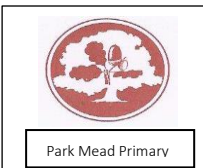




Pioneer Federation Development Plan '2024 – 2025'



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

- 1.1 **Pioneer Curriculum:** **KV** To develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. **24-25 Initiatives:** Redesign of EYFS Curriculum to include 'Rising 5's'- termly EYFS Steering Group, Medium Term Planning by Subject Leaders termly for Cycle 1 (x2 SMs termly), Writing & GPS termly intent structure developed to ensure clear progression for unit skills, DT & Music INSET (staff cpd questionnaires July 24) , Subject Unit Progression documents with knowledge gained added, 'Reconnect' sessions at the begin of units/lessons to ensure the 'purpose' is clear for all pupil (EH Ofsted June 24), further cohort unit evaluations & Website subject folders.
- 1.2 **Inclusion for All:** **SL & JR** Ensure that appropriate adaptations are made to the curriculum to enable all groups of pupils to be fully included, making strong progress. **24-25 Initiatives to include:** 2 x VG full triangulations (SL) & 2 book audits (adaptive curriculum lead - JR) , PPG 75% grant spend on support staff- therefore clearly defined support staff targeted intervention/programmes in afternoons across all Pioneer schools- accountability and outcomes clear - driven by teachers from defined SLT timetabling, ensure that Thrive/Wellbeing embedded for the most vulnerable across Pioneer schs
- 1.3 **KS2 Maths:** To ensure there is an increase in KS2 Maths GDS (PM, SMV) and scale scores for EXS at EH by July 2025. **AB/NR 24-25 Outcomes focus to include:** East Hoathly KS2 Maths EXS (scale score and progress) to reach NA by July 2025- (104/0) (2024= EXS **56%**, 2023= **102.3/-3.5**, 2022 = **101/-3.6**, 2019 = **-4.5**, 2018=**-4.3**) **PM & SMV Maths GDS to reach NA** (22%) (SMV 2022/23/24= **6.7%/7.3%/8.3%** & PM 2023/24= **14%/7.3%**)
- 1.4 **SMV Phonics:** **EM** To embed Little Wandle Phonics scheme at SMV, ensuring rigorously track impact of pupil standards. To ensure that **SMV Year 1 phonics outcomes** (2024= **67%**) reach NA (76%).
- 1.5 **Ofsteds 24-25.** Chiddingly & SMV achieve 'outstanding' judgments 2025. Park Mead to achieve a strong 'good' 2025, addressing all previous ways forward.
- 1.6 **Assessment & Data:** move to 3 data drops annually 24-25 with interim 'pupil progress meetings' to ensure all pupils 'on-track' to reach aspiring targets set for July 2025.

Leadership & Management

- 2.1- **Headteacher Leadership model across Pioneer schools & SENCO Consultant/Lead alongside:** To evolve leadership structure at Pioneer to Headteacher structure as opposed to Head of School model.
- 2.2- **Early Years Classes for all Pioneer school (to include Rising 5's):** To incorporate **Rising 5's** into each EYFS class across Pioneer schools by September 25.
- 2.3- **Wrap Around Care:** **HOS** To develop Breakfast and After School Clubs for each Pioneer school by March 25, enabling working parents to send their children to Pioneer schools.
- 2.4- **Sussex Pioneer Trust:** To convert 'Pioneer Federation' to a MAT by January 2025. **Pioneer Governance to evolve to Member, Trustees and LGBs for Clusters:** ensuring that Pioneer MAT Governance is highly effective in both supporting, challenging & holding leaders to account.
- 2.5- **GST and Nutley Partnerships, Locality Clusters & future expansion:** Continue effective collaborative partnership strategies with other schools and ensure that collaboration results in raised pupil outcomes and staff effectiveness. Develop 'Locality Clusters' based on Pioneer structures (2 clusters of 3). Consideration of expansion to a 7th Pioneer school partnership by September 25.
- 2.6- **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 x SMs termly for MTPs, time set aside for action planning and meetings with Governors)
- 2.7- **Church Schools development:** To ensure that SMV is ready for a Church S48 SIAMS inspection (25-26), updating approaches to cater for the new SIAMS framework expectations and achieves equivalent of previous 'excellence' SIAMS when inspected.
- 2.8 **Safeguarding:** To ensure that all Pioneer schools have highly effective safeguarding policies and procedures in place. **24-25 Initiatives to include:** Confide and new SCR format embedded. SMV (Sept 24) to have successful LA safeguarding monitoring reports.
- 2.9 **Pioneer NOR and Advertising Strategies-** To ensure that Pioneer schools are pursuing all potential advertising strategies to enable NOR to be the highest possible.
- 2.10 **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- **Social Justice Cohort Initiatives:** **HOS** Each Pioneer class to take the lead on a 'local area of Improvement'- demonstrating a strong advocate approaches for social justice.
- 3.2- **Attendance – HOS** ensure pupils have **high attendance** (at least at NA) and that swift action is taken.
- 3.3- **Sports Games Mark EB/AA** –Further **Inter- Federation sport events 24-25** & 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- **Better Planet Schools HOS** To achieve this **sustainability curriculum development** for each Pioneer school by July 25.
- 4.2- **Health Schools Award: HW & HOS** Pioneer schools achieve the **accredited Health School award** by July 2025.
- 4.3- **British Council International Award- HOS:** Pioneer schools achieve the **accredited International award** by July 2025.

Early Years

- 5.1- **EYFS Curriculum KH/RB** to redesign the **EYFS curriculum** to enable Rising 5's to be incorporated within EYFS classes across Pioneer from September 2025.
- 5.2- **Early Years Classes for all Pioneer school (to include Rising 5's) – KH/RB** To ensure that all **premises logistically & staff training aspects** are in place for new early years classes from September 2025.

Priorities for Improvement – 2024-2025



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

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 | NOR: 93 Reception 14, Year 1 10, Year 2 14, Year 3 16, Year 4 11, Year 5 11, Year 6 17 Boys 44 Girls 49 |
| Number of pupils on roll | 93 |
| Number of pupils eligible for pupil premium | 17 (18%) |
| 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 21 (22.5%) |
| Appropriate authority | East Sussex |
| Date of previous Ofsted inspection | April 2019 |
| Overall Ofsted judgement | Good  Park_Mead_Primary_School_Ofsted_Repor |
| Key Ofsted actions from last report- Key areas to improve | Leaders and those responsible for governance should ensure that: <ul style="list-style-type: none"> ■ pupils to have a secure grasp of basic number facts and multiplication tables before progressing to more challenging mathematics ■ current work to develop the curriculum includes clear progression in knowledge and skills in all subject areas ■ continue to work with families to improve attendance. |
| Key performance indicators for the next 3 years | See SDP outcome sections 1.6, 1.7 & 1.8 and also OUTCOME SDP. |
| Telephone number | 01323 844247 |
| Website | https://parkmeadprimary.eschools.co.uk/website |
| Email address | office@parkmead.e-sussex.sch.uk |

Chiddingly Primary School Context & Details

Chiddingly School Vision

To grow great learners who dream big and shine bright as responsible global citizens of the 21st 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 | Number on roll: 102 Reception: 15 Year 1: 12 Year 2: 16 Year 3: 15 Year 4: 15 Year 5: 14 Year 6: 15 Boys: 49 Girls: 53 |
| Number of pupils eligible for pupil premium | 16/102 (16%) |
| Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan | SEN 21/102 (21%) EHCP 1/102 (1%) |
| Appropriate authority | East Sussex County Council |
| Date of previous Ofsted inspection | July 2019 |
| Overall Ofsted judgement | Good |
| Key Ofsted actions from last report- Key areas to improve | Continue to develop pupils' comprehension and vocabulary throughout the school. Implement the new curriculum in all classes throughout the school. |
| Key performance indicators for the next 3 years | See SDP Section 1.5 and also OUTCOME SDP. |
| Budget information | 3 year plan- deficit free |
| Telephone number | 01825 872307 |
| Website | www.pioneerfederation.co.uk |
| Email address | office@chiddingly.e-sussex.sch.uk |

St Mary the Virgin CE Primary School Context & Details

Our Vision

Being the best we can be, in a thriving community,
following the example of Jesus

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



| | |
|---|---|
| Executive Headteacher | Mr James Procter |
| Head of School | Mrs Jane Robinson |
| Senior Teacher | Mrs Catrin Pike and Mrs Naomi Fry |
| Chair of Governors | Mr Alan Brundle Vice Chair for SMV: John Black |
| Unique reference number | 114553 DfE No: 8453326 |
| Local authority | East Sussex |
| Type of Federation/Partnerships | Pioneer Federation of 4 schools and Nursery |
| Church School Type | Diocesan (Diocese of Chichester) – Voluntary Aided |
| Age range of pupils | 4-11 |
| Gender of pupils | Mixed |
| Number of pupils on roll | Number on roll: 81 YR: 11 Y1: 14 Y2: 9 Y3: 13 Y4: 12 Y5: 14 Y6: 8 |
| Number of pupils eligible for pupil premium | 16 (19.75%) |
| Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan | EHCP: 5 = 6.17 % SEND: 25 30% |
| Appropriate authority | ESCC |
| Date of previous Ofsted inspection | 4 th March 2020 |
| Overall Ofsted judgement | Good |
| Key Ofsted actions from last report- Key areas to improve | <i>To ensure pupils develop the necessary language comprehension skills in reading by the end of key stage 1 & to raise levels of challenge so that pupils make even greater progress across the breadth of subjects.</i> '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.' |
| Date of previous SIAMS inspection | 24 th 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 | www.pioneerfederation.co.uk/stmarys |
| 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. |

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 | Mrs Kathryn Tucker |
| Chair of Governors | Mr Alan Brundle Vice Chair for East Hoathly: |
| 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 | 3-11 |
| Gender of pupils | Mixed |
| Number of pupils on roll | School: 76 School & Nursery: 88 Nursery: 12 Reception: 11 Year 1: 10 Year 2: 15 Year 3: 6 Year 4: 11 Year 5: 12 Year 6: 11 Boys total: 43 (50%) Girls total: 43 (50%) |
| Number of pupils eligible for pupil premium | 15 pupils (15.5% of school age children) |
| Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan | 19 pupils in total on SEND register (26% of school age children) EHCP: 0 |
| Appropriate authority | East Sussex CC |
| Date of previous Ofsted inspection | June 2024 |
| Overall Ofsted judgement | Good |
| Key Ofsted actions from last report- Key areas to improve | Leaders and those responsible for governance should ensure that: 1) Leaders should continue to embed the phonics curriculum and provide teachers with the support that they need to ensure that all pupils learn to read confidently and fluently. |
| Date of previous SIAMS inspection | June 2024 |
| Overall SIAMS judgement | Outstanding |
| Budget information | 3 year plan- deficit free |
| Telephone number | 01825 840247 |
| Website | www.pioneerfederation.co.uk |
| Email address | office@easthoathly.e-sussex.sch.uk |

|  SIAMS Priorities 2024 | |
|--|--|
| No. | Areas to Improve |
| 1 | Embed a definition of spirituality to capture the faith journey of pupils. This will enable staff and pupils to articulate fully how they thrive spiritually. |
| 2 | Increase opportunities for pupils to take greater ownership of their responsibility for social justice. This will enable pupils to become empowered advocates and agents of change |
| 3 | |

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


24-25 Initiatives: Redesign of EYFS Curriculum to include 'Rising 5's'- termly EYFS Steering Group, Medium Term Planning by Subject Leaders termly for Cycle 1 (x2 SMs termly), Writing & GPS termly intent structure developed to ensure clear progression for unit skills, DT & Music INSET(staff cpd questionnaires July 24) , Subject Unit Progression documents with knowledge gained added, 'Reconnect' sessions at the begin of units/lessons to ensure the 'purpose' is clear for all pupil (EH Ofsted June 24), further cohort unit evaluations & Website subject folders.




