



Pioneer Federation Development Plan 2021 – 2022



Park Mead Primary



Quality of Education *(Key issues identified by Ofsted in italics below)*

- 1.1- **East Hoathly Ofsted July 2018-** *To ensure that a greater proportion of boys achieve the higher standard in writing at the end of key stages 1 and 2 and that teachers have consistently high expectations of the quality and presentation of pupils' written work across the curriculum.*
- 1.2- **Chiddingly Ofsted May 2019-** *To ensure that pupils' reading comprehension and vocabulary develops throughout the school & KS2 reading scheme in school is addressed. 'Some older pupils find it difficult to read and understand complex words and ideas in the books that they are reading. You have addressed this by teaching more comprehension and vocabulary, but this has not had enough impact on skills for some pupils. Pupils also often choose to read books they bring in from home. These books are not always well matched to the pupils' reading ability. Some pupils' reading progress is hampered because they can decode the words in the books but lack comprehension of the story that they are reading.'*
- 1.3- **SMV Ofsted March 2020-** *To ensure pupils develop the necessary language comprehension skills in reading by the end of key stage 1 & to raise levels of challenge so that pupils make even greater progress across the breadth of subjects. 'While pupils generally attain well by the end of key stage 2, the proportion of pupils reaching the expected level of attainment for reading at the end of key stage 1 has been below that seen in other schools nationally for the last three years. Leaders need to ensure that pupils develop these important skills as part of the reading curriculum.'*
- 1.4- **Maths Mastery & Multiplication Initiative-** *To ensure Pioneer Maths Mastery Approach is embedded, in order to raise levels of challenge so that pupils make even greater progress in Maths. Also to ensure that strong and robust strategies in place so that Year 4 pupils achieve highly in their formal multiplication testing in July 2022- at least teaching NA. Ofsted April 2019 – Park Mead Maths. To ensure that pupils have a secure grasp of basic number facts and multiplication tables before progressing to more challenging mathematics & that outcomes in KS2 Mathematics at least match national averages in 2022. (3 year decline in Year 6 outcomes, 2017-19)*
- 1.5- **Chiddingly and SMV Ofsted 2019/20-** *to ensure that the Pioneer curriculum fully caters for all Foundation Subjects effectively, so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged. 'Implement the new curriculum fully in all classes throughout the school & leaders should continue their work on the curriculum to raise levels of challenge so that pupils make even greater progress across the breadth of subjects so that pupils study the full curriculum; it is not narrowed.' Ofsted April 2019 -To ensure that current work to develop the new Park Mead Curriculum includes clear progression in knowledge and skills in all subject areas so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged.*
- 1.6- **Park Mead Grammar, Punctuation & Spelling-** *To ensure that outcomes in KS2 GPS at least match national averages in 2022. (2019- EXS 61.5%, NA= 78%, GDS =0%, NA 35.7%)*
- 1.7- **Park Mead KS1 Phonics** *to reach national averages in 2022 (2019 = 66.7%, 2020 (Year 2) =70%, NA=78.5%)*

See separate plan/datawall for each school's OUTCOMES.

Leadership & Management

- 2.1- **Federation and Individual School Vision and Values** – to ensure the ambitious aims (highest quality of education for all) of the Federation and schools are clear to all stakeholders through the 'living and breathing' vision and values.
- 2.2- **Pioneer Trust-** ensure that Pioneer schools are ahead of the educational landscape shift of schools moving into Trust/MATS.
- 2.3- **4 School Federation Subject Leadership & Governance-** to embed the Federation subject leadership and the Governor link approach. To ensure that subject leaders effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.
- 2.4- **Outwards Facing Leadership** – to ensure all senior leaders develop cpd collaboration outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.
- 2.5- **Church School Developments-** To ensure that East Hoathly is ready for a Church S48 inspection and achieves an 'excellence' SIAMS when inspected, addressing all areas for development. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and have updated approaches to cater for the new SIAMS framework expectations.
- 2.6- **School Learning Environment & Resources-** To ensure that leaders effectively develop the highest quality learning environment & utilise all school resources & premise fully, to enable all pupil needs to be met and a broad and balanced curriculum to be delivered with strong progress across the breadth of subjects.
- 2.7- **Pioneer School Profile & Marketing-** to ensure that all Pioneer schools have a high profile within the community and the excellent provision provided is highlighted for all stakeholders through websites and advertising.

Behaviour & Attitudes

- 3.1-**Therapeutic Thinking (TT)**– Ensure key aspects of TT philosophy embed within behaviour policy and procedures.
- 3.2- **Catch-Up Curriculum/Funding-** To continue to implement a catch-up curriculum that enables pupils to make up any loss of learning/ progress in their learning as the consequence of Lockdown.
- 3.3- **Attendance** – Ensure pupils have high attendance (at least at NA) and that swift action is taken if not.
- 3.4- **Medical Tracker-** Ensure that the latest policies and procedures regarding first aid, enable pupils and all stakeholders to be safe and they feel safe. Medi-tracker in place at Park Mead.
- 3.5- **Anti-bullying Awards-** to ensure that each school achieves/embed next stage of AB award.

Personal Development

- 4.1- **Learning Powers/ Skills Builder**– To ensure that these leadership initiatives impact on standards and the Quality of Education for all.
- 4.2- **Pupils as Leaders-** To ensure that initiatives to develop pupil character and voice are exemplary and consistently applied across the Federation.
- 4.3- **Community Cohesion-** To ensure that each school fully develops local and international links to ensure that pupils have a wide rich set of experiences as part of the curriculum.
- 4.4- **Wellbeing Provision and Boxall Profiling-** replace Thrive approaches with Nurture Groups & Boxall tracking- enabling the most vulnerable pupils to be more confident, resilient and independent and ultimately impact on their engagement quality of education.

Early Years

- 5.1- **EYFS New Curriculum & Baseline-** to ensure EYFS leaders construct a new curriculum that fulfils the new framework expectations and is still ambitious and designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- 5.2- **Teachers pedagogical knowledge developments** – ensure all staff are aware of how EYFS pupils develop detailed knowledge and skills across the areas of learning in an age-appropriate way and EYFS evidence effectively demonstrates this.



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

Priorities for Improvement – 2021-2022

East Hoathly CE Primary School Context & Details



Our Vision

In our Church school, we learn through our values of Love, Strength, Wisdom and Truth. We aim for the highest standards and believe that by building a strong community, we can take care of everyone's wellbeing, achieving fullness of life.

"With God all things are possible" Matthew 19:26.



"Let all that you do be done in love."
1 Corinthians 16:14



"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."
Joshua 1:9



"Let us learn together what is good"
Job 34:4




"And you will know the truth, and the truth will set you free."
John 8:32



Achievement For All, Learning Together, Learning For Life

Executive Headteacher	Mr James Procter
Head of School	Miss Vicky Lewis
Assistant Headteacher/ Deputy DSL	Sheridan Whythe
Chair of Governors	Mr Alan Brundle
Unique reference number	114501 DfE No: 8453022
Local authority East Sussex	East Sussex
Type of Federation/Partnerships	Pioneer Federation of 3 schools and Nursery
Church School Type	Diocesan (Diocese of Chichester)
Age range of pupils	2-11
Gender of pupils	Mixed
Number of pupils on roll	94 in school - 108 total Nursery: 14 Reception: 13 Year 1: 11 Year 2: 9 Year 3: 14 Year 4:16 Year 5: 15 Year 6: 16 Boys: 57 (53%) Girls: 51 (47%)
Number of pupils eligible for pupil premium	8 pupils (8.5% of school age children)
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	1 pupil has EHCP (<1%) 12 pupils in total on SEND register – 13% of school age children
Appropriate authority	East Sussex CC
Date of previous Ofsted inspection	July 2018
Overall Ofsted judgement	Good
Key Ofsted actions from last report- Key areas to improve	Leaders and those responsible for governance should ensure that: 1) Greater proportion of boys achieve the higher standard in writing at the end of key stages 1 and 2. 2) Teachers to have consistently high expectations of the quality and presentation of pupils' written work across the curriculum. 3) To ensure strong and robust strategies in place so that Year 4 pupils achieve effectively in their formal testing July 2020- at least reaching NA.
Date of previous SIAMS inspection	June 2016
Overall SIAMS judgement	Outstanding
Budget information	3 year plan- deficit free
Telephone number	01825 840247
Website	www.pioneerfederation.co.uk
Email address	office@easthoathly.e-sussex.sch.uk

 SIAMS Priorities 2016 & 2018	
No.	Areas to Improve
1	Develop children's understanding of the breadth of Christianity as a global faith so that they appreciate the rich variety of different Christian traditions and the way that this is expressed through worship.
2	Develop a secure monitoring and assessment system for religious education (RE), thereby improving the quality of provision.
3	Develop collective worship by strengthening links between Christian values and Biblical teachings to pupils' own behaviour and attitudes.

St Mary the Virgin CE Primary School Context & Details

Our Vision

At St Mary's Church Aided Primary School, we aim to establish a happy and thriving community, living our core values of Love, Strength, Faith, the love of God and one's neighbour. Every child will have a love of life-long learning through high-quality teaching and excellent achievement, resilience, respect for all, equality and inclusion.

Love

Love and respect yourself and all others, treating them as you would like to be treated.

Luke 10: 25-37

Strength

Recognise people's strengths and use your own to be resilient and the best you can be in all you do.

John 6: 1-14

Faith

Have faith in yourself and others and be honest and truthful. Believe that you never know what you can achieve until you try.


Luke 5: 1-11

Following in the example of Jesus.

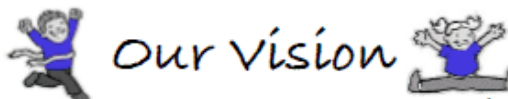
Achievement for All, Learning Together, Learning for Life



Executive Headteacher	Mr James Procter
Head of School	Miss Becca Hare
Assistant Headteacher	Mrs Abbie Hill <i>(on Maternity leave from 4th September 2021)</i>
Chair of Governors	Mr Alan Brundle
Unique reference number	114553 DfE No: 8453326
Local authority	East Sussex
Type of Federation/Partnerships	Pioneer Federation of 4 schools and Nursery
Church School Type	Diocesan (Diocese of Chichester) – Voluntary Aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on roll	Number on roll: 96 YR: 12 Y1: 15 Y2: 15 Y3: 12 Y4: 14 Y5: 14 Y6: 16 Boys: Girls:
Number of pupils eligible for pupil premium	10
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	EHCP: 4 = 4.2% <i>(above NA for EHCP pupils (3.1% in 2019))</i> SEND: 16 (excluding EHCP pupils) = 16.7% <i>(above NA for SEND pupils (14.9% in 2019))</i>
Appropriate authority	ESCC
Date of previous Ofsted inspection	4 th March 2020
Overall Ofsted judgement	Good
Key Ofsted actions from last report- Key areas to improve	<i>To ensure pupils develop the necessary language comprehension skills in reading by the end of key stage 1 & to raise levels of challenge so that pupils make even greater progress across the breadth of subjects. 'While pupils generally attain well by the end of key stage 2, the proportion of pupils reaching the expected level of attainment for reading at the end of key stage 1 has been below that seen in other schools nationally for the last three years. Leaders need to ensure that pupils develop these important skills as part of the reading curriculum.'</i>
Date of previous SIAMS inspection	24 th January 2018
Overall SIAMS judgement	Outstanding
Key performance indicators for the next 3 years	See SDP 1.3-1.5
Budget information	3 year plan- deficit free
Telephone number	01892 770221
Website	www.pioneerfederation.co.uk
Email address	office@st-maryhartfield.e-sussex.sch.uk

 SIAMS Priorities	
No.	Description
1	Governors to consistently hold senior leaders to account to ensure that all church school developments are addressed in full, in a timely manner. Refine and clarify vision and values.
2	Develop a secure monitoring and assessment system for religious education (RE), thereby improving the quality of provision. Consolidate rigour in the assessment of RE to show that it is effectively informing teaching and learning and demonstrates at least good pupil progress in relation to the requirements of the agreed syllabus.
3	Develop collective worship by strengthening links between Christian values and Biblical teachings to pupils' own behaviour and attitudes.
4	Develop children's understanding of the breadth of Christianity as a global faith so that they appreciate the rich variety of different Christian traditions and the way that this is expressed through worship.

Chiddingly Primary School Context & Details



We aim to establish a happy community school, where every child is provided with a toolkit for life-long learning through high quality teaching. We have a love of learning with high standards of achievement, fostered through traits of resilience, respect for all, equality and inclusion.

Respect

We expect outstanding behaviour; promoting respect, kindness, patience and friendship to all.

"Treat others as you would like to be treated"

Enjoyment

We value a happy, safe, secure and purposeful environment in which children feel comfortable in their learning.

"Be happy at school and make the most of every day"

Excellence

We pursue excellence in all we do. We expect outstanding teaching and standards of achievement.

"Be the best you can be"



Working Together

We recognise the importance of collaboration and inclusion. Celebrating everyone's talent in order to develop high self esteem in all, enabling all to flourish.

"We are all special, unique and talented"

Resilience



We foster resilience and a love of learning through an exciting creative curriculum utilising new technologies.

"You never know what you can do until you try"

Creativity

We develop responsible creative thinkers who are self motivated with a curiosity for learning.

"Understand your learning and how to improve"

Achievement for all  Learning Together  Learning for Life


Executive Headteacher	Mr James Procter
Head of School	Mrs Kayleigh Vile
Deputy DSL/ Senior Teacher	Mrs Erin Mackerness
Chair of Governors	Mr Alan Brundle
Unique reference number	114391 DfE No: 8402056
Local authority East Sussex	East Sussex
Type of Federation/Partnerships	Pioneer Federation of 3 schools and Nursery
Church School Type	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on roll	Number on roll: 90 Reception: 11 Year 1: 13 Year 2: 13 Year 3: 13 Year 4: 15 Year 5: 10 Year 6: 15 Boys: 42 (49.5%) Girls: 48 (50.5%)
Number of pupils eligible for pupil premium	Higher than NA PPG 26.66%
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	Higher than NA SEND 18.88%
Appropriate authority	East Sussex County Council
Date of previous Ofsted inspection	July 2019
Overall Ofsted judgement	Good
Key Ofsted actions from last report- Key areas to improve	Continue to develop pupils' comprehension and vocabulary throughout the school. Implement the new curriculum in all classes throughout the school.
Key performance indicators for the next 3 years	See SDP Section 1.9
Budget information	3 year plan- deficit free
Telephone number	01825 872307
Website	www.pioneerfederation.co.uk
Email address	office@chiddingly.e-sussex.sch.uk

Park Mead Primary School Context & Details

In harmony, together we will inspire excellence and a life-long love of learning.

Values underpinning our vision:

Enjoyment Enthusiasm Independence Respect Teamwork Co-operation

Executive Headteacher	Mr James Procter
Head of School	Mrs Heidi West
Deputy DSL/ Senior Teacher	Mrs Jenn Hodd
Chair of Governors	Alan Brundle Vice Chair for Park Mead: Catherine Simmons
Unique reference number	845/2076
Type of Federation/Partnerships	Soft partnership with Pioneer Federation September 2020- July 2021, Park joined Pioneer Federation in September 2021
Age range of pupils	4-12 Years
Gender of pupils and % boys/girls overall and each year group	NOR: 121 Reception 7:8, Year 1 11:10, Year 2 7:10, Year 3 5:9, Year 4 8:11, Year 5 7:6, Year 6 13:9 Overall 58: 63
Number of pupils on roll	121
Number of pupils eligible for pupil premium	5
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan and in which year group	Year 6 - 1
Appropriate authority	East Sussex
Date of previous Ofsted inspection	April 2019
Overall Ofsted judgement	Good  Park_Mead_Primary_School_Ofsted_Repor
Key Ofsted actions from last report- Key areas to improve	Leaders and those responsible for governance should ensure that: <ul style="list-style-type: none"> ■ pupils to have a secure grasp of basic number facts and multiplication tables before progressing to more challenging mathematics ■ current work to develop the curriculum includes clear progression in knowledge and skills in all subject areas ■ continue to work with families to improve attendance.
Key performance indicators for the next 3 years	See SDP outcome sections 1.6, 1.7 & 1.8 and also OUTCOME SDP.
Telephone number	01323 844247
Website	https://parkmeadprimary.eschools.co.uk/website
Email address	office@parkmead.e-sussex.sch.uk

The Quality of Education



East Hoathly Teacher Effectiveness (5 Teachers = 20% each)

		TERM 1				TERM 3				TERM 5 (PHIL BUNN EVALUATED)			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	0%	100%	40%	0%	0%	100%	60%	0%	0%	100%	80%
	ACTUAL	0%	T1=20% T2= 0%	T1= 80% T2= 100%	20%	0%	0%	100%	20%	0%	0%	100%	40%



St Mary's Teacher Effectiveness (8 Teachers = 12.5% each)

		TERM 1				TERM 3				TERM 5 (PHIL BUNN EVALUATED)			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	12.5%	87.5%	25%	0%	0%	100%	37.7%	0%	0%	100%	75%
	ACTUAL	0%	0%	100%	25%	0%	0%	100%	25%	0%	0%	100%	37.5%



Chiddingly Teacher Effectiveness (6 Teachers = 16.7% each)

		TERM 1				TERM 3				TERM 5 (PHIL BUNN EVALUATED)			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	0%	100%	50%	0	0	100%	66.8%	0	0	100%	83.5%
	ACTUAL	0%	0%	100%	50%	0	0	100%	66.8%	0	0	100%	83.5%



Park Mead Teacher Effectiveness (6 Teachers= 16.7% each)

		TERM 1				TERM 3				TERM 5 (PHIL BUNN EVALUATED)			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	0%	100%	0%	0%	0%	100%	16.7%	0%	0%	100%	33.4%
	ACTUAL	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	16.7%

				T2 – observation of writing sessions showing knowledge of standardisation and end of KS expectations Thursday 21 st October (staff meeting) Short review of standardisation and KS1 assessment task. Suzy Buist half day sessions with each class teacher to plan to the text for T2		standardisation and end of KS expectations			Collate feedback forms from training on usefulness of training.	
Intervention Programmes Use of catch up funding to enhance writing provision and provide 1:1 or small group support for writing as required.	VL	Teachers, SENCO, Catch up tutor		Sharing of PPM minutes/Pupil Outcome charts identification of target pupils. Intervention planned	Sharing of PPM minutes/Pupil Outcome charts intervention reviewed and evaluated. Amendments to intervention put in place and planned	intervention reviewed and evaluated. Amendments to intervention put in place and planned	intervention reviewed and evaluated. Amendments to intervention put in place and planned		Review writing attainment outcomes at the end of the year are in line with, or above, NA – particularly focusing on boys. Evaluation of outcomes created for all year groups.	VL/ Writing governor

1.2 Objective: Chiddingly Ofsted May 2019- To ensure that pupils' reading comprehension and vocabulary develops throughout the school & KS2 reading scheme in school is addressed.

