

Ewyas Harold Primary School



Attendance policy

Reviewed by	R Foster
Ratified by	FGB
Ratification date	Sept 25
Review Term	Annually
Next review date	Aut 26

Key Information for Parents

8:40 – 8:50	Pupils arrive at school	The school bell is rung at 8:50 and the side gate is closed.
8:50 – 8:55	Teachers take registers	Children arriving after teachers close registers at 9:00 must be accompanied by a parent/ carer to the school admin office and will be required to complete a 'sign in' form.
8:55	Teachers close registers	
8:55 - 9:10	Admin enter late code - L	
After 9:10	Admin enter late code - U	U counts as an unauthorised absence for that session
9:10 – 9:30	Admin check registers and follow up any unexplained absences	Phone call home Email home
12:45	EYFS and KS1 take register	Afternoon registration period
1:00	KS2 teachers take register	
3:20	End of school day	Side gate is opened and parents enter playground to collect children.

Parents should call the school office (01981 240432) between 8:00am and 9:00am to inform the school if a child is ill and unable to attend.

Guidance on school attendance, parent responsibilities and accessing support can be found in this document published by the Department for Education – [Working Together to improve school attendance](#).

Further information from Herefordshire Council can be found on their '[School attendance and absences information for parents and carers](#)' website.

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- a) Setting high expectations for the attendance and punctuality of all pupils
- b) Promoting good attendance and the benefits of good attendance
- c) Reducing absence, including persistent and severe absence
- d) Ensuring every pupil has access to the full-time education to which they are entitled
- e) Acting early to address patterns of absence
- f) Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- a) Part 6 of the Education Act 1996
- b) Part 3 of the Education Act 2002
- c) Part 7 of the Education and Inspections Act 2006
- d) The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- e) The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- f) [School census guidance](#)
- g) [Keeping Children Safe in Education](#)
- h) [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- i) Working together to improve attendance

We follow best practice guidance and believe to successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families.

All partners should work together to:

LISTEN AND UNDERSTAND When a pattern is spotted, discuss with pupils and Parents & Carers to listen to understand barriers to attendance and agree how all partners can work together to resolve them.



EXPECT Aspire to high standards of attendance from all pupils and Parents & Carers and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.



MONITOR Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.



FACILITATE SUPPORT Remove barriers in school and help pupils and Parents & Carers to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.



FORMALISE SUPPORT Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- a) Setting high expectations of all school leaders, staff, pupils and parents
- b) Making sure school leaders fulfil expectations and statutory duties, including:
 - i. Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - ii. Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- c) Recognising and promoting the importance of school attendance across the school's policies and ethos
- d) Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- e) Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- f) Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- g) Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- h) Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- i) Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- j) Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - i. The importance of good attendance
 - ii. That absence is almost always a symptom of wider issues
 - iii. The school's legal requirements for keeping registers
 - iv. The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- k) Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- a) The implementation of this policy at the school
- b) Monitoring school-level absence data and reporting it to governors
- c) Supporting staff with monitoring the attendance of individual pupils
- d) Monitoring the impact of any implemented attendance strategies
- e) Referring to the LA for issuing fixed-penalty notices
- f) Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- g) Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

- h) Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- a) Leading, championing and improving attendance across the school
- b) Setting a clear vision for improving and maintaining good attendance
- c) Evaluating and monitoring expectations and processes
- d) Having a strong grasp of absence data and oversight of absence data analysis
- e) Regularly monitoring and evaluating progress in attendance
- f) Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- g) Liaising with pupils, parents/carers and external agencies, where needed
- h) Building close and productive relationships with parents to discuss and tackle attendance issues
- i) Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- j) Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs J Jones and can be contacted via admin@ewyas-harold.hereford.sch.uk.

3.4 The attendance officer

The school attendance officer is responsible for:

- a) Monitoring and analysing attendance data (see section 7)
- b) Benchmarking attendance data to identify areas of focus for improvement
- c) Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- d) Working with education welfare officers to tackle persistent absence
- e) Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Mrs Mailes and can be contacted via admin@ewyas-harold.hereford.sch.uk.

3.5 Class teacher

- a) Be a good role-model for pupils by actively promoting the school's attendance ethos both via discussion and practically.
- b) Give attendance a high profile.
- c) Praise pupils for arriving on time.
- d) Take prompt action where pupils are late or absent without explanation.
- e) Keep an accurate register. Pupils arriving after 8.50am should sign the late book at the office.
- f) Send a paper register to the Office if Scholarpack does not work.
- g) Inform SLT when absence is causing concern.

