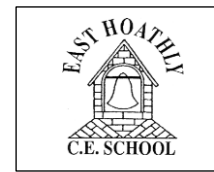




# Pioneer Federation Development Plan 2023 – 2024



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

## Priorities for Improvement – 2023-2024

### Quality of Education *(See separate plan/datawall for each school's OUTCOMES)*

- 1.1 Pioneer Curriculum:** To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. 23-24 Initiatives to include: termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders.
- 1.2 Curriculum Inclusion for All:** Ensure that appropriate adaptations are made to the curriculum to enable all groups of pupils to be fully included, making strong progress. 23-24 Initiatives to include: 2 x VG full triangulations, defined support staff targeted intervention/programmes in afternoons across all Pioneer schools and communication in print in place across all schools EYFS and KS1.
- 1.3 Little Wandle (LW) Phonics & Reading Schemes:** To embed Little Wandle (LW) Phonics scheme and associated decodable books/resources systems and rigorously track impact on pupil standards. 23-24 Initiatives to include: Ensure that all LW procedures are fully in place at Park Mead. Launch and monitor LW reading scheme in Park Mead & ensure that East Hoathly Year 1 phonics outcomes (2023= 60%) reach NA (76%) in June 2024. SMV KS1 Reading EXS to reach NA – 2023 EXS= 60%, NA=70%.
- 1.4 Lexia Literacy:** Introduce Lexia literacy skills programs at 'EH and Chiddingfold' to provide scalable personalised learning to pupils of all abilities to target skill gaps and rigorously track impact. 23-24 Outcomes focus to include: KS2 EH Reading progress score to reach NA (0) (2023= -1.4). Chiddingfold KS2 reading SS/Progress to at least reach NA (104.8/0) (2023= 103.1/-2.07)
- 1.5 To ensure there is an increase in KS2 Maths progress and scale scores by July 2024.** Pioneer KS2 Maths negative progress overall-2023 (-1.3) – 23-24 Outcomes focus to include: East Hoathly KS2 Maths scale score and progress to reach NA by July 2024- (104/0) (2023= 102.3/-3.5, 2022 = 101/-3.6, 2019 =-4.5, 2018=-4.3) SMV Maths GDS to reach NA (22%) (2022 LA 17%, SMV 2022/23= 6.7%/7.3%).
- 1.6 Park KS1 Outcomes 2024 to at least reach NA in all areas:** 2023 KS1 outcomes below NA Reading EXS= 58% (NA 69%) GDS= 8.3% (NA 18%) Writing EXS= 58% (NA = 61%) GDS = 0% (NA = 8%) Maths EXS= 50% (NA = 72%) GDS= 0% (NA = 15%)
- 1.7 Ofsted Ways Forward:** *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. *Park Mead - Ofsted April 2019* - To ensure that current work to develop the new PM 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. *Chiddingfold Ofsted May 2019-* to ensure that pupils' reading comprehension and vocabulary develops throughout the school & KS2 reading scheme in school is addressed. *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.

### Leadership & Management

- 2.1- East Hoathly (EH) Ofsted and SIAMS Inspections:** To ensure that EH achieves at least 'Good' in both inspections within the academic year 23-24.
- 2.2- Outwards Facing Pioneer Leadership –** Ensure that effective mentoring/coaching is in place for new leaders so that they are highly effective in their roles. To also ensure all senior leaders develop cpd collaboration both within & outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.
- 2.3- Pioneer Governance:** To streamline governor monitoring to include subject visits to focus schools bi-annually, ensuring that Pioneer Governance is highly effective in both supporting, challenging & holding leaders to account.
- 2.4- Pioneer MAT and Expansion:** Pioneer school expansion & Trust/MAT developed within 23/24. Continue effective collaborative partnership strategies with other schools- expanding to a 5<sup>th</sup> Pioneer school and ensure that collaboration results in raised pupil outcomes and staff effectiveness.
- 2.5- Pioneer Subject Leadership:** Ensure that subject leaders have the appropriate time set aside in termly staff meeting agendas with clearly defined milestone expectations which dovetail with Pioneer curriculum developments.
- 2.6- Church Schools development:** To ensure that East Hoathly is ready for a Church S48 inspection, updating approaches to cater for the new SIAMS framework expectations and achieves equivalent of previous 'excellence' SIAMS when inspected. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and will be ready for SIAMS inspection 24-25.
- 2.7- St Mary's & Park Mead (PM) School Vision and Values (V/V):** Embed PM school V/V and refresh & relaunch SMV V/V under new leadership. Ensuring that the school aims are clear to all stakeholders through the 'living and breathing' vision and values.
- 2.8 Health and Safety LA Monitoring Inspections-** To ensure that all school are safe and have successful LA inspections and achieve at least 90%+. PM (Dec 23), EH (Jan 24) CP (March 24)
- 2.9 Safeguarding:** To ensure that all Pioneer schools have highly effective safeguarding policies and procedures in place. PM (Nov 23) and CP (Sept 23) to have successful LA safeguarding monitoring reports.
- 2.10 Pioneer NOR and Advertising Strategies-** To ensure that Pioneer schools are pursuing all potential advertising strategies to enable NOR to be the highest possible.
- 2.11 Community Cohesion:** To ensure that each Pioneer school is proactive in developing strong community cohesion and effectively engaging/involving parents in their child/ren's education.

### Behaviour & Attitudes

- 3.1 - Skills Builder (SB)-** To develop SB initiative at East Hoathly & support pupils understanding of the Federation value 'Learning for Life', in which skills builder traits will be explicitly linked to jobs skills set and will ultimately ensure that this leadership initiative impact on pupil aspirations, standards and the Quality of Education for all.
- 3.2- Attendance –** ensure pupils have high attendance (at least at NA) and that swift action is taken if not.
- 3.3 - Anti-Bullying Policy:** Ensure that the policy & procedures for investigating bullying are robust and consistently applied across all Pioneer schools- utilising ESBAS monitoring ways forward as stimulus- enabling clarity for all.
- 3.4- Active Education Sussex & Sport Sports Games Marks –** Embed impact from coaching team from AES across Federation. Achieving 'Silver/Gold' mark award for SMV and embedded 'Gold' award at EH, PM and CP.

### Personal Development

- 4.1- Federation Thrive/Wellbeing Initiative:** To develop pupil emotional wellbeing and engagement with learning through the 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- Pioneer Wellbeing/Health Schools Award:** Mental Health Subject Leadership Lead will continue will to ensure that mental health is high profile for all schools and that all stakeholders are aware of initiatives of support/awareness. Pioneer schools achieve the accredited Wellbeing/HS Awards by July 2024.
- 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 Maths Curriculum-** To embed the development of White Rose Mastery approaches – aligning with other Pioneer year groups.
- 5.2- Pioneer EYFS Cohort Planning –** To ensure that staff learn from more experienced/EYFS Lead practitioners through a more consistent and coherent planning approach across Pioneer EYFS.
- 5.3- To embed Little Wandle (LW) Phonics scheme and associated decodable books/resources systems with Pioneer EYFS** and rigorously track impact on pupil standards.
- 5.4- East Hoathly Nursery –** to ensure all aspects of Nursery provision are sustainable long term – both financially & in terms of EYFS Nursery expertise succession planning.

# 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 Alice Briley
Acting Senior Teacher/ Deputy DSL	Miss Kathryn Williams
Chair of Governors	Mr Alan Brundle Vice Chair for East Hoathly: Jeremy Sykes
Unique reference number	114501 DfE No: 8453022
Local authority East Sussex	East Sussex
Type of Federation/Partnerships	Pioneer Federation of 3 schools and Nursery
Church School Type	Diocesan (Diocese of Chichester)
Age range of pupils	2-11
Gender of pupils	Mixed
Number of pupils on roll	School: 85 School & Nursery: 109 Nursery: 24 Reception: 10 Year 1: 14 Year 2: 10 Year 3: 12 Year 4: 12 Year 5: 11 Year 6: 16 Boys total: 53 (49%) Girls total: 55 (50%)
Number of pupils eligible for pupil premium	16 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 (22% including Nursery) (24% of school age children) EHCP 1.1%
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 Jane Robinson
Senior Teacher	Miss Victoria Mandy & Alexandra Surtees
Chair of Governors	Mr Alan Brundle Vice Chair for SMV: Lorna Duggleby
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

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

# Chiddingly Primary School Context & Details

## 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 DfE No: 8402056
Local authority East Sussex	East Sussex
Type of Federation/Partnerships	Pioneer Federation of 4 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: 101</b> Reception: 9 Year 1: 15 Year 2: 15 Year 3: 15 Year 4: 16 Year 5: 15 Year 6: 16 Boys: 46 (45.5%) Girls: 55 (54.5%)
Number of pupils eligible for pupil premium	16/101 = 15.8%
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	23/101= SEN 23% 3/101= EHCP 3%
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

## Park Mead School Vision

Our core values of **Respect, Resilience & Responsibility**, developed through **Essential Life Skills**, build a thriving Park Mead community for everyone, inspiring us to be the best that we can be!

### Respect

We treat others as we would like to be treated.  
We **listen** carefully and **speak** clearly.



### Resilience

We build resilience by **staying positive**, **aiming high**, being **creative** and **problem solving**.



### Responsibility


We believe that **teamwork** and **leadership** are essential skills for responsibility.



**Achievement For All, Learning Together, Learning For Life**





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: 100</b> Reception 14, Year 1 14, Year 2 15, Year 3 12, Year 4 15, Year 5 15, Year 6 15 <b>Boys 48 (48%) Girls 52 (53%)</b>
Number of pupils on roll	100
Number of pupils eligible for pupil premium	21 (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 27 (27%)
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 (5 Teachers = 20% each)

		TERM 2 (SIP EVALUATED)				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%	40%	0%	0%	100%	60%	0%	0%	100%	100%
	ACTUAL	0%	0%	100%	40%	0%	0%	100%	60%				



## St Mary's Teacher Effectiveness (6 Teachers = 17% each)

		TERM 2 (SIP EVALUATED)				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%	17%	0%	0%	100%	51%	0%	0%	100%	100%

	ACTUAL	0%	0%	100%	17%	0%	0%	100%	51%				
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### Chiddingly Teacher Effectiveness (5 Teachers = 20% each)

		TERM 2 (SIP EVALUATED)				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%	60%	0%	0%	100%	100%	0%	0%	100%	100%
	ACTUAL	0%	0%	100%	60%	0%	0%	100%	100%				



### Park Mead Teacher Effectiveness (5 Teachers = 20% each)

		TERM 2 (SIP EVALUATED)				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%	40%	0%	0%	100%	60%	0%	0%	100%	100%
	ACTUAL	0%	0%	100%	20%	0%	0%	100%	40%				



**1.1 Objective:** To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils.

**23-24 Initiatives to include:** termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders.



Curriculum Developments SDP 2:

**Chiddingly and SMV Ofsted 2019/20-** to ensure that the **Pioneer curriculum** fully caters for all Foundation Subjects effectively, so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged. Implement the new curriculum fully in all classes throughout the school & leaders should continue their work on the curriculum to raise levels of challenge so that pupils make even greater progress across the breadth of subjects so that pupils study the full **curriculum**; it is not narrowed.

**Park Mead Ofsted April 2019** -To ensure that current work to develop the new **Park Mead Curriculum** includes clear progression in knowledge and skills in all subject areas so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged.

**SEF Ref:**

EH- pages 7-10  
CP- pages 8-11  
SMV- pages 7/8  
PM- pages 7-10

**Business Plan Ref:**

- Art INSET- 4 x artist payment for Jan INSET and materials
- Art Leads Polegate CPD sessions
- Release time cover to teachers to attend meetings

**Success Criteria & Practice Indicators:**

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



- Staff are confident in describing their year group curriculum, the way it is sequenced, the progression and the end points.
- 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. **MTPs and Unit Progression Documents.**
- Ensure subject leaders can discuss their curriculum area coherently and explained how it has been developed. 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.

- Staff questionnaires
- Governor SL link visits and deep dives
- Termly planning audits and book looks – SLT

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

**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 2023      Oct 2023      Jan 2024      April 2024      July 2024

£

**Activities to monitor implementation of key actions**



**Develop termly Steering Group & Cycle 1 adaption to implement and calibrate curriculum changes**

JP/KV

EM  
JH  
AB  
HW  
AS

**Curriculum Steering Group Meetings & Agendas**

- **Thursday 14<sup>th</sup> September** – Review cycle 2 adaptations, reading text agreed and MFL, termly cohort evaluations into MTP;
- **Thursday 16<sup>th</sup> November** – cycle 1 adaption
- **Thursday 11<sup>th</sup> January**- cycle 1 adaption
- **Thursday 29<sup>th</sup> February** –review MTPs etc impact and staff workload balance
- **Thursday 25<sup>th</sup> April** – Final cycle 1 completion and SM to launch
- **Thursday 13<sup>th</sup> June** – Ofsted and SIAMS curriculum WF developed in to 24-25 Action Plan for steering group

Release time cover to teachers to attend meetings  
  
£0 in house cover

3 Governors part of steering group and carousal attending termly meetings – Governor evaluative report for FGB termly

SIP Reports – curriculum review focus & EH Ofsted/SIAMS

**Coach subject leaders in order for the development of Termly MTPs, Unit key vocab documents, End of unit quizzes & termly cohort evaluations**

JP/KV

All Teachers and SL

**June/July-** Define each new curriculum element and develop templates- SMs to intro to staff

**1<sup>st</sup> Sept INSET** - reinforce termly planning expectations

- Termly staff meeting sessions for SL to develop MTPs, intro starters and quizzes; MTPs represented on websites
- Termly SLT triangulations to evaluate implementation and impact of curriculum changes
- 2 x SIP visits with focus on curriculum change and implications within classes – pupil, voice focus
- Cohort Planning meeting to summative evaluated each subject and add to MTP evaluation for future delivery of linked units

**16<sup>th</sup> July-** Steering Group evaluation of new curriculum changes & Governor reflective report with staff voice included

Termly SLT triangulations to evaluate implementation and impact of curriculum changes

SIP Reports – curriculum review focus & EH Ofsted/SIAMS

**Coach subject leaders in order for the development of 'Subject Unit Progression Documents' (SUPD)**

JP/KV

All Teachers and SL




Define/template for SUPD. 1 day supply release for initial development





- **July- Oct** -Unit Progression documents to be a choice for SL- either skills or knowledge gained defined. Represented in websites by October 2023: <https://www.pioneerofsted.com/curriculum/progression-of-study-medium-term-planning>
- **Nov- March** - combining of both- unit skills and summative knowledge gained for different units with a subject
- **April- June-** teacher tracking coverage and summative T4 pupil attainment judgements per subject using SUPDs.

