

KEY PRIORITY ACTION PLAN – Attendance

Goal: *To strengthen pupil attendance through a whole-school approach that promotes inclusion, belonging and positive relationships*

Rationale: The whole school community needs to share a clear vision, values, and ethos for attendance. All staff and stakeholders need to understand and should be able to articulate their roles in supporting children and families, embedding attendance as a collective priority. A year-on-year implementation strategy will ensure sustained improvement, supported by staff access to ongoing professional development. Meadowlane's vision will be evident in language, routines, policy, professional development, displays, and the website. Pupils need to experience belonging, while staff and the whole school community drive improvement through shared responsibility.

Article 3 - All adults should always do what is best for all children

Article 24 – All children have the right to the best health possible and to medical care and to information that will help them to stay well.

Article 28 – All children have the right to an education.

Article 29 – All children have the right to education which tries to develop their personality and abilities as much as possible and encourages them to respect other people's rights and values and to respect the environment.

1. Attendance to improve from 86.9%
2. Most of the school community will understand their role in improving school attendance.
3. Reduce the number of persistent absentees.

Autumn	Spring	Summer

Leaders: Tom Simmonds

Actions	Personnel Involved	Budget / Resources (Human, time and physical)	Timescales	Self-Evaluation Activities	Self-Evaluation	Evidence
Attendance						
1. Develop and clearly articulate a whole-school attendance vision, values, and ethos	TS, AO, SLT and Whole School staff	INSET	From September 2026	Inset Diary Online training modules Display		

Share the vision with all staff and stakeholders through the website, professional learning, meetings, and visual displays Provide access to the online Inclusive Attendance Learning Modules for all staff to complete				Class Dojo		
2. Deliver Professional learning on recognising unmet need (emotional, sensory, neurodiverse, relational) Introduce the push/pull factor framework linked to EBSA (Emotionally Based School Avoidance) and EBNA (Emotionally Based School Non-Attendance) Establish early alert systems to flag behaviour changes,	TS & SLT	INSET	From September 2026	INSET diary Arbor Whole school tracker		

disengagement, or attendance dips Begin mapping unmet needs across a small cohort to pilot personalised responses						
3. Shift focus from percentage thresholds to days and spells of absence as early indicators Provide training on the tier model and approach and the importance of structured escalation Audit current use of Arbor. Ensure staff can access, interpret, and act on attendance trends Begin to track at-risk pupils before they hit PA thresholds using spells, patterns, and risk markers	TS, AO, SLT & Teachers	INSET PPA	From September 2026	Inset Diary Professional Dialogues Whole school tracker Arbor		
4. To work with families facing the most complex barriers	TS, AO and CLH with support of teachers	CLH – Family Engagement time	From October 2026	Professional dialogues School Diary		

	To write support plans with families to rebuild trust and shared ownership					
5.	Change from a highest attendance reward to best progress/improvement reward model. Fortnightly attendance reward in assembly. Begin shifting language from reward to affirmation—celebrating effort, progress, and resilience Audit pupil and parent voice on how attendance is currently acknowledged through a Questionnaire. Questionnaire in Sept then end of year?	TS, SLT and all staff	INSET	From September 2026	Assemblies Pupil discussions Self evaluation Professional dialogues	
6.	To work with attendance officer Scott Norman-Stephenson to	TS, AO and attendance officer Scott		From September 2026	Deep Dive results Arbor	

improve attendance through whole school approach. Scott Norman-Stephenson to complete an attendance deep dive to identify areas to improve.	Norman-Stephenson			Professional Dialogues School self-evaluation		
Well-being & Nurture						
7. TS to attend Stormbreaker training on September 9th. Stormbreak is a charity that supports children's mental health through movement. Their approach is supported by evidence-based programmes that help them build emotional resilience and wellbeing. Training to be disseminated to whole school staff.	TS	Funded course INSET	September 9 th 2026	DDP Professional Dialogues Pupil discussuions School Self-evaluation		
8. A Family engagement officer – CLH will support the local community. Providing information on	CLH with support of whole school staff	Afternoons	From September 2026	Class Dojo Whole school calendar		

parenting courses, the new attendance approach as well as signposting useful information and events to engage the whole school community.						
9. Whole school approach to Health & Well-being questionnaire to be shared with school community.	TS with teaching staff		From September 2026	Analysis of questionnaire results		
10. Participation in the Education Catalyst Pilot Programme led by the Youth Endowment Fund. Lee Pritchard to support LC and KC in delivering a tailored programme using Thrive approaches to mentor identified pupils in Yr 1 and Year 6.	TS & CF Teachers LC, KC	Funded by the Local Authority	From September 2026	Exclusion numbers Provision Maps records Digital Developmental Portraits		
11. European Health and Well-being questionnaire (SHRN) to be shared with school community. Results to be analysed.	TS with teaching staff		Autumn Term 2	SHRN Results		

12. Nurture International profiles completed twice a year to track and identify barriers to learning and common trends. Teachers to implement strategies in class to address barriers. For example, self-regulation. Dosbarth Monnow & PHQ specialist provision classrooms to support identified pupils in meeting their individual needs.	Teachers	£1000 PDG	January and July	Digital Developmental Portrait Data Learning walks Pupil discussions Individual targets		
13. All staff to continue to use whole class strategies to help build positive relationships in class. Teacher's will complete: - A weekly circle - A reflection circle at end of the week - A daily greeting - A daily check in (Sut wyt ti?) on class dojo	All staff	September 2026 INSET Reminders throughout the year in INSETs and meetings	From September 2026 then ongoing throughout the year	Pupil discussions Learning Walks		

- Use digital developmental profile data to address class and individual needs						
14. All classes to start their day with morning routines. Activities that suit the class need for a calm start to the day. The activities are based on the whole school portrait from the Digital Developmental portrait. 15. 16. ` Classes to adapt these to fit the needs of their class.	TS & teaching staff	September 2026 INSET Reminders throughout the year in INSETs and meetings	From September 2026	Analysis of the DDP Learning walks Pupil discussions		
An authentic engaging curriculum						
17. Develop a shared understanding of what 'authentic learning' means and plan for these experiences based on learners' experiences and needs.	PS1/PS2/PS3	INSET session for all staff	22.09.2026	All AoLE Teams: Listening to learners with Learning Journals Lesson observations Planning audit		

18. To improve the representation of diversity, culture and identity through displays, resources and experiences. To develop Welsh ethos throughout the school where language, resources and experiences are woven into daily life. Support a sense of belonging for all learners where inclusion is actively promoted.	All class teachers and TAs		22.09.2026	Humanities Team & LLC Team: Learning walks		
19. Create engaging and authentic topics that enable teachers to follow the children's interests.	Curriculum Leader and ALNCO	Planning time	10/9/26	All AoLE Teams: Listening to learners		