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:
 CP- pages 9-12
 SMV- pages 9-12
 PM- pages 8-10





- Business Plan Ref:**
- Music/DT INSET- payment for Jan INSET and materials
 - DT Lead Polegate CPD sessions
 - Release time cover to teachers to attend meetings and plan for Jan 25 INSET, EYFS steering Group & Unit Prog Docs/ Road Map updating

| | | |
|---|---|---|
| Success Criteria & Practice Indicators: | Activities to evaluate impact against success criteria and practice indicators |  |
| <ul style="list-style-type: none"> • Pupils can confidently explain the '<u>purpose</u>' of their learning and how it links and relates to previous learning. • Staff are confident in describing their year group curriculum, the way it is sequenced, the progression and the end points. Focus: Writing & GPS termly intent structure • 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. Focus: Cycle 1 MTPs and Unit Progression Documents/Road Maps. • 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. | <ul style="list-style-type: none"> • Staff questionnaires • Governor SL link visits and deep dives • Termly planning audits and book looks – SLT | <p>AB – termly Governor reports</p> <p>Governor reports for subject leadership- Dec and July.</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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Coach teachers in order for the further development of ' <u>Reconnect</u> ' sessions at the begin of units/lessons to ensure the ' <u>purpose</u> ' is clear for all pupil (EH Ofsted June 24) | SLT | All Teachers and SL | July/Sept- SLT to meet 'Cohort Lead' to ensure the SDP curr dev is clear as planning expectations | Oct- May- Cohort Leads ensure that the reconnect 'purpose' elements for all units and lessons is clear to the pupils- via PowerPoint' and visuals/curriculum knowledge gained timelines. SLT and SLs to focus on this element in triangulations and pupil voice. June/ July- review external validation from curriculum deep dives (Ofsteds x 3) | | | | | Termly SLT triangulations to evaluate implementation and impact of curriculum changes | SIP Reports – curriculum review focus & Ofsteds x3 |
| Develop termly EYFS Steering Group in order to establish a collaborative new EYFS curriculum that includes 'Rising 5's' | JP/KV | EYFS Teachers | July- KH/RB meet with LA EYFS consultants to design new EYFS curr format | EYFS Curriculum Steering Group Meetings & Agendas T1: Tuesday 17 th September (format of cycle and plan up tp T2) T2: Tuesday 19 th November (Plan up to T4) T3: Tuesday 21 st January (Plan up to T6) T4: Tuesday 11 th March (involve C.Green as evaluator) T5: Tuesday 6 th May (launch with staff and subject leaders) T6: Tuesday 17 th June (launch with parents and governors) | | | 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 <u>termly Cycle 1 MTPs</u> (x2 SMs termly) | JP/KV | All Teachers and SL | June/July- SMs defined with x2 termly for MTPs Sept INSET - reinforce termly MTP planning expectations | <ul style="list-style-type: none"> • Termly staff meeting sessions for SL to develop C1 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 | | | T6 June / July- SLT (&SIP) evaluation of new C1 MTPs & Unit Progression Docs & English MTPs- Governor reflective report with staff voice included | 1 day Release per SL - time cover to teachers to establish UPD/RMs | Termly SLT triangulations to evaluate implementation and impact of curriculum changes | SIP Reports – curriculum review focus & Ofsteds x3 |
| Coach subject leaders in order for the development of <u>C1 Unit Progression/Road Maps Documents</u> (to include 'knowledge gained summary') | JP/KV | All Teachers and SL | July/Sept- SLT review C2 Unit prog Docs and adapted format so 'knowledge gained' is clear | Oct- May: HTs agree 'release time' across the year in order for Unit Progression and Road Maps to be updated for C1 and to ensure that 'knowledge gained' is clearly indicated and progressive | | | | 14 x £190= £2660 | | |

| | | | | | | | | | |
|---|-------------|-----------|---|--|---|---|--|--|--|
| <p>Coach 'English Leads' in order for the development of Writing & GPS termly intent structure developed to ensure clear progression for unit skills</p>  <p>Next Steps for English--.docx</p>  <p>Spelling from September 2024.docx</p> | JP/KV | BB/AH | <p>June/July- SLT agree English MTP format with BB/AH</p> | <p>18th Sept- BB/AH present MTP English format to teachers in staff meeting</p> | <p>Oct- May- BB/AH use SM allocation (x2) to defined Writing and GPS structure for planning. Cohort lead utilise this plans to develop clarity regarding English progressive planning</p> | | | | |
| <p>'Music', 'DT' & 'Adaptive Curriculum' INSET – 6th January 2025 - to ensure that the quality of Music & DT delivery is 'at least good+' (Ofsted 24-25) & Adaptive Curriculum is effective for all groups of pupils</p> | NC/ML/SL/JR | All Staff | <p>DT and Music Unit progression document to define core unit areas – skill and knowledge gained.</p> | <p>Release time to plan out Jan INSET, write new DT & Music policy, visit outstanding ES sch for DT and book in artists- linked unit and progression of skills</p> | <p>Dec- DT Policy re-written – defining DT book expectations and standard and coverage of work termly – 'good+ expectations DT/Music/Adaptive curriculum specifically defined'</p> <p>6th Jan INSET- Carousel of activities- (1 hour per activity) 9:00- 12:00 – staff into 3 groups:</p> <ol style="list-style-type: none"> 1) ML/CP – How to effectively plan, create and evaluate a product for a purpose. DT: how to plan, create and evaluate a product for a purpose, high quality DT books look like (Pioneer DT Policy adjusted accordingly) and DT Policy expectations defined. 2) NC - Music - Delivery of Music Skills from MTPs, Curriculum Maps and Subject Unit Plans & Music policy expectations defined. Music: fine tune music delivery skills and link these to MTP expectations/skills. Music Policy expectations defined. 3) SL & JR – SEND & adaptive curriculum Focus input. SEND: Strong understanding of how the curriculum should be appropriately adapted for SEND pupils. SEND Policy expectations defined. | <p>SLT and DT/Adaptive Lead Leads to monitor books from T3-T6 termly to check on implementation of new Policy</p> <p>SEND/DT/MUSIC Governors to develop evaluative report in T6 – policy implementation– to include staff and pupil voice</p> | <p>payment for Jan INSET and materials</p> <p>£850</p> | <p>Termly SLT triangulations to evaluate implementation and impact of curriculum changes</p> | <p>SIP Reports – curriculum review focus & Ofsted x3</p> |




| | |
|--|---|
| <p>1.2 Objective: SL/JR '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.</p> <p>Class teachers to be fully responsible for the planning and provision for all VG pupils including those with neuro-diverse needs and EHCPs Learning targets are increasingly SMART especially for wellbeing and SEMH interventions Increased parental conversations and engagement in SEND provision, planning and reviews alongside wider acknowledgement of provision within the wider community (class, school, federation, local area) leading to an increased sense of belonging for VG pupils Clearly defined support staff targeted intervention/programmes in afternoons across all Pioneer schools- accountability and outcomes clear - driven by teachers from defined SLT timetabling ('PPG 75% grant' spend on support staff) Thrive/Wellbeing embedded for the most vulnerable across Pioneer schools</p> <p>24-25 Initiatives to include: SMV to undertake the PINS project (Partnership for Inclusion of Neurodiversity in Schools with ES/WS/B councils. Use knowledge gained to impact across Pioneer. Triangulate with feedback from ES SEN audits of C, PM, EH. Inclusion Lead is one of ES Senco Leads For new role of Adaptive Curriculum Lead to be established and defined, including the division of roles/tasks between this and SENCO. (To establish the practice of class teachers being able to plan successful intervention timetables – direction of their allocated adults to meet all needs. To introduce the role of 'Learning Sequences' as responsive interventions). ACL to support teachers in undertaking environment audits to meet ASD/Class provision using specific audit tools and consider the 'ordinarily available good practice documents'. For ACL to support teachers in undertaking environment audits to meet ASD/Class provision using specific audit tools and consider the 'ordinarily available good practice documents'.</p> <ul style="list-style-type: none"> • X2 VG full triangulations (SL) & 2 book/planning audits (adaptive curriculum lead - JR) • 'PPG 75% grant' spend on support staff- therefore clearly defined support staff targeted intervention/programmes in afternoons across all Pioneer schools- accountability and outcomes clear - driven by teachers from defined SLT timetabling • Thrive/Wellbeing embedded for the most vulnerable across Pioneer schs | <p>SEF Ref: CP- pages 9-12 SMV- pages 9-12 PM- pages 8-10</p> <p>Business Plan Ref:</p> |
|--|---|