1 day Release time cover to teachers to establish SUPD  
14 x £180 = £2,520

3 Governors part of steering group and carousal attending termly meetings – Governor evaluative report for FGB termly

SIP Reports – curriculum review focus & EH Ofsted/SIAMS

<p>Implement 'new Subject Books'- pg 4 of Book Policy</p>  <p>Book and Marking Policy 2023 - Pioneer</p>	JP/KV	All Teachers	<p>Book Policy updated with new expectations for subject bks Bks ordered for Sept.</p>	<p>Subject books implementation- pg 4 expectations</p>  <p>Subject Books- pg4.docx</p>	<ul style="list-style-type: none"> <li>SL evaluate impact of changes within their subjects via book audits: <b>Thursday 4<sup>th</sup> Jan, Tuesday 9<sup>th</sup> Jan, Thursday 6<sup>th</sup> June, Tuesday 11<sup>th</sup> June</b></li> <li>Termly SLT triangulations to evaluate implementation and impact of curriculum changes</li> </ul>	<p>Summative end of year review from SLT and Governors- 'Subject Books as opposed to Topic Books' – to include SL, teacher and pupil voice</p>	<p>Subject books per sch – see Sept ordering £6,000</p>	<p>Termly SLT triangulations to evaluate implementation and impact of curriculum changes</p>	<p>SIP Reports – curriculum review focus &amp; EH Ofsted/SIAMS</p>
<p>ART INSET and sketch books development- to ensure that the quality of Art delivery and sketch books work from all years groups is 'at least good+' (Ofsted 23-24)</p>  <p>ART-Unit-Progression-Document.pdf</p>	NR/CP	All Staff	<p>Art Unit progression document to define 4 core unit areas – skill and knowledge gained – 'drawing, painting, collage and sculpture'</p>	<p>NR/CP- attend Polegate cpd and collect examples of outstanding sketch books Art SUPD shared with staff and artist recruited for Jan INSET Release time to plan out Jan INSET, write new Art policy and book in artists linked unit and progression of skills</p>	<p><b>Dec- Art Policy re-written – defining sketch book expectations and standard and coverage of work termly – <u>new expectations art curriculum specific</u> review</b></p> <p><b>Jan INSET- 5 carouselled activities:</b></p> <ol style="list-style-type: none"> <li>1) Sketch books and new policy - CP &amp; IB</li> <li>2) Collage focus- artist workshop – BP &amp; NR</li> <li>3) Drawing focus- Kay and Emma W</li> <li>4) Painting focus- MD</li> <li>5) Sculpture focus- FP</li> </ol>	<p>SLT and Art Leads to monitor sketch books from T3-T6 termly to check on implementation of new Art Policy</p> <p>Art Governor to develop evaluative report in T6 – sketch books and policy implementation– to include staff and pupil voice</p>	<p>4 x artist payment for Jan INSET and materials Approx. £750</p>	<p>Termly SLT triangulations to evaluate implementation and impact of curriculum changes</p>	<p>SIP Reports – curriculum review focus &amp; EH Ofsted/SIAMS</p>


<p><b>1.2 Objective: Curriculum Inclusion for All:</b> Ensure that appropriate adaptations are made to the curriculum to enable all groups of pupils to be fully included, making strong progress. 23-24 Initiatives to include: 2 x VG full triangulations, defined support staff targeted intervention/programmes in afternoons across all Pioneer schools and communication in print in place across all schools EYFS and KS1.</p>								<p><b>SEF Ref:</b> EH- pages 7-10 CP- pages 8-11 SMV- pages 7/8 PM- pages 7-10</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>VG pupils all make strong progress from their starting points</li> <li>Triangulations show that all children are fully catered for and included within the Pioneer curriculum subjects</li> <li>Pioneer curriculum fully caters/adaptations clear for VG pupils and their needs</li> </ul>				<ul style="list-style-type: none"> <li>Termly PPMs with explicit VG tracking of progress and attainment</li> <li>2 x SL/JP full triangulations of VG provision</li> <li>Targeted training in place</li> <li>Movement to becoming a 'Dyslexia Active' federation</li> </ul>		<p>2x govs evaluation visits SIP x3 a year &amp; EH Ofsted</p>										
<p>Keys actions to meet success criteria and practice indicators</p>		 		<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="728 997 1747 1037"> <tr> <td>July 2023</td> <td>Oct 2024</td> <td>Jan 2024</td> <td>April 2024</td> <td>July 2024</td> </tr> </table>					July 2023	Oct 2024	Jan 2024	April 2024	July 2024	<p>£</p>	<p>Activities to monitor implementation of key actions</p>	
July 2023	Oct 2024	Jan 2024	April 2024	July 2024												





<p><b>VG provision</b> clear catered and adapted for with all curriculum planning and provision</p> <p>VG attainment and progress tracking an explicit part of all outcome charts and termly PPMs</p> <p>APDR format reviewed and in place so that increases support for the 'access' baseline part of the access, plan, do and review cycle</p> <p>Start the process of becoming a Dyslexia Active federation</p>	SL		<p>Senco to email SEND advisor regarding good examples of skills progression and location of these in planning documents</p> <p>APDR formats reviewed to support indication of progress and a</p>	<p>SEND staff meeting T1 W4 – updated APDR formats/ review info report/ subject leadership skills progression following SEND advisor advice/dyslexia active staff audit (knowledge and assessment)</p> <p>Check all progress trackers clearly indicate VG by PPMs T1 and review TT by sorting for vulnerable groups for T2 PPMs</p> <p>PPMS indicate the target and focus for any PPG groups</p> <p>By Dec 23 PPG report reviewed</p> <p>APDR Reviews T1 W5-6 majority, T2 W5&amp;6 EHCP and high needs</p>	<p>Reading ages for those children working below their chronological year and not making progress on Lexia are completed by SENCO assistant</p> <p>Appropriate CLASS COUN assessments are completed by class teachers to inform APDR targets for those not making progress in reading. These children have an individual profile started to summarise their progress through the available support</p> <p>SEND information report reviewed including language around provision mapping and PPMs and updated with new APDR format</p> <p>Liaison with subject leaders regarding skills progress and word banks</p> <p>APDR Reviews T3 W5-6 majority, T4 W5&amp;6 EHCP and high needs</p>	<p>Review of subject leadership plans and skills progression</p> <p>Picturised word banks are included in planning documents for all subjects</p> <p>APDR Reviews T5 W5-6 majority, T6 W5&amp;6 EHCP and high needs</p>	Transition support for secondary and pre=school to reception		JP- PPMS termly and weekly meeting SL/JP	VG Link Governor x 2 Reports and visits
<p><b>VG provision monitoring:</b> 2 x VG full triangulations, Parents are fully involved in constructing support plans and this is evidence in ADPR/ANP Reviews and consultation records</p> <p>Planning is evident in the classroom provision for pupils and examples of outstanding practice is collated</p>	SL		<p>Oct Send STAFF meeting – indicate to staff the focus of the triangulations – parental consultations adaption and differentiation in books, learning environment is dyslexia friend (see dyslexia active)</p> <p>Triangulations T2 w/b th Nov (SMV, CP &amp; PM) W/B 31/10 EH. Collect photo evidence of good differentiation /supports in books/dyslexia active environment checklist</p>	<p>Dec 23 Feedback to individual staff re triangulations and focus for next one</p> <p>Support/training put in place to facilitate any gaps observed</p> <p>Second triangulation T3 W2 w/b 26.2.24</p>	<p>Dec 23 Feedback to individual staff re triangulations</p> <p>Support/training put in place to facilitate any gaps observed</p>	<p>Feedback to individual staff re triangulations</p> <p>Support/training put in place to facilitate any gaps observed</p>			JP- PPMS termly and weekly meeting SL/JP	VG Link Governor x 2 Reports and visits








<p><b>VG Targeted Support:</b> defined support staff targeted intervention/programmes in afternoons across all Pioneer schools</p>	SL		<p>August 23 – email to all HOS indicated one day cover for each full time TA to provide training as part of PPG support – priorities: Little Wandle, Makaton (PM, SMV) Sensory Circuits (EH)</p> <p>July Early Years Reception CLASS environment language audit (SMV, EH, PM) part 1</p>	<p>Sept 23 – core trainings to be emailed to HOS before Performance management meetings</p> <p>New staff – introduction to Thrive webinar</p> <p>Senco to train SENCO assistant or language link, COLIN assessment, NARA and Sandwell</p> <p>PM for INAS, and SENCO assistant</p> <p>Send Staff meeting – dyslexia active staff audit – encourage to raise at Perf/Mat</p> <p>SENCO meets with private SAL provider to discuss assessments and training for staff</p> <p>CP T1ass &amp; 2 modelling, PM T2 assess, SMV 3 hrs termly (T1 x 2 and ass and model)</p> <p>Little Wandle Training for any outstanding TAs</p> <p>Review availability of training in CLASS training booklet once published (sensory circuits EH)</p> <p>SENCO/Senco assistant meets with SEND TAs week 7 of each term to update interventions and resources needed</p> <p>SMV Specific training in place weekly for new EHCP pupils – medical need for EYFS staff and INA</p>	<p>Private SAL modelling to PM staff</p> <p>SMV - SAL support for SENCO and TAs 3 hours x 2</p> <p>SMV - Specific training in place weekly for new EHCP pupils – medical need for EYFS staff and INA</p>	<p>SMV - SAL support for SENCO and TAs 3 hours x 2</p> <p>June INSET day – TA targeted SEND training TBC</p> <p>SMV - Specific training in place weekly for new EHCP pupils – medical need for EYFS staff and INA</p>			JP- PPMS termly and weekly meeting SL/JP	VG Link Governor x 2 Reports and visits
<p><b>VG Learning Environment:</b> communication in print in place across all schools EYFS and KS1</p> <p>learning environment is dyslexia friend (see dyslexia active)</p> <p>Thrive ethos is clear in all school spaces and prompts staff to use strategies</p> <p>Zones of regulations displays are in place and actively used by pupils. All stake holders have access to information about the zones of regulation and how they are used in school.</p>	SL		<p>Comms in Print added to LE policy for all staff</p> <p>Liaison with Thrive regional support regarding visuals</p>	<p>EYFS environment audit part 1 CP, part 2 SMV, EH, CP</p> <p>Senco learning walk W1/2</p> <p>checking for Thrive visuals and updating as necessary</p> <p>Updating Thrive visual??</p> <p>VG triangulations 1 use the dyslexia active environment monitoring form</p> <p>See Thrive section</p>	<p>Pupil voice with Senco Assistant indicates children can explain how they use the zones</p> <p>EYFS CLASS language environment support part 2 ICP</p> <p>VG triangulations 2 use the dyslexia active environment monitoring form</p> <p>See Thrive section</p>	<p>Review zones and Thrive sections of the websites to ensure are up to date and in line with updated policies.</p>			JP- PPMS termly and weekly meeting SL/JP	VG Link Governor x 2 Reports and visits






<p><b>1.3 Objective:</b> To embed Little Wandle (LW) Phonics scheme and associated decodable books/resources systems and rigorously track impact on pupil standards. <a href="#">Little Wandle (LW) Phonics &amp; Reading Schemes: LW</a></p> <p><b>'23-24' Initiatives to include:</b></p> <ul style="list-style-type: none"> <li>• Launch and monitor LW reading scheme in <b>Park Mead</b> -Ensure that all LW procedures are fully in place at Park Mead.</li> <li>• <b>East Hoathly</b> Year 1 phonics outcomes (2023= <b>60%</b>) reach NA (76%) in June 2024.</li> <li>• <b>SMV KS1 Reading</b> EXS to reach NA – 2023 EXS= <b>60%</b>, NA=70%.</li> </ul>	<p><b>SEF Ref:</b></p> <p>EH- pages 7-10</p> <p>CP- pages 8-11</p> <p>SMV- pages 7/8</p> <p>PM- pages 7-10</p>
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<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 of Little Wandle £6398
<ul style="list-style-type: none"> <li><b>East Hoathly</b> Year 1 phonics outcomes (2023= 60%) reach NA (76%) in June 2024.</li> <li><b>Park Mead</b>- LW fully embedded and systems/procedure consistently applied across school- including evidenced weekly group &amp; individual reading.</li> <li><b>SMV KS1 Reading</b> EXS to reach NA – 2023 EXS= 60%, NA=70%.</li> </ul>	<ul style="list-style-type: none"> <li>Termly PPMs and SLT KS1 triangulations with phonics as focus</li> <li>Summative Datawalls -Jan, March &amp; June - phonics targets on-track</li> </ul>	SIP X 2 Visit focus visits- phonics Ofsted –EH	


<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>	
			<b>July 2023</b>	<b>Oct 2023</b>	<b>Jan 2024</b>	<b>April 2024</b>	<b>July 2024</b>			
Coach staff to ensure that <b>all new staff to KS1 and/or Pioneer have had the associated cpd</b> for their roles linked to LW delivery	HOS/ KW	KS1/EYFS staff	Selected staff – online & in-house cpd timetabled plan	2x monitoring of selected staff by end of T2	PPMs, tracking & scheduled intervention termly	2x drop-ins monitoring of selected staff by end of T4	Phonics delivery for all staff involved judged as good+ & pupils make strong/expected progress.	Claims for online cpd in summer hols £360	Termly PPMs and SLT KS1 triangulations with phonics as focus for new/changed staff	JP & SIP- X3 yearly
<b>East Hoathly</b> Year 1 phonics outcomes (2023= 60%) reach NA (76%) in June 2024. SMV KS1 Reading EXS to reach NA – 2023 EXS= 60%, NA=70%.	KTU	EH KS1 Staff	KW and EH KS1 staff to visit CP to observe EM LW delivery and organisation of group reading/tracking – ensure systems in place at EH for Sept 23	Pupil Targets set – perf management – NA  PPMs, tracking & scheduled intervention termly	2x monitoring of EH KS1 staff by end of T2- phonics focus with SIP	PPMs, tracking & scheduled intervention termly  EH Ofsted – KS1 and phonics – good+ judgment	EH Phonics delivery for all staff involved judged as good+ & pupils make strong/expected progress.  Pupil phonics targets met and EH outcome at/above NA June 2024		Termly PPMs and SLT KS1 triangulations with phonics as focus	JP & AB (HoS)- X3 yearly
<b>Park Mead LW</b> - Launch and monitor LW reading scheme in <b>Park Mead</b> -Ensure that all LW procedures are fully in place at Park Mead.   <b>Pioneer Little Wandle Phonics and Reading.</b>	KTU/ HW	JH & KS1 Staff	JH and PM KS1 staff to visit CP to observe EM LW delivery and organisation of group reading/tracking – ensure systems in place at PM for Sept 23	2x observations/drop-ins of PM KS1 staff by end of T2 to ensure systems/procedure consistently applied across school- including evidenced weekly group & individual reading	Termly PPMs and triangulations- focus on phonics delivery and reading systems/structure- ensure follow policy and LW systems	PPMs, tracking & scheduled intervention termly	Yearly review show that all pupils have experience LW systems fully and LW reading program embedded with KS1	Supply cover for staff release with visiting other sch £360	Termly PPMs and SLT KS1 triangulations with LW phonics and reading systems as focus	JP & HW (HoS)- X3 yearly
<b>SMV KS1 Reading</b> EXS to reach NA – 2023 EXS= <b>60%</b> , NA=70%.	KTU/AS /JR	SMV KS1 Staff	EK- KS1 reading report linked to 2023 cohort and 60% ES Re  JR- SDP- Re SMV KS1 systems and comprehension skill evaluative review	2x observations/drop-ins of SMV KS1 staff by end of T2 to ensure reading systems/procedure consistently applied across school- including evidenced weekly group & individual reading- <b>comprehension evidenced (2020 Ofsted WF)</b>	Termly PPMs and triangulations- focus on reading systems/structure- ensure follow policy and LW systems	PPMs, tracking & scheduled intervention termly	Yearly review show that all pupils have experience LW reading program fully and <b>comprehension evidenced (2020 Ofsted WF)</b>		Termly PPMs and SLT KS1 triangulations reading systems as focus	JP & JR (HoS)- X3 yearly


<b>1.4 Objective: Lexia Literacy: AS</b> Introduce Lexia literacy skills programs at 'EH and Chiddingly' to provide scalable personalised learning to pupils of all abilities to target skill gaps and rigorously track impact.  '23-24 Outcomes' focus to include: <ul style="list-style-type: none"> <li>KS2 EH Reading progress score to reach NA (0) (2023= <b>-1.4</b>).</li> <li>Chiddingly KS2 reading SS/Progress to at least reach NA (104.8/0) (2023= <b>103.1/-2.07</b>)</li> </ul>	<b>SEF Ref:</b> EH- pages 7-10 CP- pages 8-11 SMV- pages 7/8
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 Lexia.docx					PM- pages 7-10						
<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>Lexia fully implemented at EH and CP.</li> <li>Lexia impact can be shown in pupil KS2 outcomes: <b>KS2 EH Reading progress score</b> to reach NA (0) (2023= <b>-1.4</b>). <b>Chiddingly KS2 reading SS/Progress</b> to at least reach NA (104.8/0) (2023= <b>103.1/-2.07</b>)</li> </ul>			<ul style="list-style-type: none"> <li>PPMs termly and Lexia weekly times evaluated against outcome impact</li> <li>Staff and pupil voice – KS2 50 licences and cohorts</li> </ul>		SIP X 2 Visit focus visits-reading Ofsted –EH						
<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 staff to ensure training in place for staff at EH and CP re LEXIA implementation & Lexia systems and procedure in place for 50 licences at each school		AS	Lexia Staff	July 2023	Oct 2023	Jan 2024	April 2024	July 2024	<small>Claims for staff cpd in own time /hois</small>	PPMs termly and Lexia weekly times evaluated against outcome impact	JP & HOS
Assessment & Monitoring Systems in place linked to KS2 Reading targets and explicit impact of Lexia tracked <ul style="list-style-type: none"> <li><b>KS2 EH Reading progress score</b> to reach NA (0) (2023= <b>-1.4</b>).</li> <li><b>Chiddingly KS2 reading SS/Progress</b> to at least reach NA (104.8/0) (2023= <b>103.1/-2.07</b>)</li> </ul>		AS	HOS & Lexia Staff	<ul style="list-style-type: none"> <li><b>KS2 Reading target set against FFT 20/50</b></li> <li><b>Pioneer Tracking systems explicitly linked to Lexia tracking and time spent by pupils on Lexia weekly</b></li> <li><b>Termly PPMs to have Lexia and Reading impact as standing item</b></li> <li><b>Termly triangulations from SLT</b></li> <li><b>AS- progress and tracking SM allocation to focus on Lexia impact and dev summative reports for FGB/SLT Tuesday 9<sup>th</sup> Jan &amp; Tuesday 11<sup>th</sup> June</b></li> </ul>			<b>July 24- PM and SMV</b> to retain strong Re progress and above NA attainment. <b>EH and PM</b> to reach targets set and have SS and progress at least at NA.	Staff and pupil voice- showing the Lexi has been fully implemented at EH and CP and weekly usage at the expected levels for the 50 licences	Staff and pupil voice – KS2 50 licences and cohorts	JP & HOS	


