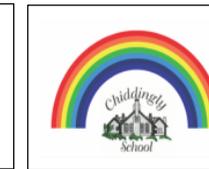
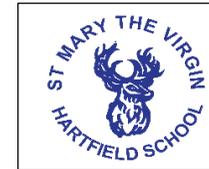




# Pioneer Federation Development Plan 2022 – 2023



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

## Priorities for Improvement - 2022-2023

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

- 1.1 **Pioneer Curriculum:** continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. Initiatives to include: curriculum cycle updating from staff feedback, staff confidence to articulate curriculum development/sequence, pupil voice further incorporated within termly curriculum maps design, development of pupil knowledge of subject Road Map skill progression across year groups and consideration of subject blocking delivery. *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.*
- 1.2 **Pioneer Assessment (A) and Monitoring (M) Cycle:** evolve A/M cycles to ensure that systems linked to assessment/data drops have the most significant impact on teaching and knowledge fluency as possible, and to ensure that 'any unnecessary burdens on staff and pupils are removed' (*Ofsted QofE criteria*).
- 1.3 **Little Wandle (LW) Phonics Scheme & Lexia Literacy:** embed LW as the new Federation phonics scheme and associated decodable books/resources systems and rigorously track impact on pupil standards. To ensure that **Park Mead and St Mary's Year 1 phonics screening passing % increases from 60% to 80%, whereby being above NA (72%).** Introduce **Lexia** literacy skills programs at SMV and PM to provide scalable personalised learning to pupils of all abilities to target skill gaps and rigorously track impact with the idea of developing Lexia 23/24 across all Pioneer schools. **Reading progress at SMV Year 6 to at least reach NA (2022 LA = -0.9, SMV 2022 = -2.2)**
- 1.4 **East Hoathly (EH) Literacy: 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.* **Reading KS2 progress to reach NA 2023 (2022=-0.75 2018= -4.8, 2019= -3.6). Literacy EYFS to reach NA 2023. Lit Goals 2022 Reception EH= 64% (LA Lit average 72%).**
- 1.5 **Chiddingly Ofsted May 2019-** *to ensure that pupils' **reading** comprehension and vocabulary develops throughout the school & KS2 reading scheme in school is addressed.*
- 1.6 **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.*
- 1.7 **East Hoathly & St Mary's (SMV) Maths-** *to ensure that EH KS2 **Maths progress outcomes** continue to improve towards NA (2019= -4.5, 2022 Ma =-3.6) and **Maths KS2 attainment** to reach NA (2022= 57%, NA =71%).* To also ensure that EH EYFS Maths exp+ reaches NA. (*Maths Goals 2022 Reception EH= 64% (LA Ma average 79%)*). **SMV KS2 Maths to each NA in progress and GDS/Higher Score in 2023.**

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

### Leadership & Management

- 2.1- **Pioneer Federation expansion & Pioneer MAT exploration:** ensure that Pioneer schools are ahead of the educational landscape shift of schools moving into Trust/MATS- White Paper 2022- & develop effective collaborative partnership strategies with other schools- to ensure strong partnership are developed and that collaboration results in raised pupil outcomes and staff effectiveness.
- 2.2- **Pioneer Federation Cohesion/Collaboration:** facilitate collaborative initiatives to ensure that Pioneer school links are in place at all levels- pupil, staff, parent & governance enabling all potential Federation community cohesion has been explored fully to impact on wellbeing and standards.
- 2.3- **Pioneer Subject Leadership:** ensure that subject leaders have the appropriate time set aside in termly staff meeting agendas with clearly defined milestone expectations. In order for them to fulfil their role to 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- **Church Schools development:** to introduce the new LA RE syllabus. 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.
- 2.5- **Outwards Facing Leadership** - ensure all senior leaders develop cpd collaboration outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.
- 2.6- **Park Mead (PM) School Vision and Values:** ensure the ambitious PM school aims are clear to all stakeholders through the 'living and breathing' vision and values.

### Behaviour & Attitudes

- 3.1- **Therapeutic Thinking (TT):** embed the TT philosophy within Federation behaviour policy/procedures and ensure associated cpd in place, including Zones of Regulation and Physical Intervention.
- 3.2 - **Skills Builder (SB)-** to support pupils understanding of the Federation value 'Learning for Life', skills builder traits will be explicitly linked to jobs skills set and will ultimately ensure that this leadership initiatives impact on pupil aspirations, standards and the Quality of Education for all.
- 3.3- **Attendance** – ensure pupils have high attendance (at least at NA) and that swift action is taken if not.
- 3.4 - **Anti-bullying & Sports Awards-** to ensure that each school achieves/embed next stage of AB & Sports awards.

### Personal Development

- 4.1- **Federation Thrive Initiative:** develop pupil emotional wellbeing and engagement with learning through Federation Thrive approaches to learning whereby enabling the most vulnerable pupils to be more confident, resilient and independent and ultimately impact on their engagement quality of education.
- 4.2- **Staff and Pupil Mental Health:** create Mental Health Subject Leadership Lead role for whole Federation who will to ensure that mental health is high profile for all schools and that all stakeholders are aware of initiatives of support/awareness.
- 4.3- **Local & International Pupil/School Links-** each school to fully develop local and international links to ensure that pupils have a wide rich set of experiences as part of the curriculum.

### Early Years

- 5.1- **EYFS Curriculum-** to embed the new Pioneer EYFS curriculum and ensure that it fulfils all framework expectations enabling impact, knowledge gained and progression of skills to be clear for all stakeholders. .GLD to reach at least NA in all Pioneer schools (EH 2022 64%, PM 2022 66%, LA GLD= 70%, NA 2022 72%)
- 5.2- **Pioneer EYFS Leadership-** ensure effective succession planning is in place for sustained high quality Pioneer EYFS leadership & standards for the future.

## 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
Acting Head of School	Mrs Sheridan Whythe
Acting Senior Teacher/ Deputy DSL	Miss Kathryn Williams
Chair of Governors	Mr Alan Brundle
Unique reference number	114501 <b>DfE No:</b> 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	<u>97 in school – 118 total</u> Nursery: 21 Reception: 15 Year 1: 14 Year 2: 12 Year 3: 11 Year 4:13 Year 5: 16 Year 6: 16
Number of pupils eligible for pupil premium	15 pupils (15.5% of school age children)
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	23 pupils in total on SEND register – (19.5% including Nursery) (22% of school age children) EHCP - 0
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	<a href="http://www.pioneerfederation.co.uk">www.pioneerfederation.co.uk</a>
Email address	<a href="mailto:office@easthoathly.e-sussex.sch.uk">office@easthoathly.e-sussex.sch.uk</a>



## 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	Mrs Becca Bastin and Mrs Abbie Hill
Senior Teacher	Miss Alexandra Surtees
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	<b>Number on roll: 91</b> YR: 12 Y1: 12 Y2: 15 Y3: 15 Y4: 9 Y5: 14 Y6: 14 <b>Boys: 52 Girls: 39</b>
Number of pupils eligible for pupil premium	11 (12%)
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	EHCP: 2 = 2% SEND: 22 24%
Appropriate authority	ESCC
Date of previous Ofsted inspection	4 <sup>th</sup> 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 <b>reading</b> by the end of key stage 1 &amp; 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 <sup>th</sup> January 2018
Overall SIAMS judgement	Outstanding
Key performance indicators for the next 3 years	See SDP 1.6, 1.7 & and also OUTCOME SDP.
Budget information	3 year plan- deficit free
Telephone number	01892 770221
Website	<a href="http://www.pioneerfederation.co.uk/stmarys">www.pioneerfederation.co.uk/stmarys</a>
Email address	office@st-maryhartfield.e-sussex.sch.uk

 <b>SIAMS Priorities</b>	
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 School Vision

To grow great learners who dream big and shine bright as responsible global citizens of the 21<sup>st</sup> century.



### Ambition

We set ourselves challenging goals and build resilience to be the best we can possibly be.



### Kindness

We are at our best and happiest when we respect and care about ourselves and each other.



### Community

We are part of a community that is nurturing, inspiring, inclusive and innovative.



*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 <b>DfE No:</b> 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	<b>Number on roll: 102</b> Reception: 15 Year 1: 13 Year 2: 15 Year 3: 15 Year 4: 15 Year 5: 16 Year 6: 13 <b>Boys: 50 (49%) Girls: 52 (51%)</b>
Number of pupils eligible for pupil premium	20/102= 20%
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	19/102= SEN 19% 1/102= EHCP 1%
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 1.5 and also OUTCOME SDP.
Budget information	3 year plan- deficit free
Telephone number	01825 872307
Website	<a href="http://www.pioneerfederation.co.uk">www.pioneerfederation.co.uk</a>
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 Adams
Chair of Governors	Alan Brundle Vice Chair for Park Mead: Kelly McDonagh
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	4-11 Years
Gender of pupils and % boys/girls overall and each year group	<b>NOR: 103</b> Reception 14, Year 1 15, Year 2 14, Year 3 16, Year 4 15, Year 5 15, Year 6 14 <b>Boys 48 (46.6%) Girls 55 (53.4%)</b>
Number of pupils on roll	103
Number of pupils eligible for pupil premium	22 (21%)
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan and in which year group	EHCP 0 Total number on the SEND register 22 (21%)
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"> <li>■ pupils to have a secure grasp of basic number facts and multiplication tables before progressing to more challenging mathematics</li> <li>■ current work to develop the curriculum includes clear progression in knowledge and skills in all subject areas</li> <li>■ continue to work with families to improve attendance.</li> </ul>
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	<a href="https://parkmeadprimary.eschools.co.uk/website">https://parkmeadprimary.eschools.co.uk/website</a>
Email address	office@parkmead.e-sussex.sch.uk

# The Quality of Education



## East Hoathly Teacher Effectiveness (6 Teachers = 16.7% each)

		TERM 2				TERM 4				TERM 6			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	0%	100%	17%	0%	0%	100%	33%	0%	0%	100%	50%
	ACTUAL	0%	0%	100%	17%	0%	0%	100%	17%	0%	0%	100%	17%



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

		TERM 2				TERM 4				TERM 6			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	0%	100%	25%	0%	0%	100%	37%	0%	0%	100%	75%
	ACTUAL	0%	0%	100%	25%	0%	0%	100%	37%	0%	0%	100%	75%



### Chiddingly Teacher Effectiveness (6 Teachers = 16.7% each)

		TERM 2				TERM 4				TERM 6			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0	%	100%	50%	0	0	100%	66.8%	0	0	100%	83.5%
	ACTUAL	0	%	100%	50%	0	0	100%	66.8%	0	0	100%	83.5%



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

		TERM 2				TERM 4				TERM 6 (SIP EVALUATED)			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	0%	100%	16.7%	0%	0%	100%	33.4%	0%	0%	100%	50%
	ACTUAL	0%	0%	100%	16.7%	0%	0%	100%	16.7%	0%	0%	100%	33.4%

<p><b>1.1 Objective: Pioneer Curriculum:</b> continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. Initiatives to include: curriculum cycle updating from staff feedback, staff confidence to articulate curriculum development/sequence, pupil voice further incorporated within termly curriculum maps design, development of pupil knowledge of subject Road Map skill progression across year groups and consideration of subject blocking delivery.</p> <p><i>Chiddingly and SMV Ofsted 2019/20- to ensure that the <u>Pioneer curriculum</u> 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 &amp; 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></p> <p><i>Park Mead Ofsted April 2019 -To ensure that current work to develop the new <u>Park Mead Curriculum</u> 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></p>							<p><b>SEF Ref:</b> EH- pages 6-12 CP- pages 7-11 SMV- pages 6/7 PM- pages 6-10</p> <p><b>Business Plan Ref: L/C</b> <b>43500 £750</b></p> <p><i>Action ways forward from Debbie Bennett's curriculum focus pre-Ofsted monitoring (May 2022):</i></p>  <p>East Hoathly (1).docx</p>				
<p><b>Success Criteria &amp; Practice Indictors:</b></p> <ul style="list-style-type: none"> <li>✓ Staff are confident in describing their year group curriculum, the way it is sequenced, the progression and the end points.</li> <li>✓ The school's documentation reflects the progression in skills and knowledge from the early years to the end of Year 6 in all subject areas.</li> <li>✓ Ensure subject leaders can discuss their curriculum area coherently and explained how it has been developed.</li> <li>✓ Subject leaders are confident discussing their curriculum, its sequence and the development of skills and knowledge across the school. Staff can discuss the learning and progress of the identified groups.</li> </ul>			<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p> <ul style="list-style-type: none"> <li>• Staff questionnaires, Governor SL link visits and deep dives</li> <li>• Evaluations of Subject leader action plans and Road Map blurb cover the Debbie Bennett <b>points 1-4</b>.</li> </ul>		 <p>AB – termly Governor reports</p> <p>Governor reports for subject leadership- <b>Dec and July</b>.</p>						
<p><b>Keys actions to meet success criteria and practice indicators</b></p> 		 <p><b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)</p>		<p>£</p>	<p>Activities to monitor implementation of key actions</p>						
<p><b>Update Curriculum Maps</b> – create master Pioneer copies for cycles 1 and 2 (<i>same formatting, skills aligned for all subjects and impact statements adjusted from staff feedback</i>). Individualised school copies developed to include bespoke 'Cultural Capital' – trips, locality curriculum additions.</p>		<p>SLT</p>	<p>All Staff and FGB (&amp;websites)</p>	<p>July 2022</p> <p>Cycle 1 master copy developed &amp; individualised copies per sch created (website and GD)</p>	<p>Oct 2022</p> <p>1st Sept INSET- staff awareness and SL checking Road Maps align</p> <p>2nd Sept- cycle 2 master copy developed</p>	<p>Jan 2023</p> <p>Staff utilise updated curriculum maps for planning and evidencing coverage</p> <p>Subject leaders utilise curriculum maps for evaluating 'impact' from books and progress.</p>	<p>April 2023</p>	<p>July 2023</p> <p>Curriculum maps evaluated by staff and adjustments made for <b>Sept 23</b></p>	<p>£750 L/C 43500</p>	<p>SIP Visits x 3 across the year with curriculum as focus Ofsted inspection – EH</p>	<p>SIP &amp; Ofsted</p>
<p><b>Action ways forward from Debbie Bennett's curriculum focus pre-Ofsted monitoring (May 2022):</b></p> <ol style="list-style-type: none"> <li>1) Ensure all <b>staff being able to discuss the curriculum</b> and what, how and why it is taught the way it is.</li> <li>2) Ensure the <b>road maps</b> and all other curriculum documentation shows the explicit links between the early years curriculum and the national curriculum in key stage 1 and 2.</li> <li>3) Ensure <b>subject leaders can discuss their curriculum area</b> coherently and explained how it has been developed.</li> <li>4) Ensure all staff can discuss how pupils with <b>special educational needs</b>, those who are disadvantaged and the lowest performing 20% are identified and supported to progress.</li> </ol>		<p>SLT</p>	<p>All Staff</p>	<p>Website curium blurb explanation updated for further clarity- JP</p> <p>Road Map curriculum sequencing blurbs written for each subject and shared in staff meeting websites</p> <p>SL action template crated for 22/23, covering <b>points 1-4</b>.</p>	<p>Sept INSET, SMs &amp; weekly briefing item- sequence of curriculum maps reinforced and explain SL action plan template covers <b>points 1-4</b>.</p> <p>SL 22/23 objectives within SL action plans to cover <b>points 1-4</b>: to develop SEND explanation (liaising with Sian L) within RM blurbs and the exploit links between EYFS and KS1.</p> <p>SL to reports how their subject curriculum maps cater for <b>points 1-4</b> and this to added to RM blurbs.</p> <p><b>Points 1-4</b> to be the focus of SL/Governor monitoring visits and reports.</p> <p>SL to show their ability to confidently and coherently explain their understanding of <b>points 1-4</b> in Gov/SL link meetings and SIP Deep Dive visits. 14<sup>th</sup> December</p> <p>Sian L (SENCO) to meet with each SL to review curriculum inclusion for SEND pupils 15-16</p>  <p>SEND Curriculum Provision.docx</p>	<p>SL/Gov meeting reports show that SL have effectively address all <b>points 1-4</b>.</p>	<p>£</p>	<p>Ofsted Deep Dives</p> <p>SIP Visits x 3 across the year with curriculum as focus – SL Deep Dives</p> <p>Check on staff knowledge of curriculum in weekly Briefing Meeting- quizzes</p>	<p>SIP &amp; Ofsted</p>		