'Some older pupils find it difficult to read and understand complex words and ideas in the books that they are reading. You have addressed this by teaching more comprehension and vocabulary, but this has not had enough impact on skills for some pupils. Pupils also often choose to read books they bring in from home. These books are not always well matched to the pupils' reading ability. Some pupils' reading progress is hampered because they can decode the words in the books but lack comprehension of the story that they are reading.'

SEF Ref:
CP- page 5

Success Criteria & Practice Indicators:

Activities to evaluate impact against success criteria and practice indicators



Business Plan Ref:

- ✓ KS2 Reading scheme in place and vocabulary QLA outlines increase to at least NA by July 2022. 2022 targets achieved
- ✓ KS1 and KS2 Reading outcome targets 2022 achieved in July 2022 CP: KS1 exp – 83% GDS – 33%, KS2 exp – 87% GDS – 33%
- ✓ Pupil attitude to reading is stronger, they say they enjoy the reading books in school and choose them over home books.
- ✓ Pupil comprehension and vocabulary understanding is judged at least good- SIP Feb 2022.

- Pupil voice termly
- SIP focus in evaluation visit in Feb 2022
- QLA 3 times a year – VL
- Subject leaders monitoring (x2) & data termly analysis
- Termly teacher triangulation by SLT & yearly by SIP- Feb 2021
- Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)

SIP –Feb
Reading Governor monitoring 3 times a year

Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
Coach staff	KV	Teachers and TAs	Set targets based on end of 20/21 outcomes	Assessments show that all children are on track to achieve expected outcomes.	Assessments show that all children are on track to achieve expected outcomes.	Assessments show that all children are on track to achieve expected outcomes.	Assessments show that all children are on track to achieve expected outcomes.		PPMs, APDORs, planning meetings	JP

In order to develop rigorous assessment and monitoring systems to ensure target outcomes are 'on track' through the year. CP: KS1 exp – 83% GDS – 33%, KS2 exp – 87% GDS – 33%				PPMs completed to analyse current outcomes and implement interventions KS1 and KS2 QLA completed at assessment points to determine gaps	PPMs completed to analyse current outcomes and implement interventions KS1 and KS2 QLA completed at assessment points to determine gaps	PPMs completed to analyse current outcomes and implement interventions KS1 and KS2 QLA completed at assessment points to determine gaps	Analysis and QLA completed, plans made for developments next year. PPMs completed to analyse current outcomes and handover with next teacher.			
CPD: Review CPD questionnaires for all staff Coach staff through monitoring, feedback and training sessions	KV	Teachers	Staff meeting dates for the year set CPD questionnaire given to all staff to ascertain training needs			Reading focus Federation staff meeting – 21 st April				JP
Library & KS2 Reading Scheme Monitor use of the new library and develop the use of the pupil librarians including the monitoring of the books being borrowed and returned.	KV	Teachers and TAs	Book in the contractors to complete agreed work to create library. Move KS2 reading books, all class topic books and cases into the new space and organise ready for September	Home school agreement sent out for KS2 book borrowing. T2 Parent and staff questionnaire to include new library	Pupil voice to include use of the library/reading scheme SIP visit (2 nd Feb)		Evaluation of KS2 reading scheme and book ordering for next academic year.		Staff, parent, and pupil voice	JP/AS/Reading governor
Monitoring of teaching and learning Observe and coach staff (including, TAs, INAs and volunteers) in their delivery of reading across all year groups through 1:1, group and whole class reading	KV/EM	Teachers and TAs		Teacher triangulations to include listening to chn read – 30 th Sept	Teacher triangulations to include listening to KS1 chn – 2 nd Feb (Phil Bunn SIP visit)	SATs during May to show targeted outcomes achieved and strong progress made from starting point	Teacher triangulations to include listening to chn read – 29 th June		Learning walks/observations by SLT, SIP visit focus	JP
Comprehension – KS2 Review strategies in place for teaching of reading comprehension and the resources available in school. Observe practice in place across the federation Monitor the outcomes in individual lessons and across a unit.	AS	Teachers		Review planning of guided reading/reading provision for KS2 Observe reading session	Feb – CP observations – monitor outcomes in lessons and across units to include pupil voice				Observation by SL, triangulations, outcomes	JP

1.3 Objective: SMV Ofsted March 2020- To ensure pupils develop the necessary language comprehension skills in **reading** by the end of key stage 1 & to raise levels of challenge so that pupils make even greater progress across the breadth of subjects.

'While pupils generally attain well by the end of key stage 2, the proportion of pupils reaching the expected level of attainment for reading at the end of key stage 1 has been below that seen in other schools nationally for the last three years. Leaders need to ensure that pupils develop these important skills as part of the reading curriculum.'

Success Criteria & Practice Indicators:

- ✓ KS1 Reading outcome targets 2021 achieved in July
- ✓ KS1 comprehension and vocabulary QLA outlines increase to at least NA by July 2022. 2021 targets achieved.
- ✓ Pupil attitude to reading is stronger, they say they enjoy the reading books in school and choose them over home books.

Activities to evaluate impact against success criteria and practice indicators

- Pupil voice termly
- SIP focus in evaluation visit in Feb 2021
- QLA 3 times a year – VL
- Subject leaders monitoring (x2) & data termly analysis
- Termly teacher triangulation by SLT & yearly by SIP- **Feb 2022**
- HOS reading with selected KS1 children termly to assess skills






2x govs evaluation visits

SEF Ref:

SMV- page 4

Business Plan Ref:

✓ Pupil comprehension and vocabulary understanding is judged at least good- SIP Feb 2022.	• Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)					SIP x3 a year & Ofsted				
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
Coach staff in order to develop rigorous assessment and monitoring systems to ensure target outcomes are 'on track' through the year.	AS	Class teachers and TAs	Set targets based on end of 20/21 outcomes	Assessments show that all children are on track to achieve expected outcomes. PPMs completed to analyse current outcomes. AS to meet with VL to discuss reading leadership		Assessments show that all children are on track to achieve expected outcomes. PPMs completed to analyse current outcomes.	July 2022			BH / JP / Dominic Fawls (English link Governor)
HOS Monitoring HOS to monitor reading ability of KS1 children from across the ability range to monitor the comprehension skills in place. Feed this information back to AS	BH	Class teachers and TAs		Teacher triangulations to include listening to KS1 chn – 30 th Sept	Teacher triangulations to include listening to KS1 chn – 3 rd Feb (Phil Bunn SIP visit)	KS1 SATs during May to show targeted outcomes achieved and strong progress made from starting point	July 2022		Book auditing (termly by HOS/IP)	BH / JP / Dominic Fawls (English link Governor)
Comprehension – KS1 Review strategies in place for teaching of reading comprehension and the resources available in school. Observe practice in place across the federation Monitor the outcomes in individual lessons and across a unit.	AS	Teachers		Review planning of guided reading/reading provision for KS1 Observe reading session	Jan – SMV observations – monitor outcomes in lessons and across units to include pupil voice Feb – CP observations – monitor outcomes in lessons and across units to include pupil voice				Observation by AS	BH / JP / Dominic Fawls (English link Governor)
CPD Review CPD questionnaires for KS1 staff Coach staff through monitoring, feedback and training sessions	AS	Teachers	Staff meeting dates for the year set CPD questionnaire given to all staff to ascertain training needs	SMV reading focus staff meeting – 21 st Oct		Federation staff meeting – 21 st April				BH / JP / Dominic Fawls (English link Governor)





1.4 Objective: Maths Mastery & Multiplication Initiative- To ensure Pioneer **Maths** Mastery Approach is embedded, in order to raise levels of challenge so that pupils make even greater progress in Maths. Also to ensure that strong and robust strategies in place so that Year 4 pupils achieve highly in their formal **multiplication** testing in July 2022- at least teaching NA.

Park Mead Ofsted April 2019 – Maths. To ensure that pupils have a secure grasp of basic number facts and multiplication tables before progressing to more challenging mathematics.

'Not enough has been done to help pupils who find mathematics more difficult to keep up or catch up. As a result, too many pupils have gaps in their knowledge of basic calculations, number bonds and multiplication tables.' **Ofsted 2019**



Maths April 2019- Over time, progress and attainment in mathematics, especially in key stage 2 has declined and is been weaker than in English. The school introduced a new Mathematics scheme that aimed to help all pupils master key aspects of mathematics by moving through a textbook at the same pace. Teachers are now beginning to use the



SEF Ref:
 EH- pages 7-14
 CP- pages 3 & 7
 SMV- page 5
 PM- pages 3 & 5





<p><i>textbooks and other resources, such as practical apparatus, more intelligently.</i></p> <p>Outcomes in KS2 Mathematics at least match national averages in 2022. (3 year decline in Year 6 outcomes, 2017-19) – See SDP OUTCOME section 1.1</p>						<p>Catch-up funding & SLE LA/KV input if required</p> <p>Business Plan Ref: Ledger code: 30010 My Maths Subs £215 x3 Curriculum Maths £57x3</p>				
<p>Success Criteria & Practice Indicators:</p> <ul style="list-style-type: none"> ✓ Pioneer Maths Mastery Approach is embedded ✓ Year 4 pupils achieve highly in their formal multiplication testing in July 2021- reaching at least NA ✓ SMV Maths KS2 progress to be consistently positive 2021 (2017= -3.0, 2018= +3.2, 2019= -0.8). At least reaching NA. ✓ SMV EYFS Maths 'expected' to at least NA 2021 (2019= 75%, LA=83). ✓ EH KS2 Maths GD/Progress to at least reach NA (2018= 7%/-4.3, 2019 = 12.5%/-4.5) ✓ EH Nursery Nursery Maths NR5 'expected' to reach NA. (2019 Ma= 55%, FFT=80%). ✓ CP KS2 Maths GD/Progress (-2-2) to reach NA ('18'=14%, '19'=7%, NA=22%). <p>Park Mead Mathematics</p> <ul style="list-style-type: none"> ✓ Maths policy, scheme and planning caters fully for effective first quality teaching and ensures that basic number concepts are secure for all groups of pupils, whilst also having appropriate challenge. ✓ Staff feel confident to deliver Park Mead Maths Mastery approaches. ✓ Pupils have a much stronger grasp of basic number facts and multiplication tables before progressing to more challenging mathematics. ✓ Pupil books and school displays demonstrate strong pupil progress and targeted high quality teaching to ensure rapid and sustained progress for all groups. ✓ Pupils to talk confidently and enthusiastically about their learning in Maths, explaining how they are supported/challenged and how their knowledge and skills has progressed. This can be specifically triangulated back to Maths targeted planning. ✓ Maths home-learning & interventions fit for purpose, delivering impact expected and supported by all stakeholders (staff, pupils & parents) <p><i>Outcome targets achieved- see SDP OUTCOME section 1.1</i></p>			<p>Activities to evaluate impact against success criteria and practice indicators</p> <ul style="list-style-type: none"> ✓ Pupil & staff voice ✓ Subject leaders monitoring (x2) & data termly analysis ✓ Termly teacher triangulation by SLT ✓ Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated <p>Park Mead Mathematics</p> <ul style="list-style-type: none"> ✓ Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation) ✓ Termly teacher triangulations by SLT & yearly by SIP ✓ Subject leader & Inclusion Manager monitoring and data termly analysis ✓ Maths SLE/KV evaluation reports if required 			 <p>SIP & Maths Gov Lead (JG)</p>				
<p>Keys actions to meet success criteria and practice indicators</p>				<p>Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)</p>			<p>£</p>	<p>Activities to monitor implementation of key actions</p>		
<p>Coach staff in order to develop rigorous assessment and monitoring systems to ensure target outcomes are 'on track' through the year. See OUTCOME section SDPs and targets in success criteria section above.</p>		<p>KV</p>	<p>Class teachers and TA's</p>	<p>July 2021</p>	<p>Oct 2021</p> <p>8th Oct PM Maths visit</p> <p>18th Nov SMV maths visit</p>	<p>Jan 2022</p> <p>14th Jan EH maths visit</p> <p>18th Jan CP maths visit</p> <p>1st March SMV maths follow up visit</p>	<p>April 2022</p> <p>Follow up maths visits for PM, CP and Eh</p>	<p>July 2022</p> <p>CPD/Resource review completed by all staff</p>	<p>Observation, feedback, coaching, team teaching</p>	<p>JP/SLT</p>

<p>Multiplication check Review strategies in place for year 4 pupils so that they achieve effectively in their formal testing July 2022- at least reaching NA.</p>	KV	Y3/4 teachers	<p>Create times table teaching overview</p> <p>KV to plan Monday TT teaching lessons for the year</p>	TT check as part of assessment week – QLA used to target gaps	TT check as part of assessment week – QLA used to target gaps	TT check as part of assessment week – QLA used to target gaps	Multiplication check results show chn achieving highly		Assessments, year group planning meetings	JP/SLT
<p>Staff CPD & Resources Review staff CPD questionnaires and use previous evaluations to plan and cater further CPD accordingly- built into staff meeting agendas Coaching for clarity of expectation of effective First Quality Maths T/L and Mastery Approaches. (Concrete, Pictorial- Abstract) (Reinforcement, Extension, Differentiation)</p>	KV	All staff		Review staff CPD questionnaires and plan for 29 th September Twilight meeting- Maths focus on mastery teaching, planning and evidencing	KV attend ESCC hub meetings and feedback to all staff termly		KV attend ESCC hub meetings and feedback to all staff termly CPD/Resource review completed by all staff		Staff voice, learning walks	JP/SLT
<p>Monitoring Observe maths teaching and learning across the schools (team teach and coach as appropriate) provide feedback and plan opportunities to model mastery teaching Monitoring Maths Teaching and Learning Monitor Maths teaching and learning through termly triangulations – particular focus on securing basic knowledge and skills before further applications and challenge.</p>	KV	Class teachers and TA's	Organise with HoS maths support visits for SMV, EH and PM	8 th Oct PM Maths visit 18 th Nov SMV maths visit	6 th , 11 th , 20 th , 27 th Jan SL book monitoring for each school 14 th Jan EH maths visit 1 st March SMV maths follow up visit		Evaluate impact and review with staff for following year		Maths focus days and feedback, SL governor meetings, SIP visits	JP/SLT
<p>Maths Schemes and Planning Review subscriptions of resources used to support teaching planning.</p>	KV	Class teachers		Update maths policy and share with all stakeholders 29 th September Twilight meeting- Maths focus on mastery teaching, planning and evidencing	6 th , 11 th , 20 th , 27 th Jan SL book monitoring for each school – review use of resources against evidence in books		CPD/Resource review completed by all staff		Stakeholder questionnaires, learning walks, triangulations, book monitoring	JP/SLT
<p>Maths home-learning Review subscriptions for each school and agree with each school a preferred way of delivering home learning.</p>	KV	Class teachers		Review each school's home learning for maths subscriptions – renew where appropriate and agree for each school Update maths policy to reflect home learning for each school			CPD/Resource review completed by all staff		Stakeholder questionnaires	JP/SLT





Vulnerable Groups support – securing Maths Mastery (MA) <ul style="list-style-type: none"> Review interventions termly to target specific groups and gaps in learning Discuss specific need in PPM and monitor this termly APDR termly meetings with Inclusion Lead to identify areas for support and external agencies involved where necessary 	SL/KV	Class teachers and TAs		Termly APDOR and PPMs Review resources available for use in interventions Create a bank of resources available at each school for maths interventions	Termly APDOR and PPMs	Termly APDOR and PPMs	Termly APDOR and PPMs Review effectiveness of interventions against data	APDORs, PPMs, datawalls	JP/SLT
Facilitate Maths partnership links with Pioneer, specifically focusing on CPD, QLA gaps & Mastery Approaches (MA).	KV	Class teachers		Link with HoS to review current maths practice 8 th Oct PM Maths focus visit	Organise visits to CP to observe maths teaching and learning in classes	PM maths focus follow up visit TBC	Pupil targets met- see each school datawall milestones and evaluations	School visits, learning walks & datawalls	JP/SLT