<b>1.5 Objective:</b> To ensure there is an increase/improvement in Pioneer KS2 Maths progress and scale scores by July 2024–					<b>SEF Ref:</b> EH- pages 7-10 CP- pages 8-11 SMV- pages 7/8 PM- pages 7-10			
23-24 Outcomes focus to include: <ul style="list-style-type: none"> <li>East Hoathly KS2 Maths scale score and progress to reach NA by July 2024- (104/0) (2023= <b>102.3/-3.5</b>, 2022 = <b>101/-3.6</b>, 2019 = <b>-4.5</b>, 2018=<b>-4.3</b>) <ul style="list-style-type: none"> <li>SMV Maths GDS to reach NA (22%) (2022 LA 17%, SMV 2022/23= <b>6.7%/7.3%</b>).</li> <li>Pioneer KS2 Maths negative progress overall-2023 (<b>-1.3</b>)</li> </ul> </li> </ul>								
<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>East Hoathly KS2 Maths scale score and progress to reach NA by July 2024- (104/0) (2023= <b>102.3/-3.5</b>, 2022 = <b>101/-3.6</b>, 2019 = <b>-4.5</b>, 2018=<b>-4.3</b>)</li> <li>SMV Maths GDS to reach NA (22%) (2022 LA 17%, SMV 2022/23= <b>6.7%/7.3%</b>)</li> <li>Pioneer KS2 Maths progress improves from negative progress overall-2023 (<b>-1.3</b>)</li> </ul>			<ul style="list-style-type: none"> <li>EH Ofsted 23-24</li> <li>Termly PPMs with explicit KS2 Maths tracking of progress and attainment</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?)			£	






			July 2023	Oct 2023	Jan 2024	April 2024	July 2024		Activities to monitor implementation of key actions	
Coach/ develop VM as <b>Pioneer Maths Lead</b>	KV	JP		KV/VM to attend ESCC hub meetings  Complete maths focus morning @ CP - KV & VM  Tuesday 26 <sup>th</sup> September – Maths staff meeting  13 <sup>th</sup> December – Subject Governor meeting	Book audits EYFS/KS1 4 <sup>th</sup> Jan  Book audits KS2 9 <sup>th</sup> Jan -	Book audit reviews EYFS/KS1 6 <sup>th</sup> June  Book audit reviews KS2 11th June	CPD/Resource review completed by all staff for 2024/25 to support planning  10 <sup>th</sup> July – Subject governor meeting		PPMs, data drops, triangulation and termly assessments	JP
Address Pioneer KS2 Maths negative progress overall-2023 (-1.3)	KV/VM	JP		Tuesday 26 <sup>th</sup> September – Maths staff meeting – address staff CPD areas from questionnaires  Math focus visits across all school in T1 & T2	Maths follow up visits in T3 & 4	Maths follow up visits in T3 & 4	Report outcomes			JP/Govs
East Hoathly KS2 Maths scale score and progress to reach NA by July 2024- (104/0) (2023= 102.3/-3.5, 2022 = 101/-3.6, 2019 =-4.5, 2018=-4.3)  EH- Key Stage 2 Outcomes Summary :	KV/PS	JP/AB/A B	Complete QLA	Check ins – gap analysis and action planning following baseline assessments.			Evaluate impact and review with staff for following year  Complete QLA			JP/HOS/Govs
SMV Maths GDS to reach NA (22%) (2022 LA 17%, SMV 2022/23= 6.7%/7.3%)	KV/VM	JP/JR/A B		team teaching, gap analysis and action planning following baseline assessments			Evaluate impact and review with staff for following year  Complete QLA			JP/HOS/Govs

<b>1.6 Objective:</b> Park KS1 Outcomes 2024 to at least reach NA in all areas: <b>HW</b> 2023 KS1 outcomes below NA. Value added tracked for Year 2 cohort moving into Year3. 2023 Reading EXS= 58% (NA 69%) GDS= 8.3% (NA 18%) 2023 Writing EXS= 58% (NA = 61%) GDS = 0% (NA = 8%) 2023 Maths EXS= 50% (NA = 72%) GDS= 0% (NA = 15%)			<b>SEF Ref:</b> EH- pages 7-10 CP- pages 8-11 SMV- pages 7/8 PM- pages 7-10 <b>Business Plan Ref:</b>
<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>Park KS1 Outcomes 2024 to at least reach NA in all areas</li> <li>Year 2 23 to make expected VA progress across 23-24</li> </ul>	<ul style="list-style-type: none"> <li>KS1 outline data tracking termly</li> <li>SIP and Alliance partner focus area for PM termly</li> </ul>	AB SIP	


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 2023	Oct 2023	Jan 2024	April 2024	July 2024			
KS1 Teaching Team: clarify for expectations and evidence for EXS and GDS defined	HW		Transition meeting (HW/JA) to discuss and action developments to the learning environment. Safe space required to accommodate the range of needs and learning styles necessary. Changes will support Yr2s to make the progress they need to make.  Fencing completed. Oasis set up for purpose Decking area re-designed for purpose and curriculum relevance.  Expectations revisited at Assessment week  Cross Federation cohort moderation T2		Monitoring drop ins T3 drop ins by HW/JP  JA to revisit CP/other alliance schools KS1 providers.  Review meeting between Ks1 teaching team, HW/JP	Monitoring drop ins by HW/JP  Cross Federation cohort moderation T4  Review meeting between KS1 teaching team, HW/JP	Review of curriculum and KS1 team.	Progress reviews during PPM each term.	JP / HW- termly triangulations	
Present Year 2: coach and monitoring to ensure year 2024 reach NA in all areas	HW		HW Report for FGB and SIP for 23 outcomes – identified gaps and areas to address 23-24 lessons learnt defined	Sept- targets for Yr2 EXS and GDS defined –at or above NA	Identified individuals for writing interventions defined  Reading / Maths interventions timetabled from T3 to target gaps in learning for specific individuals.	Identified individuals for writing interventions defined.  Reading / Maths interventions timetabled from T3 to target gaps in learning for specific individuals		Progress reviews during PPMS each term	JP / HW - termly triangulations	
Progress and value added for Year 2 moving into year 3- tracking and monitoring of this cohort to ensure targeted pupils at NA/ARE with 12 months	HW		Dates 23-24 set for Weekly monitoring for ML and year 2 cohort targeted pupils  Targeted pupil for expected ARE and GDS identified in T6 PPMs	Monitoring by HW for ML to continue weekly  Maths interventions timetabled and gaps addressed for those pupils who should have reached EXP end of Y2		Maths interventions timetabled and gaps addressed for those who should have reached EXP end of Y2	Identified ARE/GDS pupils make value added progress and cohort at NA for EXS and GDS by July 2024	Progress reviews during PPS each term	JP / HW - termly triangulations	

<b>1.7 Objective- Pioneer Schools Ofsted Ways Forward:</b> <i>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.</i> <i>Park Mead - Ofsted April 2019 -To ensure that current work to develop the new PM Curriculum includes clear progression in knowledge and skills in all subject areas so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged.</i> <i>Chiddingfold Ofsted May 2019- to ensure that pupils' reading comprehension and vocabulary develops throughout the school &amp; KS2 reading scheme in school is addressed.</i> <i>SMV Ofsted March 2020- To ensure pupils develop the necessary language comprehension skills in reading 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.</i>		<b>SEF Ref:</b> EH- pages 7-10 & 16-20 CP- pages 17-20 SMV- pages 7/8 PM- pages 7-10
<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>All Ofsted WF have been addressed – standing item FGB</li> <li>All actions for curriculum development achieved- SDP 1.1 and 1.2</li> <li>WF linked to pupil outcomes achieved- pupil at least reach targets set</li> <li>Successful EH Ofsted 23-24 – previous WF agreed fully achieved &amp; L/M good+</li> <li>SIP/Ofsted agreed that curriculum WF have been achieved at PM</li> </ul>	<ul style="list-style-type: none"> <li>EH Ofsted report 23-24</li> <li>SIP visit report with curriculum and Ofsted WF as focus 23-24</li> <li>Termly Curriculum Steering Group – Governor review Reports 23-24</li> </ul>	SIP/Ofsted Steering Group termly report from Governors	<b>Business Plan Ref:</b>
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Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2023	Oct 2023	Jan 2024	April 2024	July 2024			
Coach SLT to ensure that <b>Ofsted WF evidence files</b> in place at each Pioneer school & actions taken explicit within <b>SEFs and Lead Inspector tabs</b> on websites	JP	HOS & SLT	SLT handover for JR and AB – Ofsted evidence folders a focus	SIP T1/T2 visit to review Ofsted evidence- files and websites	Ofsted evidence systematically added to key folders	Successful EH Ofsted 23-24 – previous WF agreed fully achieved & L/M good+.	Weekly ExHt & HOS meetings to review evidence and SDP next steps	-Ofsted -SIP		
<i>East Hoathly Ofsted July 2018- To ensure that a greater proportion of boys achieve the higher standard in <b>writing</b> 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.</i>	JP/AB	Pippa Seymour & EH Staff	July 23 Outcome SDP/datawall evidence KS2 boys % NA KS1 focus for EH Wt GDS % 23-24 Book expectations reinforced with new EH team- pg4- Sept INSET	Pippa Seymour – new Wt lead – MTP for writing dev for all – skills and knowledge gain documented Writing staff cpd staff meeting T2 – GDS focus & standardisation	Target setting, tracking, termly monitoring and PPMs to ensure on-track ad interventions n where needed. Staff cpd- include as part of triangulation where required – EH KS1 focus	Successful EH Ofsted 23-24 – previous WF agreed fully achieved & L/M good+.	Weekly ExHt & HOS meetings to review evidence and SDP next steps	-Termly COG leadership focus visits		
<i>Park Mead - Ofsted April 2019 -To ensure that current work to develop the new <b>PM Curriculum</b> 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>	JP/HW	PM Staff	Steering Group dev plan 23-24- linked directly to skills and knowledge progression with curriculum Sept INSET reminder and launch of curriculum dev 23-24	See SDP 1.1 curriculum development 23-24 Unit Prog Docs for subject MTPs dev by SLs and 'reconnect' session for units Subject Toolkits developed Subject books and S/K termly progression tracking and 2x yearly SL book looks End of unit quizzes—summative retention and cycle tweaking	Termly triangulation with SLT to review curriculum change impact SLs book auditing- and skills/knowledge tracking- <b>Thursday 4<sup>th</sup> Jan, Tuesday 9<sup>th</sup> Jan, Thursday 6<sup>th</sup> June, Tuesday 11<sup>th</sup> June</b>	SIP/Ofsted agreed that curriculum WF have been achieved at PM.	Weekly ExHt & HOS meetings to review evidence and SDP next steps	-Ofsted -SIP -Termly COG leadership focus visits		
<i>Chiddingly Ofsted May 2019- to ensure that pupils' <b>reading</b> comprehension and vocabulary develops throughout the school &amp; KS2 reading scheme in school is addressed.</i>	JP/KV	CP Staff	Chiddingly KS2 reading SS/Progress to at least reach NA (104.8/0) (2023-2021-2022)	AS/KV Reading action plans explicitly address KS2 Re outcome 23- see SDP 1.4 Lexia MTPs- key vocab explicit and with each subject book	AS/KV- summative report on reading actions taken 19-24 to address WF- compreh/vocab and outcomes over that period	Weekly ExHt & HOS meetings to review evidence and SDP next steps				
<i>SMV Ofsted March 2020- 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.</i>  SMV KS1 Reading EXS to reach NA – 2023 EXS= 60%, NA=70%	KW/AS/JR	SMV KS1 Staff	EK- KS1 reading report linked to 2023 cohort and 60% ES Re JR- SDP- Re SMV KS1 systems and comprehension skill evaluative review	2x observations/drop-ins of SMV KS1 staff by end of T2 to ensure reading systems/procedure consistently applied across school- including evidenced weekly group & individual reading- <b>comprehension evidenced (2020 Ofsted WF)</b>	Termly PPMs and triangulations- focus on reading systems/structure- ensure follow policy and LW systems PPMs, tracking & scheduled intervention termly	Yearly review show that all pupils have experience LW reading program fully and <b>comprehension evidenced (2020 Ofsted WF)</b>	Weekly ExHt & HOS meetings to review evidence and SDP next steps			

# Leadership & Management





<b>2.1 Objective: East Hoathly (EH) Ofsted and SIAMS Inspections:</b> To ensure that EH achieves at least 'Good' in both inspections within the academic year 23-24.		<b>SEF Ref:</b> EH- pages 16-20 CP- pages 17-20 SMV- page 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>EH achieves at least 'Good' in both inspections within the academic year 23-24. All previous ways forward addressed.</li> <li>L/M to be judge as a strength.</li> </ul>	<ul style="list-style-type: none"> <li>SIP - Duncan Greig- Reports 23-24</li> <li>DEP – Mandy Watson Reports 23-24</li> <li>COG termly leadership reports</li> </ul>				SIP/DEP –T1, T3, T6 AB- termly	PM- pages 17-20 <b>Business Plan Ref:</b>				
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 2023	Oct 2023	Jan 2024	April 2024	July 2024			
<b>East Hoathly (EH) Ofsted-</b> 'coach and mentor' EH staff, Pioneer subject leaders and Governors so ready for inspection.	JP	AB & EH Staff	HOS & new staff/Governor transition	<b>Sept-</b> 90 min folder dev with AB & 'O' folders <b>Oct-</b> Website and contextual documents SIP and LA director monitoring visits – L/M focus <b>Oct/Nov-</b> Writing & SPAG APs with MTPs, progression documents and curriculum cycle defined		Maintain records (SEF and folders) and evaluate APs termly	Dev AP to address O ways forward and disseminate lessons learnt into other Pioneer schools		<ul style="list-style-type: none"> <li>SIP - Duncan Greig- Reports 23-24</li> <li>COG termly leadership reports</li> </ul>	SIP –T1, T3, T6 AB- termly
<b>East Hoathly (EH) SIAMS-</b> 'coach and mentor' EH staff, Pioneer subject leaders and Governors so ready for inspection.   DEP Report East Hoathly July 23.doc	JP	AB & EH Staff	HOS & new staff/Governor transition  James Vine - new EH victor induction	<b>Sept-</b> new SIAMS SEF- full and summary document completed Collective Worship plans and timetables <b>Sept/Oct-</b> re-establish EH vision/values with new EH Team and new victor <b>Oct-</b> SIAMS evidence folders updated All linked SIAMS policies updated and onto websites <b>Oct/Nov-</b> Ethos committee review SIAMS evidence against SEF		Maintain records (SEF and folders) and evaluate APs termly	Dev AP to address SIAMS ways forward and disseminate lessons learnt into SMV		<ul style="list-style-type: none"> <li>DEP – Mandy Watson Reports 23-24</li> <li><b>Ethos Committee</b> Reports termly</li> </ul>	DEP- T1, T3, T6 JS Ethos reports termly
<b>Governance –</b> 'coach and mentor' to ensure FGB ready for EH inspections.	JP	FGB	James Vine - new EH victor induction	<b>Sept/Oct-</b> 'O/SIAMS' Governor grab pack ready <b>Sept/Oct-</b> re-establish EH vision/values	<b>Nov-</b> 'Wr' Gov to evaluate EH progression (2018 O WF) <b>Termly</b> Ethos Committee meeting- SIMAS SEF updated standing item	Maintain records (SEF and folders) and evaluate APs termly	Dev AP to address O ways forward and disseminate lessons learnt into other Pioneer schools		<ul style="list-style-type: none"> <li><b>Ethos Committee</b> Reports termly</li> <li>COG termly leadership reports</li> </ul>	JS Ethos reports termly AB- termly