				<p>Road Map blurb and SL policies to include inclusion section explanations about how SEND children access a broad and balanced curriculum</p> <p>SEND resources for each curriculum included with RM blurb</p> <p>Subject leader discussion with SENCO also to consider general differentiation and reasonable adjustments that may need to be considered in their subject. Road maps updated. Class teachers adapt plans to meet individual children's needs where needed from these consultation meetings.</p>						
<p><b>PUPIL VOICE: KWL</b> (<i>Knowledge, Want to know, New learning?</i>) documents used for all topics &amp; pupil voice built into development of termly curriculum maps – ‘What do you want to know?’ and ‘What have you learnt?’ sections within cohort curriculum and planning overview documents.</p>	JP/SLT	All Staff	<p>Planning cohort overview document updated for KWL, pupil voice inclusion.</p> <p>SL action plan template adapted to include this element too.</p>	<p>Termly book audits and planning monitoring to include pupil voice evidence traits: KWL and how curriculum has been adapted accordingly.</p> <p>SL build this objective within SL monitoring across year.</p>		<p>Review report to FGB about how pupil voice has been development into curriculum maps delivery.</p>	-	<p>Ofsted Deep Dives</p> <p>SIP Visits x 3 across the year with curriculum as focus – SL Deep Dives</p>	SIP & Ofsted	
<p><b>Curriculum Steering Group developed to explore how Pioneer curriculum can evolved to become ‘outstanding’.</b></p> <p><b>Ofsted criteria:</b> It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p><b>Items to explore to include-</b></p> <ul style="list-style-type: none"> <li>Curriculum subject blocking explored- impact and knowledge retention evaluated.</li> <li>Knowledge organisers developed per subject – i.e. medium term planning bridge</li> <li>Polegate Teaching Sch SL cpd experiences actioned - develop pupil understanding of Road Maps- i.e. what are the progression of skills they have in each subject...ie what does it mean to be a scientist geographer etc. from the curriculum maps coverage.</li> </ul>	JP/Steering Group	All Stakeholders	<p>July/Aug- Pool ideas to be explore by steering group</p>	<p>Sept- steering group developed and dates, agendas agreed (to include Govs)</p> <p>Sept/Oct- explore curriculum blocking. SLT to implement agreed actions.</p> <p>Nov- Knowledge organisers /middle term plans. SLT to implement agreed actions.</p>	<p>Dec/Jan- pupil understanding of Road Maps and what it means to be Pioneer scientist, Historian etc. from the curriculum maps coverage. SLT to implement agreed actions.</p>	<p>Feb- May- embedded steering group curriculum implement plans</p>	<p>July- Steering group decide on curriculum development plans 23/24</p>	-	<p>Ofsted Deep Dives</p> <p>SIP Visits x 3 across the year with curriculum as focus – SL Deep Dives</p>	SIP & Ofsted
<p><b>EH Science:</b></p> <p>To ensure the amount of evidenced in books weekly is reflected directly with curriculum maps expectations. As a core subject there should be weekly sessions evidenced &amp; ensure there is clear evidence of teaching the scientific enquiry skills there is evidence of this to show deeper learning of these skills rather than a whole experiment.</p>	SW/EM	EH Teachers	<p>EM feedback from book audits to EH Staff and book in (see feedback report from EM- gaps in evidence made explicit to staff)</p>	<p>EH staff to highlight, date and annotate each science section from curriculum maps termly. Evidence to be monitored from books explicitly from this highlighting to ensure coverage in place.</p> <p>EM to model science delivery for KW (YR5/6) and ML (Yr1/2) in T1.</p>	<p>EM to observe &amp; feedback KW and ML deliver science lessons in T3.</p> <p>Twilight sessions (16:00 – 18:00) Tuesday 10<sup>th</sup> January. <b>Outcome:</b> Subject Leader book reviews – EYFS and KS1 focus</p> <p>Twilight session (15:15 – 18:00) Tuesday 31<sup>st</sup> January. <b>Outcome:</b> Subject Leader book reviews – KS2 focus</p> <p>8<sup>th</sup> February- Monitoring Report writing -<b>Outcome:</b> All reports to be sent to all teachers</p> <p>1<sup>st</sup> March- Planning review and Questionnaire. <b>Outcome:</b> Ensure that all curriculum planning meets expectations against Planning Policy. Email findings to HOS for distribution. Questionnaire designed for KS1 and KS2 pupils to gain insight on pupil experiences in each subject.</p>	<p>6<sup>th</sup> June, 12<sup>th</sup> June</p> <p>Review book audit ways forward <b>Outcome:</b> Ways forward reviewed for KS2/KS1/EYFS books</p> <p>22<sup>nd</sup> June- Report writing, action plan, staff <b>Outcome:</b> Reports written and emailed to teachers.</p> <p>12<sup>th</sup> July, 3:45 – 4:15 prep time, 4:15 – 4:45 meeting with governors. <b>Outcome:</b> Governors to hold subject leaders to account to monitor individual subjects.</p> <p>July- EM report to FGB regarding EH science evidence and coverage 22/23</p>	-	<p>Ofsted Deep Dives</p> <p>SIP Visits x 3 across the year with curriculum as focus – SL Deep Dives</p>	SIP & Ofsted	

<b>1.2 Objective: Pioneer Assessment (A) and Monitoring (M) Cycle:</b> evolve A/M cycles to ensure that systems linked to assessment/data drops have the most significant impact on teaching and knowledge fluency as possible, and to ensure that <i>'any unnecessary burdens on staff and pupils are removed'</i> (Ofsted QofE criteria).							<b>SEF Ref:</b> EH- pages 6-12 CP- pages 7-11 SMV- pages 6/7 PM- pages 6-10				
<b>Success Criteria &amp; Practice Indicators:</b>			<b>Activities to evaluate impact against success criteria and practice indicators</b>								
<ul style="list-style-type: none"> <li>✓ Pioneer assessment/data drop systems evolved to reduce workload for staff whilst still ensure rigorous and meaningful scrutiny/support for pupil progress.</li> <li>✓ Staff report that they feel that assessment systems are effective and they feel supported.</li> <li>✓ Aspirational pupil outcomes are met. – July 2023 and new assessment systems are judged as effective (SIP/Ofsted)</li> </ul>			<ul style="list-style-type: none"> <li>• SIP reports linked to assessment systems</li> <li>• Staff questionnaires – regarding workload and use of pupil outcome data</li> <li>• Datawalls and trackers show pupil progress strong linked to projected targets</li> </ul>			2x govs evaluation visits SIP x3 a year & EH Ofsted					
<b>Keys actions to meet success criteria and practice indicators</b>				<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)			£	<b>Activities to monitor implementation of key actions</b>			
<b>Refine Assessment/Data Drops Timetable &amp; tracking documents:</b> <i>PPMs &amp; data drops x 3 times a year- T2, T4 and 2<sup>nd</sup> week of T6 &amp; mini-PPMs T3, T4 &amp; T5 for key pupils</i>		JP	All Teachers	<b>July 2022</b> Assessment and monitoring cycle adapted to reflect new systems  July PPMs to identify focus pupils for T1 PPMs	<b>Oct 2022</b> T1 - change tracking so that Target Tracker can be used directly from data drops (i.e. not an additional transfer of info for staff)  T3 - mini PPM for focus pupils (15 mins per staff member)	<b>Jan 2023</b> T4 - Full PPMs and data drops (for R,W,MP,GPS) Target pupils for T3 identified  T5 - mini PPM for focus pupils (15 mins per staff member)	<b>April 2023</b> T6 - Full PPMs and data drops (for R,W,MP,GPS) Target pupils for T5 identified.  T7 - mini PPM for focus pupils (15 mins per staff member)	<b>July 2023</b> T8 - Full PPMs and data drops (for all subjects) Target pupils for T1 identified.  Staff questionnaire to review impact of new assessment systems  T9 Datawalls – outcomes against targets	10030  £6876  Cover for PPMs/APDOR - supply L/C	SIP x3 – assessment focus visit  Termly Governor visits linked to data/assessment	SIP  COG- AB
<b>APDOR Cycle and Timetable adaptations 22/23</b>  APDR suggestions.docx		SL	All Teachers	APDRs written and planned to move into T1	Language link assessments@ T1 – All Year R, 1 and 2 who have identified SALC T2 - all Y2, Y3 who have identified needs and KS2 newcomers T3 - T1/2 APDR review most send (mini reviews for EHCP/some ANP) T4 - T3/4 EHPC/ANP reviews mini review others	IM analysis of data drop to inform SEN concerns prior to T5 - T4/5 APDR review most send taking into account T2 data drop (mini reviews for EHCP/some ANP)  T6 - T5/6 EHPC/ANP reviews mini review others	IM analysis of data drop to inform SEN concerns prior to T7 - T6/7 APDR review most send (mini reviews for EHCP/some ANP)  T8 - T7/8 EHPC/ANP reviews mini review others	APDRs written and planned to move into T1	LA SEND Monitoring Visit – T2 (pre-inspection)	LA- vulnerable groups lead	

<b>1.3- Objective: Little Wandle (LW) Phonics Scheme &amp; Lexia Literacy:</b> Embed LW as the new Federation phonics scheme and associated decodable books/resources systems and rigorously track impact on pupil standards. To ensure that <b>Park Mead and St Mary's Year 1 phonics screening passing % increases from 60% to 80%, whereby being above NA (72%).</b>  Introduce Lexia literacy skills programs at SMV and PM to provide scalable personalised learning to pupils of all abilities to target skill gaps and rigorously track impact with the idea of developing Lexia 23/24 across all Pioneer schools.							<b>SEF Ref:</b> EH- pages 6-12 CP- pages 7-11 SMV- pages 6/7 PM- pages 6-10	
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<b>Reading progress at SMV Year 6 to at least reach NA (2022 LA = -0.9, SMV 2022 = -2.2)</b>						<b>Business Plan Ref:</b> Cost of Lexia for SMV and PM- £6183.10 Cost of Little Wandle £6398					
<b>Success Criteria &amp; Practice Indicators:</b>			<b>Activities to evaluate impact against success criteria and practice indicators</b>								
<ul style="list-style-type: none"> <li>✓ Chn who are below their age group on Lexia baseline make appropriate steps towards targets</li> <li>✓ Overall reading ages improved for all chn using Lexia regularly</li> <li>✓ Progress clear for chn who are using Lexia regularly on reading trackers each term.</li> <li>✓ Park Mead and SMV Year 1 phonics screening outcomes reach at least NA in June 2023.</li> </ul>			<ul style="list-style-type: none"> <li>• Datawalls and trackers show pupil progress strong linked to projected targets- <b>phonics are reading</b></li> <li>• Pupil, staff and parent questionnaires- -show that LW and Lexia popular initiatives – both motivational &amp; impacting on progress</li> </ul>								
<b>Keys actions to meet success criteria and practice indicators</b>		 		<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)				<b>£</b>	<b>Activities to monitor implementation of key actions</b>		
				July 2022	Oct 2022	Jan 2023	April 2023				July 2023
<b>Little Wandle Embedding:</b> Impact on spelling/reading etc over time and tracking Parent workshops and letters All staff cpd Tracking progress to ensure that <b>Park Mead and St Mary's Year 1 phonics screening passing %</b> increases from 60% to 80%, whereby being above NA (72%).  Ofsted Phonics Deep Dive.docx		SW  Teachers & TA support Phonics		Policy Reviewed and updated with new LW Scheme	Sept INSET – Phonics input to all staff. Key updates, expectations and resources.  By end of T1 Phonics letters and parents workshops hosted in each school.  Phonics lead monitoring of phonics / reading sessions to ensure policy is being followed.	Daily keep up and weekly intervention session planned / in timetables/APDORS.  KS1/EY Teachers to observe each other teach a session. EH – SMV CHIDD-PM  Tracking shows pupils are at expected phonics level.	Tracking shows pupils are at expected phonics level. – Interventions in place if needed.  Phonics screen practice shows Yr1 pupils on track.	June - Phonics Screening shows	See Business Plan above - £11,325.32	Phonics Tracking termly. Bi-termly PPM –  Termly review in subject leadership time to check impact.  Liaise with Phonics governor to share impact.	Reading governor  SW/JP
				<b>Introduction of Lexia at SMV:</b> - Coach all staff in using Lexia effectively - Attend training sessions with Lexia in July 2022 to get advice on how to use to its full potential - Review the impact on individual children termly  <b>Reading progress at SMV Year 6 to at least reach NA (2022 LA = -0.9, SMV 2022 = -2.2)</b>		AS  All teachers		All chn in Years 1 -5 baselined  Parents informed with logins sent home over summer			

<b>Restabilising of Lexia at Park Mead:</b> - Coach all staff in using Lexia effectively - Attend training sessions with Lexia in July 2022 to get advice on how to use to its full potential - Review the impact on individual children termly	HW	All PPM Staff		Sept 2022 cpd from Tom (Lexia)  Reminder to parents of lexia logins, purpose and their part in their child's lexia learning.	Lexia clear as intervention on PPM notes sheets  Timetables show Lexia is planned for  Impact from first term measured and any logins reassigned.	Lexia clear as intervention on PPM notes sheets  Timetables show Lexia is planned for  Impact from first term measured and any logins reassigned.	SLT decision about having Lexia across all 4 Pioneer schools Purchase plan agreed.	See Business Plan above - E1540 (PM)	Bi-termly PPM  Termly review in subject leadership time to check impact  Liaise with Reading governor to share impact.	Reading governor  HW/JP
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### 1.4 Objective: East Hoathly Literacy.

- **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.
- **Reading KS2 progress to reach NA 2023** (2022=-0.75 2018= -4.8, 2019= -3.6)
- **Literacy EYFS to reach NA 2023.** Lit Goals 2022 Reception EH= **64%** (LA Lit average 72%)

SEF Ref:

EH- pages 6-12

#### Success Criteria & Practice Indicators:

#### Activities to evaluate impact against success criteria and practice indicators



- ✓ Reading KS2 progress reaches NA 2023
- ✓ Literacy EYFS reaches NA 2023.
- ✓ 2023 targets set for boys writing 2023 is achieved (at least NA) = target Year 2= 25% Year 6= 25%
- ✓ Presentation and handwriting is judged at least good across the curriculum subjects.
- ✓ Boys' attitude to writing is stronger, they say they are more motivated and enjoy writing more.
- ✓ Boys writing is judged at least good- SIP October 2023 and EH Ofsted inspection 23/24.

- Pupil voice termly – SLT
- Subject leaders monitoring (x2) & data termly analysis
- Termly teacher triangulation by SLT & yearly by SIP- **October 2022**
- Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)

SIP –Feb  
Writing Governor monitoring 3 times a year

Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions					£	Activities to monitor implementation of key actions	
			(What milestone activities should happen to achieve the key actions?)							
			July 2022	Oct 2022	Jan 2023	April 2023	July 2023			
Coach staff in order to ensure consistently high expectations of the quality and <b>presentation of pupils' written work</b> across the curriculum.	JP/SW	All EH Staff	Book expectations policy reinforced in July before Summer hols begin- to ensure book setting up for Sept is of the highest standard	Staff sign off Book Policy & Handwriting Policy in Sept INSET  Model books available in staffroom for calibration of presentation.	All termly book monitoring events to detail feedback linked to presentation and book expectations.  Exceptional presentation pupil awards in weekly celebration assembly  Weekly staff briefings- all teachers to bring exceptional presentation to share.  Utilise outstanding book presentation as a model for staff from across Pioneer to continue to ensure the highest standards are achieved.		Moderation events show that writing targets met and presentation at EH is of the highest standard against all LA schools	Ofsted Deep Dives  SIP Visits x 3 across the year with curriculum as focus – SL Deep Dives	SIP & Ofsted	

<p>Ensure that a greater proportion of boys achieve the higher standard in writing at the end of key stages 1 and 2</p>	<p>KW/ BH/ AH</p>	<p>All EH Staff</p>	<p>Report /SEI documenting boys GD % from 2018-2022 (in each cohort) &amp; explaining cpd/strategies utilised.</p>	<p>Targets set &amp; termly tracking/reporting for the % of boys at GD. Cohort trackers to have key to identify GD boys in writing and all staff aware of teachers set for these pupils.  Explicit "Wonder-Wall" display for boys GD writing.  Wednesday 21<sup>st</sup> September 3.45 – 5.00pm (KW/BH/AH) Writing: End of KS2 writing moderation Outcome: All teachers to have an understanding of the end of KS2 expectations for writing for WTS, EXS and GDS.  Writing standards book audits (EH explicit 'Boys GD' reported on) Twilight sessions (16:00 – 18:00) Tuesday 10<sup>th</sup> January. Outcome: Subject Leader book reviews – EYFS and KS1 focus Twilight session (15:15 – 18:00) Tuesday 31<sup>st</sup> January. Outcome: Subject Leader book reviews – KS2 focus</p>	<p>8<sup>th</sup> June, 12<sup>th</sup> June Review book audit ways forward Outcome: Ways forward reviewed for KS2/KS1/EYFS books  Proportion of Boys reaching GD in Year 2 and Year 6 to reach targets set and so that a greater proportion have achieved this goal.</p>	<p>-</p>	<p>Ofsted Deep Dives  SIP Visits x 3 across the year with curriculum as focus – SL Deep Dives</p>	<p>SIP &amp; Ofsted</p>	
<p>Reading KS2 progress to reach NA 2023 (2022=-0.75 2018= -4.8, 2019= -3.6)</p>	<p>AS/KW</p>	<p>KS2 EH Staff (KW)</p>	<p>Termly PPMS to explicitly tracked Excel Reading progress scores and implement intervention where needed to keep pupils on track for targets set.  PPM Meetings to review pupil assessments interventions in place for children not on track outcomes of +3 on 2022. PPM Meetings to review pupil assessments interventions in place for children not on track outcomes of +0.3 on 2022.  GPS: Key vocabulary for KS1 and 2 – definition of terms. Outcome: Staff have an updated subject knowledge on KS1 and KS2 GPS terms. Reading Ofsted Ways forward, Reading approaches. Outcome: All staff to have clarity on the areas identified in Ofsted ways forward in each school, &amp; Pioneer approaches to reading</p>	<p>EH Year 6 reach targets and reading progress to at least NA (0) in July 2023.</p>	<p>-</p>	<p>Ofsted Deep Dives  SIP Visits x 3 across the year with curriculum as focus – SL Deep Dives</p>	<p>SIP &amp; Ofsted</p>		
<p>Literacy EYFS to reach NA 2023. Lit Goals 2022 Reception EH= 64% (LA Lit average 72%))</p>	<p>SW</p>	<p>EYFS Staff</p>	<p>EH Staff attend Early writing training – Squiggle me to a Writer</p>	<p>Subject Leader – Writing Monitoring shows writing evidence of pupils on track interventions in place for children not on track Staff attend T2 cluster moderation to calibrate assessment</p>	<p>Assessments show that all children are on track to achieve expected outcomes.</p>	<p>PPM Meetings to review pupil assessments interventions in place for children not on track Staff attend T4 cluster moderation to calibrate assessment.</p>	<p>EH Reception Literacy outcomes to each NA July 2023.</p>	<p>Ofsted Deep Dives  SIP Visits x 3 across the year with curriculum as focus – SL Deep Dives</p>	<p>SIP &amp; Ofsted</p>

