Attendance Newsletter

> We know how important regular school attendance is in terms of learner outcomes, standards, and progression. (Welsh Government, 2024)

SPRING EDITION

St Mellons CiW Primary School - Spring Term 2 - Feb 2026

Spring is nearly here and we are half way through the year!

As we move into Spring Term 2, we are now halfway through the school year. Mornings are becoming lighter and this shorter half term leads us quickly towards Easter, making it a great time to refresh routines and keep positive habits going.

After Easter, children in key year groups will take part in Welsh Government statutory assessments, alongside important learning and enrichment activities. Regular attendance supports children to feel confident, prepared and settled as they move into this next stage of learning.

This half term is full of exciting experiences, visitors, trips and events that are an important part of school life. Being in school every day helps children stay connected, enjoy friendships and make the most of everything planned. Every school day is an opportunity at this point in the year.

25 Days Spring Challenge

Spring Term 2 is short, with just 25 school days before Easter. Who can enjoy a full 25 days in school and make the most of everything this busy half term has to offer?

- Consistent bedtimes and calm mornings help children feel settled and ready for the school day, especially during a shorter half term.
- Arriving on time helps children start the day confidently, join routines with their class and avoid feeling rushed or unsettled.
- Only keep children off school when they are genuinely unwell. If they are feeling better, returning promptly helps maintain routines and confidence.
- If mornings, attendance or routines start to feel difficult, please let school know. Early support can make a big difference.

Younger learners...

Although attendance is not statutory before a child's fifth birthday, regular attendance in early years and Reception plays a key role in building positive school habits. Consistent routines help children develop confidence, independence and strong social skills.

Regular attendance supports:

- Settling into school routines and expectations
- Language and social development through play
- Building secure relationships with staff and peers
- Preparation for Reception and future learning

Reception places will be confirmed in April, and maintaining strong attendance now helps children transition smoothly into the next stage of their education. Visual timetables, consistent routines at home and regular attendance all help children feel safe, secure and ready to learn in school.

Current school attendance: 92.5%

We are close to our target of 95%. Every day in school helps us reach that goal and gives our children the best chance to succeed.

1558 days of learning were missed in the first half of the year, including:

758 days	Illness & Medical appointments
186 days	Holidays
519 days	Other unauthorised (no reason given)

Unmissable Moments

Spring Term 2 Events

This term includes special learning activities, performances and celebrations that are part of your child's school experience.

Children who attend school will be able to take part in these events, along with many other exciting activities planned this term:

Eisteddfod

World Book Day

International Women's Day

Sikhism Celebration Day

Messy Easter

Easter bonnet parade

World Maths Day

Year 3 Family Worship

Miss school?

Miss out!

Late for the gate?

8:45 - 8:55am - Gates open - on time
8:55 - 9:25am - Marked as late
After 9.25am - unauthorised late mark for the morning session (this counts as an absent mark)

Being late to school affects more than just the register mark. Below is a simple comparison of what a typical morning looks like. Which one is your child?

A child who arrives on time:

- Enters calmly with their class
- Joins morning routines and check-ins
- Receives instructions and explanations first-hand
- Starts learning with confidence
- Feels settled and ready for the day

A child who arrives late:

- Enters while lessons are already underway
- Misses key instructions or modelling
- Feels rushed or embarrassed
- Needs support to catch up independently
- Often starts the day feeling unsettled

Over time, repeated lateness can affect confidence, learning and relationships. Even small improvements in punctuality make a meaningful difference to a child's school experience.

Some thoughts on Elective Home Education.

EHE is a long-term commitment that places full responsibility for education, daily routine and social opportunities on families, including planning and delivering learning across a range of subjects, maintaining consistent structure each day, sourcing resources, and ensuring regular opportunities for social interaction.

Families are also responsible for monitoring progress and responding to any Local Authority requests. It is not a short-term solution to attendance concerns, and returning to school later can be more challenging. Many children benefit from the structure, relationships and professional support that school provides.

It is crucial to speak to school and the EHE team via EHE@cardiff.gov.uk before considering this option.

NHS

Is my child too ill for school?

Worried about your child's attendance? Is your child struggling to come to school? Not sure how to improve attendance or punctuality? If you need help, please get in touch with our Attendance Officer:

scott.normanstephenson@cardiff.gov.uk

07812 433151

We use a Multi-Tiered System of Support to help improve attendance. This involves three levels of intervention, with different roles for teachers, school staff, parents, children and external agencies, including the Local Authority. The level of support a child receives depends on their level of risk. Children are considered at risk of persistent absence if they miss 19 days or more in a school year, which is 90% attendance or below.

Tier 1 Universal Strategies

Role of Teachers and School

Meet and Greet children.
Create positive classroom environments.
Build positive relationships with all children and adults.
Recognise individual and collective achievements.
Implement evidence-based teaching strategies.
Monitor daily attendance and punctuality

Role of Children

Attend school regularly and be punctual.
Engage actively in classroom activities.
Support other children.
Recognise the achievements of other children.
Share when you have a concern.

Role of Parents

Ensure children attend school regularly and on time.
Understand and support any concerns your child may have.
Communicate with the school regarding absence.
Recognise personal achievements.
Communicate with teachers about any concerns.

Role of External Agencies

Provide resources and training to teachers on effective classroom strategies.
Collaborate with schools on attendance initiatives.
Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.

Less than 10 days absent

Tier 2 Individualised Strategies

Role of Teachers and School

Proactively use data information to identify children who are PA and at risk of PA.
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.
Implement agreed strategies in daily practice.
Monitor progress.
Recognise achievements.

Role of Children

Co-create and participate in any targeted interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Role of Parents

Work with the school to help understand their child's barriers to attendance.
Proactively engage with the support offered to prevent the need for more formal support.
Continue to communicate effectively with the school regarding absence.

Role of External Agencies

Signpost or provide access to services.
Where there are out of school barriers, provide each identified child and their family with access to services they need.
Provide professional development and early intervention support to the school.

10 - 14 days absent

Tier 3 Higher Needs Strategies

Role of Teachers and School

Take an active part in the multi-agency effort with the local authority and other external partners.
Use data driven information to identify children at risk of severe absence.
Continuously assess and adapt strategies.
Monitor progress.
Recognise achievements.

Role of Children

Actively engage in intensive interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Role of Parents

Collaborate closely with the school on creating and implementing highly specialised interventions
Continue to communicate with the school.
Take an active role in the multi-agency effort.

Role of External Agencies

Offer specialised assessments and services for students with complex needs.

Provide intensive training and consultation.

Take an active part in the multi-agency effort with the school and other external partners.

14 +days absent