<b>2.2 Objective: Outwards Facing Pioneer Leadership</b> – Ensure that effective mentoring/coaching is in place for new leaders so that they are highly effective in their roles. To also ensure all senior leaders develop cpd collaboration both within & outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.   D- 3-3-23.docx  Therapautic Thinking cpd for new	<b>SEF Ref:</b> EH- pages 16-20 CP- pages 17-20 SMV- page 10 PM- pages 17-20  <b>Business Plan Ref:</b>	
<b>Success Criteria &amp; Practice Indictors:</b>	<b>Activities to evaluate impact against success criteria and practice indicators</b>	
<ul style="list-style-type: none"> <li>New HOS (AB &amp; JR) effective in role. Internal &amp; external validation- SLT &amp; staff questionnaires, EH Ofsted, EH SIAMS, EH H-S inspection. SMV DEP and SIP reports.</li> </ul>	<ul style="list-style-type: none"> <li>SLT &amp; staff questionnaires, EH Ofsted, EH SIAMS, EH H-S inspection. SMV DEP and SIP reports.</li> </ul>	Ofsted SIP DEP

<ul style="list-style-type: none"> <li>Pupil outcomes and staff effectiveness is increased due to outwards facing approaches to leadership cpd- attainment/progress and staff/leadership questionnaires</li> </ul>		<ul style="list-style-type: none"> <li>Attainment/progress and staff/leadership questionnaires</li> </ul>		AB- termly L/M reporting						
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 2023	Oct 2023	Jan 2024	April 2024	July 2024			
New HOS coaching, cpd & mentoring – KV and JP to define weekly leadership support across 23-24	JP/KV	JR & AB	JP and KV 23-24 timetables defined to ensure time for mentoring weekly HOS transition	T1/T2- AB/JR- relevant cpd – DSL, H-S, new to Headship LA cpd JP/KV- inspection prep with HOS – see SDP 2.1 KV VM Maths coaching (SMV) – see SDP 1.5 T3- Therapeutic Thinking cpd – LA training 3 days with VW	Jan 24- JP to visit Compass and DCAT MATs	T4- SIAMS/Church Sch cpd April – AB and JR to visit Polegate sch	AB/JR- end of year perf management reviews and questionnaire SLT feedback	COG L/M Reports  AB/JR- end of year perf management reviews and questionnaire SLT feedback	AB- termly	
SLT visiting and collaborating with 'outstanding' schools and MATs – utilising exceptional traits with Pioneer leadership systems	JP	SLT	Focus of 23-24 SLT sch visits defined/objectives	28 <sup>th</sup> Sept- HW & KV visit Compass Schs – summary report for wf link to perf management	Jan 24- JP to visit Compass and DCAT MATs	April – AB and JR to visit Polegate sch	June- John Camp visiting Pioneer to evaluate L/M	£160 Visit Report from SLT – evaluating impact for leadership traits and sch/Fed	COG (AB) L/M Reports	
After EH Ofsted inspection 23-24, JP and KV pursue Ofsted licenced inspection training	JP/KV	SLT	Define Senior HOS role 23-24	Nov- JP and KV Ofsted inspector applications	Dec/Jan- interviews and assessment process	Ofsted inspector cpd  SLT disseminate of info gained for Pioneer L/M	1 <sup>st</sup> inspections as registered O inspectors	COG L/M Reports	AB- termly	

<b>2.3 Objective: Pioneer Governance:</b> To streamline governor monitoring to include subject visits to focus schools bi-annually, ensuring that Pioneer Governance is highly effective in both supporting, challenging & holding leaders to account.							<b>SEF Ref:</b> EH- pages 16-20 CP- pages 17-20 SMV- page 10 PM- pages 17-20 <b>Business Plan Ref:</b>			
<b>Success Criteria &amp; Practice Indictors:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>						
<ul style="list-style-type: none"> <li>Governor monitoring is effective in evaluating subjects and leadership and holding staff to account.</li> <li>The new governor monitoring cycle enables governors to gain a strong understanding of the quality of education for their subject area across the Pioneer Federation.</li> </ul>				<ul style="list-style-type: none"> <li>SIP - Duncan Greig- Reports 23-24</li> <li>DEP – Mandy Watson Reports 23-24</li> <li>Ofsted Inspections</li> <li>LA Inspections- H-S and safeguarding – see SDP sections 2.8 &amp; 2.9</li> </ul>			SIP- T1,T3 & T6 DEP- T1 , T4 EH Ofsted			
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2023	Oct 2023	Jan 2024	April 2024	July 2024			







<p><b>Pioneer MAT-</b> development from Federation to Multi-Academy Trust 23-24</p>	<p>JP/AB</p>	<p>Pioneer Stakeholders</p>	<p><b>Sept-</b> MAT application completed and approved at FGB 11<sup>th</sup> Sept  <b>Late Sept-</b> Diocese meet to approve application  <b>Sept/Oct-</b> ‘Board of Education’ (DfE) Meeting to receive consult to move forward  <b>Oct-</b> 6-week consultation with parents and local communities  <b>3<sup>rd</sup> Nov-</b> LA MAT Meeting Elizabeth Funge/Katie Rigway  <b>Nov/Dec-</b> MAT advisor board meeting - RCC Duncan Walls leading- to approve next steps towards MAT</p>	<p><b>Jan-</b> legal MAT developments - MAT/sch articles, TEG funding and development of ‘Chief Financial Officers’  <b>Jan- June-</b> MAT establishing – including development of Advisor MAT board and new FGB</p>	<p><b>July/Sept-</b> MAT launched</p>	<p>TEG funding- 25K per sch</p>	<p>RCC &amp; DfE feedback regarding Pioneer MAT application and future development plans    Community consultation feedback</p>	<p>RCC and DfE reports</p>
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<p><b>2.5 Objective: Pioneer Subject Leadership:</b> Ensure that subject leaders have the appropriate time set aside in termly staff meeting agendas with clearly defined milestone expectations which dovetail with Pioneer curriculum developments.</p>							<p><b>SEF Ref:</b>  EH- pages 16-20  CP- pages 17-20  SMV- page 10  PM- pages 17-20</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>							
<ul style="list-style-type: none"> <li>Subject leaders effectively impact on the Quality of Education in their subject areas across the Federation.</li> <li>Subject action plan targets and Attainment/Progress target are met.</li> <li>Subject leaders are ready for any Deep Dive monitoring.</li> </ul>				<ul style="list-style-type: none"> <li>SIP Deep Dive monitoring – T1, T3, T6</li> <li>Ofsted Deep Dives and Reports</li> <li>Governor subject monitoring reports X4</li> </ul>		<p>SIP Ofsted SL Governors</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"> <thead> <tr> <th>July 2023</th> <th>Oct 2023</th> <th>Jan 2024</th> <th>April 2024</th> <th>July 2024</th> </tr> </thead> </table>				July 2023	Oct 2023	Jan 2024	April 2024	July 2024	<p>£</p>	<p><b>Activities to monitor implementation of key actions</b></p>	
July 2023	Oct 2023	Jan 2024	April 2024	July 2024										
<p><b>Subject Leader Action Plan (AP) 23-24</b> – ‘coach &amp; mentor’ SL to develop effective APs</p>	<p>JP</p>	<p>Teachers – SLs</p>	<table border="1"> <tbody> <tr> <td data-bbox="743 997 1106 1370"> <p><b>July/Sept-</b> AP template developed to include:  Termly MTP dev, quizzes, key vocab sheets, Ofsted file for Deep Dive, triangulation judgements and cpd staff meeting dev, subject website folders &amp; Subject Progression documents    Subject Policy development- <b>4<sup>th</sup> Sept INSET pm</b>    <b>7<sup>th</sup> Sept-</b> Staff meeting allocation for AP development</p> </td> <td colspan="4" data-bbox="1106 997 1673 1370"> <p><b>Subject specific staff meeting focus per subject Sept- June -</b> addressing staff cpd questionnaire gaps  <b>Governor monitoring x 2 online</b>  <b>13<sup>th</sup> Dec-</b> online meeting with SL to evaluate SL APs  <b>9<sup>th</sup> July-</b> online meeting with SL evaluate impact 23/24 as defined via SL APs  <b>Governor sch subject visits</b>  <b>T3-</b> Governor 1<sup>st</sup> visit to focus sch/d- linked to projected AP objectives  <b>T5-</b> Governor 2<sup>nd</sup> visit to focus sch/d - linked to projected AP objectives</p> </td> </tr> </tbody> </table>				<p><b>July/Sept-</b> AP template developed to include:  Termly MTP dev, quizzes, key vocab sheets, Ofsted file for Deep Dive, triangulation judgements and cpd staff meeting dev, subject website folders &amp; Subject Progression documents    Subject Policy development- <b>4<sup>th</sup> Sept INSET pm</b>    <b>7<sup>th</sup> Sept-</b> Staff meeting allocation for AP development</p>	<p><b>Subject specific staff meeting focus per subject Sept- June -</b> addressing staff cpd questionnaire gaps  <b>Governor monitoring x 2 online</b>  <b>13<sup>th</sup> Dec-</b> online meeting with SL to evaluate SL APs  <b>9<sup>th</sup> July-</b> online meeting with SL evaluate impact 23/24 as defined via SL APs  <b>Governor sch subject visits</b>  <b>T3-</b> Governor 1<sup>st</sup> visit to focus sch/d- linked to projected AP objectives  <b>T5-</b> Governor 2<sup>nd</sup> visit to focus sch/d - linked to projected AP objectives</p>					<p>Governor Subject monitoring reports – T2, T3, T5, T6</p>	<p>Subject link Governors</p>
<p><b>July/Sept-</b> AP template developed to include:  Termly MTP dev, quizzes, key vocab sheets, Ofsted file for Deep Dive, triangulation judgements and cpd staff meeting dev, subject website folders &amp; Subject Progression documents    Subject Policy development- <b>4<sup>th</sup> Sept INSET pm</b>    <b>7<sup>th</sup> Sept-</b> Staff meeting allocation for AP development</p>	<p><b>Subject specific staff meeting focus per subject Sept- June -</b> addressing staff cpd questionnaire gaps  <b>Governor monitoring x 2 online</b>  <b>13<sup>th</sup> Dec-</b> online meeting with SL to evaluate SL APs  <b>9<sup>th</sup> July-</b> online meeting with SL evaluate impact 23/24 as defined via SL APs  <b>Governor sch subject visits</b>  <b>T3-</b> Governor 1<sup>st</sup> visit to focus sch/d- linked to projected AP objectives  <b>T5-</b> Governor 2<sup>nd</sup> visit to focus sch/d - linked to projected AP objectives</p>													






Subject Leader termly MTPs development – specific termly time allocated for curriculum documents from SL	JP/KV	Teachers – SLs	New area Curriculum expectations 23-24 defined. termly MTPs, quizzes and key vocab sheets	2 <sup>nd</sup> to last week termly- staff meeting allocation for MTP etc developments. Time therefore allocated for these documents to be ready for use in Cohort Planning Meetings in the final week of each term.			Steering Group T6 evaluation of new curriculum changes and SL time allocation		
SL Deep Dive preparedness - 'coach & mentor' SL in order to be ready for any Deep Dive expectations	JP	Teachers – SLs	Deep Dive core Q/A defined and SL folder contents	SL observation in EH – 1 <sup>st</sup>	Book Audit Triangulations - 4 <sup>th</sup> and 9 <sup>th</sup> Jan	SL observation in EH – 2 <sup>nd</sup>	Book Audit Triangulations - 6 <sup>th</sup> and 11 <sup>th</sup> June	Release Time for EH OUs	

<b>2.6 Objective: church Schools development:</b> To ensure that East Hoathly is ready for a Church S48 inspection, updating approaches to cater for the new SIAMS framework expectations and achieves equivalent of previous 'excellence' SIAMS when inspected. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and will be ready for SIAMS inspection 24-25.							<b>SEF Ref:</b> EH- pages 16-20 SMV- page			
<b>Success Criteria &amp; Practice Indictors:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>			<b>Business Plan Ref:</b> RE Syllables and resources cost= £400			
<ul style="list-style-type: none"> <li>Strong 'good' SIAMS inspection outcomes at East Hoathly 23-24.</li> <li>SMV SIAMS SEF- 'full and summary' completed and ready for inspection 24-25.</li> <li>Vision and Values embedded and intertwined within ethos and policies at both schools.</li> </ul>				<ul style="list-style-type: none"> <li>DEP (MW) visit reports- T1, T3, T6</li> <li>SIAMS inspection outcomes/report 23-24</li> </ul>		DEP monitoring visit X3  SIAMS Inspection- EH 23/24				
<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 2023	Oct 2023	Jan 2024	April 2024	July 2024		
East Hoathly SIAMS SEF & Church/SIAMS website tabs & New SIAMS Framework Evidence		JP/AB	EH staff/ FGB	Draft SIAMS SEF full and summary	Sept- Nov- new framework evidence collation & website evidence updated  21 <sup>st</sup> Sept – MW SIAMS and church sch staff meeting	Dec/Jan- DEP monitoring visit – review SIAMS evidence  Termly Ethos Committee Meetings- SIAMS, SEF & evidence standing items			Ethos committee minutes  RE Governor visits x 4	JS (EH)
Define & evidence of 'Statement of Entitlement' for EH and SMV & 'Spirituality Statement/Policy'		JP/AB/JR	EH staff/ FGB		Sept- Template documents developed Oct- bespoke docs for both schs 17 <sup>th</sup> Oct- FGB approval	Nov- Jan- dispersal to sch staff and onto websites – expectation of what statements mean in sch life	T3/4- DEP Visit- review SIAMS evidence		Ethos committee minutes  RE Governor visits x 4	JS (EH) & JS (SMV)






<p>Action all WF from 23 DEP Visit reports</p>  <p>DEP Report East Hoathly July 23.doc St Mary the Virgin June 23 (2).doc</p>	JP/AB/JR		<p>DEP report published</p>	<p>Sept/Oct- HOS/JP review and AP reports</p> <p>17<sup>th</sup> Sept- EP reports acknowledged and agreed actions</p>	<p>DEP Visits T2-T6 – assess impact of action taken</p> <p>Termly Ethos Committee Meetings- DEP visit report standing items</p>		<p>Ethos committee minutes RE Governor visits x 4</p>	JS (EH) & JS (SMV)
<p>SMV SIAMS SEF &amp; Church/SIAMS website tabs &amp; New SIAMS Framework Evidence</p>	JP/JR			<p>Draft SIAMS SEF full and summary</p> <p>21<sup>st</sup> Sept – MW SIAMS and church sch staff meeting</p>	<p>Oct- Jan- new framework evidence collation &amp; website evidence updated</p>	<p>Jan/Feb- DEP monitoring visit – review SIAMS evidence</p> <p>Termly Ethos Committee Meetings- SIAMS, SEF &amp; evidence standing items</p>	<p>Ethos committee minutes RE Governor visits x 4</p>	JS (SMV)