**1.5 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- pages 7-11

**Success Criteria & Practice Indicators:**

- ✓ KS2 Reading scheme in place and vocabulary QLA outlines increase to at least NA by July 2023. 2023 targets achieved
- ✓ KS1 and KS2 Reading outcome targets 2023 achieved in July 2023 CP: KS1 exp – 83% GDS – 33%, KS2 exp – 83% GDS – 33%
- ✓ 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 2023
- QLA 3 times a year – KV
- Subject leaders monitoring (x2) & data termly analysis
- Termly teacher triangulation by SLT & yearly by SIP- Feb 2023



**Business Plan Ref:**

SIP –Feb  
Reading Governor monitoring 3 times a year

✓ Pupil comprehension and vocabulary understanding is judged at least good- SIP Feb 2023.	• Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)									
Keys actions to meet success criteria and practice indicators			<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2022	Oct 2022	Jan 2023	April 2023	July 2023			
<b>Coach staff</b> In order to develop rigorous assessment and monitoring systems to ensure target outcomes are 'on track' through the year. KS1 and KS2 Reading outcome targets 2023 achieved in July 2023 (CP: KS1 exp – 83% GDS – 33%, KS2 exp – 83% GDS – 33%)	KV/JP/EM	Teachers and TAs	Set targets based on end of 22/23 outcomes	Assessments show that all children are on track to achieve expected outcomes.  PPMs completed to analyse current outcomes and implement interventions  KS1 and KS2 QLA completed at assessment points to determine gaps	Assessments show that all children are on track to achieve expected outcomes.  PPMs completed to analyse current outcomes and implement interventions  KS1 and KS2 QLA completed at assessment points to determine gaps	Assessments show that all children are on track to achieve expected outcomes.  PPMs completed to analyse current outcomes and implement interventions  KS1 and KS2 QLA completed at assessment points to determine gaps	Assessments show that all children are on track to achieve expected outcomes.  Analysis and QLA completed, plans made for developments next year.  PPMs completed to analyse current outcomes and handover with next teacher.	As per supply cover above	PPMs, APDORs, planning meetings	JP
KS2 Reading scheme in place and vocabulary QLA outlines increase to at least NA by July 2023	KV	Teachers and TAs		Books banded and library list for each band created  Pupil librarians recruited			Pupil voice  KS2 outcomes show progress and attainment at NA+		Learning walks/observations by SLT, SIP visit focus	JP
<b>CPD:</b> Review CPD questionnaires for all staff Coach staff through monitoring, feedback and training sessions	KV	Teachers and TAs	Staff meeting dates for the year set  CPD questionnaire given to all staff to ascertain training needs	24 <sup>th</sup> Nov reading staff meeting  Secretaries to disseminate training throughout the year	Secretaries to disseminate training throughout the year	Secretaries to disseminate training throughout the year	CPD questionnaire given to all staff to ascertain training needs		CPD questionnaire	JP
<b>Monitoring of teaching and learning</b> 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 including pupil voice	KV	Teachers and TAs	Monitoring dates set for year	Learning triangulations T1  SIP visit	SIP visit  Pupil voice	Learning triangulations T3  SATs during May to show targeted outcomes achieved and strong progress made from starting point	SIP visit		Learning walks/observations by SLT, SIP visit focus	JP
<b>Comprehension – KS1</b> Review strategies in place for teaching of reading comprehension and the resources available in school. Observe practice in place across the federation Review planning for KS1 comprehension lessons	AS	Teachers	Little Wandle books in place  All phonetically decodable books made clear for all children to access	Review planning of guided reading/reading provision for KS1  Observe reading session and feedback to teachers  Check all KS1 staff are adhering to reading	10 <sup>th</sup> and 31 <sup>st</sup> January subject monitoring across all 4 schools	Book band system for all non phonetically decodable books in place for whole school	Review outcomes for all cohorts – especially Year 2	-	Termly PPMs and triangulations- see monitoring and assessment cycles	JP

Review resources available for KS1 comprehension				policy and a range of adults hearing chn read - esp. class teachers						
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<p><b>1.6 Objective: SMV Ofsted March 2020-</b> To ensure pupils develop the necessary language comprehension skills in <u>reading</u> by the end of key stage 1 &amp; to raise levels of challenge so that pupils make even greater progress across the breadth of subjects.</p> <p>'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.' <b>Ofsted 2020</b></p>							<p><b>SEF Ref:</b> SMV- pages 6/7</p> <p><b>Business Plan Ref:</b></p>				
<p><b>Success Criteria &amp; Practice Indicators:</b></p> <ul style="list-style-type: none"> <li>✓ KS1 Reading outcome targets 2022 achieved in <b>July 2023</b>= SMV: KS1 exp – 76.5% GDS – 26.7%</li> <li>✓ KS1 comprehension and vocabulary QLA outlines increase to at least NA by July 2023. 2023 targets achieved.</li> <li>✓ Pupil attitude to reading is strong; they regularly choose books from school to share at home</li> <li>✓ Pupil comprehension and vocabulary understanding is judged at least good- <b>SIP Feb 2023.</b></li> </ul>			<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p> <ul style="list-style-type: none"> <li>• Pupil voice termly</li> <li>• SIP focus in evaluation visit in Feb 2023</li> <li>• QLA 3 times a year – AS</li> <li>• Subject leaders monitoring (x2) &amp; data termly analysis</li> <li>• Termly teacher triangulation by SLT &amp; yearly by SIP- <b>Feb 2023</b></li> <li>• HOS reading with selected KS1 children termly to assess skills</li> <li>• Termly assessment week, moderation, data drops &amp; outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)</li> </ul>				 <p>2x govs evaluation visits SIP x3 a year &amp; Ofsted</p>				
<p><b>Keys actions to meet success criteria and practice indicators</b></p>		 		<p><b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)</p>			£	<p><b>Activities to monitor implementation of key actions</b></p>			
				July 2022	Oct 2022	Jan 2023	April 2023	July 2023			
<p><b>Coach staff</b> in order to develop rigorous assessment and monitoring systems to ensure target outcomes are 'on track' through the year. Review CPD questionnaires for KS1 staff Coach staff through monitoring, feedback and training sessions</p>		AS	Teachers and TAs	<p>Baseline all chn on Lexia to gain insight into attainment across the school</p> <p>Set targets based on 22 outcomes</p> <p>Subject CPD questionnaires filled out</p>	<p>Reading policy aligned with Phonics policy and shared with all staff</p> <p>Reading Staff meeting booked for 24<sup>th</sup> November</p>	<p>Workshopy 29<sup>th</sup> March – SMV school based staff meeting with reading focus</p>		<p>Subject CPD questionnaires filled out</p>	-	<p>Termly PPMs and triangulations-see monitoring and assessment cycles</p>	JP
<p><b>HOS Monitoring</b> 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</p>		BB/AH	Teachers and TAs		<p>Teacher triangulations include listening to chn read</p> <p>14<sup>th</sup> December meeting with Subject leader Govs</p>	<p>Teacher triangulations include listening to chn read</p>	<p>KS1 SATs during May to show targeted outcomes achieved an strong progress made from starting points.</p>	<p>Teacher triangulations include listening to chn read</p>	.	<p>Termly PPMs and triangulations-see monitoring and assessment cycles</p>	JP
<p><b>Comprehension – KS1</b> Review strategies in place for teaching of reading comprehension and the resources available in school. Observe practice in place across the federation Review planning for KS1 comprehension lessons Review resources available for KS1 comprehension</p>		AS	Teachers	<p>Little Wandle books in place</p> <p>All phonetically decodable books made clear for all chn to access</p>	<p>Review planning of guided reading/reading provision for KS1</p> <p>Observe reading session and feedback to teachers</p> <p>Check all KS1 staff are adhering to reading policy and a range of adults hearing chn read - esp. class teachers</p>	<p>10<sup>th</sup> and 31<sup>st</sup> January - subject monitoring across all 4 schools</p>	<p>Book band system for all non-phonetically decodable books in place for whole school.</p>	<p>Review outcomes for all cohorts – especially Year 2</p>	-	<p>Termly PPMs and triangulations-see monitoring and assessment cycles</p>	JP

<p><b>1.7 Objective:</b> <u>East Hoathly &amp; SMV Maths</u>- to ensure that EH KS2 <b>Maths progress outcomes</b> continue to improve towards NA (2019= -4.5, 2022 Ma = -3.5) and <b>Maths KS2 attainment</b> to reach NA (2022= 57%, NA =71%).</p> <p>To also ensure that EH EYFS Maths exp+ reaches NA. (Maths Goals 2022 Reception EH= <b>64%</b> (LA Ma average 79%))</p> <p>Year 6 Maths progress to be consistently positive (2017= -3.0, 2018=+3.2, 2019= -0.8, 2022 = <b>-0.9</b>).</p> <p>Year 6 Maths GDS SMV to reach NA. (2022 LA 16.2%, SMV 2022= <b>6.7%</b>)</p>						<p><b>SEF Ref:</b> EH- pages 6-12 SMV- pages 6/7</p> <p><b>Business Plan Ref:</b></p>				
<p><b>Success Criteria &amp; Practice Indicators:</b></p>			<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p>							
<ul style="list-style-type: none"> <li>✓ Pioneer Maths Mastery Approach is embedded at EH</li> <li>✓ EH Year 6 Maths reach NA 2023 &amp; progress to be at least 0 in 2023</li> <li>✓ EH EYFS Maths exp+ reaches NA. (Maths Goals 2022 Reception EH= <b>64%</b> (LA Ma average 79%))</li> </ul> <p><b>EH Mathematics</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               Term 6 Y5- Maths              QLA 2019.xlsx         </div> <div style="text-align: center;">               (35-Student)-KS2-20              22-Maths-SATs-QLA         </div> <div style="text-align: center;">               Maths KS2 SATs              outcomes report July         </div> </div>			<p><b>EH Mathematics</b></p> <ul style="list-style-type: none"> <li>✓ Termly assessment week, moderation, data drops &amp; outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)</li> <li>✓ Termly teacher triangulations by SLT &amp; yearly by SIP</li> <li>✓ Subject leader &amp; Inclusion Manager monitoring and data termly analysis</li> <li>✓ Maths SLE/KV evaluation reports if required</li> </ul>		<p>SIP &amp; Maths Gov Lead</p>					
<p><b>Keys actions to meet success criteria and practice indicators</b></p>				<p><b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)</p>			<p>£</p>	<p><b>Activities to monitor implementation of key actions</b></p>		
<p><b>Coach staff</b> in order to ensure Pioneer Maths Mastery is embedded across the school.</p>		<p>KV/SW /JP</p>	<p>Teachers and TAs</p>	<p>July 2022</p> <p>Staff subject questionnaires completed</p>	<p>Oct 2022</p> <p>22<sup>nd</sup> September – KV EH maths focus visit</p> <p>29<sup>th</sup> September – KV SMV maths focus visit</p> <p>3<sup>rd</sup> November- KV PM maths focus visit</p> <p>22<sup>nd</sup> November- KV CP maths focus visit</p> <p>KV attend ESCC hub meetings across the year</p>	<p>Jan 2023</p> <p>12<sup>th</sup> January – KV EH maths focus visit</p> <p>19<sup>th</sup> January – KV SMV maths focus visit</p> <p>23<sup>rd</sup> February- KV PM maths focus visit</p> <p>2<sup>nd</sup> March- KV CP maths focus visit</p> <p>10<sup>th</sup> &amp; 31<sup>st</sup> January- subject book reviews</p>	<p>April 2023</p> <p>Follow up visits to any focus schools/classes</p> <p>School to school observations of teaching</p>	<p>July 2023</p> <p>CPD/Resource review completed by all staff for 2023/24 support planning</p>	<p>Observation, feedback, coaching, team teaching</p>	<p>JP</p>
<p>EH Year 6 Maths reach NA 2023 &amp; progress to be at least 0 in 2023</p>		<p>KV/SW /JP</p>	<p>Teachers and TAs</p>	<p>QLA of 2022 KS2 SATs completed</p>	<p>Weekly support – team teaching, planning and gap analysis</p> <p>termly planning check ins – feedback to cohort planning meetings</p>		<p>Evaluate impact and review with staff for following year</p>	<p>PPMs, data</p>	<p>JP/Govs</p>	

 Maths KS2 SATs outcomes report July									
Ensure that <b>EH EYFS Maths exp+ reaches NA.</b> (Maths Goals 2022 Reception EH= <b>64%</b> (LA Ma average 79%))	KV/SW /JP	Teachers and TAs					Evaluate impact and review with staff for following year	PPMs, data	JP/Govs
<b>SMV KS2 Maths</b> <b>Year 6 Maths progress</b> to be consistently positive (2017= -3.0, 2018=+3.2, 2019= -0.8, 2022 = <b>-0.9</b> ).  <b>Year 6 Maths GDS SMV to reach NA.</b> (2022 LA 16.2%, SMV 2022= <b>6.7%</b> )	KV/BH/ AH/JP	Teachers and TAs		29 <sup>th</sup> September – KV maths focus	19 <sup>th</sup> January – KV SMV maths focus visit	Follow up visit if required	Evaluate impact and review with staff for following year	PPMs, data	JP/Govs

# Leadership & Management

<b>2.1 Objective:</b> Pioneer Federation expansion & Pioneer MAT exploration: ensure that Pioneer schools are ahead of the educational landscape shift of schools moving into Trust/MATS- White Paper 2022- & develop effective collaborative partnership strategies with other schools- to ensure strong partnership are developed and that collaboration results in raised pupil outcomes and staff effectiveness.			<b>SEF Ref:</b> EH- pages 18-21 CP- pages 15-19 SMV- pages 8/9 PM- pages 14-18	
<b>Success Criteria &amp; Practice Indicators:</b>		<b>Activities to evaluate impact against success criteria and practice indicators</b>		
<ul style="list-style-type: none"> <li>✓ Benefits and risks of moving to a Trust are clearly documented</li> <li>✓ All stakeholders are effectively consulted with before making an informed decision about moving to Pioneer Trust</li> <li>✓ Trust Governance structure utilised the experience and skills of people with Pioneer pupils and staff at their central focus</li> </ul>		<ul style="list-style-type: none"> <li>• Stakeholder questionnaires and consultation shows that people have been well informed</li> <li>• Make up of any Trustee board shows a wide range of skills sets with a strong moral compass for pupil outcomes and welfare</li> </ul>		SIP Reports X3
<b>Keys actions to meet success criteria and practice indicators</b>		<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)		£
				

			July 2022	Oct 2022	Jan 2023	April 2023	July 2023		Activities to monitor implementation of key actions	
Explore all options for the potential development of <b>Pioneer MAT</b>	JP	SLT & FGB	<p>July- Pioneer combined outcomes document developed to show strengths of Federation</p> <p>Sept- MAT steering group developed from SLT and Senior Governors</p> <p>Sept- contact 'Regional Schools Commissioner' RSC to gain clarity around Pioneer as MAT (ie number of pupils, number of schools etc)</p>		<p>27<sup>th</sup> Dec FGB- Develop action plan for Pioneer MAT from information from RSC – number of pupils, schools, outcomes</p>	<p>27<sup>th</sup> March FGB –next actions agreed towards Pioneer MAT development <b>March – July 2023</b></p>	<p>12<sup>th</sup> July FGB—next actions agreed towards Pioneer MAT development <b>2023- 24</b></p> <p>Potential Trustee board development from steering group</p>	-	<p>FGB standing item – Pioneer MAT</p> <p>MAT Steering Group Termly meeting mins</p>	AB – COG
<b>Pioneer expansion</b> explored with local schools to ensure Pioneer reaches school number MAT threshold (8-10 schools)	JP	SLT & FGB	<p>Sept 22- Blackboys and Franfield partnership explored &amp; Contact headless schools in East and West Sussex</p>		<p>Soft partnership with schs 5<sup>th</sup>/6<sup>th</sup> developed</p>		<p>Consultation to Federation with any partnership schools</p>	-	<p>FGB standing item – Pioneer expansion/partnership</p>	AB – COG
<b>Bedes partnership links 22/23</b>	SLT	Pioneer staff/pupils	<p>July- steering group – clubs/intent</p>	<p>Bedes clubs, combined events and Bedes readers visiting Pioneer sch weekly</p> <p>Website folder documenting Bedes partnership events. Newsletter item weekly</p> <p>School main corridor displays represent partnership events</p>			<p>July- steering group – clubs/impact and 23/24 intent defined</p>	-	<p>FGB standing item – Pioneer/Bedes partnership</p>	AB – COG
Pioneer having even <b>stronger links with EIP &amp; Alliances</b> and having access to funding streams	JP/ HOS	Pioneer staff	<p>JP/ HOS awareness of EIP and Alliance meeting</p>	<p>JP to attend all EIP meetings</p> <p>HOS to attend all Alliance meetings</p>	<p>Funding and CPD from EIP and Alliance dispersed to staff</p> <p>EIP/Alliance information and benefits documented in SLT reports to FGB</p>		<p>Summary reports 22/23 for EIP/Alliance /funding/cpd received</p>	-	<p>FGB standing item – EIP/Alliance partnerships</p>	AB – COG