| Success Criteria & Practice Indicators: | | | Activities to evaluate impact against success criteria and practice indicators | | | | |  | | |
|--|---|---|--|---|--|--|--|---|--|---|
| <ul style="list-style-type: none"> VG pupils all make strong progress from their starting points Triangulations show that all children are fully catered for and included within the Pioneer curriculum subjects - VG make strong progress and are full included within an adapted curriculum Pioneer curriculum fully caters/adaptations clearly for VG pupils and their needs & this is external validated (SIP & Ofsted 24-25) Staff feel prepared and able to support the most vulnerable pupils Parent conversations notes indicate that parents are fully engaged with planning and provision for SEND pupil and this is confirmed by the parental survey contributions | | | <ul style="list-style-type: none"> 2 x book & planning audits as part of SMs- JR Termly PPMs with explicit VG tracking of progress and attainment 2 x SL/JP full triangulations of VG provision – SL Targeted training in place Update information available to all stakeholders (website) and ensure physical environment reflects the Thrive ethos | | | | | 2x govs evaluation visits SIP x3 a year & Ofsteds (x3) | | |
| Keys actions to meet success criteria and practice indicators |  |  | Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?) | | | | | £ | Activities to monitor implementation of key actions |  |
| | | | July 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| <p>6th Jan INSET: Coach Pioneer Staff in order for the further development: SEND & Adaptive Curriculum Focus input. - Strong understanding of how the curriculum should be appropriately adapted for SEND pupils. SEND Policy expectations defined.</p> | SL & JR | All Pioneer staff | | <p>VG provision monitoring: JR Adaptive curriculum monitoring via x 2 SM events (VG provision - catered and adapted for with all curriculum planning)</p> <p>Review of SEND information report and policy.</p> <p>SEND policy is included in staff induction by HOSs</p> | <p>6th Jan INSET: Policy revisit? ADHD input? Class teachers on timetables</p> | <p>VG provision monitoring: JR Adaptive curriculum monitoring via x 2 SM events (VG provision - catered and adapted for with all curriculum planning)</p> | | JP- PPMS termly and weekly meeting SL/JP | VG Link Governor x 2 Reports and visits Ofsteds (x3) | |
| <p>Coach staff in order that neuro diversity provision is fully integrated into class curriculum provision and that all class teachers take full responsibility for the planning and progress of SEND (including EHPC) pupils</p> <p>All staff including teaching assistants feel ready and able to provide support for the most needy children</p> | SL | | <p>Class teachers take over all timetable all SEND provision from IM</p> <p>SEND provision is added to PPM notes</p> <p>VG provision monitoring: 1x VG full triangulations (SL)</p> <p>Ways of reintegrating supervision timetable Support staff is considered and established</p> <p>Liaise with subject leaders to consider adaptations for their subject beyond the physical eg language and visuals</p> | <p>Review of class timetables shows when the Class teacher is working with particular groups</p> <p>Termly supervision for support staff available</p> <p>SLeaders differentiated between core and advanced vocab on their plans</p> | <p>VG provision monitoring: 1x VG full triangulations (SL)</p> <p>Termly supervision for support staff available</p> | | JP- PPMS termly and weekly meeting SL/JP | VG Link Governor x 2 Reports and visits Ofsteds (x3) | | |
| <p>Coach staff to develop increased parental engagement in SEND provision, planning and reviews via establishing robust routines for parent and class teacher conversations that are fully evidence 3 times a year</p> | SL & HOS | | <p>Senco liaison with parents regarding the SEND information report and policy review</p> <p>ICT support have set up parent meeting system for SEND reviews following in school revise termly</p> <p>Link to SMV PINS support – establish timetable of parental support/ drop ins</p> | <p>Audit the parental liaison meeting evidence notes and follow up as needed.</p> <p>Parental drop in/workshop date agreed (Linked to PINS)</p> | <p>Parental survey</p> <p>Parental drop in/workshop date agreed (linked to PINS)</p> | <p>Transition plans are developed, clear and shared with parents</p> <p>Parent meets takes place with new reception parents</p> | JP- PPMS termly and weekly meeting SL/JP | VG Link Governor x 2 Reports and visits Ofsteds (x3) | | |
| <p>Further develop the sense of belonging for VG pupils via auditing and reviewing provision of community interaction at class, school and local area (links to ESQUMI)</p> | SL & HOS | | <p>Review ESQUMI for all schools Audit registers for school groups eg pupils as leaders, external clubs and lunch groups. The local community has been audited for groups</p> | <p>Liaise with leaders/providers to agree ways to ensure VG pupil voice an participation is evident</p> | <p>Follow up other areas of EQUMI as needed</p> | | JP- PPMS termly and weekly meeting SL/JP | VG Link Governor x 2 Reports and visits Ofsteds (x3) | | |





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| <p>'PPG 75% grant' spend on support staff: Support staff targeted intervention/programmes in afternoons across all Pioneer schools- accountability and outcomes clear - driven by teachers from defined SLT timetabling</p> | SL & HOS | | | <p>Termly- Headteacher & SENCO FGB reports specifically evaluate impact of the PPG/SEND support staff innervation on pupil progress and outcomes.</p> | | | | | JP- PPMS termly and weekly meeting SL/JP | VG Link Governor x 2 Reports and visits Ofsteds (x3) |
| <p>Thrive/Wellbeing embedded- To develop pupil emotional wellbeing and engagement with learning through the Federation Thrive approaches whereby enabling the most vulnerable pupils to be more confident, resilient and independent and ultimately impact on their engagement quality of education.</p> | SL | | Thrive developmental tasks added and linked to the curriculum maps | <p>Key Thrive principles shared at staff briefings once each short term - PACE and WIN/ Developmental tasks and links To curriculum</p> <p>Thrive class group profiling Oct</p> <p>Collect Thrive staff quotes indicating impact</p> <p>Individuals identified for individual work at PPMS (senco/HOS) PPM T1</p> <p>Class teachers write a group plan T2</p> <p>Environment audits include active zones of regulation displays and Thrive visuals. T2</p> | <p>Key Thrive principles shared at staff briefings once each short term - VRFS /Adult roles at each stage with examples of language that could be used</p> <p>Audit floor books for evidence of Thrive group plans and specific teaching of emotional regulation strategies</p> <p>Thrive class group profiling Feb</p> <p>Individuals identified for individual work at PPMS (senco/HOS) PPM T3</p> <p>Class teachers write a group plan T4</p> | <p>Add Thrive staff quotes indicating impact to website and website review</p> <p>Key Thrive principles shared at staff briefings once each short term -pen portraits for healthy development/ containment at each stage</p> | | JP- PPMS termly and weekly meeting SL/JP | VG Link Governor x 2 Reports and visits Ofsteds (x3) | |
| <p>Specific VG improvements for Park Mead linked to inclusion:</p> <p>Graduated response (universals, targeted, enhanced) level of need is clearly evidenced in the provision mapping and timetabling at PPMS to support accessing increase support</p> <p>Staff to feel confident in supporting children to record their ideas and thoughts</p> | SL | | Class teachers timetabling all SEND interventions | <p>Termly Review of class timetables/ provision mapping shows that potential EHCP pupils are receiving high levels of enhanced targeted support</p> <p>PPM Meetings termly - Teachers PPM notes are written to show the enhanced level of intervention for high need pupils</p> <p>As previous</p> | | | | | JP- PPMS termly and weekly meeting SL/JP | VG Link Governor x 2 Reports and visits Ofsteds (x3) |
| <p>Specific VG improvements for Chiddingly linked to inclusion:</p> <p>Coach staff to develop skill in higher need speech and language provision to support EHPC/ANP pupils</p> | SL | | | <p>MDTs organised for key pupils at an enhanced level and cascaded down to other staff</p> <p>Review ESQMI and identify additional actions for T2-6</p> <p>Develop intervention recording fomats for SEMH interventions to support SMART target setting and review</p> | <p>From ESQMI Review – as above and additionally identified in T1</p> <p>Coach TAs to upload LL outcomes</p> <p>Monitor use of new SEMH target interventions sheets for measuring progress alongside Thrive profiling</p> | <p>From ESQMI Review – as above and additionally identified in T1</p> | | JP- PPMS termly and weekly meeting SL/JP | VG Link Governor x 2 Reports and visits Ofsteds (x3) | |

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| <p>Specific VG improvements for SMV linked to inclusion:</p> <p>Coach staff in order that neuro diversity provision is fully integrated into class curriculum provision</p>  <p>SMV- Sussex PINS Project.docx</p> | SL | | <p>Analyse self-assessment and draft support plans</p> <p>Parent carer survey</p> | <p>Project Manager to visit schools and finalise support plans - 12th SEPT</p> <p>Parent support team: Visit all schools to meet with SLT.</p> <p>Plan and host parent carer engagement event in every school.</p> | <p>See menu of support – TBC</p> <p>Parent support team: Visit all schools to meet with SLT.</p> <p>Plan and host parent carer 2nd event i</p> | School takes over lead | | | JP- PPMS termly and weekly meeting SL/JP | VG Link Governor x 2 Reports and visits Ofsteds (x3) |
| <p>Specific VG improvements for East Hoathly linked to inclusion:</p> <p>Coach staff to ensure the early identification of need in EYFS and KS1.</p> <p>Coach staff in the new to nursery/reception class in the assessment and process for pre-school SEND interventions and referrals in order to ensure EYFS SEND provision remains high quality</p> <p>Coach staff in order that neuro diversity provision is fully integrated into class curriculum provision</p> <p>Coach support staff in specific interventions so that they feel confident to provide</p> <p>Introduce and trial digital recording of interventions, coaching support staff</p> | SL | | | <p>SENCO to meet with EYFS teachers to share at the screening language tools for under 5s and establish routine for use.</p> <p>CLASS to provide COLIN training for phonemic awareness to EYFS and KS1 teacher – assessment completed in time for T2 send Reviews</p> <p>CLASS training booklet is shared in advance of Performance management reviews identify training linked to the provision required in classes and is booked.</p> <p>Support staff book SENCO slots to receive in house training on specific targeted interventions as required termly</p> <p>End of T1 Class teacher produce all intervention record sheets digitally. HOS to ensure laptop access is available to TAS in class</p> | <p>KS1 teacher using COLIN assessments and screeners to complete record of concerns and class pre-SEND interventions in advance of T3 SEND reviews (Y1)</p> <p>Support staff book SENCO slots to receive in house training on specific targeted interventions as required termly</p> <p>Monitor and moderate recording of interventions Review individual formats to make recording easier – eg Talk about and zones at termly review meets Coach TAs to upload Language link outcomes</p> | Support staff book SENCO slots to receive in house training on specific targeted interventions as required termly | Lisise with ICT support to consider how this system could be moved to excel to provide analysis tools (and or explore the capacity of ARBOR) for recording intervention | | JP- PPMS termly and weekly meeting SL/JP | VG Link Governor x 2 Reports and visits Ofsteds (x3) |

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| <p>1.3 Objective: KS2 Maths: To ensure there is an increase in KS2 Maths GDS (PM, SMV) and scale scores for EXS at EH by July 2025. AB/NR</p> <p><u>24-25 Outcomes focus to include:</u></p> <ul style="list-style-type: none"> East Hoathly KS2 Maths EXS (scale score and progress) to reach NA by July 2025- (104/0) (2024= EXS 56%, 2023= 102.3/-3.5, 2022 = 101/-3.6, 2019 =-4.5, 2018=-4.3) <ul style="list-style-type: none"> PM & SMV Maths GDS to reach NA (22%) (SMV 2022/23/24= 6.7%/7.3%/8.3% & PM 2023/24= 14%/7.3%) | | <p>SEF Ref: CP- pages 9-12 SMV- pages 9-12 PM- pages 8-10</p> <p>Business Plan Ref:</p> |
| <p>Success Criteria & Practice Indicators:</p> <ul style="list-style-type: none"> East Hoathly KS2 Maths EXS (scale score and progress) to reach NA by July 2025- (104/0) (2024= EXS 56%, 2023= 102.3/-3.5, 2022 = 101/-3.6, 2019 =-4.5, 2018=-4.3) PM & SMV Maths GDS to reach NA (22%) (SMV 2022/23/24= 6.7%/7.3%/8.3% & PM 2023/24= 14%/7.3%) Pioneer KS2 Maths progress improves from negative progress overall-2023 (-1.3) | <p>Activities to evaluate impact against success criteria and practice indicators</p> <ul style="list-style-type: none"> Ofsteds x 3 24-25 Termly PPMs with explicit KS2 Maths tracking of progress and attainment <ul style="list-style-type: none"> <u>July 25:</u> EH Ma Progress scores to reach National (0+) | |

