistent support and relationship-building with families. • Enhanced awareness among families and students of the importance of regular attendance and its impact on achievement. • Better collaboration with external services, helping to address complex barriers to attendance for hard-to-reach families 	<p style="text-align: center;">Long term</p> <ul style="list-style-type: none"> • Sustained improvement in attendance rates as families and students recognize school as a supportive, engaging place. • Increased student achievement and well-being as consistent attendance improves learning outcomes and social connections. • Stronger school-community ties, with lasting partnerships and resources available to continually support attendance and address challenges facing at-risk families.

	<p>at 20%) and overall has reduced by 0.9%</p> <p><i>Children will be aware of the importance of good attendance through weekly assemblies and this will support increased attendance. (September – ongoing)</i></p> <p><i>Information will be communicated to parents via leaflets, new starter packs and website etc (Autumn 2)</i></p> <p><i>CPD for attendance lead is attended (Autumn 1)</i></p> <p><i>Displays in classrooms at start of year are visible and referred to reinforce the importance of good attendance (September)</i></p> <p><i>Daily reports sent to HT/DHT improve attendance through to ensure immediate action to get children into school - home visits (September)</i></p> <p>.</p>	<p><i>Effective strategies mean attendance trends show improvement over time</i></p> <p><i>Good and improving attendance will be celebrated through rewards systems in place to consistently reinforce good attendance</i></p> <p><i>Lateness improves through consistent monitoring and communication with parents</i></p> <p><i>Policy and procedure is followed to address attendance issues</i></p> <p><i>Attendance of persistent absentees improves through systematic monitoring and intervention</i></p>	<p><i>Persistent absentee figures reduce and remain consistent</i></p> <p><i>Overall school attendance improves and remain consistent</i></p> <p><i>Parental understanding surrounding importance of attendance has impacted on improving attendance</i></p>
<p>Monitoring</p>	<ul style="list-style-type: none"> • Daily: first-day calls/visits log; CPOMS alerts checked. • Weekly: SLT dashboard (overall, PA, groups: PP/SEND/EHCP/EAL), top barriers, actions taken. • Fortnightly: target-list review with mentors; punctuality gate data. 	<ul style="list-style-type: none"> • Half-termly data review (trends by group/year/class) with actions; verify against reason codes. • Case reviews with DSL/SENDCo to adjust support; evidence of curriculum catch-up offers after absence. • Governor attendance deep dive once per term. 	<p>Annual evaluation (what worked/what next), including stakeholder feedback; update policy and communications accordingly</p>

	<ul style="list-style-type: none"> Half-termly: HT report to governors; sample case-file audit (support → impact) 			
Roles/cadence	<p>Owner: Attendance Lead / HT / DSL</p> <p>Daily: first-day contact, CPOMS checks, triage actions</p> <p>Weekly: SLT dashboard; assemblies & rewards; mentor check-ins</p> <p>Fortnightly: target-list review; punctuality analysis; case updates</p> <p>Half-termly: governor report & deep dive; data trend analysis</p> <p>Termly: policy/escalation review with LA; stakeholder comms refresh</p> <p>Annual: full evaluation and target reset</p>			
Budget/costings	<ul style="list-style-type: none"> Attendance awards and certificates (£1000) Additional charges from LA meetings at town hall for Persistent absentee families (£30 per meeting) 			
Evaluation				
Evidence of success	(24-25) Persistent absence group	September - Dec	Jan - March	April to June
	Whole school PA	27.0	22.53	24.61
	SEN (EHCP)	30.0	16.13	22.58
	FSM	35.11	34.59	31.11
	SEND	32.0	27.45	30.19
	(25-26) Persistent absence group	September - Dec	Jan - March	April to June
	Whole school PA	20.3		
	SEN (EHCP)	17.2		
	FSM	30.2		
	SEND	21.7		
Whole school attendance is 93.1% (National Average is 94.8%)				

	<ul style="list-style-type: none">• Overall attendance: 95% by July (interim 94.5% by Easter).• PA rate: 17% by Easter• Response fidelity: 100% first-day contact logs.• Punctuality: late arrivals reduced by 25% from Autumn baseline for target pupils.• Engagement: 60% of invited families attend at least one meeting; Early Help initiated for 100% chronic cases.• Impact on learning: For named PA pupils – attend any interventions/ catch up sessions and progress improves term-on-term.
Next steps	

Strategic Summary	
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