1.5 Objective: Curriculum Development <i>Chiddingly and SMV Ofsted 2019/20- to ensure that the Pioneer curriculum fully caters for all Foundation Subjects effectively, so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged.</i> <i>Implement the new curriculum fully in all classes throughout the school & leaders should continue their work on the curriculum to raise levels of challenge so that pupils make even greater progress across the breadth of subjects so that pupils study the full curriculum; it is not narrowed.</i> <i>Park Mead Ofsted April 2019 -To ensure that current work to develop the new Park Mead Curriculum includes clear progression in knowledge and skills in all subject areas so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged.</i>							SEF Ref: EH- pages 7-14 CP- page 3 & 7 SMV- page 5 PM- pages 3 & 5	
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators				
<ul style="list-style-type: none"> ✓ All subjects taught fully each term and evidenced in topic books and on curriculum maps ✓ Pupils to talk confidently and enthusiastically about their learning in all subjects, explaining how they are supported/challenged ✓ Progress across all areas of curriculum evident through topic books and on Target Tracker datawalls ✓ Subject Leaders’ monitoring shows examples of outstanding practice that is used to coach others in expectations. ✓ Governors responsible for monitoring each subject hold Subject Leaders consistently to account for developments of their subject area. ✓ Subject Leaders to be confident in having ‘Deep-Dive’ style conversations in relation to their subjects and use Road Maps to show intended coverage across cohorts. Park Mead Curriculum Maps <ul style="list-style-type: none"> ✓ All staff can clearly articulate the new curriculum design and the progression in knowledge and skills in all subjects. ✓ Subject Leaders to be confident in having ‘Deep-Dive’ style conversations in relation to their subjects, specifically around skills and knowledge progression. ✓ Curriculum maps & planning clearly document progression in knowledge and skills in all subject areas. ✓ Pupil voice, books and school displays clearly demonstrate a board and balanced curriculum and show the impact of planned progression in knowledge and skills. ✓ Pupils to talk confidently and enthusiastically about their learning in all subjects, explaining how they are supported/challenged and how their knowledge and skills has progressed. ✓ Pupil outcomes show that all groups are being challenged fully and making strong progress in knowledge and skills in all subjects, as shown in books and subject datawalls. ✓ Governors responsible for monitoring each subject hold Subject Leaders consistently to account for developments of their subject area, specifically around skills/knowledge progression. 				<ul style="list-style-type: none"> • Pupil Voice • Subject leaders monitoring (x2) & data termly analysis • Termly teacher triangulation by SLT & yearly by SIP (see individual school dates for visits) • Terms 1, 3 and 5 Foundation subjects updated on Target Tracker and datawalls created/evaluated by Subject Leaders. • Twice yearly governor ‘speed dating’ meetings to evaluate subject and progress made. • Subject leader time built into termly staff meeting time 		SIP 3x PY Gov visits for individual subject areas		
Activities required to fulfil key actions						£		

Keys actions to meet success criteria and practice indicators			(What milestone activities should happen to achieve the key actions?)					Activities to monitor implementation of key actions		
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
Curriculum Subject 'Road Maps' <ul style="list-style-type: none"> Coach new staff to create/adapt road maps Circulate road maps to all stakeholders Curriculum boards at East Hoathly displayed with age-appropriate work, key objectives and progression of skills throughout primary phase. 	SLT	SLs and all Teachers	Changes to any original road maps made by current subject leads	T1W1 staff meeting assigned for creation of action plans/policies/road maps T1W2 staff meeting assigned for sharing of action plans/policies/road maps Road maps displayed on curriculum boards at EH showing progression of skills and key objectives of each subject	Road maps set up and able to be used by individual subject leads to confidently explain progression and revisiting of skills to embed knowledge throughout the primary phase, with key examples for each subject			Road maps revisited by Subject leads to ensure any updated information or curriculum changes are added	Subject Leadership listed as part of performance management with objectives and targets- 3x meetings yearly	SLT / Govs
Staff Meeting Subject Leadership CPD <ul style="list-style-type: none"> Coach any new subject leaders with expectations of the role Plan all staff meetings ahead of new academic year so all staff have clarity in dates of the meeting they will lead Assign subject leader regularly time throughout the year 	SLT / link govs	All Teachers / link governors	Staff meetings dates/content agreed and shared to all staff Subject leaders assigned roles for Sept 2021 Subject leader CPD questionnaires filled out	Subject leader time staff meeting T1W1 staff meeting assigned for creating action plans/policies/road maps Curriculum areas of CPD priority (W,R,M+R.E.) covered in staff meetings/twilight Clarity of how much evidence per subject should appear in topic books - 3x termly per subject All staff to add foundation subject data onto target tracker Governor meeting carousel - 15 th Dec Governor report shared with SLT and subject leads	Subject leader time staff meeting Book auditing for all 4 schools, led by subject leads (rotation over 4 weeks) Book audits for all subjects shared with all teachers, SLT and governors		Subject leader time staff meeting All staff to add foundation subject data onto target tracker Governor meeting carousel - 5 th July	Subject leader time staff meeting Review of key ways forward from subject leader book audits - 16 th June Governor meeting carousel - 5 th July	Performance management 2x governor link meetings with report written	SLT
Park Mead Curriculum Maps <ul style="list-style-type: none"> Coach staff to ensure culture capital is included, making the curriculum maps bespoke for PM Coach in using curriculum maps termly to show coverage and where evidence can be found in books. 	HW	All PM Staff	PM CM adapted from staff feedback ready for use in Sept	Curriculum blurb written for PM - HW ensuring all staff aware and in agreement with wording. Blurb into website. Staff to use CM as an evaluative tool- highlight, adapting and annotating as they plan each subject Termly review of topics and any suggestions of changes to be agreed with SLT and added to individual maps	Termly review of topics and any suggestions of changes to be agreed with SLT and added to individual maps		Termly review of topics and any suggestions of changes to be agreed with SLT and added to individual maps	Performance management 2x governor link meetings with report written	JP	





1.6 Objective: Park Mead Grammar, Punctuation & Spelling- To ensure that outcomes in KS2 <u>GPS</u> at least match national averages in 2022. (2019- EXS 61.5%, NA= 78%, GDS =0%, NA 35.7%)							SEF Ref: PM- pages 3 & 5			
Success Criteria & Practice Indictors:			Activities to evaluate impact against success criteria and practice indicators							
<ul style="list-style-type: none"> ✓ 2022 targets set for KS2 GPS 2022 is achieved (at least NA) = EXS: 78% GDS: 36% ✓ Spellings are sent home weekly and tested in school ✓ Spelling tests are impacting on independent writing and spelling errors are becoming less frequent ✓ Parents are aware of the school policy on spellings 			<ul style="list-style-type: none"> • Book audits • QLA on GPS assessments • Attend regular moderations to gain feedback on further GPS areas of focus 			Business Plan Ref:				
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions	
		July 2021	Oct 2021	Jan 2022	April 2022	July 2022				
No-Nonsense Spelling Embedded <ul style="list-style-type: none"> • Review planning overviews to check coverage • Review parent questionnaires to check understanding of NNS set up in school 		BH	PM teachers	Letter to parents explaining spelling expectations NNS incorporated as part of planning meetings Termly overview of spelling patterns to be taught to be listed on planning overviews	Termly overview of spelling patterns to be taught to be listed on planning overviews	Termly overview of spelling patterns to be taught to be listed on planning overviews Spellings sent out weekly tackling year group patterns, NC spelling lists and individual spelling errors QLA of GPS assessments	SATs results (July 2022) show clear impact of NNS precision teaching	Termly book audits SIP visit Subject leader book audits 2x annually 2x gov visits with report written	BH/JP Govs SIP	
Staff CPD and Resources <ul style="list-style-type: none"> • Coach staff in areas of uncertainty/development • Liaise with contacts at county and other schools to get training/observations booked in where necessary 		BH	PM teachers	CPD questionnaires completed by all staff to clarify priorities for further training	T2W2 staff meeting booked in Resources centralised and saved on G Drive	T3W5 staff meeting booked in – PM only Any further resources/CPD/external training researched and booked	Link with HW to identify areas of focus across the school and book dates to coach/audit	SATs results (July 2022) show clear impact of NNS precision teaching	BH/JP Govs SIP	
GPS Schemes and Planning <ul style="list-style-type: none"> • Monitor overviews to ensure year groups are getting the coverage required from the national curriculum 		BH	PM teachers	Termly planning meeting with year group partners across Federation	Jane Branson training booked for each year group for GPS links to key texts	Termly planning meeting with year group partners across Federation	Termly planning meeting with year group partners across Federation	Termly planning meeting with year group partners across Federation	Termly book audits SIP visit 2x gov visits with report written	BH/JP Govs SIP
Progress Tracking & Intervention <ul style="list-style-type: none"> • Review QLA to get areas of weakness in GPS curriculum 		BH	PM teachers	PPM notes shared and any resources/programmes ordered in liaison with SL and HW	T1+2 QLA completed on Year 6 assessments PPM notes clearly show areas of need and interventions to be planned in	T4 QLA completed on Year 6 assessments PPM notes clearly show areas of need and interventions to be planned in	PPM notes clearly show areas of need and interventions to be planned in	SATs results (July 2022) show clear impact of NNS precision teaching	Termly book audits SIP visit 2x gov visits with report written	BH/JP Govs SIP
Moderation and Monitoring <ul style="list-style-type: none"> • Attend county moderation • Arrange moderations with Federation Year 6 teachers to ensure consistency 		BH	PM teachers	2021 end of KS2 data reviewed and priorities identified – spelling or grammar	Link with HW to identify areas of focus across the school and book dates to coach/audit BH to attend and support teachers with	Moderation with Year 6 teachers booked in	Moderation with alliance partners booked in	End of KS2 moderation window – through June. BH to attend and support teachers with moderation events	Termly book audits SIP visit 2x gov visits with report written	BH/JP Govs SIP


				early moderation events					
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1.7 Objective: Park Mead KS1 Phonics to reach national averages in 2022 (2019 = 66.7%, 2020 -Year 2 =70%, NA=78.5%)							SEF Ref: PM- pages 3 & 5			
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators				Business Plan Ref:		
✓ 2022 targets set for KS2 GPS 2022 is achieved (at least NA) = 78%				<ul style="list-style-type: none"> Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation) Termly teacher triangulation by SLT & yearly by SIP Subject leader & Inclusion Manager monitoring and data termly analysis 						
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions		
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
Staff CPD and Resources Review staff confidence in order to plan and implement CPD. Plan training programme for the year and implement through staff meeting and INSET training	KW	HW	CPD questionnaires completed by all staff to clarify priorities for further training Discuss with current teaching staff in all schools to see any resources they would like to support their Phonics teaching in September	Planning for staff meeting on 9 th November Phonics Tracker training for staff who feel it would benefit	Consider any further resources that would be beneficial to support Phonics teaching.	Consider training that might be required to support teachers with administering the 2022 Phonics screening check with Year 1 and Year 2 re-take pupils.	Phonics screening check results (June 2022) to show clear impact of Phonics teaching.	TBC	Staff questionnaires completed after training. Monitoring of Phonics outcomes.	SLT / Govs
Phonics Schemes and Planning Coaching of current EYFS and Year 1 teaching staff regarding their planning of Phonics.	KW	All EYFS and KS1 teachers	Monitor that all staff are using the updated Phonics planning format or will be using ready for September	Monitor planning formats to ensure that coverage is well managed to ensure all sounds can be covered and revision given before June 2022	Review current planning schemes to see whether further resource support can be given.	Revisit planning to ensure phonics coverage is met and sounds will be covered before the Phonics screening check	Review the planning format and see whether it was beneficial and support with planning for 2022/2023	£0	Subject leader book audits 2x annually Termly audit of planning.	SLT / Govs
Progress Tracking & Intervention Plan for Phonics screening check of Year 2s in Term 2. Review teaching staffs use of Phonics tracker. Coach staff in the use of Phonics Tracker.	KW	All EYFS and KS1 teachers	Check that all staff teaching EYFS and KS1 have access to Phonics tracker.	Coach staff in the use of Phonics tracker through optional Phonics Tracker training. Administer a Phonics screening check for all Year 2 pupils in Term 2	Review outcomes from Phonics screening check and given additional support where needed.	Ensure PPM are showing areas of need within Phonics and support teachers with intervention for pupils prior to the Phonics screening check.	Phonics screening check results (June 2022) to show clear impact of Phonics teaching.	Cost of phonics tracker	Monitoring Phonics data termly.	SLT / Govs
Moderation and monitoring Observe Phonics teaching and learning across the schools (team teach and coach as appropriate) provide feedback and plan opportunities to model Phonics teaching. Review current Phonics teaching between teachers.	KW	All EYFS and KS1 teachers	Phonics data from Year 1 in school phonics screening reviewed to put in place support for pupils who did not pass.	All Year 1 teachers come together with examples of pupils work together to moderate outcomes.	Moderate outcomes of phonics assessments taken place in class to support teaching with pupils who are not meeting the expected standard.	Ensure PPM are showing areas of need within Phonics and support teachers with intervention for pupils prior to the Phonics screening check.	Phonics screening check results (June 2022) to show clear impact of Phonics teaching.	£0	Visiting schools, one each term.	SLT / Govs
Research into future of phonic schemes (if Letters & Sounds removed) Review current Phonics teaching policy.	KW	All EYFS and	Review current on Phonics and consider where we could make	Review the All Aboard Phonics scheme with teachers that are trialing.	Give feedback on the All Aboard Phonics scheme.	Check to see if list of approved programmes has been released. Once it has, consider	If programmes have been released then consider whether they are suitable, if so begin	TBC	Get staff feedback from use of new phonics resources.	SLT / Govs


Planning for potential change of programme if suitable programmes are released.			adapions to improve teaching.	Consider any other schemes that could be used.		programmes that have been put forward. Have small monitoring within school to see whether it will suit our federation approach to Phonics	adapions to policy and approach to Phonics to support transition to new programme from September.			
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Leadership & Management



2.1 Objective: Federation and Individual School Vision and Values – to ensure the ambitious aims (highest quality of education for all) of the Federation and schools are clear to all stakeholders through the ‘living and breathing’ vision and values.							SEF Ref: EH- pages 22-28 CP- page 10 SMV- page 8 PM- page 8			
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators						
<ul style="list-style-type: none"> ✓ All stakeholders will be aware of the Federation and individual schools core Vision and Values and be able to articulate the essential aims of the Federation. Monitoring reports about the Federation and schools will show that the core aims are being reached. ✓ Each school vision and values statements show that the unique aspects of the schools have been retained. 				FGB x 7 annually – Fed V&V reviewed against strategic impact Stakeholder questionnaires x 2		SIP reports x3 COG leadership monitoring reports x3		Business Plan Ref:		
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
Federation Vision & Values- to develop and implement across the schools centred around JPs core values	JP	All Stakeholders	New FGB created and shadow meeting – JOG and aim of creating Fed V & Vs	Sept- Oct- Fed V&V consultation	New Fed V&V launch & Pioneer website updated with new V&V	Fed V&V built into core Pioneer Policies	Leaflets and prospectus – to include Fed V&V	£500- posters and signs in school reception areas	COG x 3 yearly- leadership monitoring report and JP PM	SIP (PB) x3
Coach stakeholders in order to implement new Chiddingly Vision centred around KVs core values	KV	Chiddingly Stakeholders	KV to link with VL – EH V&V journey 20-21	Sept- Oct- CP V&V consultation	Launch the new V&V to school and community	Update website, policies and signage.	Leaflets, SDP, policies to include CP v&v	£500- posters and signs	HoS & FGB meetings	JP
Coach stakeholders in order to implement new Park Mead Vision centred around KVs core values	HW	PM Stakeholders	HW to link with VL – EH V&V journey 20-21	Skills Builder traits built into draft Values	Launch the new V&V to school and community.	Update website, policies and signage.	Leaflets, SDP, policies to include CP v&v	£500- posters and signs	HoS & FGB meetings	JP



2.2 Objective: Pioneer Trust- ensure that Pioneer schools are ahead of the educational landscape shift of schools moving into Trust/MATS.		SEF Ref: EH- pages 22-28 CP- page 10 SMV- page 8 PM- page 8 Business Plan Ref: TCAF grant 25K per school	
Success Criteria & Practice Indictors:		Activities to evaluate impact against success criteria and practice indicators	
<ul style="list-style-type: none"> ✓ Benefits and risks of moving to a Trust are clearly documented ✓ All stakeholders are effectively consulted with before making an informed decision about moving to Pioneer Trust ✓ Trust Governance structure utilised the experience and skills of people with Pioneer pupils and staff at their central focus 		<ul style="list-style-type: none"> • Stakeholder questionnaires and consultation shows that people have been well informed • Make up of any Trustee board shows a wide range of skills sets with a strong moral compass for pupil outcomes and welfare 	SIP & COG


Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
CPD- leadership and Governor coaching about how to transfer a Federation into a Trust and understand the benefits	JP	SLT & FGB	21 st June - AB and JP link up with John Camp- 'How to convert into a Trust?'	Application Rationale document developed for Trust conversion- benefits for the schools	John Camp to present to Pioneer FGB about the benefits of being a Trust- 15 th Dec If FGB decide to move to MAT, Pioneer FGB to vote on whether to move to a Trust and agree name. 28 th March		If FGB decide to move to MAT, Trustee Board in place for Sept 2022	JC travel costs	FGB feedback re clarity	COG
Trust Capacity Fund (TCAF)- secure the government funding for Trust conversion for each school (25K)	JP	FGB	Contact TCAF and start application for Trust conversion grant		If FGB decide to move to MAT, Trust Grant secured for each school	Spend action plan for TCAF in enable conversion	Conversion in place and grant has covered key costs	25K per sch	Budget summary reports from SBM termly	COG & Finance Committee
HR, Diocese and legal logistics for conversion	JP	FGB	Contact Regional Schools Commissioner (RSC) and start application (Does Pioneer reach criteria?) Contact Diocese to gain agreement for Church School to move to a Pioneer Trust		Central service & HR- contracts into Trust logistics	Legal team and Diocese develop the conversion	If FGB decide to move to MAT, IOG and in place for Trust	25K per sch	Trust documentation reviews from FGB and LA	HR & Legal Team
Governance structure developed for the new Trust	JP	FGB	Trustee Boards defined for Pioneer Trust		'Members' recruitment	'Trustee Board' recruitment Leadership 'Directors' defined	'Committee' recruitment		Trustee Board documentation and make up	COG & SIP
Community consultation for Pioneer Trust	JP	Parents/ staff	Parent and staff consultation to run alongside Governors voting schedule			Staff supported by HR Parents informed of school adaptations following Trust	If FGB decide to move to MAT, Pioneer Trust launched ready for Sept 2022		Stakeholder feedback questionnaires	COG

2.3 Objective: 4 School Federation Subject Leadership & Governance- to embed the Federation subject leadership and the Governor link approach. To ensure that subject leaders effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.		SEF Ref: EH- pages 22-28 CP- page 10 SMV- page 8 PM- page 8 Business Plan Ref:	
Success Criteria & Practice Indictors:		Activities to evaluate impact against success criteria and practice indicators	
<ul style="list-style-type: none"> ✓ Teachers receive focused and effective professional development. ✓ Teachers' subject & content knowledge consistently builds and develops over time, addressing data gaps or areas for school development. 		<ul style="list-style-type: none"> • Evaluation of teacher CPD questionnaires pre and post training - SLT • Evaluation of termly SLT T/L triangulations – SIP and Govs. 	