3.6 School admin staff

School admin staff will:

- a) Oversee administration of the Scholarpack Register system.
- b) Support the work of SLT and Class Teachers by:

- i. Providing regular attendance information to the SLT.
 - ii. Phoning parents of pupils on 1st day of absence if not already aware of reason for absence.
- c) When arriving after 9:00am, it is recorded on Scholarpack (code L) with how many minutes late.
 - d) When arriving after 9:15am, it is recorded on Scholarpack (Code U) with how many minutes late.
 - e) Repeated lateness is flagged to SLT.
 - f) Monitoring attendance and punctuality and alerting Class Teachers and Senior Leadership Team when concerns arise.
 - g) Issuing attendance letters and organising Attendance Panels – see Appendix.
 - h) Working with colleagues to identify causes of non-attendance.
 - i) Meeting with Senior Leadership Team regularly to make and monitor interventions and referrals.
 - j) Keep staff informed of attendance issues.

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- a) All natural parents, whether they are married or not
- b) All those who have parental responsibility for a child or young person
- c) Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- a) Make sure their child attends every day ready for an 8:50am start
- b) Call the school to report their child's absence before 9am on the day of the (and each subsequent day of absence), and advise when they are expected to return
- c) Provide the school with more than 1 emergency contact number for their child
- d) Ensure that, where possible, appointments for their child are made outside of the school day
- e) Seek support, where necessary, for maintaining good attendance, by contacting the school

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- a) Present
- b) Attending an approved off-site educational activity
- c) Absent
- d) Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- e) The original entry
- f) The amended entry
- g) The reason for the amendment
- h) The date on which the amendment was made

- i) The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- j) Whether the absence is authorised or not
- k) The nature of the activity, where a pupil is attending an approved educational activity
- l) The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8:50am and ends at 3:20pm.

The register for the first session will be taken at 8:55am and will be kept open until 9:10am. The register for the second session will be taken at 1pm.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am, or as soon as practically possible, by calling the school admin staff, who can be contacted via 01981 240432.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- a) Before the register has closed will be marked as late, using the appropriate code
- b) After the register has closed will be marked as absent, using the appropriate code

Lateness significantly impacts on a child's success at school and when identified as a trend or pattern parents will be invited to meet with the class teacher in the first instance to discuss support to assist ensuring the child is not further impacted by the lateness and to identify any underlying difficulties.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- a) Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact the local authority social care service and the police if it is deemed necessary.
- b) Identify whether the absence is approved or not
- c) Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- d) Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

- e) Where relevant, report the unexplained absence to the pupil's youth offending team officer
- f) Where appropriate, offer support to the pupil and/or their parents to improve attendance
- g) Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- h) Where support is not appropriate, not successful, or not engaged with the school will agree appropriate next steps which may include issuing a penalty notice or other legal intervention (see sections 5.2 below).

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. This will be in the annual report and as appropriate at termly intervals.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

- a) The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:
 - b) Taking part in a regulated performance, or regulated employment abroad
 - c) Attending an interview
 - d) Study leave
 - e) A temporary, time-limited part-time timetable
 - f) Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Examples of 'exceptional circumstances' include:

- g) Time taken after a traumatic event e.g. a family bereavement
- h) Specific personal or family circumstances which make absence unavoidable.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as possible and in accordance with any leave of absence request form, accessible via the schools web site. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- a) Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- b) Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- c) Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- d) If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- a) Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- b) Attending another school at which the pupil is also registered (dual registration)
- c) Attending provision arranged by the local authority
- d) Attending work experience
- e) If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

More detail of the procedure can be found on their [School attendance and absences information for parents and carers - Herefordshire Council](#) webpage.

The Herefordshire [Penalty Notice - Local Code of Conduct 2024](#) is featured on the website and sets out the process in more detail.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- a) Details of the pupil's attendance record and of the offences
- b) The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- c) Details of the support provided so far
- d) Opportunities for further support, or to access previously provided support that was not engaged with
- e) A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- f) A clear timeframe of between 3 and 6 weeks for the improvement period
- g) The grounds on which a penalty notice may be issued before the end of the improvement period

Further information on penalty notices can be found in the Herefordshire Code of Conduct for penalty notices. Click [here](#).

6. Strategies for promoting attendance

Support available:

- a) Attendance Reports regularly issued to Parents & Carers.
- b) Attendance reviews.
- c) Meetings with Senior Leadership Team and other agencies to provide support for children and their Parents & Carers where appropriate.

- d) Re-integration on return from long-term absence.
- e) Re-integration timetables where appropriate.
- f) Individualised curriculum where appropriate.
- g) Attendance figures to be included on academic reports.