<p><b>2.2 Objective: Pioneer Federation Cohesion/Collaboration:</b> facilitate <b>collaborative initiatives</b> to ensure that Pioneer school links are in place at all levels- pupil, staff, parent &amp; governance enabling all potential Federation community cohesion has been explored fully to impact on wellbeing and standards.</p>								<p><b>SEF Ref:</b> EH- pages 18-21 CP- pages 15-19 SMV- pages 8/9 PM- pages 14-18</p>			
<p><b>Success Criteria &amp; Practice Indicators:</b></p>				<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p>				<p><b>Business Plan Ref:</b></p>			
<p>✓ Stakeholders report that they feel that collaborative initiatives on all levels have helped them to be more effective in their roles and have impacted on pupil wellbeing and outcomes.</p>				<ul style="list-style-type: none"> <li>• Staff questionnaires – re collaborative initiatives</li> <li>• JP FGB reports linked to collaborative within Pioneer</li> </ul>			<p>Ofsted – EH SIP visits x 3</p>				
<p><b>Keys actions to meet success criteria and practice indicators</b></p>				<p><b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)</p>				<p>£</p>	<p><b>Activities to monitor implementation of key actions</b></p>		
<p><b>Leadership Collaboration</b> - Facilitate peer to peer reviews for HOS. <i>HOS peer to peer partnership developed- to include 2 visits to schools annually and report written regarding learning environment, vision/values, pupil voice and school improvements linked to pupil outcomes.</i></p>		JP	HOS	<p>July 2022</p> <p>Agree the HOS partnerships: • HW- KV • EH HOS/ SMV • HOS SLT questionnaire SDP</p>	<p>Oct 2022</p> <p>Sept JP to develop report template and agree on visits dates and sch foci from SDP. Peer to Peer part of perf management obj.</p> <p>Collaborative website folder developed- summary of leadership initiative included.</p> <p>Sept-Nov- visit 1 &amp; reports for FGB</p> <p>Nov- Jan- implement recommendations and coaching from peer where requested</p>	<p>Jan 2023</p>	<p>April 2023</p> <p>May/June – Visit 2 &amp; Report for FGB</p> <p>July- review peer/peer initiative and pairs for 23/24 agreed and foci. SLT questionnaire- cpd</p>	<p>July 2023</p>	-	<p>Leadership termly monitoring visit – COG</p>	AB

<b>Pupil Collaboration:</b> Coach staff in order to develop pupil links across the year- trips and online meetings 3 times a year.	SLT/JP	All Pupils	Cohort teams agree dates for google meets across the year  Trips planned for Pioneer cohorts agreed	Each cohort to meet up virtually 3 times across the year- represent report in newsletter and websites. Peer to Peer part of perf management obj.  Collaborative website folder developed- summary of leadership initiative included.	Pioneer cohort days – Forest School for cohort teams in Ashdown Forest- 24 <sup>th</sup> June	-	Leadership termly monitoring visit – COG	AB
<b>Teachers &amp; TA Pioneer Collaboration:</b> Coach staff in order to develop peer to peer teacher & TA partnerships. Each teacher and TA to have a cohort peer-visiting each other once a year – supporting regarding teaching, LE, books and pupil voice.	SLT/JP	All Teachers & TAs	Agree the teacher cohort partnerships.  Teacher/TA questionnaire –cpd	Teachers/TA to visit each other once a year – report written for visit and shared with SLT. Peer to Peer part of perf management obj.  Collaborative website folder developed- summary of T/TA initiatives included.  T1 wellbeing intervention adult meets (IM) T2 wellbeing intervention adult meets (IM)	Teacher/TA questionnaire –cpd  Impact report written by SLT for FGE	Cover cost	Leadership termly monitoring visit – COG	AB
<b>Governor &amp; Subject leaders (SL) Pioneer Collaboration-</b> Facilitate SL/Gov links across the year	AB/JP	All Governors/SL	SL/ Governor links agreed	10 <sup>th</sup> December – SL/Gov meeting 4:15- Action plans & policies  Governors making 1 visit to focus school – meeting with SL an view impact from T1- T4	13 <sup>th</sup> July – SL/Gov meeting 4:15 review impact		Leadership termly monitoring visit – COG	AB
<b>Pioneer Parents Collaboration:</b> facilitate meetings for parents within and between schools link to support and curriculum knowledge developments	SLT/JP	All Parents	Dates and variety of workshop, forum meetings etc agreed	Sept- parent questionnaire about the variety of parent workshop/forums they would like to experience.  Park Mead to have parents into school weekly to celebrate certificates.  Parent workshops- Little Wandle, Lexia, SEND links- ASD, Thrive, Zones of Regulation  Parent Forums to include: Master Master (KV), GPS (BH/AH), writing expectations for year groups (VL), curriculum maps (JP & SW)	July- Parent questionnaires evaluating parent collaboration 22/23  Collaborative website folder developed- summary of parent initiative included.		Leadership termly monitoring visit – COG	AB

**2.3 Objective: Pioneer Subject Leadership:** ensure that subject leaders have the appropriate time set aside in termly staff meeting agendas with clearly defined milestone expectations. In order for them to fulfil their role to 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. ‘Year Group Lead’ roles created for Sept 24- EYFS, KS1 , Lower KS2 and Upper KS2.

**SEF Ref:**  
EH- pages 18-21  
CP- pages 15-19  
SMV- pages 8/9  
PM- pages 14-18

**Success Criteria & Practice Indicators:**

**Activities to evaluate impact against success criteria and practice indicators**



- ✓ **Road Map updates-** The school’s documentation reflects the progression in skills and knowledge from the early years to the end of Year 6 in all subject areas.
- ✓ Subject leaders are confident discussing their curriculum, its sequence and the development of skills and knowledge across the school. Staff can discuss the learning and progress of the identified groups.

- SL action plans and policy cover the curriculum focus improvement 1-4.
- Staff questionnaires, Governor SL link visits and deep dives
- Evaluations of Subject leader action plans and Road Map blurb cover the Debbie Bennett **points 1-4.**

AB – termly Governor reports  
  
Governor reports for subject leadership- Dec and July.

**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?)

July 2022      Oct 2022      Jan 2023      April 2023      July 2023

£

**Activities to monitor implementation of key actions**



<p>Specifics staff meeting time allocated for SL allocations (see SM agendas doc) with specifics objectives/milestones to be achieved</p>	SLT	Subject Leaders	<p>SL responsibility defined for 22/23</p> <p>SM agenda cover SL time allocation termly with milestones</p> <p>1<sup>st</sup> Sept- JP developing SL action plan template 22/23 covering all key focus points.</p>	<ul style="list-style-type: none"> <li>7<sup>th</sup> September SM time- Writing action plan, policy, road map and blurb for the website. <b>Outcome:</b> Action plan, road map, blurb and policy complete. Key changes to policies sent to HOS for an overview for all staff.</li> <li>14<sup>th</sup> December SM Subject Leaders and Governor meeting: 3:45 – 4:15 prep time, 4:15 – 4:45 meeting with governors. <b>Outcome:</b> Governors to hold subject leaders to account to monitor individual subjects.</li> <li>Twilight sessions (16:00 – 18:00), Tuesday 10<sup>th</sup> January. <b>Outcome:</b> Subject Leader book reviews – EYFS and KS1 focus</li> <li>Twilight session (15:15 – 18:00), Tuesday 31<sup>st</sup> January. <b>Outcome:</b> Subject Leader book reviews – KS2 focus</li> <li>8<sup>th</sup> February- Monitoring Report writing. <b>Outcome:</b> All reports to be sent to all teachers</li> <li>1<sup>st</sup> March- Planning review and Questionnaire. <b>Outcome:</b> Ensure that all curriculum planning meets expectations against Planning Policy. Email findings to HOS for distribution. Questionnaire designed for KS1 and KS2 pupils to gain insight on pupil experiences in each subject.</li> <li>8<sup>th</sup> June, 14<sup>th</sup> June- Review book audit ways forward <b>Outcome:</b> Ways forward reviewed for KS2/KS1/EYFS books</li> <li>22<sup>nd</sup> June- Report writing, action plan, staff CPD questionnaire for next year. <b>Outcome:</b> Reports written and emailed to teachers. Action plans reviewed ready for Governors. CPD questionnaire put on G Drive for all staff to fill in.</li> <li>12<sup>th</sup> July- 3:45 – 4:15 prep time, 4:15 – 4:45 meeting with governors. <b>Outcome:</b> Governors to hold subject leaders to account to monitor individual subjects.</li> </ul>				<p>SIP Visits x 3 across the year with curriculum as focus</p> <p>Ofsted inspection – EH</p>	SIP & Ofsted
<p>Subject leader action plans define 22/23 expectations:</p> <ul style="list-style-type: none"> <li>3Is defined within each policy</li> <li>Debbie Bennett’s ways forwards 1-4 covered within action plans and Road Map blurb and policy updates accordingly</li> <li>Outcome (ARE) tracking July to July Target Tracker</li> </ul>	SLT	Subject Leaders		<p>7<sup>th</sup> September SM time- Writing action plan, policy, road map and blurb for the website. <b>Outcome:</b> Action plan, road map, blurb and policy complete. Key changes to policies sent to HOS for an overview for all staff.</p> <p>October- JP to review SL action plans and feedback against set expectations.</p>	<p>14<sup>th</sup> Dec- actions plans shared with link</p> <p>Governors using Q/A template linked top B0 1-4 focus areas.</p>	<p>Websites to represent updated RM blurbs and SL policies (3Is)</p>	<p>SL/Gov meeting reports (July 12<sup>th</sup>) –evaluations reports from action plans achieved.</p>	<p>SIP Visits x 3 across the year with curriculum as focus</p> <p>Ofsted inspection – EH</p>	SIP & Ofsted
<p>Action ways forward from Debbie Bennett’s curriculum focus pre-Ofsted monitoring (May 2022):</p> <ol style="list-style-type: none"> <li>Ensure all staff being able to discuss the curriculum and what, how and why it is taught the way it is.</li> <li>Ensure the road maps and all other curriculum documentation shows the explicit links between the early years curriculum and the national curriculum in key stage 1 and 2.</li> <li>Ensure subject leaders can discuss their curriculum area coherently and explained how it has been developed</li> <li>Ensure all staff can discuss how pupils with special educational needs, those who are disadvantaged and the lowest performing 20% are identified and supported to progress.</li> </ol>	SLT	All Staff	<p>Road Map curriculum sequencing blurbs written for each subject and shared in staff meeting websites.</p> <p>SL action template crated for 22/23, covering points 1-4.</p>	<p>Sept INSET and SMs- sequence of curriculum maps reinforced and explain SL action plan template covers points 1-4.</p> <p>SL 22/23 objectives within SL action plans to cover points 1-4: to develop SEND explanation (liaising with Sian L) within RM blurbs and the exploit links between EYFS and KS1.</p> <p>SL to reports how their subject curriculum maps cater for points 1-4 and this to added to RM blurbs.</p> <p>Points 1-4 to be the focus of SL/Governor monitoring visits and reports.</p> <p>SL to show their ability to confidently and coherently explain their understanding of points 1-4 in Gov/SL link meetings and SIP Deep Dive visits. 14<sup>th</sup> December</p> <p>Sian L (SENCO) to meet with each SL to review curriculum inclusion for SEND pupils 13-15:</p> <p>Road Map blurb and SL policies to include inclusion section explanations about how SEND children access a broad and balanced curriculum</p> <p>SEND resources for each curriculum included with RM blurb</p> <p>Subject leader discussion with SENCO also to consider general differentiation and reasonable adjustments that may need to be considered in their subject. Road maps updated. Class teachers adopt plans to meet individual children’s needs where needed from these consultation meetings.</p>			<p>SL/Gov meeting reports (July 12<sup>th</sup>) show that SL have effectively address all points 1-4.</p>	<p>SIP Visits x 3 across the year with curriculum as focus</p> <p>Ofsted inspection – EH</p>	SIP & Ofsted

<b>Pioneer Year Group Leads'</b> - to develop Year Group Led roles for EYFS, KS1 and KS2 as Subject Leadership roles.	JP	All Teachers	<p>Sept 24: Define subject leadership roles for Sept 24- to include EYFS SL, KS1 SL, lower KS2 SL &amp; upper KS2 SL within the roles</p> <p>Sept 24: SLT to decide how the year group lead roles will operate and JDs for these roles. HR advice where needed.</p>	<p>Sept 24: define staff for the SL roles and year group lead roles</p>	Poss TLRe for roles	COG termly leadership visit report	AB	
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<b>2.4 Objective: Church School Developments-</b> To introduce the new LA RE syllabus. To ensure that East Hoathly is ready for a Church SIAMS 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.					<b>SEF Ref:</b> EH- pages 19, 26 SMV- page 8									
<b>Success Criteria &amp; Practice Indicators:</b>			<b>Activities to evaluate impact against success criteria and practice indicators</b>											
<p><b>Pioneer Federation</b> New LA RE syllables in place across federation</p> <p><b>East Hoathly</b></p> <ul style="list-style-type: none"> <li>✓ Achieves 'Excellent' SIAMS inspection 22/23</li> <li>✓ Designated Governor holds R.E. Lead and HOS consistently to account for developments of the church school.</li> <li>✓ Assessment of RE is in place and rigorous</li> <li>✓ School vision and values represent the ethos of the school and is deeply rooted in Biblical references</li> <li>✓ Worship evaluations are effective and impact on the delivery of Collective Worship</li> <li>✓ Prayer spaces are well utilised and activities within them rotated to retain interest</li> <li>✓ Global Neighbours' Bronze award</li> </ul> <p><b>SMV</b></p> <ul style="list-style-type: none"> <li>✓ Designated Governor holds R.E. Lead and HOS consistently to account for developments of the church school.</li> <li>✓ All teachers assess R.E. 3x per year confidently and accurately</li> <li>✓ Assessments are used to effectively inform teaching and learning to show at least good progress</li> <li>✓ Children develop in their ability to give thoughtful and reasoned answers to 'deeper thinking reflection questions'.</li> <li>✓ Internal and external prayer spaces used by all classes regularly</li> </ul>			<ul style="list-style-type: none"> <li>✓ Achieves 'Excellent' SIAMS inspection 22/23.</li> <li>✓ Ethos Committee will be effectively run with challenge for leaders and focus on the SIAMS criteria</li> <li>✓ EH school vision is accessible and all stakeholders can effectively discuss its religious connections</li> <li>✓ Collective worship effectively enhances the ethos of the school, involving children from all year groups and evaluations are acted upon by leaders</li> <li>✓ Prayer spaces are maintained and well used by pupils</li> </ul>		<p>DEP monitoring visit X2</p> <p>SIAMS Inspection- EH</p> <p><b>Business Plan Ref:</b> RE Syllables and resources cost= £400</p>									
<b>Keys actions to meet success criteria and practice indicators</b>				<p><b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)</p> <table border="1" data-bbox="719 1204 1641 1240"> <tr> <td>July 2022</td> <td>Oct 2022</td> <td>Jan 2023</td> <td>April 2023</td> <td>July 2023</td> </tr> </table>			July 2022	Oct 2022	Jan 2023	April 2023	July 2023	£	<b>Activities to monitor implementation of key actions</b>	
July 2022	Oct 2022	Jan 2023	April 2023	July 2023										

<p><b>New ESCC RE Syllabus</b> – cpd and implementation across Pioneer schools</p>	<p>AH/SW</p>	<p>All Staff</p>	<p>Sept Inset cpd – All</p>	<p>RE curriculum coverage to be monitored in SL events throughout the year.</p> <ul style="list-style-type: none"> <li>Twilight sessions (16:00 – 18:00) Tuesday 10<sup>th</sup> January. <b>Outcome:</b> Subject Leader book reviews – EYFS and KS1 focus</li> <li>Twilight session (15:15 – 18:00) Tuesday 31<sup>st</sup> January. <b>Outcome:</b> Subject Leader book reviews – KS2 focus</li> <li>3<sup>rd</sup> March- Planning review and Questionnaire. <b>Outcome:</b> Ensure that all curriculum planning meets expectations against Planning Policy. Questionnaire designed for KS1 and KS2 pupils to gain insight on pupil experiences in each subject</li> <li>8<sup>th</sup> June, 14<sup>th</sup> June- Review book audit ways forward <b>Outcome:</b> Ways forward reviewed for KS2/KS1/EYFS books</li> </ul>	<p>12<sup>th</sup> July- summary RE report regarding effective of implementing new ESCC RE syllables</p> <p>12<sup>th</sup> July- 3:45 – 4:15 prep time, 4:15 – 4:45 meeting with governors. <b>Outcome:</b> Governors to hold subject leaders to account to monitor individual subjects.</p>	<p>Cost of purchasing RE Syllables and resources= £400</p>	<p>Book audits</p> <p>Learning environment audits</p> <p>Assessment monitoring shows steady progress</p> <p>MW DEP visit</p>	<p>JP/MW/Govs</p>
<p><b>East Hoathly Church Developments</b></p> <p>Coach staff to be implement ways forward DEP Visit July 2022:</p> <ul style="list-style-type: none"> <li>EH pupils to plan and lead collective worship at the end of each term once a term (utilising CW evaluations)</li> <li>Develop 2 x 'Prayer Weeks' across the year and re-launch Prayer Spaces within school and in local church</li> <li>Develop 'Courageous Advocacy' whole school display area- month current affairs focus for whole community debate (posit idea/thoughts shared in weekly newsletter)</li> <li>Purposeful RE Working Walls and use of both the indoor and outdoor prayer spaces</li> <li>Termly RE monitoring to happen from Jeremy (RE Governor) with a focus on books, LE and lessons</li> <li>Develop links with Malawi further and ensure that the reason for this international link is clear to all stakeholders- ie why are we doing this? See also <b>SDP section 4.3.</b></li> <li>Ensure the schools' understanding of spiritual development can be shared by all and this is reflected across the curriculum.</li> </ul> <p><b>EH DEP Report – July 2022</b></p>  <p>DEP Report Pioneer July 2022.doc</p>	<p>SW/JP</p>	<p>All EH Staff &amp; Pupils</p>	<p>Sept- CW overall planning to include pupils leading and planning final worship. Prayer Weeks within yearly calendar.</p> <p>October – develop and launch 'Courageous Advocacy' whole school display area</p> <p>October/Nov- develop internal and outside Prayer Spaces</p> <p>Sept/Oct- Update LE policy to reflect RE Working Wall expectations</p>	<p>T3 Prayer Week</p> <p>T3- 'understanding of spiritual policy/statement' consultation with whole school community</p>	<p>T4 international link School Week – Malawi international links made explicit- website/newsletters etc – 'pupil voice' evaluation</p> <p>T5 Prayer Week- V/V relaunch</p>	<p>June/July DEP visit – report evaluating ways forward from July 2022</p>	<p>RE Link Governor reports on DEP report development</p> <p>MW DEP visit</p>	<p>JP/MW/Govs</p>