<ul style="list-style-type: none"> ✓ This CPD translates into improvements in the teaching of the curriculum and leads to stronger pupil outcomes in identified areas. Pupil outcome targets for 2022 are achieved (see outcome SDP) and teacher effectiveness milestones are achieved. (see pages 9&10). ✓ Teachers' report that they feel their CPD experiences are very good and address gaps in knowledge and experience. ✓ Pupil books and voice show strong coverage, depth of understanding and great attitudes to the full curriculum. ✓ Governors link effectively with subject leaders and hold them accountable. (Speed dating x2 yearly) 		<ul style="list-style-type: none"> • Pupil books and voice – evaluation of coverage/content/depth of understanding and attitudes. • Evaluation of data drops in FS T3, T5 and datawalls T2,T4 & T6. FGB x 6 yearly. • SIP evaluation of Governor reports linked to subject leaders monitoring. 		2x govs evaluation visits	No costs for this objective, apart from staff petrol claims.				
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 202	April 2022	July 2022		
Subject Leaders (SL) allocation across the 4 schools and link Governor defined.	JP & HoS	Subject Leaders and FDG	SL roles defined across all 4 schs. Ts leading one subject in are of strength	SL action plans developed – linked to SDP foci	T3 SL book auditing SMs x4	Mid-way review and Gov links – SL action plans	T6 SL book auditing SMs x4	Evaluated AP reviews	SIP Reports and Ofsted & SIAMS inspections
Coach SLs to develop highly effective strategic actions plans for their subject areas and ensure they are evaluative in reviewing progress.			New FGB- agree Governor curriculum roles & dates for links agreed to coincide with key data milestones	SM linked to policy and evaluative focus of SL action plans (effective AP egs proved as ref)		May- T5 SL datawalls and evaluations feedback to schs and individual Ts	End of year S;L action plan review and perf management SL obj evaluated	SL Datawalls	
Define the structure of SL and Governors links meetings to ensure that FGB can effectively hold SLs to account.	JP	FGB and SLS		Governor report format template defined – links to SDP and SL foci	Coaching for FGB (twilights and standing item on FGB agendas) by Mandy Watson, Jan G, Phil B & John Camp on effective Governor reports – insight for what SIs find useful to develop their subject area and what Ofsted inspectors et al are looking for within Governor reports		5 th July- SL/Gov monitoring session (reviewing action plans, T&L standards monitoring and data impact)	SL book monitoring reports	
				15 th Dec- SL/Gov monitoring session (sharing of action plans and key foci)				Governor SL monitoring reports and FGB mins	SIP Reports and Ofsted & SIAMS inspections

2.4 Objective: Outwards Facing Leadership - to ensure all senior leaders develop cpd collaboration outside of the Federation whereby bringing in fresh initiative ideas resulting in raised pupil outcomes and staff effectiveness.				SEF Ref: EH- pages CP- page 10 SMV- page 8 PM Page 8
Success Criteria & Practice Indictors:	Activities to evaluate impact against success criteria and practice indicators			
<ul style="list-style-type: none"> ✓ 'Governors and ExHt ensure that leaders receive focused and highly effective professional development'- Ofsted outstanding L&M criteria ✓ Leaders ensure that expose themselves to cpd which ensure they are at the forefront of the educational landscape and that the school curriculum is innovative and exciting for the pupils and staff. ✓ Leaders ensure that their cpd enable pupil to be the best they can be and that leaders judgements about Q of E can be validated. 	<ul style="list-style-type: none"> • SIP monitoring visits x3 • Ofsted/SIAMS inspections • Staff questionnaires- cpds and leadership support • Leadership reports to FGB 	COG & FGB termly	Business Plan Ref: Staff CPD costs. JP Ofsted inspector income generating for Federation budget.	
	Activities required to fulfil key actions	£		






Keys actions to meet success criteria and practice indicators			(What milestone activities should happen to achieve the key actions?)					Activities to monitor implementation of key actions		
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
JP- Licenced Ofsted Inspector by July 2022	JP	SLT & FGB	Stage 1 & 2 Ofsted inspector application	Stage 3 of application Matt B (TKAT) Ofsted mentoring Assessment process completed	Online Ofsted inspection cpd Share experience and resources with SLT and FGB		June – 3 year licence to inspect Primary schools July- carry out 1 st inspection	Income for Federation	Certification for each stage of Ofsted CPD	COG & SIP
KV to begin to be involved in ESCC Maths Hub, LA Maths moderator & NPQH	KV	All staff	Enquiry re LA Hub and moderator	Recruited as Hub member and LA Maths moderator Nov- NPQH application	Involvement in termly Maths Hub cpd (website tab)	Maths moderation activities	NPQH project 1 completed	NPQH	Certification for each stage of NPQH CPD Feedback from Hub and Moderating reports from LA	JP and COG
VL- EH to be Diocese SIAMS excellence school example for others in ESCC & Writing Hub Lead & Moderator	VL	All staff	Ethos Committee review of EH SIAMS SEF & Case for Excellence	Application to be Writing Hub Lead and LA KS2 writing moderator	Lead termly Writing Hub workshops (website tab) Writing moderation activities	SIAMS inspection- rating 'excellence' and model school for Diocese	Review impact of Writing Hub		SIAMS inspection report Feedback from Hub and Moderating reports from LA	JP and COG
BH- Leadership collaboration with outstanding schools and Sussex University - Compass and Polegate Partnership links & Sonia Gill cpd, NPQH.	BH	All staff	Research re NPQH providers	Sonia Gill CPD – 12 th Oct Nov- NPQH application	Links made with outstanding school- (Polegate and Compass) joint projects explored and partnership for staff cpd were required -Termly report for FGB produced and onto website 'partnership links outside of Pioneer'		NPQH project 1 completed	NPQH	Certification for each stage of NPQH CPD Termly report for FGB produced and onto website 'partnership links outside of Pioneer'	JP and COG
HW- Skills Builder Lead & New to Headship cpd	HW	All staff	SB SDP section and SB cpd booked in for Pioneer Hos	Book on New to LA Headship cpd for the year	SB cpd for Pioneer staff – led by HW Termly New to Headship cpd		Review Headship cpd SB embedded across Pioneer schools	SB licence	Termly New to Headship cpd reviews SB embedded across Pioneer schools	JP and COG
SD- EYFS LA Hub & LA EYFS Moderator	SD	All staff	New EYFS curriculum dev	Application to be EYFS Hub Lead and LA EYFS moderator	Involvement in termly EYFS Hub cpd (website tab)	EYFS moderation activities	Review impact of EYFS Hub & new EYFS curriculum		Feedback from Hub and Moderating reports from LA	JP and COG

<p>2.5 Objective: Church School Developments- To ensure that East Hoathly is ready for a Church S48 inspection and achieves an 'excellence' SIAMS when inspected, addressing all areas for development. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and have updated approaches to cater for the new SIAMS framework expectations.</p>		<p>SEF Ref: EH- pages 19, 26 SMV- page 8</p>
<p>Success Criteria & Practice Indictors:</p>	<p>Activities to evaluate impact against success criteria and practice indicators</p>	<p>Business Plan Ref:</p>
<p>East Hoathly ✓ Achieves 'Excellent' SIAMS inspection 21/22</p>	<p>✓ Achieves 'Excellent' SIAMS inspection 21/22.</p>	<p></p>

<ul style="list-style-type: none"> ✓ Designated Governor holds R.E. Lead and HOS consistently to account for developments of the church school. ✓ Assessment of RE is in place and rigorous ✓ School vision and values represent the ethos of the school and is deeply rooted in Biblical references ✓ Worship evaluations are effective and impact on the delivery of Collective Worship ✓ Prayer spaces are well utilised and activities within them rotated to retain interest ✓ Global Neighbours' Bronze award <p>SMV</p> <ul style="list-style-type: none"> ✓ Designated Governor holds R.E. Lead and HOS consistently to account for developments of the church school. ✓ All teachers assess R.E. 3x per year confidently and accurately ✓ Assessments are used to effectively inform teaching and learning to show at least good progress ✓ Children develop in their ability to give thoughtful and reasoned answers to 'deeper thinking reflection questions'. ✓ Internal and external prayer spaces used by all classes regularly 	<ul style="list-style-type: none"> ✓ Ethos Committee will be effectively run with challenge for leaders and focus on the SIAMS criteria ✓ EH school vision is accessible and all stakeholders can effectively discuss its religious connections ✓ Collective worship effectively enhances the ethos of the school, involving children from all year groups and evaluations are acted upon by leaders ✓ Prayer spaces are maintained and well used by pupils 	DEP monitoring visit X2 SIAMS Inspection-EH	
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Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
East Hoathly <ul style="list-style-type: none"> • Coach staff to be fully aware of requirements of being a distinctive church school • Maintain the SIAMS SEF and website area • Develop a consistent approach to worship evaluation • Maintain and develop Ethos Committee with new members • Redesign and relaunch indoor and outdoor prayer spaces • Embed new clergy into the life of the school • Develop links with Starfish Malawi 	VL/LP	All Staff	Arrange training with Jan Gough for staff and governors.	TT set up for R.E. assessments by end of T1. Paul Holt to visit September to embed knowledge and understanding of vision and values. PH to attend school-based events where possible. Dates arranged and shared. Training for staff and governors on Church Distinctiveness Liaise with Rev Phil regarding new clergy taking over. Arrange visits to school. Set up new Ethos Committee with new members. Arrange additional meeting in September for tour of schools and discussion around vision and values development. Starfish Malawi embedded within worship. Plan fundraiser for T3 Fortnightly website review	Learning environment audits show R.E. displays/prayer spaces are prominent and utilised Internal and external prayer space in place and used regularly by children. Launch event with blessing from new Vicar. Ethos Committee face to face visit focusing on prayer spaces and worship evaluation Fund raiser for Starfish Malaw Fortnightly website review	R.E. assessments on TT Ethos Committee meeting focus on SEF areas and Excellence statement Fortnightly website review Plan Starfish Malawi fundraiser for T5/6	Ethos Committee meeting face to face -- review of SMSC, SDP sections on Behaviour and Attitudes and Personal Development. Fortnightly website review Fund raiser for Starfish Malawi		Termly LE audit Termly visit from Paul Holt Gov monitoring through Ethos Committee face to face 3x per year	MW/JG/PH/JP/ New Vicar




SMV – <ul style="list-style-type: none"> Coach staff to be fully aware of requirements of being a distinctive church school Review vision to ensure reflects the current school context Review church school tab on website to ensure updated regularly Coach staff to be aware of the importance of vision and values in the school and decision making 	BH	All staff	Church school tab redesigned	Sonia Gill leadership CPD Training on vision – 12 th Oct Staff meeting on 30 th Nov focused on SIAMS/R.E. TT set up for R.E. assessments by end of T1. Review wording of the vision	Learning environment audits show R.E. displays/prayer spaces are prominent and utilised internal prayer space in place and used regularly by children Parent questionnaire sent out focusing on vision and values	R.E. assessments on TT	Gov monitoring visit to show that R.E. assessments are accurate and rigorous	Termly learning environment audit Gov monitoring visit 3x yearly	MW/JM/Rev J/JP
SMV SIAMS SEF development <ul style="list-style-type: none"> Develop Audit tool with evidence and impact Review each strand and case for excellence with Ethos Committee Create folder of evidence for each strand of the schedule Organise monitoring visits with Rev J and LD/MW 	BH	All staff	SIAMS SEF writing training – 30 th June Ethos Committee established Audit Tool drafted by end of Term 1	Audit Tool drafted by end of Term 1 SIAMS SEF written and agreed action plan with JS R.E. assessments on TT Ethos committee termly Governor training on SIAMS and Church School – 20 th Sept	Termly ethos committee Body of evidence of impact towards case for excellence developed Monitoring visits with Rev J – date TBC	Termly ethos committee	Termly ethos committee Monitoring visits with Rev J - date TBC	Termly ethos committee	MW/JM/Rev J/JP

2.6 Objective: School Learning Environment & Resources- To ensure that leaders effectively develop the highest quality learning environment & utilise all school resources & premise fully, to enable all pupil needs to be met and a broad and balanced curriculum to be delivered with strong progress across the breadth of subjects.							SEF Ref: EH- pages 22-28 CP- page 10 SMV- page 8 PM- page 8		
Success Criteria & Practice Indictors:			Activities to evaluate impact against success criteria and practice indicators						
All school sites follow the agree Pioneer Learning environment policy – ‘At Pioneer, we are committed to establishing learning environments that not only stimulate and engage, but also engender a sense of purpose and identity.’ Quote from Teaching & Learning Policy <ul style="list-style-type: none"> All available space in the schools is being utilised effectively and is impacting on pupil wellbeing and outcomes. The schools look and feel cared for and are pupil centred. Resource areas are kept tidy, with all areas being accessible for all. The schools are stimulating places to work and learn and highlight the Pioneer values of high quality learning environments. 			<ul style="list-style-type: none"> Learning environment termly audits- SLT reports SIP learning walk reports x3 Stakeholder feedback on learning environment at the schools Governor reports feedback- when visiting sites x2 annually Staff feedback when visiting sites as part of cpd across the year 			 2x govs evaluation visits SIP x3 a year & Ofsted Health & Safety monitoring visits			
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)			£	Activities to monitor implementation of key actions	
Park Mead Coach PM staff so that the following areas are utilised fully:		All PM	New LE policy cpd for all staff at PM	INSET twilight dedicated to new LE development- wk of 27 th Sept- new lib	New library area in main corridor completed and formally launched with parents and FGE	Porta-cabin secure for years to come	Termly LE and premises review report	FGB and SIP	

<ul style="list-style-type: none"> • LE policy with new backing and hand written labelling • New Learning Environment Policy fully in place across school site • New library development • KS2 book banding in place • Outside/Covered Wellbeing Area • KS1 Decking Area • Secure Porta-cabin for future years from LA (SBM focus) • Playground tarmac and markings • Cycle of decoration established with CT 	JP/HW		<p>New backing etc ordered ready for Sept</p> <p>August- playground tarmac and markings and KS1 decking area</p>	<p>Liz's old room, corridor and hall displays focus</p> <p>Fran to contact LA and begin campaign for securing porta-cabin long term</p> <p>Organise for PM staff to visit one of the Pioneer school to view LEs and access again LE policy</p>	<p>KS2 book banding in place – Alex et al (HW visiting other Pioneer school to view)</p> <p>Outside/covered wellbeing area- spend plan and grant application secured</p>	LE and premises review report	SIP reports X3- learning walks review	
<p>East Hoathly</p> <p>Coach staff so that the following areas are utilised fully:</p> <ul style="list-style-type: none"> • Forest School resources and provision • Wellbeing Area launch and developed • Outside Gym • Raised Beds Area 	VL	All staff	<p>FS CPD for EH staff</p> <p>August- external work completed for playground markings, astroturf</p>	<p>Monitoring, support and development of FS provision termly – Lou Munn (LS and HR)</p> <p>INSET twilight dedicated to new LE development</p> <p>Sept – Outside Gym installed. SD to lead on evaluation of use and impact</p> <p>HR Forest School assessment completed.</p> <p>LS leading Pupil Mentors in development of Wellbeing Garden. Resources chosen, ordered. Storage organised.</p> <p>Raised beds development built in to lunch times/Forest School timetable</p>	<p>Monitoring, support and development of FS provision termly – Lou Munn</p> <p>Wellbeing area fully resourced and well used.</p> <p>Raised beds well used and maintained (HR, JG)</p> <p>First Aid room area developed into welcoming space with pupil art gallery</p>	Review work completed over the year and assign projects for next year.	<p>SLT monitoring of FS 6x annually (SD/VL/LM)</p> <p>Weekly meetings with JG/VL</p> <p>Termly LE and premises review report</p>	JP/SIP/FGB