<p><b>2.7 Objective:</b> St Mary's &amp; Park Mead (PM) School Vision and Values (V/V): Embed PM school V/V and refresh &amp; relaunch SMV V/V under new leadership. Ensuring that the school aims are clear to all stakeholders through the 'living and breathing' vision and values.</p>							<p><b>SEF Ref:</b> EH- pages 16-20 CP- pages 17-20 SMV- page 10 PM- pages 17-20</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>						
<p>✓ 'Vision and Values embedded and intertwined within ethos and policies at both schools.</p>				<ul style="list-style-type: none"> <li>DEP visit – SMV</li> <li>SMV Ethos Committee Minutes</li> <li>PM- SIP Visit Reports – V/V focus – L/M judgements</li> </ul>		<p>DEP- MW COG &amp; FGB termly SIP – T1,T3,T6</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>Embed new Park Mead Vision &amp; Values</b> – ensure V/V is a living/breathing entity at the school</p>		HW	<p>PM Sch Community</p>	<p>July 2023</p> <ul style="list-style-type: none"> <li>Full V/V launch with community</li> <li>Development of school song/rap</li> <li>V/V full represented on website &amp; prospectus</li> </ul>	<p>Oct 2023</p>	<p>Jan 2024</p> <ul style="list-style-type: none"> <li>Evaluate pupil awareness and meaning of V/V</li> </ul>	<p>April 2024</p>	<p>July 2024</p>	<p>Monthly review of websites, obs of assemblies and staff questionnaires</p>	JP
<p><b>Relaunch SMV Vision and values under new leadership</b> - ensure V/V is a living/breathing entity at the school</p>		JR	<p>SMV Sch Community</p>	<p>July 2023</p> <ul style="list-style-type: none"> <li>Re-design school vision statement</li> <li>New sch V/V song developed</li> </ul>	<p>Oct 2023</p>	<p>8<sup>th</sup> Feb - FGB approval of changes to V/V</p>	<p>April 2024</p> <p>Evaluate pupil awareness and meaning of V/V</p>	<p>July 2024</p> <p>V/V full represented on website &amp; prospectus</p>	<p>Monthly review of websites, obs of assemblies and staff questionnaires</p>	JP


Development of <b>Pioneer MAT Vision &amp; Values</b> in defining MAT and school culture	JP	Pioneer Stakeholders	<p><b>July/ Sept-</b> MAT application – focus on Pioneer Vision and Values – collaborative ethos</p> <p>Updates to Websites – Pioneer intent</p> <p><b>Oct-</b> ‘Board of Education’ (DfE) Meeting to review consultation to move forward to MAT</p> <p><b>Oct-</b> 6-week consultation with parents and local communities – V/V focus</p> <p><b>Nov/Dec-</b> MAT advisor board meeting – RCC Duncan Walls leading- to approve next steps towards MAT.</p> <p><b>Jan- June-</b> MAT establishing – including development of Advisor MAT board and new FGB with MAT V/V as focus</p>	<p><b>July/Sept-</b> MAT launched with Pioneer MAT V/V as focus for future developments</p>		Termly L/M reviews by COG and feedback from RSC and DfE	AB RSC DfE
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<p><b>2.8 Objective:</b> <b>Health and Safety LA Monitoring Inspections-</b> To ensure that all school are safe and have successful LA inspections and achieve at least 90%+.</p> <p><b>Timeline of LA Health &amp; Safety Inspections 23-24</b></p> <ul style="list-style-type: none"> <li>PM (Dec 23)</li> <li>EH (Jan 24)</li> <li>CP (March 24)</li> </ul> <p></p> <p>Action Plans from Previous Audits Marcl</p>						<p><b>SEF Ref:</b></p> <p>EH- pages 16-20 CP- pages 17-20 SMV- page 10 PM- pages 17-20</p> <p><b>Business Plan Ref:</b></p>								
<p><b>Success Criteria &amp; Practice Indicators:</b></p> <ul style="list-style-type: none"> <li>All schs achieved at least 90%+ in H-S LA Inspections</li> <li>Parents, pupil and staff feedback that they feel safe and that leadership ensure that they are safe at work</li> <li>All ways forward developed into APs</li> </ul>			<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p> <ul style="list-style-type: none"> <li>LA H-S Inspection Reports</li> <li>Community Questionnaire Feedback</li> </ul>											
<p><b>Keys actions to meet success criteria and practice indicators</b></p>			<p><b>Activities required to fulfil key actions</b></p> <p>(What milestone activities should happen to achieve the key actions?)</p> <table border="1"> <thead> <tr> <th>July 2023</th> <th>Oct 2023</th> <th>Jan 2024</th> <th>April 2024</th> <th>July 2024</th> </tr> </thead> </table>				July 2023	Oct 2023	Jan 2024	April 2024	July 2024	£	<p><b>Activities to monitor implementation of key actions</b></p>	
July 2023	Oct 2023	Jan 2024	April 2024	July 2024										
<p><b>PM- Dec 23</b> – Coach staff and take necessary steps to ensure that <b>Park Mead LA Health Safety inspection</b> results in at least 90%+ outcome by <b>December 2023</b>.</p>	HW/CD	PM Staff	<p>PM H-S self-assessment completed and AP for Sept-Dec 23 in place</p>	<p>Weekly meeting CD-HW- action plan objectives and evidence collation</p> <p><b>Dec 23-</b> all evidence ready for inspection – 90%+ achieved.</p>	<p>Embed any ways forward from LA inspection</p>		Termly H-S Monitoring and report from COG	AB						
<p><b>EH- Jan 24</b> - Coach staff and take necessary steps to ensure that <b>East Hoathly LA Health Safety inspection</b> results in at least 90%+ outcome by <b>January 2024</b>.</p>	AB/MM	EH Staff	<p>AB relevant H-S cpd booked 23-24</p>	<p>EH H-S self-assessment completed and AP for Sept-Dec 23 in place</p> <p>Weekly meeting MM- AB - action plan objectives and evidence collation</p>	<p>Embed any ways forward from LA inspection</p>		Termly H-S Monitoring and report from COG	AB						





				Jan 24- all evidence ready for inspection - 90%+ achieved					
CP- March 24- Coach staff and take necessary steps to ensure that Chiddingly LA Health Safety inspection results in at least 90%+ outcome by March 2024.	KV/CD	CP Staff		Weekly meeting – KV & CD – action planning and evidence collation  Complete self-assessment	March 24- all evidence ready for inspection – 90%+ achieved	Embed any ways forward from LA inspection		Termly H-S Monitoring and report from COG	AB

<p><b>2.9 Objective: Safeguarding:</b> To ensure that all Pioneer schools have <b>highly effective safeguarding</b> policies and procedures in place.</p> <p>PM (Nov 23) and CP (Sept 23) to have successful LA safeguarding monitoring reports.</p> <p style="text-align: center;"><b>Timeline of LA Safeguarding Inspections 23-24</b></p> <ul style="list-style-type: none"> <li>Chiddingly September 2023</li> <li>Park Mead – November 2023</li> </ul>							<p><b>SEF Ref:</b> EH- pages 16-20 CP- pages 17-20 SMV- page 10 PM- pages 17-20</p> <p><b>Business Plan Ref:</b></p>			
<p><b>Success Criteria &amp; Practice Indicators:</b></p> <ul style="list-style-type: none"> <li>Safeguarding is effective - The outcome of LA monitoring and EH Ofsted being that both <b>school systems/procedure for Safeguarding are highly effective.</b></li> <li><b>Ofsted Good+ - Safeguarding</b> - <i>'The schools have a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.'</i></li> </ul>				<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p> <ul style="list-style-type: none"> <li><b>LA Safeguarding Inspection Reports-</b> Chiddingly September 2023 Park Mead – November 2023</li> <li><b>AB COG termly safeguarding visits and reports</b></li> </ul>		 <p>LA Safeguarding Team AB- termly visits</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> 		
<p>Coach staff and take necessary steps to ensure that <b>Chiddingly LA Safeguarding inspection</b> results in at least Good+ outcome by <b>September 2023.</b></p>		KV/EM/JP	Chiddingly Staff	<p><b>July 2023</b></p> <p>August- KV and EM prep evidence folders files and plan using LA guidance</p>	<p><b>Oct 2023</b></p> <p>Sept- LA inspection</p>	<p><b>Jan 2024</b></p> <p>Embed any ways forward from LA inspection</p>	<p><b>April 2024</b></p> <p>Share best practice from LA report with Federation SLT and Governors</p>	<p><b>July 2024</b></p> <p>Prepare for Chiddingly Ofsted Inspection 24-25 – actions from LA completed</p>	<p>SIP Monitoring Visits- T1, T4, T6</p> <p>AB COG termly safeguarding visits and reports</p>	<p>SIP</p> <p>AB</p>
<p>Coach staff and take necessary steps to ensure that <b>Park Mead LA Safeguarding inspection</b> results in at least Good+ outcome by <b>November 2023.</b></p>		HW/JH/NR/JP	Park Mead Staff	<p>Ensure all aspects of EH LA inspection <b>Nov 22</b> in place at PM – including T6 A newsletter actions</p>	<p>Sept- HW and JH prep evidence folders from LA requires</p> <p>Oct- Gov T1 monitoring- LA evidence checked</p>	<p><b>Nov- LA inspection</b></p>	<p>Embed any ways forward from LA inspection</p>	<p>Prepare for PM Ofsted Inspection 24-25 – actions from LA completed</p>		
<p><b>Update SCRs</b> across Federation using new streamlined guidance from LA across -Jan 24 onwards (after EH Ofsted &amp; LA safeguarding monitoring completed)</p>  <p>New SCR 2024.docx</p>		JP	SLT and Sch Secretaries	<p><b>Sept- Nov</b> - New SCR - Streamlining recommendations shared and cpd for key staff in place</p> <p><b>Dec-</b> Template for new look SCR designed and agreed</p>	<p><b>Jan- Feb-</b> SCT key staff make the change over to new streamlined SCR systems</p>	<p>Governor and LA checking in SCR to check all requirements in place</p>				



<b>Effective safeguarding training in place across Pioneer Schools &amp; Governance</b> -DSL cpd and refreshers -Full staff safeguarding training -Governance requirements -cpd  <b>Safeguarding Requirements for Gov</b>	JP	Pioneer Staff & Governors	<b>4<sup>th</sup> Sept-</b> Full staff safeguarding cpd via Dion LA officer (SCR updated)	<b>Sept/Oct</b> Safeguarding is a target in all DSL/leadership perf management targets 23-24	New HOS and ST – DSL LA cpd achieved	External validation of SLT & staff Safeguarding effectiveness- - LA monitoring and Ofsted	DSL and staff cpd costs		
			<b>11<sup>th</sup> Sept-</b> FGB – Governor safeguarding requirements	<b>Termly-</b> Clerk to Governors checking at each FGB that all Governors requirements are being met and developing cumulative cpd matrix to track essential cpd coverage	External validation of Governor Safeguarding effectiveness- - LA monitoring and Ofsted				

<b>2.10 Objective: Pioneer NOR and Advertising Strategies-</b> To ensure that Pioneer schools are pursuing all potential advertising strategies to enable NOR to be the highest possible.							<b>SEF Ref:</b> EH- pages 16-20 CP- pages 17-20 SMV- page 10 PM- pages 17-20				
<b>Success Criteria &amp; Practice Indictors:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>							
<ul style="list-style-type: none"> <li>NOR in each sch increases Sept 24 at each sch- capacity 115.</li> <li>1st preferences % to increase at each sch by Sept 24.</li> </ul>				<ul style="list-style-type: none"> <li>Termly HOS Report- NOR</li> </ul>			COG/Vcs				
<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>Advertising- radio and local papers</b> -for key events and achievements - All schools and EH Nursery  <b>New intake open –house events</b> – to cater for all possible family dynamic- including weekend events  <b>HOS to visit local nurseries and pre-schools-</b> to ensure parents aware of what is on offer at Pioneer schools		HOS  Local Community & New parents – Sept 24		July 2023	Oct 2023	Jan 2024	April 2024	July 2024	£500 Costs for printing copies of prospectuses /leaflets for events &	Implementation reviews if advertising strategies – weekly HOS meeting- standing item	JP
Sept- secretaries to contact radio/newspapers with events and sates 23-24 – agree which ones to publicise  Sch prospectus 23-24 updated and links to websites  Open house new intake Oct- Jan – Sat/Sun option for all schools  Nov- Feb- HOS visiting local nurseries and pre-schools- presentations to new poss parents					May/June- assess NOR for Sept 24 & review impact of advertising initiatives						

<b>2.11 Objective: Community Cohesion:</b> To ensures that each Pioneer school is proactive in <b>developing strong community cohesion</b> and effectively engaging/involving parents in their child/ren’s education.							<b>SEF Ref:</b> EH- pages 16-20 CP- pages 17-20 SMV- page 10 PM- pages 17-20				
<b>Success Criteria &amp; Practice Indictors:</b>				<b>Activities to evaluate impact against success criteria and practice indicators</b>							
<ul style="list-style-type: none"> <li>% of Park Mead parents attending parent consultation meeting increases 23-24</li> <li>% of Park Mead pupils reading at home weekly to increase 23-24</li> </ul>				<ul style="list-style-type: none"> <li>HOS termly FGB report for Park Mead to specifically show % parent engagement for reading at home &amp; parent consultation meetings</li> </ul>			AB and KM				
<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 2023	Oct 2023	Jan 2024	April 2024	July 2024			

<b>Park Mead website</b> to be completed and all sections representing the school fully <b>Park Mead Website-</b> full updated and current	HW/AH	Park Mead Stakeholders	Review current website information. Prioritise which tabs to be updated initially by December. Liaise with AH. Parents signposted to website in newsletter updates.	Further website tabs to be updated and developed. Established clear role for PALS to support community links and cohesion. (LH)	PM website fully updated, relevant and current.	Parent questionnaire voice sent out and reviewed.		JP termly review of PM website in contrast to other Pioneer schs- checking current content	JP
<b>Park Mead Parental Engagement Initiatives:</b> ensuring that all possible strategies are utilised to involve PM parents in pupil's education- weekly reading (monitoring and feedback and support/follow up meetings) , attending parent meetings (google-meets in required) etc.	HW/AH	Park Mead parents & pupils	<b>July/Sept-</b> review % parent engagement with reading and parent meetings 22-23 - baseline % to work from established <b>Reading motivational and consequences systems set up and baseline of % weekly reading established.</b> <b>Sept/Oct-</b> letter to parents explaining adaptations to engagement model at PM- including options online parent meetings & reading systems- motivational and consequences systems <b>Oct- June-</b> HW to analyse % changes in engagement monthly and show results in HOS report for FGB termly.			<b>July-</b> summary review for FGB of impact of parent engagement systems at PM		JP termly review of PM % engagement for parent meetings and reading at home	JP
<b>Pioneer Parent Forums (PF) termly</b> at each school: -Maths Mastery -Reading at home -Curriculum Developments 23-24 -Little Wandle & Pioneer Phonics	HOS	Parent community at each sch	<b>Sept-</b> agree PF focus leads & timetable. Ask parents in newsletters what they would also like. <b>Oct/Nov-</b> Maths Mastery PF- KV and VM	<b>Jan/Feb-</b> Reading at home & Little Wandle & Phonics	<b>March-</b> Curriculum Developments 23-24 <b>April/May-</b> parent choices focus	<b>July-</b> Review PF feedback forms and plan for 24/25		Review parent feedback firms after each PF session	JP
<b>Pioneer Joint PTFA Meetings</b> bi-annually- sharing strategies and initiatives	HOS	PTFA reps from Pioneer schs	<b>Sept-</b> PTFA members established at each sch <b>Oct/Nov-</b> 1st joint planning/sharing meeting at Chidd	<b>Jan/Feb-</b> 2nd joint planning/sharing meeting at SMV		<b>May/June-</b> 3rd joint planning/sharing meeting at at PM		Review shared strategies and impact on community PTFA events 23-24	JP

# Behaviour & Attitudes

## East Hoathly COHORT ATTENDANCE TARGETS FOR 2023/2024

East Hoathly		Attendance figure for previous year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School	Target	96.5	96%	96%	96%	96%	96.5%	96.5%
	Actual	95%	96.3%	95.5%	94%	95.2%	94.8%	
Year 6	Target	96.5	96%	96%	96%	96%	96.5%	96.5%
	Actual	97.2%	97.2%	94.8%	96.4%	95.6%	95.7%	
	Target	96.5	96%	96%	96%	96%	96.5%	96.5%