| | | | | | | | | | <ul style="list-style-type: none"> - EH Ma Scale Score to reach NA (103/4) - EH MA EXS Attainment to reach NA= 22% - SMV and PM Ma GDS KS2 to reach NA = 22% | |
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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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Coach staff to ensure that KS2 GDS expectations are clear: Maths Staff Meeting 11th September Impact on planning, provision, books etc..... | AB/NR | | | Sept: SM with federation teachers with clear expectations of provision address staff CPD areas from questionnaires 9 th October – Subject Governor meeting | Book audits EYFS/KS1 8 th Jan Book audits KS2 15 th Jan Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV | Book audit reviews EYFS/KS1 4 th June Book audit reviews KS2 11th June Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV | CPD/Resource review completed by all staff for 2025/26 to support planning 9 th July – Subject governor meeting | | AB/NR to meet termly PPMs, data drops, triangulation and termly assessments | SIP reports/cohort trackers/ Ofsted outcomes at PM/SMV/Chidd SATs results |
| Coach staff to introduce the following Maths initiatives in order to stretch and deepen Mathematical understanding : <ul style="list-style-type: none"> - Awesome 8 - Fluent in 5 - Improved use of TT Rock Stars to develop/rehearse multiplication fluency | AB/NR | | AB and NR to meet to discuss priorities | Sept: SM with federation teachers with clear expectations of provision address staff CPD areas from questionnaires Math focus visits across all school in T1 & T2 | Book audits EYFS/KS1 8 th Jan Book audits KS2 15 th Jan – Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV Check ins – gap analysis and action planning following baseline assessments. | Book audit reviews EYFS/KS1 4 th June Book audit reviews KS2 11th June Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV | CPD/Resource review completed by all staff for 2025/26 to support planning 9 th July – Subject governor meeting | | AB/NR to meet termly PPMs, data drops, triangulation and termly assessments | SIP reports/cohort trackers/ Ofsted outcomes at PM/SMV/Chidd SATs results |
| Coach EH staff specifically to ensure that EXS UKS2 Maths outcomes are deliver July 25 : <ul style="list-style-type: none"> - Ma Progress scores to reach National (0+) - Ma Scale Score to reach NA (103/4) - EH MA EXS Attainment to reach NA= 22% | AB/NR | | | Sept: SM with federation teachers with clear expectations of provision address staff CPD areas from questionnaires Math focus visits across all school in T1 & T2 | Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV Check ins – gap analysis and action planning following baseline assessments. Track termly PPMs and triangulations- focus on GDS and EXS for ECTs | | Report outcomes | | AB/NR to meet termly | SIP reports/cohort trackers SATs results |
| Coach Maths Lead Governor with the knowledge and understanding so that they can question the actions being taken to improve the attainment and progress across EH/PM/SMV | AB/NR | | | 9 th October – Subject Governor meeting | | | 9 th July – Subject governor meeting | | | Governor x 2 Reports and visits |
| GST and Nutley Partnership 24-25 Support and coach partnership school leaders/staff to ensure implication of: <ul style="list-style-type: none"> - New Pioneer Ma initiatives 24-25 | AB/NR | | | Arrange dates to meet GST and Nutley staff. Update staff on PF priorities. | Maths follow visits for GST and Nutley. 2x observations/drop-ins of KS1 staff by end of T4 to ensure systems/procedure consistently applied across school | | Evaluate impact and review with staff for following year Complete QLA | | AB/NR to meet termly | |

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| <ul style="list-style-type: none"> - 'Mixed aged maths teaching' - 'GDS extension and expectations' - Effective use of White rose and other Ma Schemes | | | | | 2x observations/drop-ins of KS2 staff by end of T4 to ensure systems/procedure consistently applied across school | | | | |
| ES Maths Hub – review EH Maths externally, provision and Pioneer Maths become an key player in ES Maths Hub (recognised for strong Ma provision)  Maths Hub.docx  Maths Hub funding and project-.docx | AB/NR | | Ensure staff signed up and in contact with hub link. | Staff to engage with mastering number at KS1 and reception programme – NR to take lead. | Observe and support teachers, review if any extra time/support is needed. | Evaluate the impact of the project at this stage | | AB/NR to meet termly | Governor x 2 Reports and visits |

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| 1.4 Objective: SMV Phonics: EM To embed Little Wandle Phonics scheme at SMV, ensuring rigorously track impact of pupil standards. To ensure that SMV Year 1 phonics outcomes (2024= 67%) reach NA (76%) by June 2025. | | | | | | | SEF Ref: CP- pages 9-12 SMV- pages 9-12 PM- pages 8-10 | | | | |
| Success Criteria & Practice Indicators: | | | | Activities to evaluate impact against success criteria and practice indicators | |  | Business Plan Ref: Cost of Little Wandle £6398 | | | | |
| <ul style="list-style-type: none"> • SMV Year 1 phonics outcomes (2024= 67%) reach NA (76%) by June 2025. • SMV Ofsted 2025- Phonics judged as 'outstanding' | | | | <ul style="list-style-type: none"> • Termly PPMs and SLT KS1 triangulations with phonics as focus • Summative Datawalls -Jan, March & June - phonics targets 'on-track' | | SIP X 2 Visit focus visits- phonics | | | | | |
| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | | | |
| Coach SMV staff to ensure that quality of phonics delivery and planning is 'outstanding' and ensure strong progress from starting points. | | EM/JR | SMV staff | Plan visits to each school for training on how to use LW assessments tracker and identifying gaps for reading books. Ensure training up to date for staff through questionnaire and identify training needs to be delivered throughout the year. TA training to be revisited and planned in. EM to look at progress of children in relation to training when data is submitted each term to identify any other needs. Send out questionnaire to assess if there are any gaps moving into the next year. | | Termly PPMs and SLT KS1 triangulations with phonics | JP & SIP- X3 yearly | | | Termly PPMs and SLT KS1 triangulations with phonics | JP & SIP- X3 yearly |
| Coach SMV staff to ensure that phonics assessments are accurate and interventions/ groupings address gaps in knowledge. | | EM/JR | SMV Staff | Ensure phonics online assessments are made every term. Access phonics assessments in week 6 of each term. Use first term assessments and show to plan for interventions based on these assessments made. | Check assessments made online against interventions being planned. | Check assessments made online against interventions being planned | Check assessments made online against interventions being planned | | | Termly PPMs and SLT KS1 triangulations with phonics as focus | JP & AB (HoS)- X3 yearly |
| Coach staff to ensure that pupil reading books are accurately linked directly to the phonic ability of pupils- both reinforcing and applying learnt phonic skills. | | EM/JR | SMV staff | Send out questionnaire in September to find out systems already in use in each school to find out systems for levelling and how they link to phonics knowledge. SL new to role. Ensure colour banding occurs when children are fluent by checking reading scheme progression/system and books are matched to phonics level. | Drop in visits to hear readers matched to phonics levels. Check books going home and reading for enjoyment books are matched to phonics levels. | Drop in visits to hear readers matched to phonics levels. | Drop in visits to hear readers matched to phonics levels. Ensure transitions to next year groups are clear when moving off phonics scheme to coloured bands or fluency books. | | | Termly PPMs and SLT KS1 triangulations with LW phonics | JP & HW (HoS)- X3 yearly |

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| Monitor teaching standards of phonics at SMV to ensure that pupil receive good+/outstanding daily phonon lessons – pitched effectively whereby stretching the more able, and lessons that are well-paced and deliver LW effectively. | EM/ JR | Pioneer Staff | | Oct/Nov- EM obs phonics at SMV | Observe phonics at PM and Chidd | April/March- EM obs phonics at SMV SMV Ofsted 2025- Phonics judged as 'outstanding' | Observe phonics at EH | | Termly PPMs and SLT KS1 triangulations | JP & JR (HoS)- X3 yearly |
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1.5 Objective- JP Ofsteds 24-25. **Chiddingly & SMV achieve 'outstanding' judgments 2025. Park Mead to achieves a strong 'good' 2025**, addressing all previous ways forward.


Pioneer Schools Ofsted Ways Forward:




- 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.
- Chiddingly 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.

SEF Ref:

CP- pages 9-12
SMV- pages 9-12
PM- pages 8-10

Business Plan Ref:

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| Success Criteria & Practice Indicators: | Activities to evaluate impact against success criteria and practice indicators |  |
| <ul style="list-style-type: none"> All Ofsted WF have been addressed – standing item FGB All actions for curriculum development achieved- SDP 1.1 – 1.6 WF linked to pupil outcomes achieved- pupil at least reach targets set Successful Ofsted 24-25 – previous WF agreed fully achieved & L/M good+ SIP/Ofsted agreed that curriculum WF have been achieved at PM | <ul style="list-style-type: none"> Ofsted report 24-25 SIP visit report with curriculum and Ofsted WF as focus 24-25 Termly Curriculum Steering Group – Governor review Reports 24-25 | SIP/Ofsted Steering Group termly report from Governors |




| 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 |  |
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| | | | July 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Coach SLT to ensure that Ofsted WF evidence files in place at each Pioneer school & actions taken explicit within SEFs and Lead Inspector tabs on websites | JP | HW/KV /JR | July - Lessons learnt from EH Ofsted June 24 shared with SMV/CP/PM SLT Ofsted evidence folders a focus | Sept/Oct – streamline Ofsted evidence & prep for 90 min conversations SIP T1/T2 visits to review Ofsted evidence- files and websites | Ofsted evidence & websites systematically added to key folders External monitoring – feedback that there is clarity regarding intent and focus of school leaders toward addressing outcome gap and staff cpd linked to Ofsted WF | | Successful PM/CP/SMV Ofsteds 24-25 - previous WF agreed fully achieved & L/M good+. | Weekly ExHt & HOS meetings to review evidence and SDP next steps | -Ofsted -SIP -Termly COG leadership focus visits | |
| 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. | JP/HW | PM Staff | July- April- ensure that previous curriculum developments 23/24 are embedded & that 24/25 curriculum developments are in place by April 2025- SDP 1.1/1.2 | | | PM achieves 'STRONG GOOD' Ofsted 2025 | | Weekly ExHt & HOS meetings to review evidence and SDP next steps | -Ofsted | |
| Chiddingly Ofsted May 2019 - to ensure that pupils' reading comprehension and vocabulary develops throughout the school & KS2 reading scheme in school is addressed. | JP/KV | CP Staff | CHIDDINGLY: SL Deep Dives T2/T3 focus (all key curriculum area fully triangulated by end of T2 at PM) | | | Chiddingly achieves 'OUTSTANDING' Ofsted 2025 | | Weekly ExHt & HOS meetings to review evidence and SDP next steps | -SIP | |
| 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. | JP/JR | SMV Staff | SMV: SL Deep Dives T3-4 focus (all key curriculum area fully triangulated by end of T2 at PM) | | | SMV achieves 'OUTSTANDING' Ofsted 2025 | | Weekly ExHt & HOS meetings to review evidence and SDP next steps | -Termly COG leadership focus visits | |

1.6 Objective: JP Assessment & Data: move to **'3 data drops'** annually 24-25 with interim **'pupil progress meetings'** to ensure all pupils **'on-track'** to reach aspiring targets set for July 2025.