<p>Chiddingly</p> <p>Coach staff so that the following areas are utilised fully:</p> <ul style="list-style-type: none"> • Outside Gym • New Library Space • KS1 Outside Area • Playground fence, blackboards and grass strip renovation 	KV	All staff	<p>Gather quotes for outdoor gym</p> <p>Agree dates for capital funds works to be completed for new library</p> <p>Order paint for playground fence and complete over the summer</p>	<p>Organise new library space and timetable for group work and class use</p> <p>Finalise gym layout and book in works</p> <p>Librarians appointed and library used by all classes weekly</p> <p>Order books for the library</p> <p>KS1 team meeting to plan outside area ideas with JG</p> <p>INSET twilight dedicated to new LE development</p>	<p>Design and budget with JG the grass strip on the playground into a seat/raised step</p> <p>Book in and complete works in KS1 outside area</p> <p>Review use of the library via staff, parent and pupil questionnaires</p>		<p>Review work completed over the year and assign projects for next year.</p>	<p>Weekly meetings with JG/KV</p> <p>Termly LE and premises review report</p> <p>SIP reports</p> <p>£1000? KS1 area?</p>	
<p>SMV</p> <p>Coach staff so that the following areas are utilised fully:</p> <ul style="list-style-type: none"> • Front Security Gating • Tunnel Area Storage • Larch classroom • Indoor prayer space • Outdoor prayer space • Library decorated and launched • Playground – install canopy for shade on right sides of playground and create VIP area 	BH	All staff	<p>Contact diocese for funding for fencing – quotes agreed.</p> <p>Tunnel shelving complete</p> <p>Resources in tunnel organised</p> <p>Link with KC about library ideas and agree budget/roles</p>	<p>JG to get quotes for canopy on right of playground</p> <p>Twilight on 29th Sept – Larch organised and displays updated</p> <p>Gather prayer space ideas and order resources needed</p> <p>Librarians appointed and library used by all classes weekly</p> <p>Front fencing installed by end of T1.</p>	<p>Larch class used daily by small groups/classes/music lessons/interventions</p> <p>Outdoor prayer space used weekly by all classes for reflection/prayer.</p> <p>Canopy installed on playground by end of Spring term</p>	<p>Indoor prayer space launched by end of T4</p> <p>Link with TO/G/Pupil govs about creation of VIP area under canopy on playground</p>	<p>Review work completed over the year and assign projects for next year.</p>	<p>Weekly meetings with JG/BH</p> <p>Termly LE and premises review report</p> <p>SIP reports X3- learning walks review</p>	FGB and SIP

<p>2.7 Objective: Pioneer School Profile & Marketing- to ensure that all Pioneer schools have a high profile within the community and the excellent provision provided is highlighted for all stakeholders through websites and advertising.</p>		<p>SEF Ref: EH- pages 22-28 CP- page 10 SMV- page 8 PM- page 8</p>
<p>Success Criteria & Practice Indicators:</p>	<p>Activities to evaluate impact against success criteria and practice indicators</p>	
<p>Pioneer Schools to have a strong community reputation and for their strengths to be clear to the public.</p> <p>✓ EH:</p> <ul style="list-style-type: none"> ○ Increase pupil numbers (NOR) to exceed 100 by July 2022 ○ Develop and maintain strong links with new church clergy ○ FPTA to maintain strength with new leadership 	<p>Stakeholders Questionnaires X2 - websites access and usability and school/Pioneer reputations</p>	<p>2x govs evaluation visits</p> <p>SIP x3 a year & Ofsted/SIAMS</p> <p>Business Plan Ref: Drone Videos- £2K Vision Signage for CP and PM</p>

<p>CP:</p> <ul style="list-style-type: none"> o Increase pupil numbers (NOR) to be at 100 July 2022 o Develop community links including Bede's and local community o Link with PFCS to develop activities to increase the profile of the school <p>✓ SMV:</p> <ul style="list-style-type: none"> o Increase pupil numbers (NOR) o Maintain positive relationships with many members of the local community o Participate in community events – e.g. at the church, village fete etc. <p>✓ PM:</p> <ul style="list-style-type: none"> o Community relationships strong – Bedes and village o PTFA to be a strength of the school by July 2022 o New PM website well received by all stakeholders o NOR to remain strong 	<p>SIP reports x3</p> <p>COG termly reports</p>			<p>Promo posters - £.....</p>						
<p>Keys actions to meet success criteria and practice indicators</p>			<p>Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)</p>					<p>£</p>	<p>Activities to monitor implementation of key actions</p>	
<p>East Hoathly Coach staff so that the following advertising initiatives are in place:</p> <ul style="list-style-type: none"> • Video/photos giving overview of EH life on website • Facelift for website with key Church school aspect prominent • Open days and poster for the school with key Ofsted quotes advertised in all key shops/facilities in the village • Open afternoons for the community to visit the school and Nursery • Clergy attendance at whole school events, school attendance at Church/village events • FPTA supported through school SLT 	<p>VL</p>	<p>All stakeholders</p>	<p>July 2021</p> <p>Drone video filmed</p>	<p>Oct 2020</p> <p>Advertising about school- banner on main road and local radio etc</p> <p>VL to host open afternoon T2 for community (after school or weekend) to view grounds, work and internal developments (Covid-dependent)</p> <p>Link with PFCS to discuss school activities for the year and profile-raising ideas. (SD)</p> <p>Liaise with village shop/pub etc re advertising school and events</p> <p>Harvest/Christmas events open to the community where possible</p>	<p>Jan 2021</p> <p>'Getting to know you' events with new clergy</p> <p>VL to host open afternoon T4 for community (after school or weekend) to view grounds, work and internal developments (Covid-dependent)</p> <p>Easter events open to the community where possible.</p> <p>Liaison with FPTA re Fun Run in T5/6</p> <p>School website relaunched</p>	<p>April 2021</p>	<p>July 2021</p> <p>End of Year events open to the community where possible</p> <p>FPTA Fun Run to be advertised widely</p>	<p>£500 – drone video and cost for promo posters</p>	<p>Stakeholder questionnaires</p>	<p>VL/JP/Ethos Committee</p>

<p>Chiddingly</p> <p>Raise awareness on the importance of positive advertising of the school:</p> <ul style="list-style-type: none"> Coach staff to understand the importance of increasing pupil numbers at Chiddingly Develop community links including Bede's and local community Link with PFCS to develop activities to increase the profile of the school 	KV	All stakeholders	Drone video filmed	<p>Advertising about school - banner on main road and local radio etc</p> <p>KV to organise for additional Open Days for pupil to come and see Chiddingly's space and resources</p> <p>Link with Bede's for T3 clubs and subject day links/use of Bede's resources</p> <p>Link with PFCS to discuss school activities for the year and profile-raising ideas</p> <p>Christmas fair advertised locally</p> <p>Advertise school and send Plan on a page for the year to local nurseries</p>	<p>School website updated and re-done</p> <p>Liaise with PFCS to link with community events</p>	<p>Review Bede's links and impact over the year</p> <p>Summer Fair advertised locally</p>	£500 – drone video and cost for promo posters and Vision signs	Stakeholder questionnaires	KV/JP	
<p>SMV</p> <p>Coach SMV staff so that the following advertising initiatives are in place:</p> <ul style="list-style-type: none"> Video/photos giving overview of SMV life on website Facelift for website with key Church school aspect prominent Open days and poster for the school with key Ofsted quotes advertised in all key shops/facilities in the village 	BH	All staff	Drone video filmed	<p>Drone video on website by end of T1</p> <p>Key photos of events and 'life at SMV' chosen for website along with video</p> <p>'Open Day' banner prominent in village</p> <p>Open day for prospective parents booked in with pupil ambassadors helping with tours</p> <p>Advertisement poster in key areas of the village</p> <p>Invite local residents to Nativity</p> <p>Invite parent reps to a meeting to engage with raising profile of school via whatsapp and keeping messages positive</p>	<p>Discuss advertising with PTFA and how the profile of the school can be raised in local community</p> <p>Liaise with PTFA about SMV joining in with village events</p> <p>Invite local residents to Easter Service</p>	<p>Invite local residents to May Fair</p> <p>'Come and share' lunch organised with school and local residents</p>	<p>Invite local residents to Sports day, Production and leavers' service</p>	£500 – drone video	X2 Stakeholder Questionnaires	BH/JP

<p>Park Mead Coach PM staff so that the following advertising initiatives are in place:</p> <ul style="list-style-type: none"> Open days and poster/leaflets for the school with new V&V advertised in all key shops/facilities in the village PTFA relationship built- community cohesion secured Park Mead new website Strong local school links- BEDES – see SDP 4.3 	HW/JP	All staff	<p>Drone Videos development</p> <p>HW and JH – links and dates for year with PTFA</p>	<p>8th Sept- SLT transfer anything key from old website to new website</p> <p>New website facelift launch & Stakeholder Questionnaire</p> <p>Poster and leaflets dev for community areas</p> <p>PTFA playground board-relaunch – coincide with LW twilight 27th Sept</p> <p>invite local residents to Nativity</p>	<p>Advertising about school strengths on main road and local radio etc</p> <p>New PM Vision and Values launch – signs and FGB and parent involvement</p> <p>invite local residents to Easter Assembly</p> <p>Open day for prospective parents booked in with pupil ambassadors helping with tours</p> <p>See BEDES link action plan SDP 4.3</p>	<p>Stakeholder Questionnaire- website and community cohesion</p> <p>invite local residents to Sports day, Production and Leavers' service</p>	£500 – drone video and cost for promo posters and Vision signs	X2 Stakeholder Questionnaires	HW/JP
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Behaviour & Attitudes

East Hoathly COHORT ATTENDANCE TARGETS FOR 2021/2022

East Hoathly		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WHOLE SCHOOL	Whole School Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.9%	92.2%	93.3%	92.9%	93.2%	93%
YEAR 6	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		93.9%	90%	92.4%	92.3%	92.6%	92.6%
YEAR 5	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		98%	92.6%	93.9%	94%	94.6%	94.6%
YEAR 4	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.4%	91.3%	92.6%	92.3%	92.3%	92.6%
YEAR 3	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.3%	91.5%	91%	91.7%	92.2%	91.6%

YEAR 2	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.8%	94%	94.3%	92.5%	93.2%	92.8%
YEAR 1	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.1%	92.6%	94.2%	92.7%	93.3%	92.9%
RECEPTION	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		98%	94.9%	95.7%	93.9%	94.1%	93.9%

East Hoathly Termly Milestones for Attendance and Persistent Absence for all Pupils

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	95.9	95	92.2	95.5	93.3	96	92.9	96	93.2	96.5	93
Gender												
Male	94	95.4	95	91.9	95.5	93.1	96	92.4	96	93	96.5	92.8
Female	94	96.9	95	92.8	95.5	93.7	96	93.4	96	93.3	96.5	93.2
Free School Meals												
Non-FSM	93	96.5	94	92.5	95	93.5	95	93.1	95	93.3	96.5	93.1
FSM	95		96	89.1	96	91.5	96	91.1	96	92.1	96.5	92.3
English as a First Language												
Non-EAL	93	96.1	94	92.4	95	93.3	95	92.9	95	93.2	96.5	93.1
EAL	95	96.3	96	92.8	96	94.5	96	93.5	96	93.7	96.5	92.6
Special Education Needs												
No SEN	94	96.5	95	92.9	95.5	94.1	96	93.5	96	93.7	96.5	93.7
SEN Support	94	93.8	95	89.7	95.5	90	96	89.6	96	90.4	96.5	89.6
EHC	94	100	95	89.2	95.5	92.3	96	90.4	96	92.6	96.5	92.2

Persistent Absence (PA)

East Hoathly

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	10.3	8.0	31.9	8.0	20.6	7.5	18.5	7.5	15.4	6.0	16.4
Gender												
Male	8.0	7.2	8.0	20.6	8.0	12.3	7.5	10.3	7.5	9.2	6.0	9.2
Female	8.0	3.0	8.0	11.3	8.0	8.2	7.5	8.2	7.5	6.1	6.0	7.2
Free School Meals												
Non FSM	8.0	7.2	8.0	27.8	8.0	16.4	7.5	14.4	7.5	13.4	6.0	14.4
FSM (11 children)	8.0		8.0	4.1	8.0	4.1	7.5	4.1	7.5	2.0	6.0	2.0
English as a First Language												
Non-EAL	8.0	7.2	8.0	29.8	8.0	19.5	7.5	17.5	7.5	14.4	6.0	14.4
EAL	8.0	1.0	8.0	1.0	8.0	1.0	7.5	1.0	7.5	1.0	6.0	1.0
Special Education Needs												
No SEN	8.0	5.1	8.0	24.7	8.0	15.4	7.5	12.3	7.5	10.3	6.0	11.3
SEN Support	8.0	3.0	8.0	7.2	8.0	5.1	7.5	8.2	7.5	5.1	6.0	5.1
EHC	8.0	0	8.0	1.0	8.0	0	7.5	0	7.5	0	6.0	0

January: Dip in attendance due to multiple families choosing not to send their children in to school during Covid outbreak in December. This meant a larger quantity than usual of unauthorised absences. Home learning activities were distributed to these families. In addition, one family on unauthorised holiday (fine requested); increase in 'illness' marks due to non-Covid winter colds and a sickness bug. One family on action plan due to identified pattern of absences on Mondays.

March Drop in attendance figure due to the coding change for positive Covid cases, this had been actioned from January, however had been required since September. MM has adjusted SIMs back to September in consultation with the LA. Covid rise in cases in school during week 4 and 5 of T4 (45 cases within 10 day period including 7 staff members).

St Mary's COHORT ATTENDANCE TARGETS FOR 2021/2022

St Mary's		Attendance figure for previous year (same cohort's attendance figure)	Term 1 to 12 th October	Term 2	Term 3	Term 4	Term 5	Term 6 (to 24/06/22)
WHOLE SCHOOL	Whole School Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	95.9	96.8%	93.1%	92.9%	93%	93.3%	93.2%
YEA R 6	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%

	Actual	97.7	95.4%	91.8%	91.4%	91.7%	92.9%	92.8%
YEAR 5	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	98.4	97.1%	95%	95.5%	95.5%	95.1%	95.0%
YEAR 4	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	97.3	96.9%	87.7%	88.5%	89.8%	90.8%	90.6%
YEAR 3	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	98	97.6%	95.7%	94.3%	94.6%	94.5%	94.4%
YEAR 2	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	94.4	96.2%	93.6%	93.5%	93.2%	93.8%	93.5%
YEAR 1	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	92.9	97.2%	94.6%	93.0%	92.9%	92.2%	92.0%
RECEPTION	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	93.8	98.2%	94%	94.7%	93.7%	94.5%	94.3%

St Mary's Termly Milestones for Attendance and Persistent Absence for all Pupils

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	96.8	95	93.1	95.5	92.9	96	93	96	93.3	96.5	93.2
Gender												
Male	94	96.9	95	93.3	95.5	93.2	96	93.4	96	93.5	96.5	93.3
Female	94	96.7	95	92.7	95.5	92.4	96	92.4	96	93.1	96.5	93.0
Free School Meals												
Non-FSM	93	97.2	94	93.15	95	93.1	95	93.1	95	93.5	96.5	93.6
FSM	95	93.0	96	92.0	96	90.8	96	91.4	96	91.7	96.5	92.5
English as a First Language												

Non-EAL	93	97.2	94	92.5	95	92.6	95	93.4	95	93.0	96.5	93.2
EAL	95	100	96	87.1	96	88.9	96	87.4	96	90.2	96.5	90.8
Special Education Needs												
No SEN	94	97.4	95	93.2	95.5	91.9	96	92.2	96	93.9	96.5	94.0
SEN Support	94	94.7	95	94.1	95.5	90.7	96	91.2	96	91.3	96.5	91.6
EHC	94	97.3	95	100	95.5	97.6	96	96.5	96	96.7	96.5	96.7

June: Huge increase in the number of families choosing to take their children on holiday during term time. All holidays (with one exception to see a family member who is receiving end of life care) have been unauthorised with fines being requested when the holiday goes over 10 sessions. Whilst COVID no longer impacting attendance, 'catching up' from previous terms takes a long time – however, persistence absence is at its lowest since term one. Families of concerns have been regularly met with by SLT and their attendance has improved steadily during the year.