Non-EAL	96%	96.4	94	95.4%	96	93.8%	96	95.1	96.5	94.8	96.5	
EAL	96%	92.8	96	100%	96	93.4%	96	97.2	96.5	92	96.5	
Special Education Needs												
No SEN	96%	96.4	96	96%	96	94.9%	96	96.5	96.5	95	96.5	
SEN Support	96%	95.9	96	94%	96	90.6%	96	96.5	96.5	93.2	96.5	
EHC	96%	0	96	0	96	100%	96	96.5	96.5	95	96.5	

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	9.9	8.0	17.9	8.0	7.9% 7/88	7.5	8.9 8/89	7.5	9.1 8/87	6.0	
Gender												
Male	8.0	2.3	8.0	19.5	8.0	23.4% 11/47	7.5	8.3 4/48	7.5	6.5 3/46	6.0	
Female	8.0	1.7	8.0	16.2	8.0	24.3% 10/41	7.5	9.7 4/41	7.5	12.2 5/41	6.0	
Free School Meals												
Non FSM	8.0	7.9	8.0	17.9	8.0	21% 16/76	7.5	5.1 4/77	7.5	5.3 4/75	6.0	
FSM (11 children)	8.0	0.1	8.0	18.1	8.0	45.4% 5/11	7.5	33.3 4/12	7.5	33.3 4/12	6.0	
English as a First Language												
Non-EAL	8.0	9.6	8.0	18.3	8.0	24.7% 21/85	7.5	9.3 8/86	7.5	9.4 8/85	6.0	

EAL	8.0	0	8.0	0	8.0	0 0/3	7.5	0 0/3	7.5	0 0/2	6.0	
Special Education Needs												
No SEN	8.0	7.0	8.0	14.9	8.0	20% 13/65	7.5	6.0 4/66	7.5	4.5 3/66	6.0	
SEN Support	8.0	0.2	8.0	27.2	8.0	34.7% 8/23	7.5	17.3 4/23	7.5	23.8 5/21	6.0	
EHC	8.0	0	8.0	0	8.0	0 0/1	7.5	0 0/1	7.5	0 0/1	6.0	

### St Mary's COHORT ATTENDANCE TARGETS FOR 2023/2024

<u>St Mary's</u>		Attendance figure for previous year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School	Target	96.5%	96%	96%	96%	96%	96.5%	96.5%
	Actual	<b>94.8%</b>	<b>96.2%</b>	<b>95.1%</b>	<b>94.6%</b>	<b>94.4%</b>	<b>94.5%</b>	
Year 6	Target	96.5%	96%	96%	96%	96%	96.5%	96.5%
	Actual	<b>96.0%</b>	<b>98.1%</b>	<b>95.8%</b>	<b>95.6%</b>	<b>96.1%</b>	<b>95.6%</b>	
Year 5	Target	96.5%	96%	96%	96%	96%	96.5%	96.5%
	Actual	<b>94.8%</b>	<b>98.9%</b>	<b>97.4%</b>	<b>95.3%</b>	<b>95.8%</b>	<b>95.1%</b>	
Year 4	Target	96.5%	96%	96%	96%	96%	96.5%	96.5%
	Actual	<b>94.6%</b>	<b>92.8%</b>	<b>95.2%</b>	<b>94.9%</b>	<b>93.9%</b>	<b>94.4%</b>	
Year 3	Target	96.5%	96%	96%	96%	96%	96.5%	96.5%
	Actual	<b>94.1%</b>	<b>94.6%</b>	<b>92.5%</b>	<b>94.3%</b>	<b>94.0%</b>	<b>94.1%</b>	
Year 2	Target	96.5%	96%	96%	96%	96%	96.5%	96.5%
	Actual	<b>93.8%</b>	<b>94.2%</b>	<b>92.9%</b>	<b>92.5%</b>	<b>92.6%</b>	<b>93.1%</b>	
Year 1	Target	96.5%	96%	96%	96%	96%	96.5%	96.5%
	Actual	<b>96.9%</b>	<b>97.5%</b>	<b>96.6%</b>	<b>96.0%</b>	<b>95.9%</b>	<b>95.9%</b>	
EYFS	Target	96.5%	96%	96%	96%	96%	96.5%	96.5%
	Actual	<b>94.4%</b>	<b>99.0%</b>	<b>96.9%</b>	<b>94.0%</b>	<b>93.4%</b>	<b>93.6%</b>	



## 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	96%	96%	96	95%	96	94.6%	96	94.4%	96.5	94.5%	96.5	
Gender												
Male	96%	96%	96	96%	96	94.5%	96	94.2%	96.5	94.2%	96.5	
Female	96%	96%	96	95%	96	94.1%	96	94.7%	96.5	94.7%	96.5	
Free School Meals												
Non-FSM	96%	98%	96	96%	96	95.4%	96	95.3%	96.5	95.2%	96.5	
FSM	96%	90%	96	90%	96	90.6%	96	90.2%	96.5	90.8%	96.5	
English as a First Language												
Non-EAL	96%	96. %	94	95%	96	94.6%	96	94.4%	96.5	94.5%	96.5	
EAL	96%	100%	96	92%	96	94.1%	96	93.4%	96.5	94.6%	96.5	
Special Education Needs												
No SEN	96%	95%	96	97%	96	95.9%	96	95.6%	96.5	95.6%	96.5	
SEN Support	96%	93%	96	92%	96	90.6%	96	92.4%	96.5	92.5%	96.5	
EHC	96%	100%	96	95%	96	96.4%	96	95%	96.5	94.9%	96.5	

St Mary's	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	12.2%	8.0	13.6%	8.0	17.3%	7.5	17.1%	7.5	18.1%	6.0	
Gender												
Male	8.0	10.6%	8.0	12.7%	8.0	19.6%	7.5	12.2%	7.5	21.3%	6.0	
Female	8.0	14.3%	8.0	14.2%	8.0	15.6%	7.5	11.4%	7.5	13.9%	6.0	
Free School Meals												
Non FSM	8.0	7.7%	8.0	8.9%	8.0	14.9%	7.5	13.0%	7.5	12.7%	6.0	
FSM	8.0	29.4%	8.0	35.7%	8.0	28.6%	7.5	38.5%	7.5	35.7%	6.0	
English as a First Language												
Non-EAL	8.0	12.5%	8.0	12.5%	8.0	17.7%	7.5	17.5%	7.5	18.5%	6.0	
EAL	8.0	0.0%	8.0	50%	8.0	0.0%	7.5	0.0%	7.5	0.0%	6.0	
Special Education Needs												
No SEN	8.0	8.5%	8.0	8.5%	8.0	12.1%	7.5	8.8%	7.5	12.3%	6.0	
SEN Support	8.0	26.3%	8.0	27.3%	8.0	30.4%	7.5	35%	7.5	33.3%	6.0	
EHC	8.0	0.0%	8.0	0.0%	8.0	0.0%	7.5	20%	7.5	20%	6.0	

## Chiddingly COHORT ATTENDANCE TARGETS FOR 2023/2024

Chiddingly		Attendance figure for previous year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School	Target	96.5%	96%	96%	96%	96%	96.5%	96.5%
	Actual	94.5%	94.8%	94.2%	94%	93.8%	94%	
Year 6	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	96.32%	93.2%	92.5%	91.8%	91.8%	92%	
Year 5	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	94.66%	95.9%	94.5%	92.9%	92.9%	92.6%	
Year 4	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	94.36%	92.8%	93.1%	94%	94.5%	95%	
Year 3	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	95.29%	95.9%	94.4%	95%	93.9%	94%	
Year 2	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	94.71%	96.1%	96.3%	95.2%	94.8%	95%	
Year 1	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	93.98%	93.3%	93.1%	94.1%	94%	94%	
EYFS	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	92.23%	98.8%	96.8%	96%	94.9%	96%	

## 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	96%	94.8	96	94.2	96	94	96	93.8	96.5	94	96.5	
Gender												
Male	96%	93.7	96	94.6	96	94	96	94.1	96.5	94	96.5	
Female	96%	96.2	96	93.9	96	94	96	93.6	96.5	94	96.5	
Free School Meals												
Non-FSM	96%	94.6	96	94.5	96	94.3	95	93.9	96.5	94	96.5	
FSM	96%	96.1	96	93.1	96	92.7	96	93.6	96.5	93	96.5	
English as a First Language												
Non-EAL	96%	94.8	94	94.2	96	94	96	93.8	96.5	94	96.5	
EAL	96%	n/a	96	n/a	96	n/a	96	n/a	96.5	n/a	96.5	
Special Education Needs												
No SEN	96%	95.5	96	94.6	96	92	96	94.2	96.5	94	96.5	
SEN Support	96%	93.7	96	93.8	96	94	96	93.9	96.5	94	96.5	
EHC	96%	81.9	96	88.1	96	83.9	96	82.7	96.5	84	96.5	

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	16/101 = 15.8%	8.0	18/101 = 17.82%	8.0	13/101 12.9%	7.5	13/101 12.9%	7.5	10/101 = 9.9%	6.0	
Gender												
Male	8.0	9/46 = 19.57%	8.0	9/46= 19.57%	8.0	6/46 13%	7.5	5/47 = 10.6%	7.5	5/47= 10.6%	6.0	
Female	8.0	7/55 = 12.72%	8.0	9/55 = 16.36%	8.0	7/55 12.7%	7.5	8/54 = 14.8%	7.5	5/54= 9.2%	6.0	
Free School Meals												
Non FSM	8.0	14/81 = 17.28%	8.0	14/80= 17.5%	8.0	11/80 13.8%	7.5	10/82 = 12.2%	7.5	8/82= 9.7%	6.0	
FSM	8.0	2/20 = 10%	8.0	4/21= 19.05%	8.0	2/21 9.5%	7.5	3/19 = 15.8%	7.5	2/19= 10.5%	6.0	
English as a First Language												
Non-EAL	8.0	16/101 = 15.8%	8.0	18/101 = 17.82%	8.0	13/101 13.9%	7.5	13/101 = 12.8%	7.5	10/101 = 9.9%	6.0	
EAL	8.0	n/a	8.0	n/a	8.0	n/a	7.5	n/a	7.5	n/a	6.0	
Special Education Needs												
No SEN	8.0	10/79= 12.66%	8.0	13/79 = 16.46%	8.0	11/79 13.9%	7.5	10/79 = 12.6%	7.5	6/79= 7.5%	6.0	
SEN Support	8.0	5/19= 26.32%	8.0	4/19= 21.05%	8.0	2/19 = 10.52%	7.5	2/19 = 10.5%	7.5	3/19= 15.7%	6.0	
EHCP	8.0	1/3= 33.33%	8.0	1/3 = 33.33%	8.0	1/3 = 33.33%	7.5	1/3 = 33.3%	7.5	1/3= 33.3%	6.0	





Male	96%	95.15%	96	93%	96	95.67%	96	97.54	96.5	95.68%	96.5	
Female	96%	94.3%	96	92.3%	96	91.32%	96	95.45	96.5	92.95%	96.5	
Free School Meals												
Non-FSM	96%	94.77%	96	94%	96	93.53%	95	96.2	96.5	94.38%	96.5	
FSM	96%	94.6%	96	88.25%	96	93.1%	96	97.5	96.5	93.76%	96.5	
English as a First Language												
Non-EAL	96%	94.7%	94	92.64%	96	93.43%	96	96.46	96.5	94.26%	96.5	
EAL	96%	0	96	0	96	0	96	0	96.5	0	96.5	
Special Education Needs												
No SEN	96%	95.24%	96	94.34%	96	93.88%	96	96.25	96.5	94.26%	96.5	
SEN Support	96%	93.6%	96	88.62%	96	92.33%	96	96.96	96.5	93.88%	96.5	
EHC	96%	0	96	0	96	0	96	0	96.5	0	96.5	

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	13.86% 14/101	8.0	20% 20/100	8.0	22.77% 23/101	7.5	18.56% 18/97	7.5	15.96% 15/94	6.0	
Gender												
Male	8.0	10.4% 5/48	8.0	18.75% 9/48	8.0	14.29% 7/49	7.5	12.76% 6/47	7.5	8.7% 4/46	6.0	

Female	8.0	16.98% 9/53	8.0	21.15% 11/52	8.0	30.77% 16/52	7.5	24% 12/50	7.5	22.92% 11/48	6.0	
Free School Meals												
Non FSM	8.0	13.75% 11/80	8.0	16.88% 12/77	8.0	21.79% 17/78	7.5	20.51% 16/78	7.5	14.47% 11/76	6.0	
FSM	8.0	14.28% 3/21	8.0	30.43% 7/23	8.0	26.09% 6/23	7.5	10.53% 2/19	7.5	22.22% 4/18	6.0	
English as a First Language												
Non-EAL	8.0	13.86% 14/101	8.0	20% 20/100	8.0	22.77% 23/101	7.5	18/56% 18/97	7.5	15.96% 15/94	6.0	
EAL	8.0	N/A	8.0	N/A	8.0	W/A	7.5	N/A	7.5	N/A	6.0	
Special Education Needs												
No SEN	8.0	12.67% 9/71	8.0	29.57% 12/71	8.0	20.83% 15/72	7.5	17.39% 12/69	7.5	14.93% 10/67	6.0	
SEN Support	8.0	16.66% 5/30	8.0	27.58% 8/29	8.0	27.58% 8/29	7.5	21.43% 6/28	7.5	15.96% 15/94	6.0	
EHC	8.0	0%	8.0	0%	8.0	N/A	7.5	N/A	7.5	N/A	6.0	

**3.1 Objective: skills Builder (SB)**- To develop SB initiative at East Hoathly & support pupils understanding of the Federation value 'Learning for Life', in which skills builder traits will be explicitly linked to jobs skills set and will ultimately ensure that this leadership initiative impact on pupil aspirations, standards and the Quality of Education for all.



Skills Builder Digital  
Projects.docx

**SEF Ref:**

EH- pages 11-13  
CP- pages 12-14  
SMV- page 8  
PM- pages 11-13

**Success Criteria & Practice Indicators:**

- SB embedded at EH as core school value traits.
- 'Learning for Life'- explicit understood and link with SB traits across Pioneer.

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

- Subject Governor Reports X4 – SB focus



Kelly M

**Business Plan Ref:**

Programme for academic year 2023/24  
£385 for PM  
Gold Award Achievement opt in during Spring term  
£300 for PM

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?)