SEF Ref:

CP- pages 9-12
SMV- pages 9-12
PM- pages 8-10





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| Success Criteria & Practice Indicators: | Activities to evaluate impact against success criteria and practice indicators |  |
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| <ul style="list-style-type: none"> SLT and subjects leaders are able to track accurately the progress for all subjects at any point in the year. The reduction to 3 data drops still enables rigorous 'on-track' data and timely appropriate interventions to be put into place when required. Staff feedback that their 'workload' is improved via the reduction in data drops. (Ofsted questionnaires 24-25) | | | <ul style="list-style-type: none"> Ofsted questionnaires 24-25- 'workload' 'On-track' data- T2/4/6 & interim PPMS T1/3/5 PPMs, data drops, triangulation and termly assessments Evaluations of termly interventions | | | | SIP X 2 Visit focus visits-reading Ofsted -EH | 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Coach staff to ensure the <u>changes of assessment/data drops</u> are clear for all : <ul style="list-style-type: none"> Re/Wr/Ma: T2/4/6 Foundation subjects : T3/T5 Full PPMs: T2/4/6 Interim PPM: T1/3/5 | | JP | All Pioneer staff | June/July- adjust assessment/monitoring cycles 24-25 top reflect changes and comms with all staff/govs & rationale | Termly triangulations to link directly with new assessment system to ensure that 'on-track' data is place <ul style="list-style-type: none"> Re/Wr/Ma: T2/4/6 Foundation subjects : T3/T5 Full PPMs: T2/4/6 Interim PPM: T1/3/5 | | | June/July- SLT evaluation of changes to assessment/data drop/afternoon support staff interventions (PPG/SEND) and impact on pupil outcomes | | <ul style="list-style-type: none"> 'On-track' data- T2/4/6 & interim PPMS T1/3/5 PPMs, data drops, triangulation and termly assessments | Ofsted questionnaires 24-25- 'workload'/ Qu of Ed Judgements- SIP/Ofsted |
| Coach staff to ensure that the <u>support staff targeted intervention/programmes</u> in afternoons across all Pioneer schools are having the desired impact | | JP/HT | All Pioneer staff | June/July- changes to the accountability and timetabling structure of interventions organisation | Sept- April- SLT provide interventions timetable with allocated support staff- prapriate to PPG/SEND within classes. Teachers prep and resource interventions. Evaluate impact beefier each termly PPM and prep for adjusts for the following term. (link Gov reports report on this process) Teachers are held to account for the running and impact on pupil oiytco0es from the support staff afternoon sessions. | | | | | | |

Leadership & Management





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| 2.1 Objective: JP Headteacher Leadership model across Pioneer schools & SENCO Consultant/Lead alongside: To evolve leadership structure at Pioneer to 'Headteacher structure' as opposed to 'Head of School' model. | | | | | | | | SEF Ref: CP- pages 18-20 SMV- pages 18-20 PM- pages 16-20 | | | |
| Success Criteria & Practice Indicators: | | | | Activities to evaluate impact against success criteria and practice indicators | | |  | Business Plan Ref: Leadership budget plan '24-27' | | | |
| <ul style="list-style-type: none"> Leaders and Governors are clear about how the HT model works within the Pioneer MAT, alongside a Lead SENCO & CEO. All leaders are clear about their roles, responsibility and accountability. (JDs & contracts) Other schools interested in joining Pioneer are clear about how the HT model operates and do not view leadership structure as a barrier to joining the MAT. | | | | <ul style="list-style-type: none"> Leadership 24-25 questionnaires and COG leadership reports Feedback from schs in consultation with Pioneer Leadership retention review and succession planning | | | COG Financial committee Dfe (MK/DW) | | | | |
| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Pioneer Headteachers from January 25: Define HT JD, pay range, accountability and how this relates to SENCO & CEO | | JP | HOS & SENCO | July- linked staff, HR & Gov informal discussions around future MAT | Sept/Oct- HR & Gov agreement regarding future roles/JDs/accountability and pay ranges. | | | | Budget adjustme | HR/DfE actions implemented- reports/emails | COG |


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| Pioneer SENCO from January 25: Define SENCO JD, accountability and how this relates to Headteachers & CEO | JP | SENCO & HOS | leadership/senco models | Nov- Dec- formal consultation with impacted staff (formal restructuring if required) Jan- implement staff structural changes & adjust perf management objective etc accordingly Jan- HTs SENCO training via TCaF MAT grant Feb- March- review staff changes and make working adjustments as required | April/May- '3 month review' of structural changes & implement any headship recruitment where required June/July- '6 month review' of structural changes & transitional plans in place for any staff leadership changes | | HR/DfE actions implemented- reports/emails | COG |
| Pioneer CEO from January 25: Define CEO JD, accountability and how this relates to Headteachers & SENCO | JP/COG | ExHt & HOS | | | | | HR/DfE actions implemented- reports/emails | MAT Members /trustees |
| Future partnership leadership & SENCO structures from January 25: Define new HT to Pioneer regarding JD, pay range, accountability and how this relates to SENCO & CEO | JP | Partnership HTs/SENCOs and COG | Partnership agreements reflect future Pioneer structural changes | Oct/Nov- GST HT recruitment reflects the proposed Pioneer structural changes Jan- GST HT appointed using Pioneer HT JDs etc & future SENCO arrangements reflect Pioneer model | Nutley partnership consultation- Leadership future plans calibrated with Pioneer structural change New schs joining Pioneer have a planned Leadership structure that aligns with new Pioneer model (&financially viable) | | HR/DfE actions implemented- reports/emails | COG |




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| 2.2 Objective: JP Early Years Classes for all Pioneer school (to include Rising 5's): To incorporate Rising 5's into each EYFS class across Pioneer schools by September 25. | | | | | | | SEF Ref: CP- pages 18-20 SMV- pages 18-20 PM- pages 16-20 Business Plan Ref: EYFS class of 28- (15 reception aged pupils & 13 Rising 5 pupils' Premises change costs with capital/grant apps Support staff EY training x4 Release time cover to teachers to attend meetings | | | |
| Success Criteria & Practice Indicators: | | | | Activities to evaluate impact against success criteria and practice indicators | | |  | | | |
| <ul style="list-style-type: none"> All training, structural & premises changes in place to cater for rising 5's in an EYFS class in each Pioneer school Redesigned EYFS curriculum in place by March 25 to support Rising 5's within EYFS class in each Pioneer school All stakeholders fully consulted with regarding the changes to EYFS classes | | | | <ul style="list-style-type: none"> Stakeholder Consultation information Early Yrs staff training records LA/DfE Consultation feedback NOR/interest in EYFS Pioneer classes | | | COG- AB Early yrs lead Gov- KM | | | |
| 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 |  |
| To coach EYFS staff in order to develop a new EYFS curriculum , catering for 'Rising 5'. | | JP/KV | EYFS Staff | July- KH/RB meet with LA EYFS consultants to design new EYFS curr format | EYFS Curriculum Steering Group Meetings & Agendas T1: Tuesday 17 th September (format of cycle and plan up to T2) T2: Tuesday 19 th November (Plan up to T4) T3: Tuesday 21 st January (Plan up to T6) T4: Tuesday 11 th March (involve C.Green as evaluator) T5: Tuesday 6 th May (launch with staff and subject leaders) T6: Tuesday 17 th June (launch with parents and governors) | | | Release time cover to teachers to attend meetings | Review of new EYFS curriculum/ premises/cpd via Claire Green /Rowena Dumbrell/ OFSTED (reports/emails) | COG- AB Early yrs lead Gov- KM |
| Action EYFS Premises & Staffing Training requirements to fulfil the needs of an EYFS class in each Pioneer school from September 25 | | JP/ HOS | EYFS Staff | July-August – EH EYFS premises changes implemented | Sept- EH parent to review EYFS premises changes Oct- Dec- EYFS premise change plan for other 3 Pioneer schs (including CP toilets) Support staff consultation regarding EY cpd for R-5s | Jan- Feb- 'purchase plan'/'building regs' applied for re premises changes Feb- June- premise changed booked in Support staff EY training- Jan – Aug | July- Aug- premises changes actioned | Premises change costs with capital/gr ant apps Support staff EY training- x4 £3,000 | Reports to validate that all statutory requirements are met for new EYFS classes. | |
| Action consultation with all stakeholders for the change of age range with all Pioneer schools – incorporating 'Rising 5's' with an EYFS class in each pioneer school | | JP | Pioneer stakeholders (EYFS parents) | July- review/reflect on EH EYFS consultation | Sept/Oct- ensure new intake parents aware of this proposed change to EYFS classes | Nov- Dec- EYFS change consultation Jan- FGB vote | January- March- implement comms regarding change | April- July- implement structural and premises changes per sch | | |





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| 2.3 Objective: Wrap Around Care: HOS To develop 'Breakfast Clubs' and 'After School Clubs' for each Pioneer school by March 25, enabling 'working parents' to send their children to Pioneer schools. | | | | | | | SEF Ref: CP- pages 18-20 SMV- pages 18-20 PM- pages 16-20 | | | | |
| Success Criteria & Practice Indicators: | | | | Activities to evaluate impact against success criteria and practice indicators | | |  | | | | |
| <ul style="list-style-type: none"> • Before and after sch provision on place for working parent in all Pioneer schs • NOR increases – as working parents can send their children to Pioneer schs | | | | <ul style="list-style-type: none"> • NOR figures for each Pioneer sch • Attendance at pre and after sch clubs • Parent questionnaires | | | COG & V/Chairs for each sch | | | | |
| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Wrap Around Care Funding & Staffing Headteachers at each Pioneer school research and apply for grants/funding linked to Wrap Around care and recruit/appoint for roles | | HOS | Pioneer Parents | Research and apply for grants/funding linked to Wrap Around care | <ul style="list-style-type: none"> • Recruit/appoint for roles • Advertise/publicise provision • Track NOR/attendance at clubs | | Strategies to ensure sustainability of wrap around care-continuous advertising (prospectus/banners/website) so parent aware that Pioneer sch can be first choice for working parents | | grants/funding linked to Wrap Around care | <ul style="list-style-type: none"> • NOR figures for each Pioneer sch • Attendance at pre and after sch clubs • Parent questionnaires | COG & V/Chairs for each sch |
| Park Mead | | HW | | Discuss what the capacity is re wraparound provision with current staffing | Review and liaise with current breakfast club provider to discuss current attendance and capacity. Carry out parent voice to ascertain local need for wraparound care. Research providers and staff. Complete funding application. | | Interim review for wraparound care provision | Review and plan for 2025/26 | | | |
| Chiddingly | | KV | | Meet with ESCC to discuss funding and guidance. | Review T1 breakfast and after school club attendance. Research providers and complete application for funding for after school provision beyond 4:15pm. Complete parent voice to assess current provision and need for wraparound care. | | Interim review wraparound care provided. | Review and plan for 2025-26 | | | |
| SMV | | JR | | Receive go ahead to have bid money agreed. ESCC has bid with them including business plan and financial forecasting. Use funding to resource and prep to open Oct half term. | Open provision | Review uptake and effectiveness of provision with observations and supervision of Wrap Around care supervisor. | Review uptake and closeness to target of being 40% full (capacity to have 30) | Review uptake and closeness to target of being 40% full (capacity to have 30). Audit and review the provision and plan for next academic year. | | | |
| East Hoathly | | AB | | Meet with ESCC to discuss funding and guidance. Complete parent voice to assess current provision and need for wraparound care. | End of T1 Research providers and complete application for funding for after school provision beyond 4:15pm. T2 – Wrap around care in place | | Interim review wraparound care provided. | Review and plan for 2025-26 | | | |