St Mary's	Persistent Absence (PA)											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	8.6	8.0	29.0	8.0	29.0	7.5	24.7	7.5	20.2	6.0	18.9
Gender												
Male	8.0	9.3	8.0	23.6	8.0	27.2	7.5	21.8	7.5	18.2	6.0	20.0
Female	8.0	7.7	8.0	36.8	8.0	31.6	7.5	28.9	7.5	23.1	6.0	17.5
Free School Meals												
Non FSM	8.0	7.1	8.0	28.6	8.0	25.0	7.5	25.0	7.5	18.8	6.0	19.0
FSM	8.0	25	8.0	33.3	8.0	44.4	7.5	22.2	7.5	33.3	6.0	18.2
English as a First Language												
Non-EAL	8.0	8.7	8.0	28.3	8.0	28.2	7.5	23.9	7.5	19.6	6.0	18.5
EAL	8.0	0	8.0	100	8.0	100	7.5	100	7.5	50	6.0	33.3
Special Education Needs												
No SEN	8.0	6.8	8.0	28.8	8.0	28.0	7.5	22.1	7.5	16.2	6.0	16.2
SEN Support	8.0	18.9	8.0	37.5	8.0	38.1	7.5	32.0	7.5	36.4	6.0	31.8
EHC	8.0	0	8.0	0	8.0	0	7.5	0	7.5	0	6.0	0

Chiddingly COHORT ATTENDANCE TARGETS FOR 2021/2022

Chiddingly		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5/6
WHOLE SCHOOL	Whole School Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		95.9%	95.17%	94.8%	92.7%	93%
YEAR 6	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		96.4%	94.02%	93.22%	90.4	91%
YEAR 5	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		88.3%	90.87%	92.47%	91%	91%
YEAR 4	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		94.7%	95.73%	96.07%	94.3%	93%
YEAR 3	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		95.9%	95.24%	95.71%	92.6%	93%
YEAR 2	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		98.9%	96.24%	95.74%	95.7%	95%
YEAR 1	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		97.8%	96.82%	94.07%	92.7%	94%
RECEPTION	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		98.1%	96.65%	96.01%	92.7%	93%

Term 2

Period:01/09/2021 to 03/12/2021

ope: Whole School

30 pupils have had code X	204 sessions total out of possible 3300 - 6.18%
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Chiddingly Termly Milestones for Attendance and Persistent Absence for all Pupils

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	95.9	95	95.17	95.5	94.8	96	92.6	96		96.5	92.95
Gender												
Male	94	95.4	95	93.68	95.5	93.54	96	91.5	96		96.5	91.7
Female	94	96.5	95	96.27	95.5	95.88	96	93.7	96		96.5	94.01
Free School Meals												
Non-FSM	93	96.9	94	96.03	95	95.67	95	93.6	95		96.5	93.92
FSM	95	93.2	96	92.79	96	92.38	96	89.9	96		96.5	90.19
English as a First Language												
Non-EAL	93	95.9	94	95.17	95	94.8	95	92.6	95		96.5	92.95
EAL	95	n/a	96	n/a	96	n/a	96	n/a	96		96.5	n/a
Special Education Needs												
No SEN	94	96.5	95	95.5	95.5	95.31	96	93.4	96		96.5	93.6%
SEN Support	94	93.7	95	93.29	95.5	92.88	96	89.9	96		96.5	90.59
EHC	94	100	95	100	95.5	97.6	96	93.4	96		96.5	94.5

Chiddingly	Persistent Absence (PA)											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	9	8.0	12	8.0	17/94 18.1%	7.5	30/95 31.6%	7.5		6.0	23/96 23.96%
Gender												
Male	8.0	4	8.0	8	8.0	8	7.5	19/95	7.5		6.0	15/96 15.63%

Female	8.0	5	8.0	4	8.0	9	7.5	11/95	7.5		6.0	8/96 8.33%
Free School Meals												
Non FSM	8.0	3	8.0	5	8.0	12	7.5	18/95	7.5		6.0	13/96 13.54%
FSM	8.0	6	8.0	7	8.0	5	7.5	12/95	7.5		6.0	10/96 10.42%
English as a First Language												
Non-EAL	8.0	9	8.0	12	8.0	17	7.5	30/95	7.5		6.0	23/96 23.96%
EAL	8.0	n/a	8.0	n/a	8.0	n/a	7.5	n/a	7.5		6.0	n/a
Special Education Needs												
No SEN	8.0	6	8.0	9	8.0	11	7.5	18/95	7.5		6.0	13/96 13.54%
SEN Support	8.0	3	8.0	3	8.0	6	7.5	12/95	7.5		6.0	10/96 10.42%
EHC	8.0	0	8.0	0	8.0	0	7.5	0	7.5		6.0	0

Park Mead COHORT ATTENDANCE TARGETS FOR 2021/2022

		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WHOLE SCHOOL	Whole School Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		95.16%	93.57%	93.73%	93.77%	93.86%	93.87%
YEAR 6	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		92.63%	94.01%	96.67%	93.56%	93.22%	93.18%
YEAR 5	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%


	Actual		97.45%	93.97%	94.16%	93.75%	93.89%	94.21%
YEAR 4	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		93.74%	93.25%	93.93%	93.43%	93.61%	94.03%
YEAR 3	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		94.17%	92.59%	88.61%	92.13%	92.81%	92.69%
YEAR 2	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		93.23%	92.04%	95.03%	93.35%	93.61%	93.32%
YEAR 1	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		98.34%	92.14%	94.65%	94.48%	93.98%	93.66%
RECEPTION	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		97.41%	97.18%	93.79%	95.97%	96.07%	96.23%




Park Mead Termly Milestones for Attendance and Persistent Absence for all Pupils



	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	95.5%	95.16%	96%	93.57%	96.2%	93.73%	96.5%	93.77%	96.8%	93.86%	97%	93.87%
Gender												
Male	95.5%	95.81%	96%	92.74%	96.2%	93.39%	96.5%	93.5%	96.8%	93.95%	97%	93.88%
Female	95.5%	94.55%	96%	94.35%	96.2%	94.05%	96.5%	94.02%	96.8%	93.78%	97%	93.86%
Free School Meals												
Non-FSM	95.5%	95.36%	96%	94.3%	96.2%	93.35%	96.5%	94.2%	96.8%	94.29%	97%	91.98%
FSM	95.5%	94.33%	96%	90.53%	96.2%	95.36%	96.5%	92.07%	96.8%	92.14%	97%	94.35%
English as a First Language												
Non-EAL	95.5%	95.16%	96%	93.57%	96.2%	93.73%	96.5%	93.77%	96.8%	93.86%	97%	93.87%

EAL	95.5%	N/A	96%	N/A	96.2%	N/A	96.5%	N/A	96.8%	94.74%	97%	94.59%
Special Education Needs												
No SEN	95.5%	95.93%	96%	93.82%	96.2%	95%	96.5%	94.25%	96.8%	94.14%	97%	94.19%
SEN Support	95.5%	91.49%	96%	92.89%	96.2%	90.18%	96.5%	92.44%	96.8%	93.17%	97%	93.09%
EHC	95.5%	91.07%	96%	77.94%	96.2%	57.14%	96.5%	77.32%	96.8%	0	97%	0






Park Mead	Persistent Absence (PA)											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	4	8.0	6	8.0	5	7.5	4	7.5	15	6.0	12
Gender												
Male	8.0	1	8.0	4	8.0	3	7.5	4	7.5	7.0	6.0	7.0
Female	8.0	3	8.0	2	8.0	2	7.5	0	7.5	8.0	6.0	5.0
Free School Meals												
Non FSM	8.0	2	8.0	4	8.0	3	7.5	3	7.5	11.0	6.0	7.0
FSM	8.0	2	8.0	2	8.0	2	7.5	1	7.5	4.0	6.0	5.0
English as a First Language												
Non-EAL	8.0	4	8.0	6	8.0	5	7.5	4	7.5	15.0	6.0	12.0
EAL	8.0		8.0	0	8.0	0	7.5	0	7.5	0	6.0	0
Special Education Needs												
No SEN	8.0	2	8.0	3	8.0	2	7.5	1	7.5	12.0	6.0	9.0
SEN Support	8.0	2	8.0	3	8.0	3	7.5	2	7.5	3.0	6.0	3.0
EHC	8.0	0	8.0	0	8.0	0	7.5	1	7.5	0	6.0	0

3.1 Objective: Therapeutic Thinking (TT) Approaches to Behaviour Management			SEF Ref: EH- pages15-18 CP- page 8 SMV- page 6 PM- page 6 Business Plan Ref: SLT 3 day TT cpd
Ensure key aspects of TT philosophy embedded within Pioneer behaviour policy and procedures.			
Success Criteria & Practice Indicators:	Activities to evaluate impact against success criteria and practice indicators		
<ul style="list-style-type: none"> ✓ Core TT philosophy incorporated with Pioneer Behaviour Policy & Management- however a careful balance is struck to ensure clarity of behaviour expectations remain at Pioneer Schools ✓ ESBAS and other external agencies agree that Pioneer schools have effectively incorporated the TT ethos with their behaviour management systems. 	<ul style="list-style-type: none"> • ESBAS reports & correspondence • COG termly monitoring • SIP x3 monitoring reports 	SIP-x3 Ofsted/SIAMS	

✓ ESABS fully support all SLT decision regarding behaviour and attendance- through the implementation of new Behaviour Policy.								TT trainer for INSET -4 th Jan		
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
Pioneer TT CPD: All senior SLT to have attended 3 day TT LA CPD & agree on the key traits that Pioneer will be taking into Behaviour Policy and Management (to include TT philosophy section and beh management pupil signage) Coach all staff to understand TT Pioneer appch and new behaviour policy	JP & HoS	All Staff	All SLT 3 days TT cpd (apart from KV and JP)	KV and JP – 3 day TT cpd 19th Oct- 21st Oct Behaviour Policy adapted to include TT approaches Oct- Nov – SLT agenda (to include TT philosophy section and beh management pupil signage) Deadline for new beh Policy in draft- 7th Dec (ready for FGB 15th Dec)	4th Jan – all staff TT cpd 13th Jan - launch new Beh policy (including TT rationale and philosophy)	ESABS informed of Pioneer approaches to TT and how implemented by new Beh policy	Stakeholder questionnaire- linked to Pioneer behaviour approach	SLT 3 day TT cpd, TT trainer for INSET -4 th Jan	New Beh Policy review and consultation docs Stakeholder questionnaires ESBAS feedback reports	FGB and COG
Coach FGB to ensure full understanding of Pioneer approaches to TT and new behaviour Policy.	JP	FGB	FGB sign off SDP TT action plans 21/22 – Sept FGB	Consultation with COG and FGB as new Beh Policy evolves Approval of new Beh Policy at FGB- 15th Dec Senior Governors attend 4th and 13th Jan INSET	Senior Govs involved in ESABS consultation regard TT at Pioneer implementation	Stakeholder questionnaires- linked to Pioneer behaviour approaches		FGB mins HoS termly reports	SIP x 3	
Exclusion Policy amendments following TT developments and flow chart of consultation	JP & HoS	All Stakeholders	T6 Behaviour Review reports from HQS	Exclusion Policy updated alongside new Beh Policy -explicit reference made to TT flow chart and steps made to reduce exclusion at Pioneer Template letters and ESBAS consultation template developed	ESABS informed of Pioneer approaches to TT and how implemented by new Beh policy	Stakeholder questionnaires- linked to Pioneer behaviour approaches ESBAS feedback any exclusion/beh support plans		New Exclusion Policy review and consultation docs Stakeholder questionnaires ESBAS feedback reports	FGB and COG	





3.2 Objective: Catch- Up (CP) Curriculum/Funding- To continue to implement a catch-up curriculum that enables pupils to make up any loss of learning/ progress in their learning as the consequence of Lockdown 20/21.					SEF Ref: EH- page CP- page 8 SMV- page 6 PM – page 6	
Success Criteria & Practice Indictors:			Activities to evaluate impact against success criteria and practice indicators			
<ul style="list-style-type: none"> ✓ Termly targets for cohorts and whole school achieved (NA+) – see ‘Outcome SDP Charts’ ✓ Cohorts on track for end of key stage targets by the end of the school year ✓ External agencies support sought where required ✓ Catch up funding reported as making impact and this is seen in outcomes ✓ Triangulations show evidence of rapid progress in all subject areas for all targeted CP pupils 			<ul style="list-style-type: none"> • Pupil Progress meeting minutes show impact on learning of CP pupils • Catch-up funding action plans/reports and evidence file • FGB mins and HoS reports- CP explicit reference re impact of spending • Pupil Voices from CP funding experiences and pupil books/ datawalls/trackers 		SIP x3 a year & Ofsted/ SIAMS	
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)		£	
						





			July 2021	Oct 2021	Jan 2022	April 2022	July 2022		Activities to monitor implementation of key actions	
Leaders use systematic strategies to ensure that Catch-up Funding is effectively utilised to address any gaps in pupil progress and that explicit evidenced is available to show this.	HOS	All Staff and Targeted Pupils	T6 PPMs identified pupils targeted for rapid T1 progress/wellbeing support through catch-up funding/tutors 20/21 CP funding reports reviewed and onto websites – progress indicators explicit	CP secure and spending action plan developed – T1-T2 instalments received CP evidence files created for 21/22 CP Tutors timetables and evidence expectations clarity T1/T2 PPM review CP funding impact and amendments made were needed to intervention progs	T3-T4 CP instalments received CP Tutors timetables and evidence expectations T1/T2 PPM review CP funding impact and amendments made were needed to intervention progs Each HoS report to comment on CP funding impact and FGB mins		Reports development to show impact of CP funding on pupil progress 21/22- onto websites alongside PPG report and SP reports		Catch-up funding progress reports SIP reports x3 PPM Mins (CP funding timetables)	JP and COG

3.3 Objective: Attendance – Ensure pupils have high attendance (at least at NA) and come to school on time. Swift action is taken if this is not the case.  IDSR release communication.docx							SEF Ref: EH- pages15-18 CP- page 8 SMV- page 6 PM- page 6			
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators			Business Plan Ref: ESBAS units if required.			
<ul style="list-style-type: none"> ✓ Termly targets for cohorts and whole school achieved (NA+) – see ‘Termly Milestones for Attendance and Persistent Absence for all Pupils’ charts above ✓ PA families met with promptly and action plan developed with time frame expectations ✓ Advice and support sought from other agencies (ESBAS) where necessary ✓ Children happy and motivated to be coming to school 				<ul style="list-style-type: none"> • Fortnightly attendance percentages provided by secretaries to HOS • Meetings with PA families arranged • PA meetings followed up with a phone call – increased attendance recognised and celebrated with family • Attendance shared with governors termly 		2x govs evaluation visits SIP x3 a year & Ofsted				
Keys actions to meet success criteria and practice indicators		 	Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2020	Oct 2020	Jan 2021	April 2021	July 2021			

<p>East Hoathly</p> <ul style="list-style-type: none"> Review Attendance percentages fortnightly Arrange meetings promptly after an issue is identified Support families with referrals to external agencies where appropriate Follow Attendance Policy in liaison with LA where appropriate Review support for previously shielding pupils/families 	VL	VL	<p>Fortnightly analysis completed by secretaries and shared with HOS</p>	<p>Fortnightly analysis continues, including punctuality. Parents met with frequently and promptly using action plan template</p> <p>Attendance of chn below 90% shared with parents at consultation meetings</p>	<p>Risk Assessment reviewed termly or sooner if required</p>	<p>Risk Assessment reviewed termly or sooner if required</p> <p>Attendance high priority at discussions at Parents' Consultations.</p> <p>Attendance reports show impact on overall attendance</p>	<p>Risk Assessment reviewed termly or sooner if required</p> <p>Attendance at NA+ with below average PA</p> <p>Annual Reports show attendance to be shared with parents</p>		<p>Fortnightly review</p> <p>Termly report to Govs</p>	SLT/Govs
<p>Chiddingly</p> <ul style="list-style-type: none"> Review Attendance percentages fortnightly Arrange meetings promptly after an issue is identified Support families with referrals to external agencies where appropriate Follow Attendance Policy in liaison with LA where appropriate Review support for previously shielding pupils/families 	KV	KV	<p>Fortnightly analysis completed by secretaries and shared with HOS</p>	<p>Fortnightly analysis continues, including punctuality. Parents met with frequently and promptly using action plan template</p> <p>Attendance of chn below 90% shared with parents at consultation meetings</p> <p>Attendance of chn below 90% shared with parents at consultation meetings</p>	<p>Fortnightly analysis continues, including punctuality. Parents met with frequently and promptly using action plan template</p>	<p>Fortnightly analysis continues, including punctuality. Parents met with frequently and promptly using action plan template</p> <p>Attendance high priority at discussions at Parents' Consultations</p> <p>Attendance reports show impact on overall attendance</p>	<p>Attendance at NA+ with below average PA</p> <p>Annual Reports show attendance to be shared with parents</p>		<p>Fortnightly review</p> <p>Termly report to Govs</p>	SLT/Govs
<p>SMV</p> <ul style="list-style-type: none"> Review Attendance percentages fortnightly Arrange meetings promptly after an issue is identified Support families with referrals to external agencies where appropriate Follow Attendance Policy in liaison with LA where appropriate 	BH	BH	<p>Fortnightly analysis completed by secretaries and shared with HOS</p>	<p>Risk assessments in place for previously shielding families and phonecalls/meetings as required Risk Assessment reviewed termly or sooner if required</p> <p>Fortnightly analysis continues, including punctuality. Parents met with frequently and promptly using action plan template</p> <p>Action plan shared with relevant class staff</p> <p>Attendance of chn below 90% shared with parents at consultation meetings</p>	<p>Risk Assessment reviewed termly or sooner if required</p>	<p>Risk Assessment reviewed termly or sooner if required</p> <p>Attendance high priority at discussions at Parents' Consultations.</p> <p>Attendance reports show impact on overall attendance</p>	<p>Risk Assessment reviewed termly or sooner if required</p> <p>Attendance at NA+ with below average PA</p> <p>Annual Reports show attendance to be shared with parents</p>		<p>Fortnightly review</p> <p>Termly report to Govs</p>	SLT/Govs