<p><b>SMV</b> Coach staff so that they are fully confident with the following:</p> <ul style="list-style-type: none"> <li>• Planning and teaching according to the new RE syllabus/curriculum intent by July 2023 (to include purposeful planning, writing focus and successful reflection questions)</li> <li>• Assessing RE 3 times per academic year confidently and accurately</li> <li>• SMV vision strapline and values</li> <li>• Purposeful RE Working Walls and use of both the indoor and outdoor prayer spaces</li> </ul> <p><b>SMV DEP Report – July 2022</b></p>  <p>DEP Report Pioneer July 2022.doc</p>	AH	All staff	<p>Review and update Curriculum maps</p> <p>Sept INSET Day CPD</p> <p>Update LE policy to reflect RE Working Wall expectations</p> <p>CW planning provides tools for purposeful use of prayer spaces and timetable created</p>	<p>Target Tracker updated to reflect new assessment</p> <p>RE accurately assessed using LO statements and marking</p> <p>Staff have clear understanding of new vision strapline and values</p> <p>CW planning to focus on values</p> <p>Creation of Spirituality Development policy and shared with staff</p> <p>Develop and launch 'Courageous Advocacy' whole school display area</p>	<p>LE audits to show purposeful RE working walls reflecting current learning</p> <p>Book audits to show implementation of new RE syllabus with clear links between Curriculum maps, planning and assessment</p> <p>Book audits will show creative planning in line with new syllabus and more opportunities for extensive writing in KS2</p>	<p>RE assessment will show good progress across cohorts and areas for improvement identified</p> <p>Staff clear understanding of how vision drives curriculum</p> <p>Vision strapline on all policies with clear understanding from staff as to why it is there</p>	<p>Book audits to show implementation of new RE syllabus with clear links between Curriculum maps, planning and assessment</p> <p>Book audits will show creative planning in line with new syllabus and more opportunities for extensive writing in KS2</p>	<p>-</p> <p>Book audits</p> <p>Learning environment audits</p> <p>Assessment monitoring shows steady progress</p> <p>MW DEP visit</p>	JP/MW/Govs
Termly Ethos Committee meetings	AH	HOS/Govs	<p>Share dates for meeting with Governors</p>	<p>Recruitment of other members of school community to the ethos committee</p> <p>Spirituality Development policy shared</p> <p>Govs have clear understanding of new vision strapline and values – how does vision drive curriculum?</p> <p>Monitoring of RE books and spiritual journals</p>	<p>Tour with pupil govts to show progress in pupil voice focus areas</p> <p>Monitoring of spiritual journals show dedicated time and use of prayer spaces</p>	<p>Monitoring of RE books reflect more opportunities for extensive writing</p>	<p>Monitoring of RE books and spiritual journals shows clear progress against SIAMS inspection 2018 and framework</p>	<p>-</p> <p>Ethos committee agenda and minutes</p> <p>MW DEP visit</p>	JP/MW/Govs
Courageous Advocacy Launch and termly focus	AH	Staff/ Pupils	<p>Display created</p>	<p>Launch in CW Sept 22</p> <p>Macmillan Coffee morning Sept 22</p> <p>Sharing of focus in newsletter</p>	<p>Christmas lunch Dec 22</p> <p>Staff to timetable focused time to CA question</p>	<p>Starfish Malawi fundraiser/focus (AS)</p> <p>Evidence shows involvement from all members of school community</p>	<p>Pupil Governors to lead CW focusing on a Courageous advocate (AS)</p>	<p>-</p> <p>Newsletter updates</p> <p>Evidence collation</p> <p>MW DEP visit</p>	JP/MW/Govs
Pupil Voice developments – tours, CW evaluations, links with Church, vision and values, Church School display	AH/AS	Staff/ Pupils		<p>Pupil Govs leading a CW at the end of T2</p> <p>Pupil Govs evaluating CW and feeding back to HOS</p> <p>Pupils to volunteer at Church Community Café 1<sup>st</sup> Thursday of the month</p>	<p>Pupil Govs leading tours highlighting key areas inc understanding of vision and values</p> <p>Pupil Govs evaluating CW and feeding back to HOS</p>	<p>Pupil Govs evaluating CW and feeding back to HOS</p>	<p>Pupil Govs evaluating CW and feeding back to HOS</p>	<p>-</p> <p>Pupil Governor meeting minutes</p> <p>Learning environment audits</p> <p>Collective worship planning</p> <p>Collective Worship Eval book</p> <p>MW DEP visit</p>	JP/MW/Govs

<p><b>EH &amp; SMV SIAMS 2 page SIAMS SEF developed</b> To ensure that a succinct 2 page SEF is in place by July 2023 for both schools.</p>	<p>BH/AH/ JP/SW</p>	<p>All church school staff</p>	<p>July- MW provide examples of effective 2 page SIAMS SEFs</p>	<p>SEF 2 page template developed  SEF divided into 8 sections and longer previous SEF referenced throughout  Sections 1- 3 completed by Jan 2023</p>	<p>SEF sections 4-7 completed by March 2023</p>	<p>Section 8 completed in April  DEP June visit evaluation of 2 page SEF</p>	<p>2 page SEFs for both church schools on to websites SIAMS tab</p>	<p>RE Link Governor reports on SEF development  MW DEP visit</p>	<p>JP/MW/Govs</p>
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<p><b>2.5 Objective: Outwards Facing Leadership</b> - to ensure <b>Senior Leaders</b> develop cpd collaboration outside of the Federation whereby bringing in fresh initiative ideas resulting in raised pupil outcomes and staff effectiveness.</p>							<p><b>SEF Ref:</b> EH- pages 18-21 CP- pages 15-19 SMV- pages 8/9 PM- pages 14-18</p>				
<p><b>Success Criteria &amp; Practice Indicators:</b></p>				<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p>			<p><b>Business Plan Ref:</b> Staff CPD costs. JP Ofsted inspector income generating for Federation budget.</p>				
<ul style="list-style-type: none"> <li>✓ 'Governors and ExHt ensure that leaders receive focused and highly effective professional development'- <b>Ofsted outstanding L&amp;M criteria</b></li> <li>✓ 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.</li> <li>✓ 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.</li> </ul>				<ul style="list-style-type: none"> <li>• SIP monitoring visits x3</li> <li>• Ofsted/SIAMS inspections</li> <li>• Staff questionnaires- cpds and leadership support</li> <li>• Leadership reports to FGB</li> </ul>		<p>COG &amp; FGB termly</p>					
<p><b>Keys actions to meet success criteria and practice indicators</b></p>				<p><b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)</p>			<p>£</p>	<p><b>Activities to monitor implementation of key actions</b></p>			
<p><b>HOS Visiting Outstanding Schools</b>_(focus on SDP foci areas) - KV &amp; HW- Compass London Visits x2 - BH/AB and EH HOS to visit Polegate Primary &amp; one other outstanding sch –ES</p>		<p>JP</p>	<p>HOS</p>	<p>Sept- arrange HOS visits to schools with focus  Dec- Dec- HOS visit 1 completed and report written</p>	<p>Oct 2022</p>	<p>Jan 2023</p>	<p>April 2023</p>	<p>July 2023</p>		<p>Leadership termly monitoring visit – COG</p>	<p>AB</p>
<p><b>IM and Assistant</b> liaises with agencies and other IM outside of the federation</p>		<p>JP</p>	<p>IM &amp; NF</p>	<p>Senco forum, EHPC panel T1 Link meetings with CLASS/SAL/EP</p>		<p>IMARP panel Senco forum, Thrive forum</p>	<p>Senco forum inclusion conference</p>	<p>June/July –IM evaluate experiences and impact from visits in their schs</p>		<p>Leadership termly monitoring visit – COG</p>	<p>AB</p>
<p><b>HW &amp; New Leadership-</b> 'New to Headship' LA cpd</p>		<p>JP</p>	<p>HW/ New leadership</p>	<p>Book on New to LA Headship cpd for the year</p>		<p>Termly new to Headship cpd – report on impact and implementation of strategies</p>		<p>Review Headship cpe</p>		<p>Leadership termly monitoring visit – COG</p>	<p>AB</p>

JP- Licenced <b>Ofsted Inspector</b> by July 2023	JP	SLT & FGB	Stage 1 & 2 Ofsted inspector application	<b>Stage 3 of application</b> - Matt B (TKAT) – Ofsted mentoring - Assessment process completed - Online Ofsted inspection cpd - Share experience and resources with SLT and FGB	June/July – 3 year licence to inspect Primary schools		Leadership termly monitoring visit – COG	AB
KV to take <b>NPQH</b> (Head teacher Qualification) and several teachers to take <b>NPQML</b> (Middle leadership qualification)	JP	KV & middle leaders	KV to apply for <b>NPQH</b> – 2 year process – DfE funded  Teachers identified to take <b>NPQML</b> through performance management meetings (1 year process)	KV & ML release time to visit placement schools – feeding improvement info to SLT termly	MLs complete NPQML and review evidence file in performance management summary meetings	Release time – supply costs	Leadership termly monitoring visit – COG	AB

<b>2.6 Objective: Park Mead (PM) School Vision and Values:</b> ensure the ambitious PM school aims are clear to all stakeholders through the ‘living and breathing’ vision and values.							<b>SEF Ref:</b> PM- page 3			
<b>Success Criteria &amp; Practice Indicators:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>				<b>Business Plan Ref:</b> cost for vision banners		
<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ The Park Mead school vision and values statements to encompass the unique aspects and qualities of the school.</li> </ul>				FGB x 7 annually – Fed V&V reviewed against strategic impact  Stakeholder questionnaires x 2		SIP reports x3 COG leadership monitoring reports x3				
<b>Keys actions to meet success criteria and practice indicators</b>		 		<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)				£	<b>Activities to monitor implementation of key actions</b>	
Coach and communicate effectively with Park Mead stakeholders in order to implement new Park Mead Vision and Values.		JP/HW  All stakeholders		<b>September/October</b>  HW to link with KV – CP V&V journey 2021 – 2022	<b>Oct 2022</b>  Park Mead V&V community consultation with all stakeholders carried out	<b>Jan 2023</b>	<b>April 2023</b> Launch the new vision and values to the school and wider community with relevant visuals reflecting the school ethos. Update website, policies and signage.	<b>July 2023</b>  Leaflets, SDP, policies to include Park Mead Vision and Values	HoS & FGB meetings	JP

# Behaviour & Attitudes

## East Hoathly COHORT ATTENDANCE TARGETS FOR 2022/2023

<u>East Hoathly</u>		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		93.9%	94.7 (95.5 without PT pupil)	93.9% (94.7 without PT pupil)	94.6% (94.9 wt pt pupil)	94.3% (wt pt 94.9%)Whole school	94.3% (wt pt 94.9%)Whole school
YEAR 6	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		97.6%	97.4%	97.1%	96.7%	96.8%	96.8%
YEAR 5	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		94.7%	95.5%	95.1%	95.6%	95.6%	95%
YEAR 4	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		90.5%	91.4%	90.32 Without PT 96.7%	89.2% Without pt 94.6%	89.4% WITHOUT PT 96.8%	94%
YEAR 3	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.3%	96%	93.1%	93.25%	93.98%	93.98%
YEAR 2	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		93.3%	95.1%	94.8%	94.3%	93.2%	93.2%
YEAR 1	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.8%	96.2%	94.8%	94.5%	94%	94%
RECEPTION	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%

	Actual		89.5%	90.8%	91.7%	92.7%	93.2%	93.2%
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### East Hoathly Termly Milestones for Attendance

	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	93.9 (94.8 - PT pupil)	95	94.7 (95.5 - PT pupil)	95.5	94% (94.86 without PT pupil)	96	94.6 94.9 (wt PT)	96	94.3% (94.9 wt PT)	96.5	94.3%
Gender												
Male	94	92.7	95	93.7	95.5	93.8%	96	93.9	96	93.9%	96.5	92.6%
Female	94	95.4	95	95.6	95.5	94.05%	96	94.2	96	94.19%	96.5	95.2%
Free School Meals												
Non-FSM	93	94.6	94	95.1	95	94.23	95	94.2	95	94.2%	96.5	93.5%
FSM	95	88.6	96	91.1	96	92.2%	96	92.9	96	92.73%	96.5	95.5%
English as a First Language												
Non-EAL	93	94	94	94.7	95	94.1	95	94.2	95	94.1%	96.5	93.6%
EAL	95	90.8	96	93.7	96	91.46	96	89.1	96	90.8%	96.5	98.2%
Special Education Needs												
No SEN	94	95.2	95	95.7	95.5	95.22%	96	95.2	96	95%	96.5	94.5%
SEN Support	94	89.1 (93.2 - PT pupil)	95	90.9	95.5	89.64 (93.5 without pt)	96	89.3	96	89.4%	96.5	90.7%
EHC	94	0	95	0	95.5	0	96	0	96	0	96.5	0

East Hoathly	Persistent Absence (PA) % under 90% attendance											
	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	18.5	8.0	11.3	8.0	16	7.5	13.2	7.5	13.2	6.0	13.2
Gender												
Male	8.0	11.3	8.0	6.1	8.0	4.1	7.5	5.1	7.5	6.1	6.0	6.1
Female	8.0	7.2	8.0	5.1	8.0	12.3	7.5	8.1	7.5	7.1	6.0	7.1
Free School Meals												
Non FSM	8.0	14.4	8.0	8.2	8.0	13.4	7.5	9.1	7.5	9.1	6.0	9.1
FSM (11 children)	8.0	4.1	8.0	3.0	8.0	3.1	7.5	4.0	7.5	4.0	6.0	4.0
English as a First Language												
Non-EAL	8.0	17.5	8.0	11.3	8.0	14.4	7.5	12.2	7.5	11.2	6.0	11.2
EAL	8.0	1.0	8.0	0	8.0	2.6	7.5	1.0	7.5	2.0	6.0	2.0
Special Education Needs												
No SEN	8.0	13.4	8.0	9.2	8.0	12.3	7.5	11.2	7.5	9.1	6.0	9.1
SEN Support	8.0	5.1	8.0	2.0	8.0	4.1	7.5	2.0	7.5	4.0	6.0	4.0
EHC	8.0	0	8.0	0	8.0	0	7.5	0	7.5	0	6.0	0

NB T3: Increase in female persistent absence due to term time holidays. NB T6: Chicken pox & term time holidays.

### St Mary's COHORT ATTENDANCE TARGETS FOR 2021/2022

St Mary's		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	93.2%	95.6	95.3	94.2	94.2	94.4	94.1
YEAR 6	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	93.1%	96.3	94.9	95.5	95.8	95.8	95.9
YEAR 5	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	95%	95	95.9	94.0	93.8	93.5	93.6

YEAR 4	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	96.5%	94.4	92.7	95.2	95.0	94.6	94.3
YEAR 3	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	94.5%	95.7	96.5	94.2	94.0	94.9	94.8
YEAR 2	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	93.2%	96.8	96.1	91.6	92.4	92.5	91.7
YEAR 1	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	91.9%	96.3	96.9	94.9	94.5	94.7	94
RECEPTION	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	94.7%	93.8	91.9	94.4	94.7	95.0	94.5

### 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	95.6	95	94.8	95.5	94.2	96	94.2	96	94.4	96.5	94.1
Gender												
Male	94	95.6	95	94.5	95.5	93.9	96	94	96	94.2	96.5	93.7
Female	94	95.6	95	95.4	95.5	94.5	96	94.5	96	94.7	96.5	94.6
Free School Meals												
Non-FSM	93	96.0	94	95.6	95	95.1	95	95.1	95	95.0	96.5	94.7
FSM	95	93.1	96	89.3	96	87.9	96	89.1	96	90.2	96.5	90.0
English as a First Language												
Non-EAL	93	65.5	94	94.4	95	93.6	95	94.3	95	94.8	96.5	93.9
EAL	95	100	96	94.3	96	91.1	96	92.6	96	91.6	96.5	92.9
Special Education Needs												

No SEN	94	96.3	95	95.5	95.5	93.8	96	94.3	96	95.0	96.5	94.6
SEN Support	94	94.0	95	92.4	95.5	91.4	96	91.6	96	91.5	96.5	92.8
EHC	94	92.6	95	93.4	95.5	96.8	96	95.8	96	94.1	96.5	94.6

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	17.8	8.0	14.4	8.0	16.7	7.5	11.7	7.5	13.5	6.0	13.6
Gender												
Male	8.0	15.4	8.0	13.5	8.0	15.4	7.5	11.8	7.5	13.7	6.0	17.6
Female	8.0	20.5	8.0	15.8	8.0	18.4	7.5	10.8	7.5	13.5	6.0	8.1
Free School Meals												
Non FSM	8.0	16.5	8.0	11.4	8.0	11.7	7.5	13.3	7.5	11.8	6.0	10.7
FSM	8.0	25	8.0	36.4	8.0	46.2	7.5	16.6	7.5	23.1	6.0	30.8
English as a First Language												
Non-EAL	8.0	11.4	8.0	15.9	8.0	17.0	7.5	11.6	7.5	12.6	6.0	13.6
EAL	8.0	0.0	8.0	0.0	8.0	0.0	7.5	0.0	7.5	50	6.0	0.0
Special Education Needs												
No SEN	8.0	18.9	8.0	6.4	8.0	10.6	7.5	13.3	7.5	9.4	6.0	5.0
SEN Support	8.0	84.4	8.0	27.3	8.0	33.3	7.5	33.3	7.5	22.7	6.0	75.0
EHC	8.0	50.0	8.0	50.0	8.0	0.0	7.5	0.0	7.5	33.3	6.0	0.0

## Chiddingly COHORT ATTENDANCE TARGETS FOR 2022/2023

<b>Chiddingly</b>		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 3 (without x 1)	Term 4	Term 5	Term 6
WHOLE SCHOOL	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual	96.5	96.4%	95.71%	94.78%	95.12%	94.6%	94.3%	94.4%
YEAR 6	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual	96.5	98.5%	96.22%	96.02%		95.9%	96.3%	96.3%
YEAR 5	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual	96.5	96.2%	96.46%	95.22%		95.3%	95.2%	94.6%
YEAR 4	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual	96.5	96.4%	96.78%	96.11%		94.9%	94.3%	94.4%
YEAR 3	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual	96.5	95.9%	96.78%	95.17%		94.6%	95.1%	95.1%
YEAR 2	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual	96.5	94.2%	93.89%	93.68%		93.8%	94.2%	94.4%
YEAR 1	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual	96.5	95.3%	93.97%	92.08%	94.59%	95.6%	93.2%	93.7%
RECEPTION	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual	96.5	98.9%	95.68%	95.02%		92.89%	92.1%	92.3%