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| 2.4 Objective: JP 'Sussex Pioneer Trust' (SPT): To convert 'Pioneer Federation' to a MAT by January 2025. | SEF Ref: |
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| Success Criteria & Practice Indicators: | | | Activities to evaluate impact against success criteria and practice indicators | | | |  | CP- pages 18-20 SMV- pages 18-20 PM- pages 16-20 Business Plan Ref: MAT grant £25K per sch used for legal fees CFaF Grant used for CEO and CFO and HT SENCO cpd | |
| <ul style="list-style-type: none"> All MAT due diligence completed successfully and SPM created January 2025. Leadership, Governance and Premises developments achieved for the long term 'growth plan' of SPT. | | | <ul style="list-style-type: none"> DfE board report regarding future of SPT. Legal reports (instructed solicitors) regarding future of SPT. | | | | COG DfE | | |
| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | |
| SPT Policies/Procedures: Complete staff and parent consultation/informing of change to SPT & make necessary changes to policies/contractual procedure | JP | All Pioneer staff | 9th July - Complete SPT consultation and FGB vote Early Sept- MAT letter from COG to Pioneer staff/parents 26th Sept- formal 'MAT Tupe meeting' with staff Sept/Oct- staff contract policy – terms/conditions | | Jan – March- all MAT contractual changes /contracts | | New recruitment packs to reflect MAT T/C – templates developed | | |
| Grounds/Premises changes - SPT: legal procedures development for the transfer of ownership to the trust | JP | All Pioneer staff | Sept- Solicitors instructed- via Diocese (LH) Oct- Jan- land/building legal ownership to SPT | | Jan-March: SPT created & ownership responsibilities developed with policy/ trustee deeds | | MAT grant £25K per sch used for legal fees | <ul style="list-style-type: none"> DfE board report regarding future of SPT. | |
| MAT Leadership structure for SPT- see SDP section 1.1 -development of Pioneer HTs, Chief Executive Officer (CEO) Chief Finance Officers (CFOs) – including relevant training | JP/ COG | SLT & Bursars | July- linked staff, HR & Gov discussions around future MAT leadership/senco/ CFO models | Sept/Oct- HR & Gov agreement regarding future roles/JDs/accountability and pay ranges. Sept- Jan- CFO & CEO cpd in place Nov- Dec- consultation with impacted staff (formal restructuring if required) Jan- implement staff structural changes & adjust perf management objective etc accordingly Jan- HTs SENCO training via TCaF MAT grant Feb- March- review staff changes and make working adjustments as required | | April/May- '3 month MAT review' of structural changes & implement any headship recruitment where required June/July- '6 month MAT review' of structural changes & transitional plans in place for any staff leadership changes | Budget adjustments for changes in leadership range for HTs | <ul style="list-style-type: none"> Legal reports (instructed solicitors) regarding future of SPT. | |
| Pioneer MAT Governance to evolve to 'Member', 'Trustees' and 'LGBs' for Clusters: ensuring that Pioneer Governance continues to be highly effective in both supporting, challenging & holding leaders to account | JP/ COG | All Pioneer FGB | 9th July - Complete SPT consultation and FGB vote Early Sept- MAT letter from COG to Pioneer staff/parents | Sept- Jan: formulate Members (x5), Trustees (x11) and LGB (x13) up until March 25 (1 x LGB) & then 2 LGB (one for each cluster of schs- Ashdown Cluster (13)/Ringmer Cluster (13)) | | Formulate 2 LGB for clusters of Sch: LGB (x13) up until March 25 (1 x LGB) & then 2 LGB (one for each cluster of schs- Ashdown Cluster (13)/Ringmer cluster (13)) | | <ul style="list-style-type: none"> Staff/leadership feedback regarding transfer/conversion to MAT and TUPE process | |
| SPT Growth Plan- why join and what will be on offer/provided? Bring other 24/25 partnership schools (Nutley & GST) into SPT and ensure clarity for other schools joining the Trust (i.e. top-slice/curriculum/HR/leadership etc) | JP/ COG | Future Pioneer Schs | June/July: PECs and agreed 24/25 milestones for partnership schs July: Academy orders submitted for NP & GST | Sept- Jan: 'SPT Growth Plan' developed & what the trust would expect and offer joining schs in the future | Feb- March: Consultation with Nutley and GST stakeholders- MAT April – GST joins SPT June/July- NP joins SPT | July: consultation for 7 th /8 th Schs to join SPT | Budget adjusted for top-slice MAT | | |


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| 2.5 Objective: JP GST and Nutley Partnerships, 'Locality Clusters' & Future Expansion: Continue effective collaborative partnership strategies with other schools and ensure that collaboration results in raised pupil outcomes and staff effectiveness. Develop 'Locality Clusters' based on Pioneer structures (2 clusters of 3). Consideration of expansion to a 7 th Pioneer school partnership by September 25. | | | SEF Ref: CP- pages 18-20 SMV- pages 18-20 PM- pages 16-20 Business Plan Ref: 1/6 JP per sch | | | | |
| Success Criteria & Practice Indicators: | | | Activities to evaluate impact against success criteria and practice indicators | | | |  |
| <ul style="list-style-type: none"> PEC Milestones achieved termly Fully partnership/MAT consultation | | | <ul style="list-style-type: none"> PEC meetings termly and minutes Staff and parent consultation regarding partnership Pupil Outcomes | | | | COG- AB/BS/ |

| <ul style="list-style-type: none"> Overall Partnership Outcome Achieved: 'Collaborative working that positively impacts pupil outcomes and staff workload and wellbeing which, if effective will move to a formalised partnership.' | | <ul style="list-style-type: none"> Staff questionnaires | | | KB | | | | | |
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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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Nutley & GST Partnership 24-25: implement Partnership Executive Committee (PEC) termly milestones in order to achieve defined partnership outcome. | JP/ COGs/ HTs | Stakeholders All sch | June/July: PECs and agreed 24/25 milestones for partnership schs July: Academy orders submitted for NP & GST | 'Sept-July' - JP 1 day a week in each partnership Sch & KV half a day alternating weekly Weekly: PEC milestones reviewed weekly with HT/COGs Fortnightly: JP/COG catch-up/touch base meetings Termly: PEC review meetings (staff feedback) & stakeholder community partnership newsletters GST Community Consultation- Feb 25... March 25 - GST to covert to SPT NP Consultation- March 25 ...June/July 25 - NP to covert to SPT | | | | 1/6 JP per sch | <ul style="list-style-type: none"> PEC meetings termly and minutes Staff and parent consultation regarding partnership Pupil Outcomes Staff questionnaires | COGs- AB/BS/KB Nicola Blake/john Murray (LA) & Lesley Hurst (Diocese) |
| Pioneer Locality School Clusters: development of the 'Ashdown Cluster' (SMV, GST & NP) & the 'Ringmer Cluster' (CP, EH, PM) | JP/ COGs/ HTs | Cluster sch staff | July: Academy orders submitted for NP & GST Nov- March: agree cluster formats- leadership, subject leadership, LGBs, Staff Meetings- Pioneer Meetings | April- July: created and develop x2 Pioneer cluster models | | | | | | |
| Future school Expansion: MAT Growth Plan: ensure clarity for other schools joining the Trust (i.e. top-slice/curriculum/HR/leadership etc) | JP/ COGs | Future Pioneer Schs | Sept- Jan: 'SPT Growth Plan' developed & what the trust would expect and offer joining schs in the future Oct- Explore Framfield (7 th sch) partnership (to start June/July 25) | Feb- March: Consultation with Nutley and GST stakeholders- MAT April – GST joins SPT June/July- NP joins SPT | July: consultation for 7 th /8 th Schs to join SPT | | | Budget adjusted for | Growth Plan Review | DFE (Duncan Walls & Melissa King) |

| 2.6 Objective: JP 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 x SMs termly for MTPs, time set aside for action planning and meetings with Governors) | | | | | | | | SEF Ref: CP- pages 18-20 SMV- pages 18-20 PM- pages 16-20 | | |
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| Success Criteria & Practice Indicators: | | | | Activities to evaluate impact against success criteria and practice indicators | | |  | Business Plan Ref: 1 day Release per SL - time cover to teachers to establish UPD/RMs | | |
| <ul style="list-style-type: none"> Pioneer subject leaders have a significant impact on the Quality of Education in their subject area. Pioneer subject leaders have the appropriate time set aside for them to carry out their roles effectively across the 4 schools. | | | | <ul style="list-style-type: none"> Pupil outcomes- termly ppms and 3 x data drops Staff training records and questionnaires linked to cpd Ofsted inspections x3 Link Governor reports- see dates set below | | | Ofsted Gobs linked to SL | | | |
| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Coach subject leaders in order for the development of termly Cycle 1 MTPs (x2 SMs termly) | JP/KV | All Teachers and SL | June/July- SMs defined with x2 termly for MTPs Sept INSET - reinforce termly MTP planning expectations | <ul style="list-style-type: none"> Termly (x2) staff meeting sessions for SL to develop C1 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 | | | | 1 day Release per SL - time cover to teachers to establish UPD/RMs | Termly SLT triangulations to evaluate implementation and impact of curriculum changes | SIP Reports – curriculum review focus & Ofsted x3 |
| Coach subject leaders in order for the development of C1 Unit Progression/Road Maps Documents (to include 'knowledge gained summary') | JP/KV | All Teachers and SL | July/Sept- SLT review C2 Unit prog Docs and adapted format so 'knowledge gained' is clear | Oct- May: HTs agree 'release time' across the year in order for Unit Progression and Road Maps to be updated for C1 and to ensure that 'knowledge gained' is clearly indicated and progressive | | | | | | |

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| Coach 'English Leads' in order for the development of Writing & GPS termly intent structure developed to ensure clear progression for unit skills | JP/KV | BB/AH | June/July- SLT agree English MTP format with BB/AH | 18 th Sept- BB/AH present MTP English format to teachers in staff meeting | Oct- May- BB/AH use SM allocation (x2) to defined Writing and GPS structure for planning. Cohort lead utilise this plans to develop clarity regarding English progressive planning | | | |
| Focus Schs 'Deep Dives' via subject leaders – enabling all SLs to show a strong drive to the improvement of QofE in their subject area across the Pioneer Federation | | | July- April- ensure that previous curriculum developments 23/24 are embedded & that 24/25 curriculum developments are in place by April 2025- SDP 1.1/1.2 PARK MEAD: SL Deep Dives T1-2 focus (all key curriculum area fully triangulated by end of T2 at PM) CHIDDINGLY: SL Deep Dives T2/T3 focus (all key curriculum area fully triangulated by end of T2 at PM) SMV: SL Deep Dives T3-4 focus (all key curriculum area fully triangulated by end of T2 at PM) | | PM achieves 'STRONG GOOD' Ofsted 2025 Chiddingly achieves 'OUTSTANDING' Ofsted 2025 SMV achieves 'OUTSTANDING' Ofsted 2025 | Teacher release time to visit focus schs | Weekly ExHt & HOS meetings to review evidence and SDP next steps | -Ofsted -SIP -Termly COG leadership focus visits |
| Subject Leader Action Plan (AP) 24-25 – 'coach & mentor' SL to develop effective APs | JP | Teachers – SLs | July/Sept- 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 & Subject Progression documents 4th Sept- Staff meeting allocation for AP & SL Policy development | Subject specific staff meeting focus per subject 'Sept 24- June 25' – addressing staff cpd questionnaire & data gaps Governor monitoring x 2 online 9th Oct- online meeting with SL to evaluate SL APs 9th July- online meeting with SL evaluate impact 24/25 as defined via SL APs Governor sch subject visits T3- Governor 1 st visit to focus sch/d- linked to projected AP objectives T5- Governor 2 nd visit to focus sch/d - linked to projected AP objectives | | | Governor Subject monitoring reports – T2, T3, T5, T6 | Subject link Governors |

