

St David's CiW Primary School - Summer Term 2 - June 2026

We are now in the final weeks of the school year. This is a time to celebrate everything children have achieved and to make the most of every remaining school day. This term is one of the most exciting and memorable parts of the year, with trips, events, performances and transition activities taking place. Every day in school now helps children feel confident, connected and ready for the next stage of their learning journey.

Temptations such as warm weather, days out and the feeling that "the holidays are nearly here" can affect attendance. However, these final weeks of term remain very important for learning, wellbeing and preparation for what comes next.

There are only 7 weeks (35 school days) left until the summer holidays. After this, children will have over 6 weeks away from school, where learning naturally slows down and daily routines change as families enjoy time together and summer activities.

This means these final weeks are the last sustained period of learning before a long break.

Attendance in these final weeks:

- Secures as much learning as possible before the summer break
- Helps children finish the year feeling confident and successful
- Ensures children do not miss important experiences and transition opportunities

Every day now plays an important role in maintaining progress before the extended time away from school.

Let's work together to finish the year strong.



Current school attendance: 94.2%

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

Staying Well in Summer



We know that summer brings warmer weather, longer days and changes to routine. These can all have an impact on how children feel and how easily they attend school.

Hay fever

- Hay fever can usually be managed and is not a reason to stay at home
- Medication before school can help reduce symptoms

Warm weather and hydration

- Please ensure your child brings a clearly labelled water bottle each day
- Staying hydrated helps children concentrate and feel well

Sun safety

- Apply sunscreen before school
- Send children with a sun hat where appropriate

Sleep and routine

- Longer evenings can lead to later bedtimes
- Keep routines consistent to help children feel rested



Worried about your child's attendance? Not sure how to improve attendance or punctuality? Any barriers making coming to school difficult for your child? If you need help, please get in touch with our Attendance Officer:



scott.normanstephenson@cardiff.gov.uk



07812 433151

Unmissable Moments

Miss school?

Miss out!

There are lots of fun activities planned this half term...

Sports Day
World Music Day
Refugee Week
Transition Week
Class Photos
Summer Fayre
Y6 Residential

& so much more.

Don't miss out!

Planning Ahead

It is natural to start thinking about holidays at this time of year, especially with warmer weather and travel offers becoming more appealing.

If you are planning a holiday for next year, please check the 2026-27 term dates carefully before booking to avoid disruption to your child's education and to avoid a Fixed Penalty Notice from the LA:

Autumn Term 2026

Term Starts: Tuesday, 1 September 2026

Half-Term: Monday, 26 October 2026 –
Friday, 30 October 2026

Term Ends: Friday, 18 December 2026

Spring Term 2027

Term Starts: Monday, 4 January 2027

Half-Term: Monday, 8 February 2027 –
Friday, 12 February 2027

Term Ends: Friday, 19 March 2027

Summer Term 2027

Term Starts: Monday, 5 April 2027

Half-Term: Mon 31 May – Fri 4 June 2027

Term Ends: Tuesday, 20 July 2027

More info on INSET days will be published in the new school year

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)



Spotlight: Transition & Anxiety

As the end of the school year approaches, children are preparing for change such as moving class, year group or school.

This can be exciting, but some children may feel worried or unsettled.

This may look like:

- Reluctance to come to school
- Feeling emotional or unsettled
- Worries about teachers, classrooms or friendships
- Changes in behaviour or confidence

If your child is finding this difficult, please let us know. Early support can make a big difference. We can:

- Provide reassurance and regular check ins
- Support confidence building
- Work with you on simple strategies

For our Year 6 pupils, this is a special time as they reach the end of their primary school journey. There are many events planned to celebrate their achievements and create lasting memories. Strong attendance ensures they do not miss these important moments and helps them feel ready for high school.

For nursery children preparing to start Reception, this term is important for building routines and confidence.

Regular attendance in Early Years helps children:

- Build independence
- Develop friendships
- Feel secure in school

Good habits now support a smooth transition in September.

NHS



Is my child too ill for school?



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.



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.

Tier 1
Universal Strategies

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.



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.

Tier 2
Individualised Strategies

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.



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.

Tier 3
Higher Needs Strategies

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.



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LET'S GET ATTENDANCE **BACK ON TRACK**

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#EveryDayMatters
www.cardiff.gov.uk/schoolattendance