£












<p><b>EH</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> </ul> <p>Follow Attendance Policy in liaison with LA where appropriate</p>	AB	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>Attendance high priority at discussions at Parents' Consultations</p> <p>HOS Attendance reports show impact on overall attendance</p>	<p>Fortnightly analysis completed by secretaries and shared with HOS</p> <p>Review family action plans</p> <p>Attendance at NA+ with below average PA</p> <p><b>July-</b> Annual Reports show attendance to be shared with parents</p>		<p>Fortnightly review</p> <p>Termly report to Govs</p>	SLT/Govs
<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/CD/EM	All staff		<p>Fortnightly attendance figures collated by CD and KV to analyse and action any support, meetings, plans etc using school policy – ongoing throughout 2023-24</p> <p>Termly attendance letters sent for all pupils</p> <p>Attendance concerns shared with key staff</p> <p>MyConcern used to record attendance concerns</p> <p>Termly attendance reporting to Governors</p>	<p>Review plans with families</p> <p>Attendance at NA+ with below average PA</p> <p><b>July-</b> Annual Reports show attendance to be shared with parents</p>		<p>Fortnightly review</p> <p>Termly report to Govs</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>	JR	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>Attendance high priority at discussions at Parents' Consultations</p> <p>HOS Attendance reports show impact on overall attendance</p>	<p>Fortnightly analysis completed by secretaries and shared with HOS</p> <p>Review family action plans</p> <p>Attendance at NA+ with below average PA</p> <p><b>July-</b> Annual Reports show attendance to be shared with parents</p>		<p>Fortnightly review</p> <p>Termly report to Govs</p>	SLT/Govs



<p><b>Park Mead</b></p> <ul style="list-style-type: none"> <li>Review Attendance percentages fortnightly</li> <li>Arrange meetings promptly after an issues 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>Reminder letter sent out to all parents of the times of the school day and expected time of arrival in the morning.</p>	<ul style="list-style-type: none"> <li>Class Attendance reward re-instated during Golden Assemblies on Thursdays</li> <li>Fortnightly meeting with HW / JD to share attendance analysis (recorded on excel document)</li> <li>Nudge letters sent accordingly and tracked on excel document for monitoring purposes</li> <li>Termly attendance letters sent to all pupils parents/carers</li> <li>Attendance concerns shared with key staff</li> <li>My Concern used as a tool to record and monitor attendance concerns.</li> <li>Termly attendance reporting to governors.</li> <li><b>July</b> – Review plans with families, Attendance at NA + with PA below National average. Annuals attendance reports shared with parents/carers</li> </ul>	<p>Fortnightly review</p> <p>Termly report to Govs</p>	SLT / Gov
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<b>3.3 Objective: Anti-Bullying Policy:</b> Ensure that the policy & procedures for investigating bullying are robust and consistently applied across all Pioneer schools- utilising ESBAS monitoring ways forward- 'July 23' & Governor June Report as stimulus- enabling clarity for all.						<b>SEF Ref:</b> EH- pages 11-13 CP- pages 12-14 SMV- page 8 PM- pages 11-13  <b>Business Plan Ref:</b>			
<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>Anti-bullying Policy is for purpose and suggested policy adjustments made (ESBAS and Governor Reports)</li> <li>Pioneer stakeholders all fully aware of policy adjustments made and understand how to implement them.</li> <li>The Anti-Bullying Policy is consistently applied across all Pioneer schools.</li> </ul>			<ul style="list-style-type: none"> <li>SIP x 3, LA (Safeguarding reviews Sept and Nov) &amp; ESBAS (VW T4 return review) review of beh management and anti-bullying investigations</li> </ul>		SIP, LA and ESBAS reports 23-24				
<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 2023	Oct 2023	Jan 2024	April 2024	July 2024			
Use the Pioneer Bullying investigation ESBAS Report- July 2023 & Governor Report June 2023 to make the necessary adjustments to the <b>Pioneer Anti-bullying Policy</b>   Anti-bullying policy rewiw 23.docx  Ensure all <b>policy staff/governor cpd is in place</b> across Federation of school to enable the anti-bullying policy to followed consistently and rigorously		JP	Pioneer Stakeholders	July/Sept - VW ESABS and LG Governor Anti-Bullying reports shared with SLT and Senior Governors and agree policy adjustments to be made  Sept/October- Anti-Bully Policy changes made. Shared with ESBAS and approved at FGB 17 <sup>th</sup> October- and rationale for changes clear  Utilise sch in house <b>staff meetings T1/Briefing Meetings</b> to introduce new policy – HOS to lead at individual schs – case study examples used and investigation templates forms  Nov- Release new policy to parents with letter explanation regarding adjustment made	Jan- April- termly reviews of implementation of new policy and impact on bullying investigations	May- July- staff and patent questionnaires regarding new policy	ESBAS Report costs £	COG termly review of beh records against policy expectations	AB
<b>Exclusion and Complaints Policy developments-</b> make necessary adjustments to both policies linked to DfE guidelines   Complaints Policy.docx  DfE- Exclusion Policy.docx		JP/HOS	Pioneer Stakeholders	Sept-Nov- adjustments made to Complaints and Exclusion Policies  13 <sup>th</sup> Dec- FGB approval	Jan- intro policies to staff at INSET 4 <sup>th</sup> Jan  Jan/Feb- parents informed of changes and websites updated	External validation- Ofsted, LA Safeguarding monitoring etc of policy implementation effectiveness.		COG termly review of beh records against policy expectations	AB

**3.4 Objective: Active Education Sussex & Sport Sports Games Marks** –Embed impact from coaching team from AES across Federation. Achieving ‘Silver/Gold’ Mark

Award for SMV and embedded ‘Gold’ award at EH, PM and CP.



School Games Award.docx

**SEF Ref:**

EH- pages 11-13  
 CP- pages 12-14  
 SMV- page 8  
 PM- pages 11-13

**Success Criteria & Practice Indictors:**

Activities to evaluate impact against success criteria and practice indicators



**Business Plan Ref: Sports Grant Allocation** - AES and Games Marks

- All stakeholders clear what is means to have the Games Awards at the schools ie what does it means for the pupils daily is clear for all.
- Gold Mark Traits clearly embedded within the schools.
- Silver Mark achieved at SMV and traits clear to all involved.

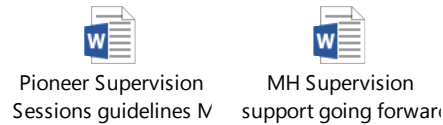
Pupil and parent questionnaire feedback – included to PE  
 Sport Grant Report 23-24  
 Subject Governor Reports X4 – PE focus

PE Link Governor

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 2023	Oct 2023	Jan 2024	April 2024	July 2024			
Embed ‘Gold’ Mark Award at EH, PM and CP	AA/HOS/EB	EH, PM and CP Staff, pupils and parents	July- Award logos and explanation onto websites	Sept- HOS aware of what ‘Gold’ Award means for each sch and what traits needed embedded and maintaining - sch improvement evidence files updated accordingly  Oct-Parents and pupils made aware of the achievement from July 23 and the strategies being embedded this year 23-24- i.e. active mile etc  Nov- Jan- PE Award elements and impact with PE & HOS reports- EB supporting with these			Feb- June- EB to report on impact of PE grant spending and embedded of gold mark traits in these Pioneer schs – PE and Sports Grant annual Report		Weekly strategic meeting with HOS (HW, KV and AB) to review PE developments and termly touch base review with PE lead- EB	JP
Achieving ‘Silver/Gold’ Mark Award for SMV	AA/JR/EB	SMV Staff, pupils and parents		Sept- HOS (JR) and new PE Coach aware of what ‘Silver’ Award means for SMV and what traits needed embedded and maintaining - sch improvement evidence files updated accordingly  Oct-Parents and pupils made aware of the the Silver Award and aspirations achievement and the strategies being embedded this year 23-24- i.e. active mile etc  Nov- Jan- PE Award elements and impact with PE & HOS reports- EB supporting with these			May/June- evidence collated and award SMV Silver award achieved.  July- EB to report on impact of PE grant spending and embedded of gold mark traits at SMV – PE and Sports Grant annual Report		Weekly strategic meeting with SMV HOS (JR) to review PE developments and termly touch base review with PE lead- EB	JP

# Personal Development

**4.1 Objective: Federation Thrive/Wellbeing Initiative:** To develop pupil emotional wellbeing and engagement with learning through the 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.








**SEF Ref:**  
 EH- pages 13-15  
 CP- pages 15-16  
 SMV- page 9  
 PM- pages 13-16




<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><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>VG make strong progress and are full included within an adapted curriculum</li> <li>Staff feel prepared and able to support the most vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>Thrive Lead Governor x4 monitoring across year</li> <li>Supervision in place for wellbeing TAs and INAS</li> <li>Update information available to all stakeholders (website) and ensure physical environment reflects the Thrive ethos.</li> <li>Develop Thrive subject lead role to include updating and preparing for wholes school profiling to ensure appropriate children are identified for support</li> </ul>	Thrive Governor Reports X4

**Business Plan Ref:**

Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2023	Oct 2023	Jan 2024	April 2024	July 2024			
Develop NF in her Thrive Subject Leadership role   Thrive Subject Leader Meetings Overview 2f	SL	NF	inclusion manager to plan yearly overview Sept – importance of key dates for staff meetings/PPMS Sept – prep for proling	Whole school profiling (5/10) review and identification of any school themes  Website review of Thrive information and links to SEND information policy	22/1 Prep and update for Thrive profiling  14/3 review of Thrive profiling	Training completed to maintain Thrive licensed practitioner status	Thrive SL perf management review- re Thrive impact		JP	
Organise supervision in place for wellbeing TAs and INAS so own wellbeing is strong and feel supported in order to support vulnerable pupils  Share training that is accessible for wellbeing TA and trained practitioners (non-licensed) and new staff	SL	Support Staff across Federation	Sept 23 – IM to meet with Supervision mentor EP to discuss ways forward	Supervision dates set for the year and one link in place. Each short term.  IM to use a recording method for each session IM to observe supervision session  Share access to Thrive training that is available for trained practitioners (unlicensed) and all staff	Review sessions with Supervision mentor  Review training completed	Review the use of these sessions by staff voice		Review Thrive development at weekly SENCo/VG Lead Meeting  Thrive objective part of SENCo/VG perf management targets	JP	
Update information available to all stakeholders (website)  Audit the physical environment for reflection of the Thrive ethos.	SL	Pioneer Stakeholders		Thrive subject lead to review information on the website and links to SEND information report and wellbeing  IM learning walks in all schools W1/2 to check for	New HOS have access to training for introduction to Thrive as appropriate  VG triangulations (2) check for Thrive environment  Send information report updated				JP	

			Thrive visuals and update as necessary			
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<p><b>4.2 Objective: Wellbeing/Health School Awards:</b> Mental Health Subject Leadership Lead will continue will to ensure that mental health is high profile for all schools and that all stakeholders are aware of initiatives of support/awareness. Pioneer schools achieve the accredited Wellbeing/HS Award by July 2024.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               Healthy Schools Award.docx         </div> <div style="text-align: center;">               MHWB 23-24.docx         </div> <div style="text-align: center;">               Wellbeing Award.docx         </div> <div style="text-align: center;">               East Sussex School Health Service Confer         </div> </div>		<p><b>SEF Ref:</b> EH- pages 13-15 CP- pages 15-16 SMV- pages 9 PM- pages 13-16</p>
<p><b>Success Criteria &amp; Practice Indictors:</b></p> <ul style="list-style-type: none"> <li><b>Outstanding Ofsted criteria PD reached by July 2024:</b> <i>'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'.</i></li> <li>Pioneer schools achieve the accredited Wellbeing Award by July 2024.</li> <li>Staff and pupils are very aware of how their mental health and wellbeing is supported within the Pioneer Federation.</li> </ul>	<p><b>Activities to evaluate impact against success criteria and practice indicators</b></p> <ul style="list-style-type: none"> <li>Linked Governor for MHWB – x4 reports</li> <li>Ofsted Inspections 23-24</li> <li>SIP and DEP monitoring visit 23-24 with PD as focus</li> <li>Reports linked to accredited Wellbeing Award</li> <li>Pupil, staff and parent questionnaires linked to PD</li> </ul>	 KM Ofsted SIP/DEP Reports
		<p><b>Business Plan Ref:</b> £695 Emotional Health &amp; Wellbeing L/C 15220</p>

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 2023	Oct 2023	Jan 2024	April 2024	July 2024			
Staff and Pupil MHWB 23-24 -	HW	Pioneer Staff/Pupils	See link governor review report (To be attached)	Sept & Nov - LA safeguarding monitoring - MHWB feedback	Plan actions from LA feedback	Review actions from LA feedback	Pupil, staff and parent questionnaires linked to PD	Weekly meetings with HW to monitor dev of MHWB linked to SDP milestones set	JP	
Accredited Healthy Schools / Wellbeing Award by July 2024-	HW	Pioneer Stakeholders	Meeting with Healthy Schools team completed to gain clarity on next steps for Sept (see embedded doc above)	Register all 4 Federation schools with Healthy Schools	Obtain funding (£3000) for all schools to support our healthy schools development approach	Carry out 'Self Evaluation Audit'  Complete 'My Health, My School' (pupil voice – Y5/6)	Achieve Healthy Schools Award and status for Pioneer.	MHWB dev part of HW perf management obj 23-24		
Visual presence of MHWB within schools and websites	HW	Pioneer Stakeholders	See link Governor report (To be attached)	Communicate expectations to all schools for MHWB displays and presence	Liaise with MHST to review website feedback	MHEW tab on Federation website developed and updated to encompass and reflect fully the Federation MHEW curriculum and approach.	Pupil, staff and parent questionnaires linked to PD	X2 Safeguarding LA monitoring visit 2023- MHWB focus feedback		

**4.3 Objective: 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.








**SEF Ref:**  
EH- pages 13-15  
CP- page 15-16  
SMV- page 9  
PM – page 13-16

- Success Criteria & Practice Indicators:**
- Outstanding Ofsted criteria PD achieved by July 2024:** *'The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their interests are of exceptional quality'.*
  - International school links** clear for all stakeholders for each Pioneer school. Pupils can clear articulate the impact that the international links have had for them and the schools.


- Activities to evaluate impact against success criteria and practice indicators**
- VC Link Sch Governor Reports x4
  - Ofsted inspections 23-24
  - Community cohesion evidence folder
  - Stakeholder questionnaires – Pupil
  - SIP visit and reports x3
  - COG monitoring visit and reports

  
SIP –x3 visit reports  
COG Governor monitoring 3 times a year





**Business Plan Ref:**

Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2023	Oct 2023	Jan 2024	April 2024	July 2024			
 <b>Local School and LA Events</b> - pupil links developed through Ringmer & Ashdown Alliance and EIP ( <b>HOS Attending</b> ) <b>JP</b> – attend key LA events- HT Conferences, Small sch conferences x3, <b>KV</b> - attend LA Assessment and Report Conferences X3	JP & HOS	All Staff & Pupils	<b>HOS timetabled across the year to attend Alliance Meetings and disseminate key info:</b> <b>21st September – HW, 19th October – KV, 16th Nov – HW, 14th Dec – AB, 25th January – KV, 22nd February – AB, 21st March – HW, 25th April – KV, 23rd May – AB, 20th June – HW, 18th July - KV</b>  <b>JP- 21st Sept-</b> Small Sch Conference Meeting, <b>3rd Nov-</b> LA MAT Meeting Elizabeth Funge/Katie Ridgway  <b>KV-</b> Assessment task group - LA Meetings- <b>T1, T3, T6</b>						AB COG termly L/M visits and reports	AB
 <b>Park Mead:</b> International school partnership - <b>Finland Primary School</b> Coach PM staff so that..... <ul style="list-style-type: none"> <li>Coach PM staff so that all staff and children are aware of the link school in Finland. (Developing <b>x3</b> tangible pupil impact initiatives with link international sch)</li> <li>Organise '<b>International Day</b>' – off-timetable day tangible pupil impact development links</li> </ul>	HW	All Staff & Pupils	Initial Zoom meeting with Seinajoki school completed. Link established with Y3/4	HW to initiate a seasonal project between PM and Seinajoki.(Christmas) Pupils to prepare and share their Christmas cultural differences and meet online to present to each other.	Establish a whole school awareness of link school. (and display) Create a whole school exchange journal and send in the post.	Online meeting with Seinajoki – Activity TBC	Pupil voice summative questionnaire – evaluation of impact of internal links 23-24 at <b>Park Mead</b>	Monitoring International link dev weekly at HOS/EXHT strategic meetings  International link dev part of <b>HW</b> Perf Management Obj 23-24 –reviewed summatively X3	JP	
 <b>Chiddingly</b> International school partnership - <b>French Primary School</b> (Chiddingly twinned French Village - Lachelle) <ul style="list-style-type: none"> <li>Coach CP staff so that all staff and children are aware of the link school in France.- (Developing <b>x3</b> tangible pupil impact initiatives with link international sch)</li> <li>Organise '<b>International Day</b>' – off-timetable day tangible pupil impact development links</li> </ul>	KV	All Staff & Pupils		<b>Sept – KV/KS2 team to meet and action plan ideas – KV to link with school to share ideas with link school</b>  Update school display in hall <b>Term 2 - 1st link with Lachelle school of the year – activity TBC – update website</b>	<b>Term 3/4 - 2nd link with Lachelle school – activity TBC – update website</b>  International day organised	<b>Term 6 - 3rd Link with Lachelle school – activity TBC – update website</b>	Pupil voice summative questionnaire – evaluation of impact of internal links 23-24 at <b>Chiddingly</b>	Monitoring International link dev weekly at HOS/EXHT strategic meetings  International link dev part of <b>KV</b> Perf Management Obj 23-24 –reviewed summatively X3	JP	
 <b>SMV</b> International school partnership through charity- <b>French Primary School</b> (South of France) <ul style="list-style-type: none"> <li>Coach SMV staff so that all staff and children are highly aware of the link school- (Developing <b>x3</b> tangible pupil impact initiatives with link international sch)</li> </ul>	JR	All Staff & Pupils	AB- summative report/statement international link coverage on website and transition info and French links to JR	<b>Sept-</b> JR to re-establish links with French Sch <b>Sept/Oct-</b> define international link projects for 23-24 & represent on website of intent <b>Oct-</b> selected pupil group for international link community	<b>Nov- March -</b> x3 initiatives with French sch and 1x international Day- tangible understanding/link dev for pupils <b>Jan-</b> main school display of international dev <b>Feb-</b> Website section updated with pupil experiences		Pupil voice summative questionnaire – evaluation of impact of internal links 23-24 at <b>SMV</b>	Monitoring International link dev weekly at HOS/EXHT strategic meetings  International link dev part of <b>JR</b> Perf Management Obj 23-24 –reviewed summatively X3	JP	