## 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	96	95	95.71	95.5	94.78 95.12 (w/o HM)	96	94.6	96	94.3	96.5	94.4
Gender												
Male	94	97	95	95.25	95.5	93.72 94.38(w/ o HM)	96	93.8	96	93.3	96.5	93.5
Female	94	96	95	96.16	95.5	95.8	96	95.4	96	95.4	96.5	95.3
Free School Meals												
Non-FSM	93	96	94	95.92	95	95.34 95.77 (w/o HM)	95	95	95	94.9	96.5	94.9
FSM	95	97	96	94.92	96	92.68	96	92	96	92.4	96.5	92.5
English as a First Language												
Non-EAL	93	96	94	95.71	95	94.78 95.12 (w/o x1)	95	94.6	95	94.3	96.5	94.4
EAL	95	0	96	0	96	0	96	0	96	0	96.5	0
Special Education Needs												
No SEN	94	96	95	96.21	95.5	95.81	96	95.4	96	95.3	96.5	95.2
SEN Support	94	96	95	94.14	95.5	91.5 93.06 (w/o HM)	96	92.3	96	91	96.5	91.5
EHC	94	100	95	91.67	95.5	87.36	96	89.96	96	91.8	96.5	92.4

# Chiddingly

Persistent Absence (PA) % under 90% attendance												
	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	14/102 13.7%	8.0	11 10.78%	8.0	<u>16</u> under 90% (15.53%)	7.5	15	7.5	15 (without HM, HC &JC) (14.29%)	6.0	14
Gender												
Male	8.0	5 (4.9%)	8.0	5	8.0	10	7.5	10	7.5	10 (9.52%)	6.0	8
Female	8.0	9 (8.82%)	8.0	6	8.0	6	7.5	5	7.5	5 (4.76%)	6.0	6
Free School Meals												
Non FSM	8.0	12 11.77%	8.0	8	8.0	8	7.5	9	7.5	9 (8.57%)	6.0	8
FSM	8.0	2 (1.96%)	8.0	3	8.0	8	7.5	6	7.5	6 (5.71%)	6.0	6
English as a First Language												
Non-EAL	8.0	14 13.73%	8.0	11	8.0	16	7.5	15	7.5	15 (14.29%)	6.0	14
EAL	8.0	0	8.0	0	8.0	0	7.5	0	7.5	0	6.0	0
Special Education Needs												
No SEN	8.0	10 (9.8%)	8.0	5	8.0	7	7.5	8	7.5	8 (7.62%)	6.0	7
SEN Support	8.0	4 (3.33%)	8.0	5	8.0	8	7.5	6	7.5	6 (5.71%)	6.0	6
EHCP	8.0	0	8.0	1	8.0	1	7.5	1	7.5	1 (0.95%)	6.0	1

## Park Mead COHORT ATTENDANCE TARGETS FOR 2022/2023

		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		94.21%	93.99%	93.04%	93.33%	94.87%	94.38%
YEAR 6	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		92.96%	94.58%	94.48%	95.82%	96.51%	93.04%
YEAR 5	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		94.43%	93.43%	95.04%	88.36%	93.75%	91.72%
YEAR 4	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		89.7%	92.53%	94.85%	92.28%	96.46%	93.83%
YEAR 3	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		96.6%	93.75%	91.22%	92.11%	96.68%	95.17%
YEAR 2	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		94.75%	95.57%	90.84%	92.68%	96.89%	93.54%
YEAR 1	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		94.9%	94.71%	93.33%	96.72%	92.89%	98.17%
RECEPTION	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		96.13%	93.56%	91.59%	95.75%	91.67%	95.18%

## 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%	94.21	96%	93.9%	96.2%	93.04%	96.5%	93.33%	96.8%	94.87%	97%	94.38%
Gender												
Male	95.5%	94	96%	95.4%	96.2%	94.25%	96.5%	94.95%	96.8%	95.44%	97%	96.09%
Female	95.5%	94	96%	92.7%	96.2%	92.02%	96.5%	91.97%	96.8%	94.40%	97%	92.95%
Free School Meals												
Non-FSM	95.5%	94.4	96%	94.2%	96.2%	94.18%	96.5%	93.13%	96.8%	95.01%	97%	94.18%
FSM	95.5%	93.4	96%	93.1%	96.2%	88.74%	96.5%	94.17%	96.8%	94.26%	97%	95.26%
English as a First Language												
Non-EAL	95.5%	94.21	96%	93.8%	96.2%	93.04%	96.5%	100%	96.8%	94.87%	97%	94.38%
EAL	95.5%	n/a	96%	n/a	96.2%	n/a	96.5%	n/a	96.8%	N/A	97%	N/A
Special Education Needs												
No SEN	95.5%	94	96%	94.1%	96.2%	93.34%	96.5%	93.35%	96.8%	94.45%	97%	94.74%
SEN Support	95.5%	93	96%	93.3%	96.2%	92.07%	96.5%	93.26%	96.8%	96.23%	97%	93.23%
EHC	95.5%	n/a	96%	n/a	96.2%	n/a	96.5%	n/a	96.8%	N/A	97%	N/A

Park Mead	Persistent Absence (PA)- % under 90% attendance											
	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	19/105 18.1%	8.0	20/105 19%	8.0	24/105 22.86%	7.5	25/104 24%	7.5	19/101 18.81%	6.0	17/101 16.83%
Gender												
Male	8.0	10/105 9.5%	8.0	7/105 6.6%	8.0	8/105 7.62%	7.5	12/104 11.5%	7.5	5/101 4.95%	6.0	4/101 3.96%

Female	8.0	9/105 8.5%	8.0	13/105 12.3%	8.0	16/105 15.24%	7.5	13/104 12.5%	7.5	14/101 13.86%	6.0	13/101 12.87%
Free School Meals												
Non FSM	8.0	14/105 13%	8.0	14/105 13%	8.0	16/105 15.24%	7.5	19/104 18.3%	7.5	14/101 13.86%	6.0	14/101 13.86%
FSM	8.0	5/105 4.7%	8.0	6/105 5.7%	8.0	8/105 7.62%	7.5	6/104 5.7%	7.5	5/101 4.95%	6.0	3/101 2.97%
English as a First Language												
Non-EAL	8.0	19/105 1.1%	8.0	20/105 19%	8.0	24/105 22.86%	7.5	25/104 24%	7.5	19/101 18.81%	6.0	17/101 16.83%
EAL	8.0	n/a	8.0	n/a	8.0	N/A	7.5	n/a	7.5	N/A	6.0	N/A
Special Education Needs												
No SEN	8.0	13/105 12%	8.0	14/105 13.3%	8.0	17/105 16.19%	7.5	16/104 15.38%	7.5	15/101 14.85%	6.0	12/101 11.88%
SEN Support	8.0	6/105 5.7%	8.0	6/105 5.71%	8.0	7/105 6.67%	7.5	9/104 8.65%	7.5	4/101 3.96%	6.0	5/101 4.95%
EHC	8.0	n/a	8.0	n/a	8.0	N/A	7.5	n/a	7.5	N/A	6.0	

<b>3.1 Objective: Therapeutic Thinking (TT):</b> embed the TT philosophy within Federation behaviour policy/procedures and ensure associated cpd in place, including Zones of Regulation and Physical Intervention.							<b>SEF Ref:</b> EH- pages 13-14 CP- pages 11-13 SMV- pages 7/8 PM- pages 10-12 <b>Business Plan Ref:</b>				
<b>Success Criteria &amp; Practice Indicators:</b>			<b>Activities to evaluate impact against success criteria and practice indicators</b>				SIP -x3 Ofsted/SIAMS				
<ul style="list-style-type: none"> <li>✓ Core TT philosophy incorporated with Pioneer Behaviour Policy &amp; Management- however a careful balance is struck to ensure clarity of behaviour expectations remain at Pioneer Schools</li> <li>✓ Zones of Regulation understood by all staff and visual presence in all classrooms. Pupils utilising Moo Monsters effectively to self-regulate behaviour.</li> <li>✓ Physical intervention policies and strategies understood by staff and effectively utilised when required.</li> <li>✓ ESBAS and other external agencies agree that Pioneer schools have effectively incorporated the TT ethos with their behaviour management systems.</li> <li>✓ ESABS fully support all SLT decision regarding behaviour and attendance- through the implementation of new Behaviour Policy.</li> </ul>			<ul style="list-style-type: none"> <li>• ESBAS reports &amp; correspondence</li> <li>• Physical intervention reports</li> <li>• COG termly monitoring</li> <li>• SIP x3 monitoring reports</li> </ul>								
<b>Keys actions to meet success criteria and practice indicators</b>				<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)					£	<b>Activities to monitor implementation of key actions</b>	
				July 2022	Oct 2022	Jan 2023	April 2023	July 2023			

<p><b>TT embedding via Beh Policy:</b>          Training for staff on comic strip conversations (as an investigative tool) and social stories (to support learning and repair)          Analysis of behaviour termly to ensure that top 5% (who are dangerous or disruptive) have a Th Plan          Coach staff to include other strategies eg zones, Thrive comic strips social stories and to address the need for TH plans before they arise</p>			<p>Training for TAS across federation on Comic strip conversations and social narratives from CLASS</p>	<p>HOS analysis of behaviour includes what adaptations have been made at stage 1 and stage 2          APDR meetings/behaviour support meetings to discuss strategy, TT Early prognosis review as required (at least termly)</p>	<p>HOS analysis of behaviour includes what adaptations have been made at stage 1 and stage 2          Comic strip conversations is used to explore situations and develop alternative outcomes</p>	<p>HOS analysis of behaviour includes what adaptations have been made at stage 1 and stage 2</p>	<p>Stakeholder questionnaire feedback – T5/6</p>	<p>1</p>	<p>COG – termly safeguarding/behaviour monitoring          LA Inclusion Monitoring – 8<sup>th</sup> Nov</p>	<p>AB</p>
<p><b>Zones of Regulation (ZoR):</b>          Planned time for teachers to learn about and reflect on zones of regulation as a tool for learning about, talking about and developing tools to manage emotions          Develop displays to ensure the language and skills of emotional regulation is part of every day school life. Update LE policy to reflect this.          Plan for all pupils to have an experience of Thrive/Zones activities (Wellbeing afternoon day)          Re-visit zones of regulation as a class at least once a term as part of PSHE/Circle time    <i>ZoR- Sept/Oct twilights (linking with Circle Time- weekly timetable) and LE Policy adapted (Mood Monsters)</i></p>			<p>All staff trained in emotional regulation staff meeting 1 29.9.22          Displays in each class room by start of T2          Staff meeting 2 16.11.22          staff plan a series of graduated PHSE lessons to introduce and develop the ideas of zones of regulation IM timetables Well begin supports using zones of regulation other social programmes eg Talk about and Socially speaking</p>		<p>Class teachers ad HOS use zones of regulation language when implementing the behaviour policy            Children’s mental health week Feb – Well being Thrive afternoon            1 x termly PSHE /circle time on Zones activities</p>	<p>1 x termly PSHE /circle time on Zones activities</p>	<p>Stakeholder questionnaire feedback – T5/6</p>	<p>-</p>	<p>COG – termly safeguarding/behaviour monitoring          LA Inclusion Monitoring – 8<sup>th</sup> Nov</p>	<p>AB</p>
<p><b>Physical Intervention (PI):</b>  <i>PI- Jan Inset- de-escalation strategies and 24 staff safe holding techniques.</i></p>			<p>CPD INSET 1<sup>st</sup> January 2024          LA Inclusion review/monitoring visit</p>		<p>PI Policy &amp; reporting updated following cpd</p>		<p>Stakeholder questionnaire feedback – T5/6</p>	<p>-</p>	<p>COG – termly safeguarding/behaviour monitoring          LA Inclusion Monitoring – 8<sup>th</sup> Nov</p>	<p>AB</p>

<p><b>3.2 Objective: Skills Builder (SB)-</b> to support pupils understanding of the Federation value ‘Learning for Life’, skills builder traits will be explicitly linked to jobs skills set and will ultimately ensure that this leadership initiative impacts positively on pupil aspirations, personal development, social mobility, standards and the Quality of Education for all.</p>			<p><b>SEF Ref:</b>          EH- pages 13-14          CP- pages 11-13          SMV- pages 7/8          PM- pages 10-12</p> <p><b>Business Plan Ref:</b></p>
<p><b>Success Criteria &amp; Practice Indicators:</b></p>	<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p>		
<ul style="list-style-type: none"> <li>✓ Staff and pupils can explain the purpose and value of learning essential skills at school.</li> <li>✓ Staff and pupils can confidently explain where and how the essential skills are demonstrated in their learning.</li> <li>✓ Staff and pupils can recognise which ‘step’ of a focus skill individuals and groups are working on or have achieved.</li> <li>✓ Teacher/peer/self – assessment display systems embedded across all classes.</li> <li>✓ Skills Builder Project weeks to take place at PM, CP and SMV</li> </ul>	<ul style="list-style-type: none"> <li>• HOS and staff clarity of Skills Builder ethos and values</li> <li>• Stakeholders questionnaires/pupil voice x2</li> </ul>		

<ul style="list-style-type: none"> <li>✓ Staff and pupils can relate all wider school learning to the essential skills and how they link to real life practice/work/activities/careers and also addressing stereotypes within job roles.</li> <li>✓ Pupils' achieving through the essential skills boosts well-being, confidence, satisfaction and the whole child within school life.</li> </ul>										
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 2022	Oct 2022	Jan 2023	April 2023	July 2023			
<ul style="list-style-type: none"> <li>To continue to <b>embed SB</b> into the curriculum through <i>symbols, displays, portfolio evidence (assembly) skills reward stickers, specific learning areas on LO, skills builder champion certificates, HT certificates, and pupil self-review sheets in topic books.</i></li> <li>To introduce the <b>'STEPS'</b> of a focus skills. Implemented using teacher discretion but progression should be clear. Pupils can identify with guidance where they are and where they need to go to grow this skill.</li> <li><b>Skills projects</b> to take place where all pupils participate in intensive learning and implementing of specific skills.</li> <li><b>Skills Conference</b> - professionals from a range of jobs/careers to visit Fed schools and talk to pupils about how SB traits can be linked to their job. This should also aim to bust elements of gender stereotyping within the job market.</li> <li>Explore the <b>language</b> we use and the books we read as a school community to reduce/limit gender stereotyping.</li> </ul>	HW	All Staff across Pioneer Federation	Skills builder review questionnaire out to parents post SB project week	SB celebration display board to be developed to raise profile further and promote enquiry. (PM – post SB project week, CP/SMV assembly evidence or certificates.  HW - To help co-ordinate guest speakers to come and talk about their jobs to pupils in assembly.  'STEPS' of progression for SB to be implemented for class  Develop SB into Park Mead new Vision and Values	T4 - Co-ordinate and support HOS to organise a Skills Conference in all schools. 1 morning of visitors and activities for all pupils. (to take place end of T4)  Monitor classroom practice, displays, pupil voice.  Review the 'STEPS' of progression for 1 or more skills	May Skills Builder staff meeting - HW to discuss Skills Projects for T6	Skill Builder Projects to take place T6 week 3 19.6.23	Skills builder £200	Parent questionnaire and pupil voice  Park Mead new Vision & Values review- impact of SB accessed	JP

<b>3.3 Objective: Attendance</b> – 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.		<b>SEF Ref:</b> EH- pages 13-14 CP- pages 11-13 SMV- pages 7/8	
<b>Success Criteria &amp; Practice Indicators:</b>		<b>Activities to evaluate impact against success criteria and practice indicators</b>	

<ul style="list-style-type: none"> <li>✓ Termly targets for cohorts and whole school achieved (NA+) – see ‘Termly Milestones for Attendance and Persistent Absence for all Pupils’ charts above</li> <li>✓ PA families met with promptly and action plan developed with time frame expectations</li> <li>✓ Advice and support sought from other agencies (ESBAS) where necessary</li> <li>✓ Children happy and motivated to be coming to school</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly attendance percentages provided by secretaries to HOS</li> <li>• Meetings with PA families arranged</li> <li>• PA meetings followed up with a phone call – increased attendance recognised and celebrated with family</li> <li>• Attendance shared with governors termly</li> </ul>	<p>2x govs evaluation visits</p> <p>SIP x3 a year &amp; Ofsted</p>	<p>PM- pages 10-12</p> <p><b>Business Plan Ref:</b></p> <p><b>ESBAS units if required.</b></p>							
<p><b>Keys actions to meet success criteria and practice indicators</b></p>			<p><b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)</p>					<p>£</p>	<p>Activities to monitor implementation of key actions</p>	
<p><b>East Hoathly</b></p> <ul style="list-style-type: none"> <li>• Review Attendance percentages fortnightly</li> <li>• Arrange meetings promptly after an issue is identified</li> <li>• Support families with referrals to external agencies where appropriate</li> <li>• Follow Attendance Policy in liaison with LA where appropriate</li> </ul>	<p>SW</p>	<p>All Staff</p>	<p><b>July 2020</b></p> <p>Fortnightly analysis completed by secretaries and shared with HOs</p> <p>Reminder sent out to all parents of the times of the school day and expected time of arrival in the morning.</p> <p>Continue to use front template sheet to triage individuals into <b>explore, monitor, action.</b></p>	<p><b>Oct 2020</b></p> <p>Risk assessments in place for families who may need support in transporting their children to school.</p> <p>Fortnightly analysis continues, including punctuality. Nudge letters implemented for lateness as well. Parents met with frequently and promptly.</p> <p>Action plan shared with relevant class staff</p> <p>Attendance of chn below 90% shared with parents at consultation meeting.</p> <p>My Concerns opened for those chn who are showing early concerning attendance. All relevant staff linked in to update.</p> <p>Attendance folder reviewed and previous documents archived where necessary.</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>Attendance at NA+ with below average PA</p> <p>July- Annual Reports show attendance to be shared with parents</p>	<p><b>Jan 2021</b></p>	<p><b>April 2021</b></p>	<p><b>July 2021</b></p>	<p>My Concern £1600 for all schools. 3BM SIMS attendance £440 all schools</p>	<p>Fortnightly review</p> <p>Termly report to Govs</p>	<p>SLT/Govs</p>