Rewards:

- a) Weekly recognition for the class with the best attendance
- b) Improved academic attainment.
- c) Half Termly attendance raffle

7. Supporting pupils who are absent or returning to school

We work closely with families to support children who are returning to school. This would involve phased returns, support from the school ELSA, collaborative work with agencies including the school nursing service, Child Play Therapy, as appropriate. Regular reviews of progress and adaptations to action plans would be made.

8. Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.2 Analysing attendance

The school will:

- a) Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- b) Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- c) Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- d) Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will

- a) Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- b) Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- c) Provide regular attendance reports facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)

- d) Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- e) Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

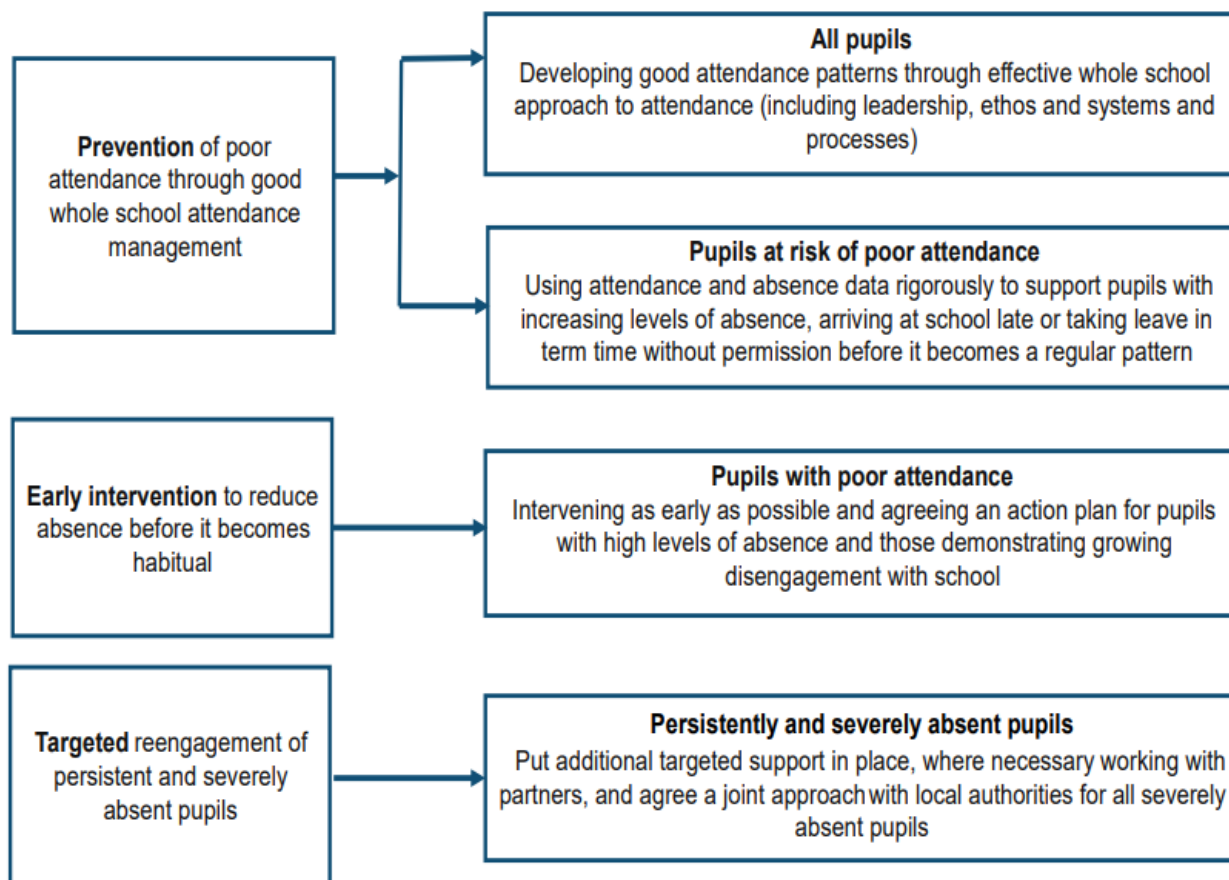
8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- a) Use attendance data to find patterns and trends of persistent and severe absence
- b) Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- c) Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - i. Discuss attendance and engagement at school
 - ii. Listen, and understand barriers to attendance
 - iii. Explain the help that is available
 - iv. Explain the potential consequences of, and sanctions for, persistent and severe absence
 - v. Review any existing actions or interventions
- d) Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- e) Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- f) Implement sanctions, where necessary (see section 5.2, above)

Effective school attendance improvement and management



9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every three years. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- a) Child protection and safeguarding policy
- b) Behaviour policy

c) Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable

C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil’s travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		

G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Definition

Good attendance is attending school for every session of every day the school is open to them.