

Elmley Dray School Attendance Strategy

Senior Attendance Champion: Emily Hollis

Attendance Officers: Sophie Bloomfield & Natalie West

Date Formulated: 20 January 2026

Reviewed:

Vision Statement

Elmley Dray School is committed to ensuring that all students can access and engage with learning in a safe, supportive environment. Our attendance strategy prioritises early intervention, personalised support, and whole-school systems to improve attendance, reduce persistent absenteeism, and foster a positive culture around school engagement.

1-Year Strategy (Short-Term Goals: 0-12 months)

Area	Actions	Responsibility	Success Criteria
Attendance Audit & Baseline	Review current attendance data, identify students with PA, school-related anxiety,	Senior Attendance Champion	Attendance baseline established; key student groups identified.

	and those recently reintegrated.		
Communication & Policy	Update attendance policy, clarify expectations to parents, staff, and students via newsletters, emails, assemblies.	Senior Attendance Champion, Director, SLT	100% staff, parents, and students aware of expectations.
Early Intervention	Track attendance weekly; meet with students showing early signs of absence; provide pastoral support and mentoring.	Attendance Officers	Early intervention system fully operational; small improvements for at-risk students.
Targeted Support	Provide personalised support for students with PA or anxiety: 1:1 mentoring, phased reintegration, therapeutic input.	Attendance Officers, SENDCo, Senior Attendance Champion	Improvement in attendance for students with PA; reduction in unexplained absence.
Staff Training	Train staff on recognising school-related anxiety	Senior Attendance Champion	Staff confident in strategies to support

	and supporting attendance.		attendance; consistent approaches used.
Action Plan Implementation	Create a detailed 1 year action plan with measurable KPIs.	Senior Attendance Champion	Action plan implemented; termly review with SLT.
Review Attendance Policy	Ensure policy reflects lessons from interventions and emerging trends.	Headteacher and Director	Policy updated and embedded; reviewed annually.

3-Year Strategy (Medium-Term Goals: 1-3 years)

Area	Actions	Responsibility	Success Criteria
Data Monitoring & Analysis	Introduce detailed attendance dashboards, track trends, cliff edges, and flashpoints.	Senior Attendance Champion	Clear reduction in cliff edges and flashpoints (e.g., Mondays, post-holidays).
Bespoke Interventions	Develop personalised plans for students with PA	Attendance Officers, SENDCo, Senior	Targeted interventions show measurable

	or history of being out of education; use therapy, mentoring, and family liaison.	Attendance Champion, Class Teachers, intervention TAs and 1:1 TAs	improvement in individual attendance.
Parent/Carer Engagement	Conduct regular surveys and meetings; provide guidance and support.	Senior Attendance Champion, SLT, SENDCo, Class Teachers	Parents engaged and proactive in supporting attendance; improved home-school communication.
School Culture & Rewards	Implement reward systems, recognition for improved attendance and participation.	SLT	Positive reinforcement embedded; school-wide culture of valuing attendance.
Staff Development	Ongoing training in managing school-related anxiety and supporting reintegration.	Senior Attendance Champion	Staff continue to develop skills; consistent practice across the school.

5-Year Strategy (Long-Term Goals: 3-5 years)

Area	Actions	Responsibility	Success Criteria
Attendance Culture	Embed a whole-school ethos valuing attendance, participation, and engagement.	Senior Attendance Champion, SLT	Attendance culture embedded; all stakeholders proactive.
Severe Absence Reduction	Continuous support and multi-agency collaboration to eliminate severe absenteeism where possible.	Attendance Officers, Senior Attendance Champion	Students with PA or school-related anxiety fully supported; severe absence reduced.
Sustained Monitoring	Refine dashboards, KPIs, and analytics to sustain improvements.	Senior Attendance Champion, Attendance Officers	Systems fully embedded; data-driven decision making routine.
Long-Term Action Plan	Maintain 5-year strategic plan with annual reviews and updated interventions.	SLT	Strategic processes fully embedded and continuously reviewed.

Innovation & Learning	Explore new approaches: blended learning, therapy-informed attendance strategies.	SLT	New strategies tested and embedded where effective.
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Action Plan Summary (Responsibility Overview)

Role	Responsibility
Emily Hollis (Senior Attendance Champion)	Leads strategy, monitors school-wide trends, trains staff, reviews policy, liaises with external agencies, SLT and families.
Sophie Bloomfield & Natalie West (Attendance Officers)	Monitor daily/weekly attendance, ensure early intervention, support students with PA or anxiety, liaise with families and external agencies.
SLT/Director	Approve policies, support cultural initiatives, review termly progress, allocate resource, behaviour lead and SENDCo/DT support and liaise with Senior Attendance Champion.



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Teachers/Support Staff	Support reintegration, implement consistent strategies in the classroom and early interventions, reinforce attendance expectations, liaise with families and external agencies.
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