<ul style="list-style-type: none"> <li>Organise 'International Day' – off-timetable day - tangible pupil impact development links</li> </ul>									
<p><b>East Hoathly</b> International school partnership  <a href="#">Starfish Malawi Primary School</a>  </p> <ul style="list-style-type: none"> <li>Coach EH staff so that all staff and children are highly aware of the link school. (Developing x3 tangible pupil impact initiatives with link international sch)</li> <li>Organise 'International Day' – off-timetable day – tangible pupil impact development links</li> </ul>	AB	All staff & Pupils	<p>SW- summative report/statement international link coverage on website and transition info and Malawi links to AB</p>	<p>Sept- AB to re-establish links with Malawi Sch  Sept/Oct- define international link projects for 23-24 &amp; represent on website of intent  Oct- selected pupil group for international link community</p>	<p>Nov- March- x3 initiatives with Malawi sch and 1x international Day- tangible understanding/link dev for pupils  Jan- main school display of international dev  Feb- Website section updated with pupil experiences</p> <p>EH Ofsted inspection- PD judgement to reflect international links impact</p>	<p>Pupil voice summative questionnaire – evaluation of impact of internal links 23-24 at EH</p>		<p>Monitoring International link dev weekly at HOS/EXHT strategic meetings</p> <p>International link dev part of AB Perf Management Obj 23-24 –reviewed summatively X3</p>	JP


# Early Years

<p><b>5.1 Objective:</b> EYFS Maths Curriculum- To embed the development of ‘Maths White Rose (WR) Mastery’ approaches in EYFS– whereby aligning with other Pioneer year groups.</p> <p><b>Maths EYFS 22-23- ‘EYFS Lead reflections’:</b> <i>we are moving to a greater use of a combination of White Rose and Master the Curriculum. Many of the units of work provided by Master the Curriculum are very helpful but we need to tailor them to our purposes- we now need to break them down so that we can usefully access what we want on a weekly basis across all four schools.</i></p>						<p><b>SEF Ref:</b> EH- pages 20-23 CP- pages 21-24 SMV- pages 11-12 PM- pages 20-23</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>• <b>Staff are knowledgeable about the teaching of early mathematics.</b> They ensure they are familiar with the White Rose mathematics scheme and the range of manipulatives available to the children to support understanding and progress. ‘Ofsted criteria’- Staff are knowledgeable about all of the areas that they teach.</li> <li>• For the quality of the early years education provided to be judged as <b>‘exceptional’ at each Pioneer School</b>. This provision will enable the children to make excellent progress in all areas of learning and move on to their next stage at or above nationally expected levels.</li> <li>• Pupils in EYFS make <b>strong progress in Maths</b> from their baseline starting points.</li> </ul>			<ul style="list-style-type: none"> <li>• Ofsted EYFS Judgement in inspections 23-24</li> <li>• SIP Monitoring visit and Reports 23-24 with EYFS as focus</li> <li>• EYFS Governor X4 monitoring visits</li> <li>• Progress evaluations termly at PPMs</li> </ul>			<p>Ofsted SIP EYFS Gov Termly PPMs</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>EYFS Cohort Planning group to <b>tailor Maths WR units of work</b> to enable them to be utilised for weekly delivery and for making assessment judgements</p>		<p>EYFS Lead- RB</p>	<p>EYFS Teaching Teams</p>	<p>July 2023</p> <p>KV intruding WR Mastery documents and planning resources to EYFS Team</p>	<p>Oct 2023</p> <p>T1- T5- planning team develop the maths units in termly cohort meeting so resources etc and shared for all to use weekly.</p> <ul style="list-style-type: none"> <li>• <b>Key vocab</b> is extracted from WR docs and utilised in PowerPoint slides and for Maths weekly focus display.</li> <li>• <b>WR assessment tools</b> utilised termly before PPMs and tracker updates to ensure assessment info are accurate.</li> <li>• <b>EYFS moderation</b> events have termly focus on Maths and WR units of work and evidence for assessment judgements.</li> </ul>	<p>Jan 2024</p>	<p>April 2024</p>	<p>July 2024</p> <p>RB and Maths Leads review WR impact on pupil outcomes and staff confident to deliver.</p>	<p>White Rose EYFS Subscription</p>	<p>‘Termly’- Maths Lead to monitor Mastery EYFS weekly planning and triangulate against book coverage/ lesson obs and PPM tracker progression</p>	<p>KV &amp; VM</p>
<p><b>Coaching &amp; mentoring for EYFS staff</b> to enable all to be fully confident and knowledgeable about effective White Rose Mastery delivery</p>		<p>KV/RB/ VM</p>	<p>EYFS Teaching Teams</p>	<p>July 2023</p> <p>EYFS Teams have time to trial WR Maths resources</p>	<p>Sept- plan for team teaching, coaching and observation feedback session defined for EYFS Teachers and TAs</p> <p>T1/2- Teacher cpd focus – coaching and team teaching</p> <p>T3/T4- Support Taff Focus – coaching and team teaching</p> <p>T5/T6- Observations of EYFS staff for Maths Mastery delivery</p>	<p>Jan 2024</p>	<p>April 2024</p>	<p>July 2024</p> <p>Staff questionnaire feedback</p>	<p>White Rose EYFS Subscription</p>	<p>‘Termly’ SLT sch Triangulations to focus on ETFS Maths delivery 23-24</p>	<p>JP/HOS</p>




**5.2 Objective: Pioneer EYFS Cohort Collaborative Planning Systems** – To ensure that staff learn from more experienced/EYFS Lead practioners through a more consistent and coherent planning approach across Pioneer EYFS.

**Cohort Planning EYFS 22-23- 'EYFS Lead reflections':** *Planning: we have been moving towards greater cohesion and consistency in planning across the EYFS federation team. We are hoping to increase this consistency 23-24. This will certainly be the case in relation to provision planning, for instance. I would also like to see the communication with parents about each week's learning to be similar across the EYFS federation team. I send out a weekly letter, in their homework books, giving a detailed outline of what we will be focussing on, together with the Little Wandle planning and this seems to have been welcomed by parents. There has been a notable increase in engagement with the phonics, particularly.*

**SEF Ref:**  
EH- pages 20-23  
CP- pages 21-24  
SMV- pages 11-12  
PM- pages 20-23

<b>Success Criteria &amp; Practice Indictors:</b>	<b>Activities to evaluate impact against success criteria and practice indicators</b>	
<ul style="list-style-type: none"> <li>Greater cohesion and consistency in planning across the EYFS federation team- the quality of EYFS planning and provision improves across 23-24</li> <li>Less experience staff learn from more experienced and skilful EYFS teachers and the Quality of Education for Pioneer EYFS develops and % of Good+/Outstanding teaching in Pioneer EYFS increases across 23-24</li> <li>Through effective shared planning and provision, staff understand the importance of placing enough emphasis on children learning through play and ensure that both the indoor and outdoor learning environments offer a range of rich learning opportunities and respond to the changes in topic and the interests of the children.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted EYFS Judgement in inspections 23-24</li> <li>SIP Monitoring visit and Reports 23-24 with EYFS as focus</li> <li>EYFS Governor X4 monitoring visits</li> <li>Termly SLT EYFS triangulations &amp; Progress evaluations termly at PPMs</li> </ul>	Ofsted SIP EYFS Gov Termly SLT triangulations

**Business Plan Ref:**


Keys actions to meet success criteria and practice indicators			<b>Activities required to fulfil key actions</b>					£	Activities to monitor implementation of key actions	
			July 2023	Oct 2023	Jan 2024	April 2024	July 2024			
Greater cohesion and consistency in planning across the EYFS federation team- shared weekly planning- accessible & utilised by all EYFS teachers	RB	EYFS Teaching Teams	July/Sept- Cohort Planning Team agree how collaborative planning will be shared, saved and utilised for 23-24. Planning role allocated.						Termly planning EYFS audits for each sch. Termly EYFS triangulations for each sch- planning linked to quality of progression seen in books. learning environments etc	JP/HOS
EYFS Cohort weekly parent letters development consistently across Pioneer schs	RB	EYFS Teaching Teams	July/Sept- Cohort Planning Team agree how collaborative weekly parent letter will look and what will be included consistently. Letter role allocated.		Oct- April- Collaborative planning documents and systems developed and reviewed at each Termly Planning Meeting. Notes of these reviews shared with SLT.		EYFS Team planning questionnaire- feedback used to develop EYFS plans for 24-25			
Further focus of EYFS planning collaboration of indoor and outdoor environment provision	RB	EYFS Teaching Teams	July/Sept- Cohort Planning Team agree how collaborative weekly environment provision mapping will be shared and utilised. Adaption made to EYFS Learning Environment Policy if required.							




**5.3 Objective: To embed EYFS Little Wandle (LW) Phonics scheme and associated decodable books/resources systems** within Pioneer EYFS and rigorously track impact on pupil standards.

**EYFS Phonics 22-23- 'EYFS Lead reflections':** *Little Wandle: we need to ensure that everyone is up to speed with how it works. This is particularly true of new EYFS teaching staff, who are new to phonics teaching. I am also very keen to ensure that all new TAs are fully versed with the way that LW is rolled out. Using the correct phonics terminology with the children and with their parents has been a huge advancement. All EYFS staff must do the training. If they have not done at least the core units, this needs to be implemented ASAP. I also think we need to ensure that all schools offer a reading meeting during the first term. This was very well attended and received here last year and has led to fantastic parent involvement with reading more generally.*





**SEF Ref:**  
 EH- pages 20-23  
 CP- pages 21-24  
 SMV- pages 11-12  
 PM- pages 20-23

**Business Plan Ref:**  
 Little Wandle subscription and Staff training claim hours

<b>Success Criteria &amp; Practice Indictors:</b>	<b>Activities to evaluate impact against success criteria and practice indicators</b>	
<ul style="list-style-type: none"> <li>Staff are experts in teaching systematic, synthetic phonics and are fully trained in the delivery of the Little Wandle Scheme.</li> <li>Staff also ensure that children read routinely in both groups and on a 1-1 basis- following the Little Wandle format scheme.</li> <li>EYFS Phonics progression outcome in June 2024 are strong from baseline starting points.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted EYFS Judgement in inspections 23-24</li> <li>SIP Monitoring visit and Reports 23-24 with EYFS as focus</li> <li>EYFS Governor X4 monitoring visits</li> <li>Termly SLT EYFS triangulations &amp; Progress evaluations termly at PPMs</li> </ul>	Ofsted SIP EYFS Gov Termly SLT triangulations

Keys actions to meet success criteria and practice indicators			<b>Activities required to fulfil key actions</b>					£	Activities to monitor implementation of key actions	
			(What milestone activities should happen to achieve the key actions?)							
			July 2023	Oct 2023	Jan 2024	April 2024	July 2024			
EYFS Staff Little Wandle cpd – all new staff to EYFS to have LW training and oter staff have refresher training when needed	RB/KW	EYFS Teaching Teams	Core units online cpd for all new EYFS staff in Summer hols- claims	Sept- HOS to provide additional time for staff LW cpd if required  Sept/Oct- terminology core list and definitions provided for all EYFS staff				Claims for summer cpd online		Sch base HOS
Using the correct phonics terminology by all staff delivering and supporting LW and redaing scschem	RB/KW	EYFS Teaching Teams		Oct- RB and KW- check that all EYFS staff have received full LW cpd across Federation  Sept/Oct- Phonic focus staff meeting linked to use of key core terminology and refresher cpd for other staff Parent volunteers also provided with cpd linked to terminology.		EYFS LW phonics delivery from EYFS teaching team focus of HOS & KW triangulations T1-T3 & follow ups in T4-T6 when required			EYFS LW phonics delivery from EYFS teaching team focus of triangulations T1-T3	Sch base HOS
Reading & phonics parent meeting during the first term	RB/KW	EYFS Teaching Teams & parent		Sept- format of parent meeting agreed with Cohort Team and Sch HOS and consistent PowerPoint/deliver y established & take home leaflet		Follow up parent meeting offered T3/4 if needed- i.e. limited weekly reading phonics home support etc	Parent questionnaire feedback linked to LW phonics and reading- feedback used to develop EYFS plans for 24-25		HOS attend reading meetings and monitor parent feedback	Sch base HOS

				(correct terminology part of this) T1- Reading and Phonics meeting at each Pioneer sch					
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<b>5.4 Objective: East Hoathly Nursery</b> – to ensure all aspects of Nursery provision are sustainable long term – both financially & in terms of EYFS Nursery expertise succession planning.							<b>SEF Ref:</b> EH- pages 20-23					
<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>Nursery NOR to be at 17 per day by July 24</li> <li>Nursery Budget to be balanced for next 3 years by July 24</li> <li>Potential EH EYFS Unit plans in place for 2024 launch</li> </ul>				<ul style="list-style-type: none"> <li>EYFS Nursery Ofsted &amp; SIP provision judgements 23-24</li> <li>Budget committee meetings termly</li> </ul>			SIP Ofsted Finance committee <b>Business Plan Ref:</b> Nursery Budget and closing balance sheets for next 3 yrs					
<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 2023	Oct 2023	Jan 2024	April 2024	July 2024				
<b>Increase Nursery NOR Advertising</b> - develop promotional advertising aspects to increase numbers to 17 per day		JP/AB	Local Community/ new parents	Bursar dev advertising plan 23-24	Sept- May Promotional advertising aspects to include: <ul style="list-style-type: none"> <li>Open house events in evenings and weekends if required</li> <li>Radio advertising</li> <li>Local newspaper</li> <li>Leaflets to local shop, doctor and dentists etc</li> </ul>			Evaluate impact of spend of advertising linked to increases on N NOR			Finance Committee – review Nursery NOR and cost for advertising impact at each termly meeting	AB, Finance Committee & EYFS Governor Lead
Consider <b>restructure plan to develop a EH EYFS Unit</b> , Reception class and Nursery together running with one teacher, a Nursery Lead/Manager role and nursery assistants/TAs, in one space - room space/moving around. e.g. like Harlands - <a href="#">Harlands - Uckfield - Nursery (harlandsprimary.org)</a>		JP	Pioneer FGB & HOS	Research schs with EYFS Unit	Sept- Review budget provision for Nursery for next 3 yrs Sept/Oct- visit schs with single EYFS Unit with AB Oct- Nov- HR advice and Rowena D advice about Unit staff expectations Dec- Jan- Draft plans with HR feedback Jan- April- Implement plans if requested  FGB and Finance Committee – Nursery Structure as each meeting standing item			May- July- Room allocation and staff plans implementation		Costs linked to restructure plan	HR feedback reports	AB and Emma D
<b>Develop Pioneer EYFS Lead impact on Nursery Provision and Planning</b>		JP	RB	Sept- EYFS Lead Nursery impact plan and timetable explored with RB Oct- April- JP/HOS work alongside RB to review Nursery planning, curriculum and lesson delivery and book quality/quantity for all EYFS areas April- June- Review actions taken 23-24 for N provision and make curriculum framework adjustments where needed			EH Ofsted inspection- Nursery EYFS judgement to reflect EYFS Lead impact/interventions 23-24		RB release time costs where needed	EYFS Governor Lead x4 monitoring visits	AB & EYFS Governor Lead	