Park Mead <ul style="list-style-type: none"> Review Attendance percentages fortnightly Arrange meetings promptly after an issue is identified Support families with referrals to external agencies where appropriate Follow Attendance Policy in liaison with LA where appropriate	HW	HW	Fortnightly analysis by secretaries and shared with HOS	Fortnightly analysis continues, including punctuality. Regular and frequent communication with parents and recorded on my concern. Action plan to improve attendance is created and agreed with parents. Attendance of children below 90% shared with parents at consultation meetings.	Attendance reports show impact on overall attendance	Attendance at NA+ with below average PA Annual Reports show attendance to be shared with parents	Fortnightly review Termly report to Gobs	SLT/Governors
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3.4 Objective: Medical Tracker- Ensure that the latest policies and procedures regarding first aid, enable pupils and all stakeholders to be safe and they feel safe. Medi-tracker in place at Park Mead.							SEF Ref: PM- page 6 Business Plan Ref: Ledger code 31580 Medical Tracker £337.50 – PM			
Success Criteria & Practice Indicators:				Activities to evaluate impact against success criteria and practice indicators						
<ul style="list-style-type: none"> ✓ Pupils report that they feel safe in school ✓ Staff and parents report that the system is effective and time-efficient. ✓ Governor reports show that systems are followed effectively ✓ Reporting of incidences is effective ✓ Policies are amended to reflect current practice. 				<ul style="list-style-type: none"> • Stakeholder Questionnaires • Governor Reports- H/S termly • HT report to governors 		2x gobs evaluation visits SIP x3 a year & Ofsted H/S monitoring visits x3				
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions		
Park Mead Coach staff in the use of medi-tracker. Observe staff (particularly MDSAs) in the use of medi tracker and the administration of first aid. Review practice around reporting incidences Plan for First Aid Lead to be built into job description.	HW	All PM staff	July 2020 Training for medi tracker completed by all staff Policies reviewed and updated Tablets ordered and set up for use around school Used with bubbles of children currently in school	Oct 2020 Sept: Recap training during Safeguarding training First Aid lead into HW & JH Performance Management All new children to have medical information uploaded Roll out to all First Aid/Admin of meds incidences Briefing weekly agenda Review of the year HT report to governors	Jan 2021 Parent forum review of the system, alterations made Briefing weekly agenda Governor H&S visit focus Review of the year HT report to governors	April 2021 Briefing weekly agenda Review of the year HT report to governors	July 2021 Briefing weekly agenda Review of the year HT report to governors	Cost of MT, 2x iPad and cpd	Fortnightly checks on medi-tracker use & communication top parents – HW/JH Weekly briefing mins	JP & SIP



3.5 Objective: Anti-bullying Awards- to ensure that each school achieves/embed next stage of AB award. (PM- bronze, SMV/CP- silver, EH- gold)							SEF Ref: EH- pages15-18 CP- page 8 SMV- page 6 PM – page 6			
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators						
<ul style="list-style-type: none"> ✓ Termly bullying reviews as whole staff teams (briefing agenda standing item) indicate bullying strategies working effectively. ✓ Parent questionnaire show that anti-bullying strategies are effective. ✓ Updated policy and procedure understood by all stakeholders ✓ Each school to achieve the next award on their AB journey 				<ul style="list-style-type: none"> • Termly bullying reports show appropriate actions taken as specified in AB Policies • HOS termly reports to FGB- bullying incidents reported • SIP monitoring x 3 • FGB mins linked to record of beh trends and actions taken to combat bullying 		SIP reports – x3				
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions	
				July 2021	Oct 2021	Jan 2022	April 2022	July 2022		
Chiddingly To achieve SILVER Anti-Bullying Award by July 2022. Coach staff so that the following anti-bullying initiatives are in place: <ul style="list-style-type: none"> • Termly reviews of bullying (records of trends) • Move to electronic system of recording behaviour and incidents • Policy and procedure updated for changes (staff sign off) • 		EM	All staff	Register with the ABQM Review behaviour books/MyConcern for trends of unkindness/bullying including anything noticed by staff at weekly briefing Report termly to governors about behaviour and bullying Stakeholder questionnaires sent out	Review behaviour books/MyConcern for trends of unkindness/bullying including anything noticed by staff at weekly briefing Report termly to governors about behaviour and bullying New behaviour policy in place by end of T3 and signed off by staff and stakeholders	Review behaviour books/MyConcern for trends of unkindness/bullying including anything noticed by staff at weekly briefing Report termly to governors about behaviour and bullying Stakeholder questionnaires sent out	Review behaviour books/MyConcern for trends of unkindness/bullying including anything noticed by staff at weekly briefing Achieve ABQM Silver award Report termly to governors about behaviour and bullying	Stakeholder questionnaires Behaviour monitoring	JP/Govs	
SMV Coach staff so that the following anti-bullying initiatives are in place: <ul style="list-style-type: none"> • Termly reviews of bullying (records of trends) • Review to system of recording behaviour and incidents • Policy and procedure updated for changes (staff sign off) 		BH	All staff	Parent questionnaires sent out Review behaviour books for trends of unkindness/bullying Report termly to governors about behaviour and bullying Anti-bullying ambassadors set up (Pupil Govs) and liaise with TO'G about projects they will run	Discuss with staff once a term any underlying or repeated unkindness New behaviour policy in place by end of T3 Report termly to governors about behaviour and bullying	Report termly to governors about behaviour and bullying Discuss with staff once a term any underlying or repeated unkindness Parent questionnaires sent out	Report termly to governors about behaviour and bullying Discuss with staff once a term any underlying or repeated unkindness	Parent questionnaires Termly behaviour book monitoring	JP/govs	

<p>Park Mead To achieve BRONZE Anti-Bullying Award by July 2022.</p> <p>Coach staff so that the following anti-bullying initiatives are in place:</p> <ul style="list-style-type: none"> • Termly reviews of bullying (records of trends) • Move to electronic system of recording behaviour and incidents • Policy and procedure updated for changes (staff sign off) • Anti-bullying Ambassador set up 	HW/JH	All PM staff	<p>Timetable bullying reviews termly with HOS and all staff (part of Briefing standing item)</p>	<p>Sept: HW to link up with VL/AH to understand more about what is required to achieve Bronze AB award</p> <p>Review AB Policy for PM</p> <p>Behaviour Books developed for recording incidents</p> <p>Significant/concerning incidents- MyConcern</p> <p>Anti-bullying Ambassadors set up (Pupil Govs) and liaise with HW/JH about projects they will run linked to Bronze Award</p>	<p>Jan: Contact AB award Team and register interest in Bronze Award & Dev Action Plan for completion by end of July 2022</p> <p>Discuss with staff once a term any underlying or repeated unkindness</p> <p>New behaviour policy in place by end of T3.</p> <p>Report termly to governors about behaviour and bullying</p>	<p>July- Bronze AB Award achieved</p>	Bronze Award payment	<p>Evaluated Bronze Award Action Plan</p> <p>Termly behaviour book monitoring and Briefing mins re trends and actions taken</p>	JP and VC/COG	
<p>East Hoathly To achieve GOLD Anti-Bullying Award by July 2022.</p> <p>Coach staff so that the following anti-bullying initiatives are in place:</p> <ul style="list-style-type: none"> • Termly reviews of bullying (records of trends) • Move to electronic system of recording behaviour and incidents • Policy and procedure updated for changes (staff sign off) 	VL	All EH Staff	<p>Timetable bullying reviews termly with HOS and all staff</p>	<p>Finalise Silver award and complete assessment day (early T1)</p> <p>Parent questionnaires sent out</p> <p>Report termly to governors about behaviour and bullying</p> <p>Pupil Mentors roles embedded within school life</p> <p>Maintain the Steering Group with termly meetings</p>	<p>Link with ABQM regarding self assessment towards Gold Award and next steps to be taken.</p> <p>Maintain the Steering Group with termly meetings. Focus on the work in school, practice in place and requirements for the Gold Award.</p> <p>New behaviour policy in place by end of T3.</p> <p>Report termly to governors about behaviour and bullying</p>	<p>Report termly to governors about behaviour and bullying</p> <p>Discuss with staff once a term any underlying or repeated unkindness</p> <p>Parent questionnaires sent out</p> <p>Maintain the Steering Group with termly meetings. Focus on the work in school, practice in place and requirements for the Gold Award.</p>	<p>Report termly to governors about behaviour and bullying</p> <p>Discuss with staff once a term any underlying or repeated unkindness</p> <p>July – Gold Award achieved,</p>	Gold award Payment	<p>Evaluated Silver and Gold Award Action Plan</p> <p>Termly behaviour book monitoring and Briefing mins re trends and actions taken</p>	JP and ABQM evaluator/COG





Personal Development

<p>4.1 Objective: Learning Powers/ Skills Builder- To ensure that these initiatives impact on standards and the Quality of Education for all and ensure that the way the ‘schools develop pupils’ character and strength of character is exemplary’. (Outstanding Ofsted criteria for PD)</p>		<p>SEF Ref: EH- pages 18-22 CP- page 9 SMV- page 7 PM – page 7</p>
<p>Success Criteria & Practice Indicators:</p>	<p>Activities to evaluate impact against success criteria and practice indicators</p>	
<ul style="list-style-type: none"> ✓ Staff and pupils can confidently identify and describe what the essential skills are. ✓ Staff and pupils can explain the purpose and value of learning essential skills at school. 	<ul style="list-style-type: none"> • HoS and staff clarity of Skills Builder ethos and values 	<p>COG x3 reports</p>

<ul style="list-style-type: none"> ✓ The profile of Skills Builder can be recognised within classrooms and the wider school ✓ Staff and pupils can relate essential skills to real life practice/work/activities/careers ✓ Pupils' essential skills knowledge and practice have improved. 	<ul style="list-style-type: none"> • Stakeholders questionnaires/pupil voice x2 	SIP x3 reports	Business Plan Ref: SB licence for each school- £
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Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
Skills Builder at Park Mead Coach PM staff so that the following Skills Builder initiatives is in place: <ul style="list-style-type: none"> • To incorporate the essential skills into the vision and values of Park Mead. • To embed the essential skills in all areas of the curriculum. • To embed discrete teaching of the essential skills so all year groups have regular and planned opportunities to learn and practise essential skills. • To organise a range of real life opportunities to develop skills (careers related learning) • Project weeks to be undertaken by each year group explicitly teaching 3 essential skills. • Park Mead's approach to rewarding and recognising effort and achievement reflects and builds essential skills. • Classrooms and other spaces in the school have visual cues and reminders of the skills. • All teachers regularly use formative assessment tool to prioritise and inform the teaching of essential skills. • To achieve Gold award by July 2022. 	HW	PM staffs and pupils	Achieved Silver Award for Park Mead.	HW lead staff meeting at PM vision and values Start to plan project week for year group linked to 3 essential focus skills. (digital membership with SB) Ensure SB learning reflection implemented plus symbols on some LO/SC reflecting explicit teaching Reward stickers/passports used consistently throughout school Symbols and frameworks posters on display in classrooms and communal areas. (to include skills strands to show pupils skills progression) Initial assessment of new pupils completed Parent questionnaire/pupil voice	Explicit bite size teaching of essential skills through class assemblies, starters, plenaries Assemblies ongoing throughout year.	Events planned via the Primary Careers Hub network to support children to practice essential skills.	HW to lead whole Federation SB staff meeting (May) Collate evidence and apply for Gold Award Parent questionnaire / pupil voice	Parent questionnaire / pupil voice Park Mead new Vision & Values review- impact of SB accessed	JP	
Skills Builder at Chiddingly & SMV, (Possibly East Hoathly) Coach HoS staff so that the following SB initiative is in place: <ul style="list-style-type: none"> • Initial assessment carried out using the Skills Builder assessment tool. • Essential skill gaps identified and targeted. • Raise the profile of Skills Builder within the school for pupils, staff and parents. • Develop an understanding of skills concept and purpose. • Start to understand and use the resource hub • Start to reward and recognise effort and achievement that reflects and builds essential skills. 	HW	HOS	Initial Skills leader training completed Sept 2021 HoS on Skills builder training – 9 th September Relaunch learning powers with skills builder traits Weekly certificate focusing on one 'skill' in celebration assembly 1 st Strategy meeting completed 19 th Oct Staff training session 1 completed Nov 30 th	initial assessment of pupils completed and skills gaps identified Symbols displayed in classrooms Reward stickers used by most teachers Parent questionnaire to evaluate understanding of skills builder / pupil voice	2 nd Skills leader Training 2nd Strategy meeting completed Staff training session 2 completed Skills Builder review at Park Mead (May) HW lead staff meeting at SMV	HW leading whole Federation SB staff meeting (May) Final end of year review with SB Parent questionnaire 2 / pupil voice	HoS, staffs & Parent questionnaire / pupil voice CP & SMV new Vision & Values review- impact of SB accessed	JP		

			HW leading staff meeting at Chiddingly					
			HW - Essential Skills Assemblies to start to raise the profile					
			Parent questionnaire / pupil voice					

4.2 Objective: Pupils as Leaders - To ensure that initiatives to develop pupil character and voice are exemplary and consistently applied across the Federation.							SEF Ref: EH- pages 18-22 CP- page 9 SMV- page 7 PM – page 7			
Success Criteria & Practice Indicators:			Activities to evaluate impact against success criteria and practice indicators				Business Plan Ref: P as L badges for each school			
<ul style="list-style-type: none"> ✓ Outstanding Ofsted criteria PD: 'The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.' ✓ Pupils as Leaders policy and procedure understood by all. ✓ Pupils as Leaders displays consistently applied across all Pioneer Schools ✓ The following P as L groups exist in each Pioneer school with charters/JDs: School Council, Eco Helpers, RE Council (EH & SMV), Learning Ambassadors, Sport Leaders, Peer Mediators ✓ Pupils to feel empowered by the initiatives/groups introduced and even more involved in developments of their schools. 			<ul style="list-style-type: none"> • Stakeholder Questionnaires x 2 • Pupil Voice x 3 • SIP reports x3 • VC School reports termly 			SIP –Feb Ofsted Reports SIAMS Reports				
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions	
				July 2021	Oct 2021	Jan 2022	April 2022	July 2022		
SMV Coach SMV staff so that the following Pupil as Leaders initiatives are in place: <ul style="list-style-type: none"> • Appoint a member of staff at SMV to P as L subject Lead • Agree and apply P as L policy • Representation on school websites/display • Groups to be assigned: <ul style="list-style-type: none"> ○ Pupil Goves (also anti-bullying ambassadors/LSF champs) ○ Eco Committee ○ House Captains (yr6) ○ Pupil Ambassadors 		TO'G	All staff	TO'G to lead pupils as leaders across the school	Create action plan and policy Share with all stakeholders Nominate/vote in all groups in Term 1 Display board in hall updated with photos/job description by end of Term 2 Pupil ambassadors to be invited to help with open days in Term 2 Liaise with Hilary Rowberry for Eco Committee in Term 1	Fortnightly meeting with Pupil Goves to plan changes and have impact on school life – minutes shared with BH Pupil goves to run fund-raising event for charity of their choice in Term 3	Fortnightly meetings with Pupil Goves to plan changes and have impact on school life – minutes shared with BH	Fortnightly meeting with each group	BH	
East Hoathly Coach EH staff so that the following Pupil as Leaders initiatives are in place: <ul style="list-style-type: none"> • Appoint a member of staff at EH to P as L subject Lead • Agree and apply P as L policy 		KW/VL	All Staff	KW to lead Pupils as Leaders across the school	Create action plan and policy Share with all stakeholders Nominate/vote in all groups in Term 1	Fortnightly meeting with Pupil Goves to plan changes and have impact on school life – minutes shared with VL Pupil goves to run fund-raising event for Starfish	Pupils as leaders' section in the newsletter to be updated termly Fortnightly meetings with Pupil Goves to plan changes and have impact on school life – minutes shared with VL	Fortnightly meeting with each group	VL	

<ul style="list-style-type: none"> • Display and communication clear to all stakeholders • Representation on school websites 				<p>Display board in Learning zone updated with photos/job description by end of Term 2</p> <p>Pupil Governors and Pupil Mentors to be invited to help with open days in Term 2 and 4</p> <p>HR/YY approached re Eco Committee in Term 1</p> <p>Order all badges required and present in Celebration Assembly</p>	<p>Malawi 2 x throughout the year</p>	<p>Groups to lead assemblies with KW to discuss roles, responsibilities and ideas</p>			
<p>Chiddingly Coach CP staff so that the following Pupil as Leaders initiatives are in place:</p> <ul style="list-style-type: none"> • Appoint at member of staff at CP to P as L subject Lead • Agree and apply P as L policy • Display and communication clear to all stakeholders • Representation of school websites • Groups to be assigned: <ul style="list-style-type: none"> ○ Pupil Govs ○ Play leaders (liaise with JB) ○ Eco Group (liaise with EWa) ○ Pupil librarians 	<p>EB</p>	<p>All staff</p>	<p>EB to lead pupils as leaders for CP</p> <p>Order badges for pupil leaders</p>	<p>Create action plan and policy</p> <p>Share with all stakeholders</p> <p>Apply/vote for pupil governors and play leaders in Term 1</p> <p>Update the display boards in and around the school to share the pupils as leaders – including job roles and responsibilities</p> <p>Timetable meetings with pupil leader groups</p> <p>liaise with EWa about Eco group activities and meetings in T1, KV about pupil librarians and pupil governors, JB about play leaders</p> <p>Pupils as leaders' section in the newsletter to be updated termly</p>	<p>Pupils as leaders' section in the newsletter to be updated termly</p> <p>Fortnightly meetings with Pupil Govs to plan changes and have impact on school life – minutes shared with KV</p> <p>Groups to lead assemblies with EB to discuss roles, responsibilities and ideas.</p>		<p>Meetings with pupil governors, newsletter updates</p>		