<p><b>Chiddingly</b></p> <ul style="list-style-type: none"> <li>Review Attendance percentages fortnightly</li> <li>Arrange meetings promptly after an issue is identified</li> <li>Support families with referrals to external agencies where appropriate</li> <li>Follow Attendance Policy in liaison with LA where appropriate</li> </ul>	KV	All staff	<p>Fortnightly analysis completed by secretaries and shared with HOS</p> <p>Reminder sent out to all parents of the times of the school day and expected time of arrival in the morning</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>MyConcerns opened for those chn who are showing early concerning attendance. All relevant staff linked in to update.</p>	<p>Fortnightly analysis completed by secretaries and shared with HOS</p> <p>Review family action plans</p>	<p>Fortnightly analysis completed by secretaries and shared with HOS</p> <p>Attendance high priority at discussions at Parents' Consultations</p> <p>Review family action plans</p>	<p>Fortnightly analysis completed by secretaries and shared with HOS</p> <p>Review family action plans</p>	<p>Fortnightly review</p> <p>Termly report to Gobs</p>	SLT/Govs
<p><b>SMV</b></p> <ul style="list-style-type: none"> <li>Review Attendance percentages fortnightly</li> <li>Arrange meetings promptly after an issue is identified</li> <li>Support families with referrals to external agencies where appropriate</li> <li>Follow Attendance Policy in liaison with LA where appropriate</li> </ul>	BB	All Staff	<p>Fortnightly analysis completed by secretaries and shared with HOS</p> <p>Reminder sent out to all parents of the times of the school day and expected time of arrival in the morning</p>	<p>Risk assessments in place for families who may need support in transporting their children to school.</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>MyConcerns opened for those chn who are showing early concerning attendance. All relevant staff linked in to update.</p>	<p>Risk Assessment reviewed termly or sooner if required</p> <p>Attendance folder reviewed and previous documents archived where necessary.</p> <p>Update attendance folder</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>Update attendance folder</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>Update attendance folder</p>	<p>Fortnightly review</p> <p>Termly report to Gobs</p>	SLT/Govs

<p><b>Park Mead</b></p> <ul style="list-style-type: none"> <li>Review Attendance percentages fortnightly</li> <li>Arrange phone call/meeting promptly after an issue is identified</li> <li>Support families with referrals to external agencies where appropriate</li> <li>Follow Attendance Policy in liaison with LA where appropriate</li> </ul>	HW	HW	<p>Fortnightly analysis completed by secretaries and shared with HOs</p> <p>Reminder sent out to all parents of the times of the school day and expected time of arrival in the morning.</p> <p>Continue to use front template sheet to triage individuals into <b>explore, monitor, action.</b></p>	<p>Risk assessments in place for families who may need support in transporting their children to school</p> <p>Fortnightly analysis continues, including punctuality. Nudge letters implemented for lateness as well. Parents met with frequently and promptly.</p> <p>Action plan shared with relevant class staff</p> <p>Attendance of chn below 90% shared with parents at consultation meetings</p> <p>My Concerns opened for those chn who are showing early concerning attendance. All relevant staff linked in to update.</p> <p>Attendance folder reviewed and previous documents archived where necessary.</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>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
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<p><b>3.4 Objective: Anti-bullying &amp; Sports Awards-</b> to ensure that each school achieves/embed next stage of AB &amp; Sports awards. (Anti-bullying- PM- bronze, SMV/CP- silver, EH- gold) (Sports Award PM- silver, SMV/CP- silver, EH- gold)</p>					<p><b>SEF Ref:</b> EH- pages 13-14 CP- pages 11-13 SMV- pages 7/8 PM- pages 10-12</p>								
<p><b>Success Criteria &amp; Practice Indicators:</b></p>			<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p>										
<ul style="list-style-type: none"> <li>✓ Termly bullying reviews as whole staff teams (briefing agenda standing item) indicate bullying strategies working effectively.</li> <li>✓ Parent questionnaire show that anti-bullying strategies are effective.</li> <li>✓ Updated policy and procedure understood by all stakeholders</li> <li>✓ Each school to achieve the next award on their AB journey</li> </ul>			<ul style="list-style-type: none"> <li>• Termly bullying reports show appropriate actions taken as specified in AB Policies</li> <li>• HOS termly reports to FGB- bullying incidents reported</li> <li>• SIP monitoring x 3</li> <li>• FGB mins linked to record of beh trends and actions taken to combat bullying</li> </ul>		<p>SIP reports – x3</p>								
<p><b>Keys actions to meet success criteria and practice indicators</b></p>			<p><b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)</p> <table border="1"> <tr> <td>July 2022</td> <td>Oct 2022</td> <td>Jan 2023</td> <td>April 2023</td> <td>July 2023</td> </tr> </table>			July 2022	Oct 2022	Jan 2023	April 2023	July 2023	<p>£</p>	<p>Activities to monitor implementation of key actions</p>	
July 2022	Oct 2022	Jan 2023	April 2023	July 2023									

<p><b>Pioneer Sports Awards- Ash &amp; KW</b>  <b>EH- Gold</b>  <b>CP- Gold</b>  <b>PM- Silver award 2023</b>  <b>SMV- Silver</b></p>	<p>KW/As h/Paul/ Jayden</p>	<p>All staffs</p>	<p>Check the schools four areas: Clubs, workforce, competition and participation.</p> <p>Go through Staff questionnaires and see needs for the 2022/2023 academic year.</p>	<p>complete self-review development tool called the 'School Games Mark Framework'</p> <p>Look at new School Games Mark criteria to see steps that need to be taken to achieve.</p> <p>Training needs identified from the questionnaire and training booked in.</p> <p>Plan out tournaments and competitions for 2022/2023 academic year.</p>	<p>Begin application for School Games Mark assess if on track to achieve.</p> <p>Develop team teaching timetable and share with staff and PE coach.</p>	<p>Update and review application for School Games Mark.</p> <p>Sporting events and sports week workshops.</p> <p>Meet School games officer to check in.</p> <p>Host CPD Staff Meeting session with identified CPD needs. (19<sup>th</sup> April)</p>	<p>Complete application for School Games Mark.</p>			
<p><b>Chiddingly</b>  <b>To achieve SILVER Anti-Bullying Award by July 2023.</b>  Coach staff so that the following anti-bullying initiatives are in place:</p> <ul style="list-style-type: none"> <li>• Termly reviews of bullying (records of trends)</li> <li>• Move to electronic system of recording behaviour and incidents</li> <li>• Policy and procedure updated for changes (staff sign off)</li> </ul>	<p>EM</p>	<p>All staff</p>		<p>Register with the ABQM</p> <p>Review behaviour books/MyConcern for trends of unkindness/bullying including anything noticed by staff at weekly briefing</p> <p>Report termly to governors about behaviour and bullying</p> <p>Stakeholder questionnaires sent out</p>	<p>Review behaviour books/MyConcern for trends of unkindness/bullying including anything noticed by staff at weekly briefing</p> <p>Report termly to governors about behaviour and bullying</p> <p>NewAB policy in place by end of T3 and signed off by staff and stakeholders</p>	<p>Review behaviour books/MyConcern for trends of unkindness/bullying including anything noticed by staff at weekly briefing</p> <p>Report termly to governors about behaviour and bullying</p> <p>Stakeholder questionnaires sent out</p>	<p>Review behaviour books/MyConcern for trends of unkindness/bullying including anything noticed by staff at weekly briefing</p> <p>Achieve ABQM Silver award</p> <p>Report termly to governors about behaviour and bullying</p>		<p>Stakeholder questionnaires</p> <p>Behaviour monitoring</p>	<p>JP/Govs</p>
<p><b>SMV</b>  <b>To achieve SILVER Anti-Bullying Award by July 2023.</b>  Coach staff so that the following anti-bullying initiatives are in place:</p> <ul style="list-style-type: none"> <li>• Termly reviews of bullying (records of trends)</li> <li>• Review system of recording behaviour and incidents</li> <li>• Policy and procedure updated for changes (staff sign off)</li> </ul>	<p>AS</p>	<p>All staff</p>	<p>Timetable bullying reviews termly with HOS and all staff</p> <p>Reminder to all staff that behaviour that is sent to HOS for dealing with should be recorded on MyConcern which HOS will update.</p> <p>Ensure briefing template has a regular item about bullying/vulnerable pupils for all staff to be aware of</p>	<p>Register with the ABQM (AS)</p> <p>Parent questionnaires sent out</p> <p>Review behaviour books and MyConcern for trends of unkindness/bullying</p> <p>Report termly to governors about behaviour and bullying</p> <p>Anti-bullying ambassadors set up (Pupil Goves) and liaise with AS about projects they will run</p> <p>Posters up around school highlighting who anti-bullying ambassadors are</p>	<p>Discuss with staff once a term any underlying or repeated unkindness</p> <p>Report termly to governors about behaviour and bullying</p> <p>Anti-bullying ambassador training researched and implemented (Princess Diana Trust)</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>Report termly to governors about behaviour and bullying</p> <p>Discuss with staff once a term any underlying or repeated unkindness</p> <p>Achieve ABQM Silver award</p>		<p>Parent questionnaires</p> <p>Termly behaviour book monitoring</p> <p>Termly meetings between HOS and ST regarding progress for ABQM</p>	<p>JP/govs</p>

				Review Anti-bullying policy and create child friendly anti-bullying policy.						
<p><b>Park Mead</b> To achieve <b>BRONZE</b> Anti-Bullying Award by July 2023.</p> <p>Coach staff so that the following anti-bullying initiatives are in place:</p> <ul style="list-style-type: none"> <li>• Termly reviews of bullying (records of trends)</li> <li>• Move to electronic system of recording behaviour and incidents</li> <li>• Policy and procedure updated for changes (staff sign off)</li> <li>• Anti-bullying Ambassador set up</li> </ul>	HW/JH	All PM staff	Timetable bullying reviews termly with HOS and all staff (part of Briefing standing item)	<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 &amp; 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>	July- Bronze AB Award achieved	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><b>East Hoathly</b> To achieve <b>GOLD</b> Anti-Bullying Award by July 2023.</p> <p>Coach staff so that the following anti-bullying initiatives are in place:</p> <ul style="list-style-type: none"> <li>• Termly reviews of bullying (records of trends)</li> <li>• Move to electronic system of recording behaviour and incidents</li> <li>• Policy and procedure updated for changes (staff sign off)</li> </ul>	SW/KW	All EH staff	Timetable bullying reviews termly with HOS and all staff	<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

**4.1 Objective: Federation Thrive Initiative:** To develop pupil emotional wellbeing and engagement with learning through Federation Thrive approaches to learning whereby enabling the most vulnerable pupils to be more confident, resilient and independent and ultimately impact on their engagement and quality of education.

**SEF Ref:**  
EH- pages 13-14  
CP- pages 13-15

Success Criteria & Practice Indicators:		Activities to evaluate impact against success criteria and practice indicators						SMV- pages 8/9 PM- pages 12-14		
<ul style="list-style-type: none"> <li>✓ <b>Outstanding Ofsted criteria PD:</b> 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.</li> <li>✓ Designated MHL will champion efforts to promote and support mental health and wellbeing among pupils to bring about strategic change in order to deliver an effective whole school approach.</li> <li>✓ To identify needs and monitor the impact of interventions</li> <li>✓ To plan targeted support and appropriate referrals</li> <li>✓ To enable pupil voice</li> </ul>		<ul style="list-style-type: none"> <li>• MHL/Inclusion lead meetings</li> <li>• Feedback from LMs on zones of regulation during LM meetings</li> <li>• PPM meetings</li> <li>• APDR meetings</li> <li>• Pupil voice</li> </ul>						<b>Business Plan Ref:</b>		
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 2022	Oct 2022	Jan 2023	April 2023	July 2023			
<p>To develop core <b>Mental Health Action Plan</b> for Pioneer Federation. To include;</p> <ul style="list-style-type: none"> <li>• <i>Mental Health lead role JD defined,</i></li> <li>• <i>Actions on how to support and promote staff MH&amp;WB</i></li> <li>• <i>Actions on how to support and promote pupil MH&amp;WB</i></li> <li>• <i>Actions on how to support and promote parents/carers MH&amp;WB</i></li> <li>• <i>Clear display in each staff room</i></li> <li>• <i>Policy development</i></li> <li>• <i>Questionnaires</i></li> <li>• <i>Clear links made to Thrive</i></li> <li>• <i>National days eg Mental health week- Professionals visiting</i></li> <li>• <i>Weekly item on all school newsletters</i></li> </ul>	HW		<p>MH&amp;WB – staff survey completed</p> <p>T1 to complete Main Action plan -</p> <p>End of T1 MH&amp;WB profile raised through clear displays 1 for staff 1 for pupils 1 for parents/carers</p> <p>SB – promoting the teaching focus for T1 for teachers as <b>Staying Positive</b></p>	<p>Children's mental health week 6<sup>th</sup>-12<sup>th</sup> February</p> <p>BEDES – steering group –revisit as MH was high on the groups agenda and how we can best support each other as schools</p>	<p>Mental Health Awareness Week 15<sup>th</sup> May</p>	<p>Review of Action Plan and ways forward</p>	Thrive £4212	<p>Termly Inclusion Governor monitoring</p> <p>LA Inclusion Monitoring – 8<sup>th</sup> Nov</p>	LD	
<p>Reintroduce the <b>'Thrive Profiling Approach'</b> as a method of monitoring well-being as well as social and emotional development in order to support children to be ready for learning.</p> <p>Provide strategies for staff to work with, talk to and support pupils' emotional well-being by using <b>zones of regulation</b> and the <b>Thrive Approach</b>.</p>	SL	All Staff	<p>T1W6 Thrive profiling T1 W6 IM to introduce Thrive approach – using WIN and linking to ZOR Display for adult prompts in room</p> <p>T2 Individual children identified for individual wellbeing support and IM triage which is most appropriate Thrive/zones support Consents gained and individual profiles completed, action plans generated by IM assistant</p> <p>Staff familiar with zones of regulation and confident to implement with pupils</p>	<p>Wellbeing day/afternoon in line with Children's mental health week in Feb</p>	<p>T4 Thrive profiling updated, new cohort established. PACE Display adult prompts in rooms</p> <p>As previous</p>	<p>T6 Review Thrive impact on outcomes</p>		<p>Termly Inclusion Governor monitoring</p> <p>LA Inclusion Monitoring – 8<sup>th</sup> Nov</p>	LD	



<ul style="list-style-type: none"> <li>• Actions on how to support and promote parents/carers MH&amp;WB</li> <li>• Clear display in each staff room</li> <li>• Policy development</li> <li>• Questionnaires</li> <li>• Clear links made to Thrive</li> <li>• National days eg Mental health week- Professionals visiting</li> <li>• Weekly item on all school newsletters</li> </ul>				<ul style="list-style-type: none"> <li>• I for parents/carers</li> <li>• SB – promoting the teaching focus for T1 for teachers as <b>Staying Positive</b></li> </ul>						
<p>Fairly allocate <b>well-being provision</b> according to need by triaging in order to establish the most appropriate intervention being put in place to support wellbeing with the limited provision available (eg Art Therapy/Drawing for Talking/Thrive/zones/social skills work/TT Plan)</p> <p>Increase/maintain capacity of wellbeing provisions (Art therapy/ drawing for talking, MHST support)</p>	SL	All Staff and VG Pupils	<ul style="list-style-type: none"> <li>• IM Assistant training in Thrive approach and Drawing for Talking</li> <li>• IM Requested trainee art therapist in all the 4 pioneer schools.</li> </ul>	<ul style="list-style-type: none"> <li>• T1 SEND staff meeting – introduce the Wellbeing referral, Refer at any time, indicate capacity of interventions at PPMs – refer to Wellbeing referral</li> <li>• T1 PM - Assistant IM to take over counselling pupils – Thrive not counselling</li> <li>• T1 PM – identify 4-6 children for MHST worry buster workshops in T2</li> <li>• PM T2 worry buster workshops</li> </ul>	<ul style="list-style-type: none"> <li>• PPMs discussion re wellbeing interventions</li> <li>• IM review allocation of spaces</li> <li>• PPMs discussion re wellbeing interventions</li> <li>• pupil and parental voice for wellbeing interventions</li> </ul>		Wellbeing provision review and impact reports for FGB	-Emotional health & wellbeing course	ExHt SDP termly review of milestones and evidence in newsletter, website and pupil voice.	JP – termly report to FGB
<p>Skill up <b>parents</b> so they feel confident to support their children’s SEND and well-being and be able to sign post each other</p>	SL	All Staff and VG Pupils	<ul style="list-style-type: none"> <li>• Identify topics /presneters for coffee mornings</li> <li>• use of MHST parent webinars</li> <li>• CLASS/EP Derek Hanley/anxiety/gratitude workshop/Thrive 1/Thrive 2, zones of reg, window of tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• PM - Termly coffee mornings led by MHST (Allschools invited)</li> <li>• PM/EH/CP – additional IM coffee morning</li> <li>• T1 CLASS</li> <li>• T2- SMV – coffee morning</li> <li>• T2- SMV – invite St Michaels/ Forest Row</li> </ul>	<ul style="list-style-type: none"> <li>• PM/EH/CP – additional IM coffee morning T3</li> <li>• T4 SMV – coffee morning T3</li> <li>• T4- SMV – invite St Michaels/ Forest Row</li> </ul>				ExHt SDP termly review of milestones and evidence in newsletter, website and pupil voice.	JP – termly report to FGB

