



# ATTENDANCE NEWSLETTER



SUMMER TERM 1 2026

**As always, thank you to our families for continuing to work with us to ensure that all children have the best possible attendance.**

## Wellbeing and Attendance

As you are aware, we are working towards achieving our Bronze Healthy Schools status, and as part of this we have introduced new policies, new menus and shared healthy lunchbox guidance with families. It has been lovely to see children responding so positively to these changes. They are thoroughly enjoying our new Swap Station, Tesco Stronger Starts fruit at playtimes, and free fruit kebabs at disco events.

Good health and wellbeing play a vital role in children's attendance. Children who are well-nourished, active and feel positive about school are more likely to attend regularly, concentrate better in class and fully engage in their learning. By promoting healthy choices throughout the school day, we are supporting children to feel energised, happy and ready to learn – all of which contributes to improved attendance and punctuality.

Thank you for your continued support in helping us create a healthy school community where every day in school really counts.

## Medical Appointments and Early Collection

As you can see from the analysis of absence codes on page 2, there has been an increase in medical appointments during the school day. We have also recorded an increase in children being collected early often for non-essential reasons or appointments for family members.

The Department for Education highlights the importance of children attending school every day so they can make the best possible progress. Even short or occasional absences add up over time and can affect learning, confidence and outcomes.

We therefore ask parents and carers to arrange routine medical and dental appointments outside of school hours. When children miss lessons, important teaching and learning cannot always be repeated or fully caught up.

We also ask that children are not collected early from school for parents' appointments or for non-essential reasons. The final part of the school day includes valuable learning, reflection and preparation for the next day, and missing this time can be disruptive for children.

If an appointment during the school day is unavoidable, please inform the school in advance and provide evidence. In line with DfE guidance, pupils should return to school promptly after their appointment to minimise lost learning time.

## School Nurse

The school health team can offer support and advice around a range of medical issues that may be affecting your child and their attendance at school. They offer half termly telephone consultations or school can refer your child for support. Please let us know if you need support.





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## REMINDER ABOUT ABSENCE PROCEDURES

- Please inform the school office before 8:30 am if your child will be absent from school
- You may be asked to supply medical evidence such as medication or appointment letters
- Please arrange appointments outside of school hours where possible
- If you have not contacted school, Miss Smith will contact you to find out the reason for absence
- Miss Smith may also contact you at the end of the school day to enquire about your child and discuss their return to school the following day
- Miss Smith will continue to contact you each day that your child is absent to check in and offer support where possible



## SUPPORT FROM SCHOOL

We're committed to supporting not just our pupils, but our families too. One way we do this is by offering free access to FACE parent talks—a series of expert-led sessions covering a wide range of topics that matter to you. These include areas such as anxiety, emotional based school avoidance and many more themes designed to empower and inform.

Whether you're looking for practical strategies or simply a space to reflect, FACE talks are a valuable resource we're proud to offer.

We'll continue to share upcoming sessions and signposting information throughout the term.

### #miss school #miss out Planned activities for Summer 1

Annual Colour Run  
St George's Day Celebration  
KS2 The Jeweller's Daughter Workshops  
Walk to School Week  
Junior Dukes Meeting #5  
Careers Week  
Aspirations Day

### Absences in Spring 2 Days of learning lost to:

- Holidays: 33 ↓
- Illness: 201 ↓
- Other unauthorised: 118 ↓
- Medical appointments: 23 ↑
- Lates: 169 ↓
- Lates after registration has closed (classed as an absence): 18 ↓

### CONTACT INFO

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# MULTI-TIERED SUPPORT

## SUMMER TERM 1 2026



**Tier 1**  
Universal Strategies

<p><b>Role of Teachers and School</b></p> <ul style="list-style-type: none"> <li>• Meet and greet children.</li> <li>• Create positive classroom environments.</li> <li>• Build positive relationships with all children and adults.</li> <li>• Recognise individual and collective achievements.</li> <li>• Implement evidence-based teaching strategies.</li> <li>• Monitor daily attendance and punctuality</li> </ul>	<p><b>Role of Children</b></p> <ul style="list-style-type: none"> <li>• Attend school regularly and be punctual.</li> <li>• Engage actively in classroom activities.</li> <li>• Support other children.</li> <li>• Recognise the achievements of other children.</li> <li>• Share when you have a concern.</li> </ul>
<p><b>Role of Parents</b></p> <ul style="list-style-type: none"> <li>• Ensure children attend school regularly and on time.</li> <li>• Understand and support any concerns your child may have.</li> <li>• Communicate with the school regarding absence.</li> <li>• Recognise personal achievements.</li> <li>• Communicate with teachers about any concerns.</li> </ul>	<p><b>Role of External Agencies</b></p> <ul style="list-style-type: none"> <li>• Provide resources and training to teachers on effective classroom strategies.</li> <li>• Collaborate with schools on attendance initiatives.</li> <li>• Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.</li> </ul>

**Tier 2**  
Individualised Strategies

<p><b>Role of Teachers and School</b></p> <ul style="list-style-type: none"> <li>• Proactively use data information to identify children who are at risk of PA.</li> <li>• Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance.</li> <li>• Implement agreed strategies in daily practice.</li> <li>• Monitor progress.</li> <li>• Recognise achievements.</li> </ul>	<p><b>Role of Children</b></p> <ul style="list-style-type: none"> <li>• Co-create and participate in any targeted interventions.</li> <li>• Recognise personal achievements.</li> <li>• Share concerns with staff.</li> <li>• Continue to engage in school life.</li> </ul>
<p><b>Role of Parents</b></p> <ul style="list-style-type: none"> <li>• Work with the school to help understand their child's barriers to attendance.</li> <li>• Proactively engage with the support offered to prevent the need for more formal support.</li> <li>• Continue to communicate effectively with the school regarding absence.</li> </ul>	<p><b>Role of External Agencies</b></p> <ul style="list-style-type: none"> <li>• Signpost or provide access to services.</li> <li>• Where there are out of school barriers, provide each identified child and their family with access to services they need.</li> <li>• Provide professional development and early intervention support to the school.</li> </ul>

**Tier 3**  
Higher Needs Strategies

<p><b>Role of Teachers and School</b></p> <ul style="list-style-type: none"> <li>• Proactively use data information to identify children who are at risk of PA.</li> <li>• Take an active part in the multi-agency effort with the local authority and other external partners.</li> <li>• Use data driven information to identify children at risk of severe absence.</li> <li>• Continuously assess and adapt strategies.</li> <li>• Monitor progress.</li> <li>• Recognise achievements.</li> </ul>	<p><b>Role of Children</b></p> <ul style="list-style-type: none"> <li>• Actively engage in intensive interventions.</li> <li>• Recognise personal achievements.</li> <li>• Share concerns with staff.</li> <li>• Continue to engage in school life.</li> </ul>
<p><b>Role of Parents</b></p> <ul style="list-style-type: none"> <li>• Collaborate closely with the school on creating and implementing highly specialised interventions</li> <li>• Continue to communicate with the school.</li> <li>• Take an active role in the multi-agency effort.</li> </ul>	<p><b>Role of External Agencies</b></p> <ul style="list-style-type: none"> <li>• Offer specialised assessments and services for students with complex needs.</li> <li>• Provide training and consultation.</li> <li>• Take an active part in the multi-agency effort with the school and other external partners.</li> </ul>