<p>Park Mead Coach PM staff so that the following Pupil as Leaders initiatives are in place:</p> <ul style="list-style-type: none"> • Appoint at member of staff at PM to P as L subject Lead • Agree and apply P as L policy • Display and communication clear • Representation of school websites – P as L tab • Groups to be assigned: <ul style="list-style-type: none"> ○ School Council/Pupil Govs (also anti-bullying/peer mediators ambassadors) ○ Eco Committee ○ House/Sport Captains (yr6)- Mr Elphick Leading ○ Pupil Ambassadors 	HW/JH	All staff	Jenn Hodd selected as P as L Leader for PM	<p>Pioneer P as L Policy developed – creating consistency of approach across Fed</p> <p>Nominate/vote in all groups in Term 1</p> <p>Newsletter to launch all new group members</p> <p>Display board in corridor/hall updated with photos/job description by end of Term 2</p> <p>Pupil ambassadors to be invited to help with open days in Term 2</p> <p>Website tab set up photos and blurb for each leader group</p>	<p>Eco Group to link with Lou Munn- Forest Dev for the school (raised Beds produce sold to school community at public events)</p> <p>Fortnightly meetings with Pupil Govs to plan changes and have impact on school life – minutes shared with HW/JH</p> <p>Pupil govts to run fund-raising event for charity of their choice in Term 3- links with PTFA events.</p>	<p>HW- report to FGB re impact on P as L initiatives</p> <p>Stakeholder Questionnaires- explicit Qs link to P as L and impact</p>	Cost of badges for the various pupil groups	<p>Notes from meetings with each group</p> <p>Stakeholder Questionnaires</p>	JP and COG/VC
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<p>4.3 Objective: Community Cohesion- To ensure that each school fully develops local and international links to ensure that pupils have a wide rich set of experiences as part of the curriculum.</p>							<p>SEF Ref: EH- pages 18-22 CP- page 9 SMV- page 7 PM – page 7</p>			
<p>Success Criteria & Practice Indictors:</p>				<p>Activities to evaluate impact against success criteria and practice indicators</p>			<p>Business Plan Ref:</p>			
<ul style="list-style-type: none"> ✓ Outstanding Ofsted criteria PD achieved: 'The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their interests are of exceptional quality'. ✓ International school links for each Pioneer school. 				<ul style="list-style-type: none"> • Community cohesion evidence folder • Stakeholder questionnaires • SIP visit and reports x3 • COG monitoring visit and reports 		<p>SIP –x3 visit reports</p> <p>COG Governor monitoring 3 times a year</p>				
<p>Keys actions to meet success criteria and practice indicators</p>				<p>Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)</p>				<p>£</p>	<p>Activities to monitor implementation of key actions</p>	
<p>Park Mead Coach PM staff so that the following community initiatives are in place:</p> <ul style="list-style-type: none"> • Strong Bedes School connections through a range of pupil and staff initiatives • International school partnership • Local school pupil events links • School Alliance and EIP partnership initiatives developed • Strong PTFA relationship developed – parent and staff explicit links • Develop community cohesion evidence folder 		HW	All Staff & Pupils	<p>HW liaised with Mary Leggett re re-launching BEDES PM partnership.</p> <p>HW met with chair of PTA to ensure future collaboration</p>	<p>BEDES students to regularly come and support PM pupils with reading. (Bedes partnership display in Reception area)</p> <p>Workshops timetabled for BEDES students to deliver and link to real-life experiences to the development of essential skills.</p>	<p>PTA fund raising events re-established</p> <p>Community visits via the East Sussex careers hub linking to curriculum and SB</p>	<p>Community visits planned</p> <p>International links and e-twinning with British Council re established</p>	<p>Community Cohesion evidence folder updated with progress from the year</p> <p>Stakeholder questionnaire/pupil voice to review impact from CH initiatives</p>	<p>Partnership displays and CH evidence folder evaluations termly</p>	JP & SIP

<p>Chiddingly Coach CP staff so that the following community initiatives are in place:</p> <ul style="list-style-type: none"> • International school partnership • Local school pupil events links • School Alliance and EIP partnership initiatives developed • Strong PTFA relationship developed – parent and staff explicit links • Develop community cohesion evidence folder • 	KV	All staff	<p>Link staff for PFCS agreed as KV, EB and EM</p>	<p>PFCS meeting to plan the fundraising ideas and profile of the schools for the year ahead</p> <p>Research international schools to link with and set up contact</p> <p>Attend alliance meetings termly</p> <p>Set up community cohesion folder</p> <p>PFCS Christmas fair TBC</p>	<p>Attend alliance meetings termly</p> <p>Collate evidence of community cohesion</p> <p>Build links with link schools</p>	<p>Attend alliance meetings termly</p> <p>Collate evidence of community cohesion</p> <p>PFCS support for sports day</p>	<p>Attend alliance meetings termly</p> <p>Summer Fair TBC</p>	<p>Links with PFCS</p> <p>Alliance meetings</p>	JP
<p>SMV Coach SMV staff so that the following community initiatives are in place:</p> <ul style="list-style-type: none"> • International school partnership • Local school pupil events links • School Alliance and EIP partnership initiatives developed • Strong PTFA relationship developed – parent and staff explicit links 	BH	All staff	<p>PTFA AGM – September</p> <p>Liaise with PD about sports events with other local schools</p> <p>Attend Crowborough alliance meetings termly</p> <p>Ethos Committee meeting to agree key dates in the community</p> <p>Establish contact with Starfish Malawi and link school</p> <p>Macmillan Coffee morning- September 24th</p> <p>PTFA Christmas Fair – date TBC</p>	<p>Attend Crowborough alliance meetings termly</p> <p>BH + chn to attend and lead a Sunday morning service</p> <p>Continue building links with link school in Malawi</p> <p>T3/4 PTFA fund raising event TBC</p>	<p>Attend Crowborough alliance meetings termly</p> <p>PTFA May Festival – 27th May</p>	<p>Attend Crowborough alliance meetings termly</p> <p>Sports day and PTFA Summer Social – 1st or 8th July</p>	<p>Termly ethos committees</p> <p>Regular links with PTFA – as currently</p> <p>Termly Crowborough Alliance meetings</p>	JP & SIP	
<p>East Hoathly Coach EH staff so that the following community initiatives are in place:</p> <ul style="list-style-type: none"> • Embed International school partnership • Local school pupil events links • School Alliance and EIP partnership initiatives developed • Strong PTFA relationship developed – parent and staff explicit links • Develop community cohesion evidence folder 	VL	All staff	<p>PTFA AGM – September</p> <p>Liaise with SW about sports events with other local schools</p> <p>Attend Ringmer alliance meetings termly</p> <p>Ethos Committee meeting to agree key dates in the community - in, Harvest, Christmas, Easter</p> <p>Maintain contact with Starfish Malawi and link school. Liaise with new contact person regarding events, fundraising and awareness raising plan for the year</p> <p>Macmillan Coffee morning- September 24th</p> <p>FPTA Christmas Fair – date TBC</p> <p>All evidence collated in file</p>	<p>Collate evidence of community cohesion</p> <p>Attend Ringmer alliance meetings termly</p> <p>Continue building links with link school in Malawi</p> <p>T3/4 PTFA fund raising event TBC</p>	<p>Collate evidence of community cohesion</p> <p>Attend Ringmer alliance meetings termly</p>	<p>Collate evidence of community cohesion</p> <p>Attend Ringmer alliance meetings termly</p> <p>Fun Run – event TBC</p>	<p>Termly ethos committees</p> <p>Regular links with FPTA – as currently</p> <p>Termly Crowborough Alliance meetings</p>	JP & SIP	

4.4 Objective: Wellbeing Provision and Boxall Profiling- replace Thrive approaches with Well-being Groups & Boxall tracking- enabling the most vulnerable pupils to be more confident, resilient and independent pupils and ultimately impact on their engagement quality of education.




SEF Ref:
SMV- page 7
EH- pages 18-22
CP- page 9

Success Criteria & Practice Indicators:

Activities to evaluate impact against success criteria and practice indicators



<ul style="list-style-type: none"> ✓ Outstanding Ofsted criteria PD: The school consistently promotes the extensive personal development of pupils. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. ✓ Wellbeing and Boxall effectively replaces Thrive in supporting pupils across each Pioneer school to engagement in the curriculum. Tracking shows this impact clearly. 	<ul style="list-style-type: none"> • Boxall profile reports and progress tracking • HoS Reports • PPM Termly Mins 	SIP Reports →x3 FGB termly	PM- page 7 Business Plan Ref: Cost of Boxall for all 4 schools - £....
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Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
Whole staff CPD for use of Boxall profiling to enable key vulnerable individuals and groups to be identified and appropriate support be put in place.	SL		Bursar sets up subscriptions across all schools IM sets up individual logins for 3 schools (SMV, CP,) IM receives training from Miranda Collins Nurture advisor for Boxall on line Staff meeting 6.7.21 to introduce staff to online profiling	Sept 21 IM sets up logins for EH And PM Pioneer Staff meeting to Boxall profiling		Feb- Staff meeting to Boxall profiling		<ul style="list-style-type: none"> • Boxall profile reports and progress tracking • HoS Reports • PPM Termly Mins 	HOS and JP	
Boxall Profile used: <ul style="list-style-type: none"> • Effectively to identify key vulnerable individuals for support • establish individual/ group behaviour plans as required • track engagement and impact of wellbeing groups and interventions 	SL	All Staff		IM reviews data and identifies key children in time for APDR and PPM reviews in July/ end of T1 and end of T3. HOS liaise with IM on at least bi-weekly basis to monitor current levels of wellbeing Art therapy (student) support considered at PM and EH, and continued at SMV. IM termly liaison with therapist. Boxall profiling part of termly PPMs Wellbeing groups adapted termly dev from profile feedback	IM reviews data and identifies key children in time for APDR and PPM reviews in July/ end of T1 and end of T3. HOS liaise with IM on at least bi-weekly basis to monitor current levels of wellbeing Boxall profiling part of termly PPMs Wellbeing groups adapted termly dev from profile feedback	IM reviews data and identifies key children in time for APDR and PPM reviews in July/ end of T1 and end of T3. HOS liaise with IM on at least bi-weekly basis to monitor current levels of wellbeing Boxall profiling part of termly PPMs Wellbeing groups adapted termly dev from profile feedback	Boxall profiling part of termly PPMs Wellbeing groups adapted termly dev from profile feedback	<ul style="list-style-type: none"> • Boxall profile reports and progress tracking • HoS Reports • PPM Termly Mins 	HOS and JP	
Specialised CPD for TAs who will be leading individual and wellbeing groups Coach deliverers of SEND and wellbeing interventions so confident with the E-Boxall profiling, e-behaviour plans and to combine knowledge of Nurture, Thrive, Therapeutic Thinking, zones of regulation when delivering interventions	SL	All Staff	Well begin conference – IM attending Trauma seminar SMV TA attending wellbeing conference and therapeutic thinking seminar	T1 IM and wellbeing/SEND TA generate behaviour plans for identified individuals drawing on knowledge from across disciplines to start in T2 IM meet with wellbeing/send following APDR reviews termly W1 to go through new plans	SEND/TA attend Therapeutic thinking training IM liaises with Nurture advisor and attends Nurture forums if possible to address any queries IM meet with wellbeing/send following APDR reviews	IM meet with wellbeing/send following APDR reviews termly W1 to go through new plans Feb/March Termly supervision by IM for wellbeing TAS	IM meet with wellbeing/send following APDR reviews termly W1 to go through new plans TA INSET training as identified from Dec – Social stories/ comic strip situations? in June 21	<ul style="list-style-type: none"> • Boxall profile reports and progress tracking • HoS Reports • PPM Termly Mins 	HOS and JP	



				Oct /Nov Termly supervision by IM for wellbeing TAS	Termly W1 to go through new plans			Jan 22 2 x yearly wellbeing TA group meets across federation - Jan and June To share ideas and strategies/training		
				Dec 21 Any additional need for CPD is identified and booked eg social stories, the bucket approach to attention and listening, bespoke zones of regulation, sensory circuits and booked for INSET in June 21	Jan 22 2 x yearly wellbeing TA group meets across federation - Jan and June To share ideas and strategies/training					
APDR and welling provision and timetables are reviewed termly to support the most vulnerable pupils	SL	All Staff	Termly APDR review and PPMS	Termly APDR review and PPMS	Termly APDR review and PPMS	Termly APDR review and PPMS	Termly APDR review and PPMS		<ul style="list-style-type: none"> Boxall profile reports and progress tracking PPM Termly Mins & APDR review notes 	HOS and JP
Parents feel able to support their children with well-being issues	Well being leads	All Staff	PM - liaison with MHST team regarding parental workshops and staff training for coming year (can other federation parents be invited?)		PM - Parental anxiety/worry workshop is booked/taken place in liaison with MHST	PM - Parental anxiety/worry workshop is booked/taken place in liaison with MHST			Parent Questionnaire x 2	HOS and JP



Early Years

East Hoathly Nursery Effectiveness (4 staff = 25% each)

		TERM 1 & 2				TERM 3				TERM 5			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	25%	75%	25%	0%	0%	100%	25%	0%	0%	100%	25%
	ACTUAL	0%	25%	75%	0%	0%	0%	100%	0%	0%	0%	100%	25%

5.1 Objective: New EYFS Framework & Curriculum- to ensure EYFS leaders construct a new curriculum that fulfils the new framework expectations and is still is ambitious and designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.							SEF Ref: EH- pages 28-34 CP- page 11 SMV- page 9 PM- page 9 Business Plan Ref: Ledger code 30010- EYFS resources				
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators							
<ul style="list-style-type: none"> ✓ EYFS policies updated taking into account new framework expectations ✓ New EYFS Curriculum Framework in place within EYFS Pioneer Curriculum ✓ New Baseline assessment system effectively applied and understood by all teachers across Federation (subject leader cpd monitoring) ✓ The curriculum shows a variety of experiences and knowledge gaining opportunity. ✓ Pupils can talk confidently about their learning, achievements and experiences 				<ul style="list-style-type: none"> • Curriculum review with SLT/ Govs • Monitoring cycle includes curriculum coverage 		EYFS gov visit 3x PY SIP October					
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
		July 2021	Oct 2021	Jan 2022	April 2022	July 2022					
Policies Updated – EYFS lead to meet with EY team and look at key framework changes.		SD	EYFS Team meet to review key framework.	Sept – Policy Updates agreed and shared with staff.	FGB approval and Gov cpd at committee meetings where required – SD	Evaluated and update		Monitoring in line with termly triangulations.	MW – EYFS GOV		
Development of Long Term plans for Nursery and Reception		SD	DP & SD Meeting – Nursery plan. EYFS Team meet	Review T1 curriculum and evaluated as EY team	Reflect on Key texts within curriculum- any adaptations needed? Look at progression in M&L – Are pupils on track	Review T4 curriculum and evaluated as EY tem. Update where needed	Update / Prepare curriculum changes or updated cycle for 2022		MW – EYFS GOV		
Assessment: Baseline Assessment completed. All staff confident to do so. Termly Assessment meetings to discuss and moderation ‘on track’		SD	Baseline pack delivered Sept 21 – EY team meet on INSET Assessment tracking developed	Baseline Assessments completed by Week 6	Review tracking system with SLT / SENCO	Attend assessment support within hub/LA	June – Submit Data to LA		MW – EYFS GOV		

5.2 Objective: Teachers pedagogical knowledge developments – ensure all staff are aware of how EYFS pupils develop detailed knowledge and skills across the areas of learning in an age-appropriate way and EYFS evidence effectively demonstrates this.							SEF Ref: EH- pages 28-34 CP- page 11 SMV- page 9 PM page 9 Business Plan Ref: Ledger code 30010- EYFS resources			
Success Criteria & Practice Indictors:				Activities to evaluate impact against success criteria and practice indicators						
<ul style="list-style-type: none"> ✓ Subject leaders feel confident to monitor provision in EYFS under new framework ✓ EYFS Curriculum policies updated taking into account new framework expectations and still enables effective evidence base for pupil achievements/progress to be monitored ✓ EYFS Staff are knowledgeable about the areas they teach. ✓ Pupils make expected or exceeding progress in all areas. 				<ul style="list-style-type: none"> • Termly Monitoring visits, pupil progress meetings. 		EYFS gov visit 3x PY SIP October				
				Activities required to fulfil key actions					£	

Keys actions to meet success criteria and practice indicators			(What milestone activities should happen to achieve the key actions?)					Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022		
EYFS Staff coaching for new framework expectations	SD		EY Team meeting to review framework changes. EY team attend LA training (June)	Nursery Team meeting – Review updates/assessment support from EY Lead. PM/ - Support/Review LA system of recording.	Review assessments/planning so far – any areas of need? Adapt curriculum plan.	EY team termly meeting scheduled. Review assessments/planning so far.	Evaluate key updates – review policy and procedures for Sept.	Monitoring in line with termly triangulations.	MW – EYFS GOV
All Pioneer Teachers to receive coaching to understand new EYFS framework and curriculum expectations EY Staff to attend any training by LA/ Hub and share with team.	SD		10 th June – SD EYFS CPD staff meeting. Subject Leads document created & shared.	Sept- SD Meet with SENCO around SEN support/ new framework. SD- to meet with Subject leads.	Assessment & Moderation Meetings as EY team.	EYFS Staff Meeting updates/follow up.		Monitoring in line with termly triangulations.	MW – EYFS GOV
EYFS Lead to utilises roles within LA (moderator/hub lead) to keep team up to date with key changes or events.	SD			SD to attend Moderation training session/briefing. Share info with all staff.	SD to attend Hub leads meeting.	SD to attend Moderation training session/briefing. Share info with all staff.		Monitoring in line with termly triangulations.	MW – EYFS GOV