<p><b>4.3 Objective: Local &amp; International Pupil/School Links-</b> each school to fully develop local and international links to ensure that pupils have a wide rich set of experiences as part of the curriculum.</p>							<p><b>SEF Ref:</b> EH- pages 18-22 CP- page 9 SMV- page 7 PM – page 7</p>				
<p><b>Success Criteria &amp; Practice Indictors:</b></p>				<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p>							
<ul style="list-style-type: none"> <li>✓ <b>Outstanding Ofsted criteria PD achieved:</b> ‘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’.</li> <li>✓ International school links for each Pioneer school.</li> </ul>				<ul style="list-style-type: none"> <li>• Community cohesion evidence folder</li> <li>• Stakeholder questionnaires</li> <li>• SIP visit and reports x3</li> <li>• COG monitoring visit and reports</li> </ul>			<p>SIP –x3 visit reports</p> <p>COG Governor monitoring 3 times a year</p>				
<p><b>Keys actions to meet success criteria and practice indicators</b></p>		 		<p><b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)</p>				<p>£</p>		<p>Activities to monitor implementation of key actions</p>	
				July 2022	Oct 2022	Jan 2023	April 2023	July 2023			

 <p><b>Local School</b> pupil links developed through Ringmer Alliance and EIP</p>	JP	All Staff & Pupils	<p>Sept- SLT to be proactive in attending all Alliance /EIP meeting and events.</p> <p>Oct- Timetable for pupil activities across local Primary school developed and Pioneer to be part of all of these events. 'Pupils as Leaders' vote on local events they would like to experience.</p> <p>Oct- April cross count, netball, football alliance events</p> <p>Pioneer to host table-tennis tournament with local primary schools</p> <p>Newsletter and website folders developed to show the partnership events.</p>		<p>June/July- Review and report all the local school events Pioneer pupils have been involved in 22/23 and impact (pupil voice)</p>	-	Pupils as Leaders Governor links x 3 monitoring reports	'PasL' Governor	
<p><b>Park Mead:</b> International school partnership - <b>Finland Primary School</b></p>  <p>Coach PM staff so that.....</p> <ul style="list-style-type: none"> <li>Coach PM staff so that all staff and children are aware of the link school in Finland .</li> <li>Organise '<b>International Day</b>' – off-timetable day focused on particular country of focus.</li> </ul>	HW	All Staff & Pupils		<p>Establish a connection through Google meet/zoom with students.</p> <p>Christmas card exchange with link school. (Tampere/Seinajoki - TBC)</p>	<p>Exchanging information about our school community through zoom/google meetings and letter writing/email opportunities.</p> <p>Link in with International Day. (Co-ordinate MFL lead to organise international day)</p>	<p>Exchanging information about our school community through zoom/google meetings and letter writing/email opportunities.</p>	<p>Review impact made this year – gain pupil voice to show understanding of life in other countries.</p>	ExHt SDP termly review of milestones and evidence in newsletter, website and pupil voice.	JP – termly report to FGB
<p><b>Chiddingly</b> International school partnership - <b>French Primary School</b></p>  <ul style="list-style-type: none"> <li>Coach PM staff so that all staff and children are aware of the link school in France.</li> <li>Organise 'International Day' – off-timetable day focused on particular country of focus.</li> </ul>	KV	All Staff & Pupils		<p>Link with PFCS link and plan dates.</p> <p>Christmas card exchange</p>	<p>Exchanging information about our school community through zoom/google meetings and letter writing/email opportunities.</p> <p>Plan <b>International Day</b> around focus country with link school</p>	<p>Exchanging information about our school community through zoom/google meetings and letter writing/email opportunities.</p> <p>Develop website tab linked to the schools international link</p>	<p>Review impact made this year – gain pupil voice to show understanding of life in other countries.</p>	ExHt SDP termly review of milestones and evidence in newsletter, website and pupil voice.	JP – termly report to FGB
<p><b>SMV</b> International school partnership through charity- <b>Starfish Malawi Primary School</b></p>  <ul style="list-style-type: none"> <li>Coach SMV staff so that all staff and children are highly aware of the link school</li> <li>Organise '<b>International Day</b>' – off-timetable day focused on particular country of focus where the link school is</li> </ul>	AS	All Staff & Pupils	<p>investigate links with Christian charities that can provide links to international school – Starfish Malawi? Other?</p>	<p>Create links with chosen charity and arrange assembly</p> <p>Discuss with Pupils as Leaders the fund raising project they would like to lead.</p> <p>Website folder developed for <b>International Day</b> intent and evidence of activities and impact</p> <p>Link with a school in another country – letter writing opportunities from chn?</p>	<p>Plan <b>International Day</b> around focus country with link school-</p> <p>Activities to link to chr understanding that Christianity is a global faith and how it is celebrated around the world in link school</p>	<p>Special assembly held where parents are invited in to share links with chosen charity – linked with fund raising event?</p>	<p>Review impact made this year – gain pupil voice to show understanding of life in other countries.</p>	ExHt SDP termly review of milestones and evidence in newsletter, website and pupil voice.	JP – termly report to FGB
<p><b>East Hoathly</b> International school partnership <b>Starfish Malawi Primary School</b></p>  <ul style="list-style-type: none"> <li>Coach EH staff so that all staff and children are highly aware of the link school.</li> <li>Organise '<b>International Day</b>' – off-timetable day focused on particular country of focus where the link school is</li> </ul>	SW	All Staff & Pupils	<p>Re-establish international school link and new display with flag background developed</p>	<p>Plan <b>International Day</b> around focus country with link school-</p> <p>Activities to link to chr understanding that Christianity is a global faith and how it is celebrated around the world in link school</p>			ExHt SDP termly review of milestones and evidence in newsletter, website and pupil voice.	JP – termly report to FGB	

# Early Years

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

		TERM 2				TERM 4				TERM 6			
		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%	50%	0%	0%	100%	75%
	ACTUAL	0%	25%	75%	25%	0%	0%	100%	25%	0%	0%	100%	50%

**5.1 Objective: EYFS Curriculum-** to embed the new Pioneer EYFS curriculum and ensure that it fulfils all framework expectations enabling impact, knowledge gained and progression of skills to be clear for all stakeholders. GLD to reach at least NA in all Pioneer schools (EH 2022 64%, PM 2022 66%, LA = 70%, NA 2022 72%)

**EH EYFS – Reception**  
 Reception GLD 'expected' to at least reach NA. (2022= 64% (LA average 69%)) [See SDP section 5.1](#)  
 Reception Maths EXP+ and Literacy EXP+ to at least reach LA averages.  
 (Maths Goals 2022 Reception EH= 64% (LA Ma average 79%)) [See SDP section 1.7](#)  
 (Literacy Goals 2022 Reception EH= 64% (LA Lit average 72%)) [See SDP section 1.4](#)

**Park Mead EYFS – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023.**  
 (Park Mead GLD 66%, LA 70%) (Park Mead PSE Goal 73%, LA 87%) (Park Mead Prime Goal EXP+ =73%, LA 78%)

**Chiddingly EYFS – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023.**  
 (CP Com. & Lang Goals 81.8%, LA 84.3%) (CP Maths Goal 72.7%, LA 79.2%)

### SEF Ref:

EH- pages 21-23  
 CP- pages 19-22  
 SMV- pages 9/10  
 PM- pages 18-21

### Business Plan Ref:

<b>Success Criteria &amp; Practice Indicators:</b>		<b>Activities to evaluate impact against success criteria and practice indicators</b>							
<ul style="list-style-type: none"> <li>✓ Curriculum is fit for purpose and all staff can confidently share the content and progression.</li> <li>✓ EYFS data reaches NA by July 2023</li> </ul>		<ul style="list-style-type: none"> <li>• SIP &amp; Monitoring Reports</li> <li>• Assessment Data</li> <li>• EYFS Subject File evidence</li> </ul>		SIP –x3 visit reports COG Governor monitoring 3 times a year					
<b>Keys actions to meet success criteria and practice indicators</b>			<b>Activities required to fulfil key actions</b>				£	<b>Activities to monitor implementation of key actions</b>	
			(What milestone activities should happen to achieve the key actions?)						
			July 2022	Oct 2022	Jan 2023	April 2023	July 2023		

<p><b>EYFS Curriculum refined</b> to ensure that the EYFS curriculum has clear progression and is fit for purpose.</p> <p>3Is (Intent, Implementation &amp; Impact) clearly documented within EYFS curriculum maps-</p> <p><b>Nursery curriculum</b> developed to ensure progression from N-R is consistent and nursery topics more relevant.</p>	SW/RB	EYFS Team	<p>EYFS Team adapt curr maps (alongside Claire Green- LA EYFS advisor)</p>	<p>Sept Inset – Updated curriculum plans shared with EY team and SL.</p>	<p>Curriculum maps utilised for planning</p> <p>Coverage monitored termly</p> <p>Review progression and link with pupil progress/assessments</p>		<p>Evaluate and review curriculum maps in preparation for upcoming cohort and key needs.</p>	<p>EYFS Governor links x 3 monitoring reports</p>	EYFS Governor
<p><b>Action ways forward from Debbie Bennett’s curriculum focus pre-Ofsted monitoring (May 2022):</b></p> <p>Ensure the <b>road maps</b> and all other curriculum documentation shows the explicit links between the <b>early years curriculum</b> and the national curriculum in key stage 1 and 2.</p>	JP/SW	All Subject Leaders & Staff	<p>SL action plans template crated for 22/23- EYFS curriculum links to NC KS1/2</p>	<p>7<sup>th</sup> September SW time- Writing action plan, policy, road map and blurb for the website. <b>Outcome:</b> Action plan, road map, blurb and policy complete. Key changes to policies sent to HOS for an overview for all staff. <b>SW</b> to support all subject leaders on 7<sup>th</sup> Sept to understand fully how to make this explicit link clear within Road Maps &amp; blurb.</p>	<p>12.13- SW &amp; JP – T2 to monitor Road Maps and blurb to check that this link between EYFS and KS1/2 is clear</p> <p>14<sup>th</sup> December SW Subject Leaders and Governor meeting – SW and EYFS Governor to review action taken linked to this objective.</p> <p>T4/5 - SIP and Ofsted visits- focus on deep dives and curr understanding from all staff and SLs</p>		<p>EYFS Jan 12<sup>th</sup> SL Peer monitoring visit to focus on this objective – evaluation and impact reviewed</p>	<p>EYFS Governor links x 3 monitoring reports</p> <p>Curriculum Governor – COG to review this objective T1-T3</p>	<p>EYFS Governor</p> <p>COG- AB</p>
<p><b>EYFS Pupil journal evidence expectations defined</b> to ensure there is a consistent high quality approach across Pioneer Federation and there is clarity for pupil progression and for moderation processes.</p>	SW/RB	EYFS Team	<p>SL- Define Pioneer journal evidence expectations – Book Policy EYFS section updated</p>	<p>SL- expectations reinforced in cohort meetings and moderation dates set for the year. Journal evidence expectation perf management targets 22/23/</p> <p>Termly – EYFS moderation events- staff compare the quality, variety and amount of evidence to ensure calibrating across all 4 Pioneer schools and reaching the Book policy expectations. Informal report to SLT after each EYFS moderation event.</p> <p>SW- to monitor EYFS evidence formally in SL book events-</p> <ul style="list-style-type: none"> <li>Twilight sessions (16:00 – 18:00) Tuesday 10<sup>th</sup> January. <b>Outcome:</b> Subject Leader book reviews – EYFS and KS1 focus</li> <li>8<sup>th</sup> June Review book audit ways forward <b>Outcome:</b> Ways forward reviewed for EYFS books</li> </ul> <p>Termly- EYFS journal monitoring against Book Policy expectations- SLT</p>			<p>June- LA EYFS moderation events show that Pioneer evidence is strong and provide sound bases to EYFS judgments</p> <p>July- SW- making adjustments to EYFS Book Policy following 22/23 review and impact.</p>	<p>EYFS Governor links x 3 monitoring reports</p>	EYFS Governor
<p><b>EYFS Pupil Outcomes-</b> ensure that pupils make excellent progress from starting pints and <u>all areas of EYFS curriculum</u> reach at least NA, including overall GLD.</p> <p><b>Focus on ‘Park Mead’ and ‘EH’ outcomes to reach NA</b> (EH 2022 64%, PM 2022 66%, NA 2022 72%)</p> <p><b>EH EYFS – Reception</b> Reception GLD ‘expected’ to at least reach NA. <i>See SDP section 5.1</i> (2022= 64% (LA average 69%))  <b>Reception Maths EXP+ and Literacy EXP+</b> to at least reach LA averages.  (Maths Goals 2022 Reception EH= 64% (LA Ma average 79%))  <i>See SDP section 1.7</i>  (Literacy Goals 2022 Reception EH= 64% (LA Lit average 72%))  <i>See SDP section 1.4</i></p>	JP/SW	EYFS Staff & pupils	<p>22/23 Datawall temps completed – JP</p>	<p>Sept- EYFS baseline Sept/Oct- aspirational targets set- at least NA Oct- perf mang pupil outcome targets – at least at NA. Each EYFS area documented and GLD.</p>	<p>Termly- PPMs against EYFS targets – intervention and catch up where needed. Formal recording SLT clarity of targets at each PPM. EYFS moderation events and reports to show that all 4 schools are in line to reach targets and action/intervention taken if not.</p>		<p>Termly- EYFS outcome reach targets and at least at NA for all EYFS area and GLD.</p>	<p>Leadership termly monitoring visit – ‘pupil outcomes’ focus - COG</p>	AB

<p><b>Park Mead EYFS</b> – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023. (Park Mead GLD 66%, LA 70%) (Park Mead PSE Goal 73%, LA 87%) (Park Mead Prime Goal EXP+ =73%, LA 78%)</p> <p><b>Chiddingly EYFS</b> – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023. (CP Com. &amp; Lang Goals 81.8%, LA 84.3%) (CP Maths Goal 72.7%, LA 79.2%)</p>									
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<p><b>5.2 Objective: Pioneer EYFS Leadership-</b> ensure effective succession planning is in place to ensure clarity &amp; for sustained high quality Pioneer EYFS leadership &amp; standards for the future.</p>							<p><b>SEF Ref:</b> EH- pages 21-23</p>			
<p><b>Success Criteria &amp; Practice Indicators:</b></p> <ul style="list-style-type: none"> <li>✓ EYFS succession plan actions secure Pioneer expertise and standard for the future.</li> <li>✓ EH Nursery operates as a 5<sup>th</sup> class in its own right by July 2023 without need for specific EH EYFS Lead role.</li> <li>✓ EYFS Lead role has become a subject leadership role by July 2023.</li> </ul>				<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p> <ul style="list-style-type: none"> <li>• Job Description for EH HOS</li> <li>• Job description for EYFS Subject Leader role</li> <li>• SIP &amp; Monitoring Reports</li> </ul>			<p><b>Business Plan Ref:</b></p>			
<p><b>Keys actions to meet success criteria and practice indicators</b></p>				<p><b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)</p>			<p>£</p>	<p><b>Activities to monitor implementation of key actions</b></p>		
		<p>July 2022</p>	<p>Oct 2022</p>	<p>Jan 2023</p>	<p>April 2023</p>	<p>July 2023</p>				
<p><b>EYFS Pioneer Lead-</b> to evolve to be a subject leadership role (alongside KS1 and KS2 SL Pioneer roles) and succession planning enables the skills required for this SL role to be sustained for the future. <b>EH HOS full leadership accountability for Nursery class- 5<sup>th</sup> class- by July 2023.</b></p>		<p>JP</p>	<p>EYFS Team</p>	<p>EYFS Lead steps up at EH HOS</p>	<p>Sept- Define EH leadership structure for 23/24 – starting Sept 24 with clear JDs</p> <p>Oct- Define subject leadership roles for Sept 24- to include EYFS SL KS1 SL, lower KS2 SL &amp; upper KS2 SL within the roles</p>	<p>Sept- April: SLT to decide how the year group lead roles will operate and JDs for these roles. HR advice where needed.</p>	<p>July- define staff for the SL roles and year group lead roles</p>	<p>Poss TLRs for roles</p>	<p>EYFS Governor links x 3 monitoring reports</p> <p>Curriculum Governor – COG to review this objective T1-T3</p>	<p>EYFS Governor</p> <p>COG- AB</p>
<p><b>Nursery Class &amp; Nursery Teacher-</b> Nursery class to evolve as the 5<sup>th</sup> class at EH in its own right, with teacher empowerment in terms of accountability /expectations (teacher standards) without need for separate EH EYFS Lead. <b>EH HOS full leadership accountability for Nursery class- 5<sup>th</sup> class - by July 2023.</b></p>		<p>JP</p>	<p>EYFS Team</p>	<p>Sept- Perf management to clearly define Nursery teacher class expectations</p>	<p>Sept- Nursery teacher role clear that this exists without spate EH EYFS lead</p>			<p>EYFS Governor links x 3 monitoring reports</p> <p>Curriculum Governor – COG to review this objective T1-T3</p>	<p>EYFS Governor</p> <p>COG- AB</p>	
<p><b>EYFS Pioneer LA Hub and LA Moderators-</b> skill up EYFS Pioneer team so that several staff have the skills to take on and Pioneer LA Hub and LA moderator roles.</p>		<p>JP</p>	<p>EYFS Team</p>	<p>Sept- EYFS teacher perf management- define teachers for the future for potential HUB Lead and LA moderators</p>	<p>Sept- April: cpd in place for teachers succession planning for lead roles. Including LA intervention where needed.</p>	<p>Sept/Oct- 23/24- EYFS lead roles allocated building on cpd development across 22/23</p>	<p>-</p>	<p>EYFS Governor links x 3 monitoring reports</p> <p>Curriculum Governor – COG to review this objective T1-T3</p>	<p>EYFS Governor</p> <p>COG- AB</p>	