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| 2.7 Objective: JP Church Schools development: To ensure that SMV is ready for a Church S48 SIAMS inspection (25-26), updating approaches to cater for the new SIAMS framework expectations and achieves equivalent of previous 'excellence' SIAMS when inspected. | | | | | | | SEF Ref: SMV- pages 18-20 | | |
| Success Criteria & Practice Indicators: | | | | Activities to evaluate impact against success criteria and practice indicators | |  | Business Plan Ref: RE Syllables and resources cost= £400 | | |
| <ul style="list-style-type: none"> Strong 'good' SIAMS pre-inspection outcomes at SMV 24-25. (DEP/HOS visits) SMV SIAMS SEF- 'full and summary' completed and ready for inspection 25-26. SMV Vision and Values embedded and intertwined within ethos and policies at both schools. | | | | <ul style="list-style-type: none"> DEP (MW) visit reports- T1, T3, T6 HOS (AB) visit reports-T2. T4 SIAMS pre- inspection outcomes/report 24-25 | | DEP monitoring visit X3 Pre- SIAMS Inspection- SMV 24/25 | | | |
| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | |
| SMV 'SIAMS SEF' & 'Church/SIAMS SMV website tab' & New SIAMS Framework Evidence | | JP/JR | EH staff/ FGB | Draft SIAMS SEF 3 sections completed | Sept- Nov- completed SIAMS SEF SMV in full (& 4 page summary) & new framework evidence collation & website evidence updated | Dec/Jan- DEP monitoring visit – review SIAMS evidence Alice Briley 'peer to peer' monitoring RE/SIAMS readiness at SMV (based on EH SIAMS knowledge) – T2 & T4 Termly Ethos Committee Meetings- SIAMS, SEF & evidence standing items | | Ethos committee minutes RE Governor visits x 2 | JS (SMV) |

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| Define & evidence of 'Statement of Entitlement' for SMV & 'Spirituality Statement/Policy' | JP/JR | SMV staff/ FGB | Sept- Template documents developed Oct- bespoke docs for SMV 9 th 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 | Action any DEP WF | Ethos committee minutes RE Governor visits x 4 | JS (SMV) |
| Action all WF from 24 SMV DEP Visit reports & SMV Ethos Committee ways forward July 24: see embedded doc below  SDP- RE, CW and SIAMS.docx | JP/JR | SMV staff/ FGB | DEP report published | Sept/Oct- HOS/JP review and AP reports | DEP Visits T2-T6 – assess impact of action taken Termly Ethos Committee Meetings- DEP visit report standing items | | Ethos committee minutes RE Governor visits x 4 | JS (SMV) |
| East Hoathy's SIAMS 'June 2024' Actions: 'Social Justice Cohort Initiative' See SDP 24-25 Section 3.1 Objective: Social Justice Cohort Initiatives: Each Pioneer class to take the lead on a 'local area of improvement'- demonstrating strong advocate approaches for social justice. | AB | EH pupils & local community | Discuss with relevant staff members | Classes to choose area of improvement to focus on. Each class to plan create action plans and implement Social Justice to be itemised in staff briefings to maintain the profile and developments celebrated in assemblies. | Review process with each class/ Assess impact and develop further for 2025/26 | | Ethos committee minutes RE Governor visits x 4 | JV (EH) |

2.8 Objective: JP **Safeguarding:** To ensure that all Pioneer schools have highly effective safeguarding policies and procedures in place.

24-25 Initiatives to include:

- 'Confide' and 'new SCR format' embedded
- SMV (Sept 24) to have successful LA safeguarding monitoring (Oct 24)

SEF Ref:

CP- pages 18-20
SMV- pages 18-20
PM- pages 16-20

Success Criteria & Practice Indicators:

- Successful SMV LA safeguarding monitoring (Oct 24)
- Safeguarding is effective - The outcome of LA monitoring and SMV, CP and PM Ofsted being that school systems/procedure for Safeguarding are highly effective.
- Ofsted Good+/Outstanding - Safeguarding - '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.'

Activities to evaluate impact against success criteria and practice indicators

- LA Safeguarding Inspection Reports- SMV October 2024
- AB COG termly safeguarding visits and reports






LA Safeguarding Team
AB- termly visits





Business Plan Ref:

'Confide' purchase cost £....

LA Sept 24 Safeguarding staff training for 50+ staff: £

| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Effective safeguarding training in place across Pioneer Schools & Governance | | Pioneer Staff & Governors | 3rd Sept- Full staff safeguarding cpd via Dion LA officer (SCR updated) | Sept/Oct- Safeguarding is a target in all DSL/leadership perf | JP DSL refresher cpd- 10 th Dec | External validation of SLT & staff Safeguarding effectiveness- LA monitoring and Ofsted | | | | |

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| -DSL cpd and refreshers -Full staff safeguarding training -Governance requirements -cpd | JP | | 9 th Sept- FGB – Governor safeguarding requirements | management targets 23-24 | KV - DSL refresher cpd- Jan 25 | | | SIP Monitoring Visits- T1, T4, T6 | SIP |
| | | | | Termly- 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 | | | |
| SMV (Oct 24) to have successful LA safeguarding monitoring: Coach staff and take necessary steps to ensure that SMV LA Safeguarding inspection results in at least Good+ outcome by Oct/Nov 2024. | JP/JR | SMV Staff | Ensure all aspects of EH/PM/CP LA inspection Nov 22 in place at SMV – including T6 LA newsletter actions | Sept- JR and Senior Ts (CP/NF) prep evidence folders from LA requires Late sept - Gov T1 monitoring- LA evidence checked | Oct/Nov- LA SMV inspection | Embed any ways forward from LA inspection | Prepare for SMV Ofsted Inspection Summer 25 – actions from LA completed | AB COG termly safeguarding visits and reports | AB |
| 'Confide' and new 'SCR format' embedded within safeguarding standard procedures at Pioneer | JP/HOS | | 'Confide' purchased for all Pioneer schs | Sept/Oct: Confide staff training – via 'briefing Meetings' Sept- Nov - New SCR - Streamlining recommendations shared and cpd for key staff in place Dec- Template for new look SCR designed and agreed Jan- Feb- SCT key staff make the change over to new streamlined SCR systems | | | Governor and LA checking in SCR to check all requirements in place | SIP Monitoring Visits- T1, T4, T6 AB COG termly safeguarding visits and reports | SIP AB |

| | | | | | | | | | | | |
|--|--|---|---|--|----------|----------|---|---|---|--|---|
| 2.9 Objective: JP Pioneer NOR and Advertising Strategies- To ensure that Pioneer schools are pursuing all potential advertising strategies to enable NOR to be the highest possible. | | | | | | | SEF Ref: CP- pages 18-20 SMV- pages 18-20 PM- pages 16-20 | | | | |
| Success Criteria & Practice Indicators: | | | | Activities to evaluate impact against success criteria and practice indicators | | |  | | | | |
| <ul style="list-style-type: none"> NOR in each sch increases Sept 25 at each sch- capacity 105. (118 with Rising 5's) 1st preferences % to increase at each sch by Sept 25. | | | | <ul style="list-style-type: none"> Termly HOS Report- NOR | | | AB and KM | Business Plan Ref: 105/118 within budget plan per sch Sept 25 | | | |
| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Advertising- radio and local papers -for key events and achievements - All schools Rising 5's in EYFS Class, Wrap around care initiative 24-25/ Outcomes July 24/ inspection June 24 | | HOS | Local Community & New parents – Sept 25 | Sept- secretaries to contact radio/newspapers with events and sates 24-25 – agree which ones to publicise Rising 5's in EYFS Class, Wrap around care initiative 24-25/ Outcomes July 24/ inspection June 24 | | | | May/June- assess NOR for Sept 24 & review impact of advertising initiatives | £500 Costs for printing copies of prospectuses /leaflets for events & | Implementation reviews if advertising strategies – weekly HOS meeting- standing item | JP |
| New intake open –house events – to cater for all possible family dynamic- including weekend events | | | | Sch prospectus 23-24 updated and links to websites – highlighting each sch strengths | | | | | | | |
| HOS to visit local nurseries and pre-schools- to ensure parents aware of what is on offer at Pioneer schools | | | | 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 | | | | | | | |
| 2.10 Objective: JP Community Cohesion: To ensures that each Pioneer school is proactive in developing strong community cohesion and effectively engaging/involving parents in their child/ren's education. | | | | | | | SEF Ref: CP- pages 18-20 SMV- pages 18-20 PM- pages 16-20 | | | | |
| 24-25 Initiatives to include: | | | | | | | | | | | |

| | | | | | | | | | | | | |
|-----------------------------|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|
| Non-FSM | 96% | | 96% | | 96% | | 96% | | 96% | | 96% | |
| FSM | 96% | | 96% | | 96% | | 96% | | 96% | | 96% | |
| English as a First Language | | | | | | | | | | | | |
| Non-EAL | 96% | | 96% | | 96% | | 96% | | 96% | | 96% | |
| EAL | 96% | | 96% | | 96% | | 96% | | 96% | | 96% | |
| Special Education Needs | | | | | | | | | | | | |
| No SEN | 96% | | 96% | | 96% | | 96% | | 96% | | 96% | |
| SEN Support | 96% | | 96% | | 96% | | 96% | | 96% | | 96% | |
| EHC | 96% | | 96% | | 96% | | 96% | | 96% | | 96% | |

| 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 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Gender | | | | | | | | | | | | |
| Male | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Female | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Free School Meals | | | | | | | | | | | | |
| Non FSM | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| FSM (11 children) | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| English as a First Language | | | | | | | | | | | | |
| Non-EAL | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |

| 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 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Gender | | | | | | | | | | | | |
| Male | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Female | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Free School Meals | | | | | | | | | | | | |
| Non FSM | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| FSM | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| English as a First Language | | | | | | | | | | | | |
| Non-EAL | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| EAL | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Special Education Needs | | | | | | | | | | | | |
| No SEN | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| SEN Support | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| EHC | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |

Chiddingly COHORT ATTENDANCE TARGETS FOR 2024/2025





| <u>Chiddingly</u> | | Attendance figure for previous year | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------|--------|-------------------------------------|--------|--------|--------|--------|--------|--------|
| Whole School | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | 94% | | | | | | |
| Year 6 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | 93.6% | | | | | | |
| Year 5 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | 92.3% | | | | | | |
| Year 4 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | 95.2% | | | | | | |
| Year 3 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | 94.4% | | | | | | |
| Year 2 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | 95.7% | | | | | | |
| Year 1 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | 93.5% | | | | | | |
| EYFS | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | 95.3% | | | | | | |

| 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 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Gender | | | | | | | | | | | | |
| Male | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Female | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Free School Meals | | | | | | | | | | | | |
| Non FSM | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| FSM | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| English as a First Language | | | | | | | | | | | | |
| Non-EAL | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| EAL | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Special Education Needs | | | | | | | | | | | | |
| No SEN | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| SEN Support | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| EHCP | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |

Park Mead COHORT ATTENDANCE TARGETS FOR 2024/2025

| <u>Park Mead</u> | | Attendance figure for previous year (same cohort's attendance figure) | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------|--------|---|--------|--------|--------|--------|--------|--------|
| Whole School | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | | | | | | |
| Year 6 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | | | | | | |
| Year 5 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | | | | | | |
| Year 4 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | | | | | | |
| Year 3 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | | | | | | |
| Year 2 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | | | | | | |
| Year 1 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | | | | | | |
| EYFS | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | | | | | | |

| 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 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Gender | | | | | | | | | | | | |
| Male | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Female | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Free School Meals | | | | | | | | | | | | |
| Non FSM | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| FSM | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| English as a First Language | | | | | | | | | | | | |
| Non-EAL | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| EAL | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| Special Education Needs | | | | | | | | | | | | |
| No SEN | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| SEN Support | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |
| EHC | 8.0 | | 8.0 | | 8.0 | | 7.5 | | 7.5 | | 6.0 | |

| | | | | | | | | | | | |
|--|--|---|---|--|---|---|--|--------------------------------------|--|---|-----------|
| 3.1 Objective: 'Social Justice' Cohort Initiatives: HOS Each Pioneer class to take the lead on a ' local area of Improvement ' - demonstrating a strong advocate approaches for social justice. | | | | | | | SEF Ref: CP- pages 12-15 SMV- pages 12-15 PM- pages 13-16 | | | | |
| Success Criteria & Practice Indicators: | | | | Activities to evaluate impact against success criteria and practice indicators | |  | Business Plan Ref: 'funding raising' for social justice where appropriate | | | | |
| <ul style="list-style-type: none"> Pioneer schools 'wider curriculum' judged a good+/outstanding by all external monitoring Outstanding Ofsted criteria BA reached by July 2024: '<i>Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</i>' | | | | <ul style="list-style-type: none"> SIP/DEP/Gov/Ofsted Reports 24-25 Sch newsletters and website links Termly HT report to FGB | | Link Governors/COG | Business Plan Ref: 'funding raising' for social justice where appropriate | | | | |
| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Park Mead - Each PM class to take the lead on a ' local area of Improvement ' - demonstrating a strong advocate approaches for social justice . Ensuring that PM pupils ' <i>make a highly positive, tangible contribution to the life of the school and/or the wider community</i> ' | | HW | PM pupils & local community | Discussed with staff during inset day end of July. | Classes to choose an area / subject they want to take ownership of and work towards improving. Each class to plan and create a manageable action plan to implement the process. Social Justice to be itemised in staff briefings to maintain the profile and developments celebrated in assemblies. | Review process with each class. | Assess impact and develop further for 2025/26 | | Weekly SLT meeting HW/JP Termly HT report to FGB Weekly Briefing mins | JP | |
| Chiddingly - Each CP class to take the lead on a ' local area of Improvement ' - demonstrating a strong advocate approaches for social justice . Ensuring that CP pupils ' <i>make a highly positive, tangible contribution to the life of the school and/or the wider community</i> ' | | KV | CP pupils & local community | | Classes to choose area of improvement to focus on. Each class to plan create and implement action plans. | Review implementation with each class. | Assess impact and refine for 2025-26 | | Weekly SLT meeting KV/JP Termly HT report to FGB Weekly Briefing mins | JP | |
| St Mary's - Each SMV class to take the lead on a ' local area of Improvement ' - demonstrating a strong advocate approaches for social justice . Ensuring that SMV pupils ' <i>make a highly positive, tangible contribution to the life of the school and/or the wider community</i> ' | | JR | SMV pupils & local community | Introduced to staff in July inset – asked to consider local links | Classes to choose area of improvement to focus on. Each class to plan create action plans and implement | Social Justice to be itemised in staff briefings to maintain the profile and developments celebrated in assemblies. | Review implementation with each class – add to corridor display to demonstrate the process being made. | Assess impact and refine for 2025-26 | | Weekly SLT meeting JR/JP Termly HT report to FGB Weekly Briefing mins | JP |
| East Hoathly - Each EH class to take the lead on a ' local area of Improvement ' - demonstrating a strong advocate approaches for social justice . Ensuring that EH pupils ' <i>make a highly positive, tangible contribution to the life of the school and/or the wider community</i> ' | | AB | EH pupils & local community | Discuss with relevant staff members | Classes to choose area of improvement to focus on. Each class to plan create action plans and implement Social Justice to be itemised in staff briefings to maintain the profile and developments celebrated in assemblies. | Review process with each class. | Assess impact and develop further for 2025/26 | | Weekly SLT meeting AB/JP Termly HT report to FGB Weekly Briefing mins | JP | |

3.2 Objective: **HOS Attendance** – ensure pupils have **high attendance** (at least at NA) and that swift action is taken.



Penalty Notice Fines
Poster.pdf

SEF Ref:

CP- pages 12-15
SMV- pages 12-15
PM- pages 13-16

Business Plan Ref: traded service
LA support where needed for certain attendance cases

Success Criteria & Practice Indicators:

Activities to evaluate impact against success criteria and practice indicators







- Termly targets for cohorts and whole school achieved (NA+) – see ‘Termly Milestones for Attendance and Persistent Absence for all Pupils’ charts above
- PA families met with promptly and action plan developed with time frame expectations
- Advice and support sought from other agencies where necessary
- Children happy and motivated to be coming to school

- Fortnightly attendance percentages provided by secretaries to HOS
- Meetings with PA families arranged
- PA meetings followed up with a phone call – increased attendance recognised and celebrated with family
- Attendance shared with governors termly

2x govs evaluation visits
SIP x3 a year & Ofsted

| Key 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| <p>Park Mead –</p> <ul style="list-style-type: none"> • Attendance Actions Evidence file (electronic/physical) • Review Attendance percentages fortnightly • Arrange meetings promptly after an issue is identified • Support families with referrals to external agencies where appropriate • Follow Attendance Policy in liaison with LA where appropriate • Report attendance and action taken to FGB termly | HW | All staff & parents | <p>July/Sept- Attendance policy updated with new penalty notice guidance. Sept- new penalty information sent out to parents (and LA summary poster) Adaptions to attendance policy including up to date guidance.</p> <p>Daily – Attendance registers collated and acted on where required. Weekly – ARBOR attendance reports analysed by HW and JD. Protocol followed accordingly. Termly – attendance letter to all parents. SDP and HOS reports completed termly. TASS meetings x 3 a year to review attendance and discuss ways forward.</p> <p>Class attendance reward re-instated during celebration assembly on Thursday and highlighted in the newsletter.</p> | | | | Review attendance plans. Report end of year attendance to families. | Weekly SLT meeting HW/JP Termly HT report to FGB Fortnightly review evidence | JP | |
| <p>Chiddingly -</p> <ul style="list-style-type: none"> • Attendance Actions Evidence file (electronic/physical) • Review Attendance percentages fortnightly • Arrange meetings promptly after an issue is identified • Support families with referrals to external agencies where appropriate • Follow Attendance Policy in liaison with LA where appropriate • Report attendance and action taken to FGB termly | KV | All staff & parents | <p>July/Sept- Attendance policy updated with new penalty notice guidance. Sept- new penalty information sent out to parents (and LA summary poster) Adaptions to attendance policy including up to date guidance. TASS meetings with SPOC x 3 a year</p> <p>Daily – Attendance registers and collation of attendance information. Fortnightly - attendance tracking and notes logs completed. Termly - attendance letter sent for all pupils. Targeted meetings and conversations termly or as needed with families. SDP attendance charts and HoS reporting.</p> | | | | Review attendance plans. Report end of year attendance to families. | Weekly SLT meeting KV/JP Termly HT report to FGB Fortnightly review evidence | JP | |
| <p>St Mary’s -</p> <ul style="list-style-type: none"> • Attendance Actions Evidence file (electronic/physical) • Review Attendance percentages fortnightly • Arrange meetings promptly after an issue is identified • Support families with referrals to external agencies where appropriate • Follow Attendance Policy in liaison with LA where appropriate • Report attendance and action taken to FGB termly | JR | All staff & parents | <p>July/Sept- Attendance policy updated with new penalty notice guidance. Sept- new penalty information sent out to parents (and LA summary poster)</p> | <p>Daily – Attendance registers and collation of attendance information. Fortnightly - attendance tracking and notes logs completed. Termly - attendance letter sent for all pupils. Targeted meetings and conversations termly or as needed with families. SDP attendance charts and HoS reporting.</p> | | | Annual Reports show attendance to be shared with parents Review plans with families, Attendance at NA + with PA below | Weekly SLT meeting JR/JP Termly HT report to FGB Fortnightly review evidence | JP | |
| <p>East Hoathly-</p> <ul style="list-style-type: none"> • Attendance Actions Evidence file (electronic/physical) • Review Attendance percentages fortnightly • Arrange meetings promptly after an issue is identified • Support families with referrals to external agencies where appropriate • Follow Attendance Policy in liaison with LA where appropriate • Report attendance and action taken to FGB termly | AB | All staff & parents | <p>July/Sept- Attendance policy updated with new penalty notice guidance. Sept- new penalty information sent out to parents (and LA summary poster)</p> <p>Class Attendance reward re-instated during Golden Assemblies on Fridays Fortnightly meeting with AB / MM to share attendance analysis (recorded on excel document) Nudge letters sent accordingly and tracked on for monitoring purposes Termly attendance letters sent to all pupils parents/carers Attendance concerns shared with key staff</p> | | | | July- Annual Reports show attendance to be shared with parents Review plans with families, Attendance at NA + with PA below | Weekly SLT meeting AB/JP Termly HT report to FGB Fortnightly review evidence | JP | |

| | | | | | |
|--|--|--|--|--|--|
| | | My Concern used as a tool to record and monitor attendance concerns. Termly attendance reporting to governors. Review family action plans Attend 3 x meetings with TASS team member (Natalie Greenway) | National average. Annuals attendance reports shared with parents/carers | | |
|--|--|--|--|--|--|

| | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|
| 3.3 Objective: Sports Games Marks EB/AA –Further inter- Federation sport events 24-25 & 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. | | | | | | SEF Ref: CP- pages 12-15 SMV- pages 12-15 PM- pages 13-16 | | | |
| Success Criteria & Practice Indicators: | | | Activities to evaluate impact against success criteria and practice indicators | |  | | | | |
| <ul style="list-style-type: none"> 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. | | | <ul style="list-style-type: none"> Pupil and parent questionnaire feedback – included to PE Sport Grant Report 24-25 Subject Governor Reports X2 – 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| 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: 'Better Planet Schools' **HOS** To achieve this 'sustainability curriculum development' for each Pioneer school by July 25.



SEF Ref:

CP- pages 15-18
SMV- pages 15-18
PM- pages 13-16

Business Plan Ref:
Better Planet LA grant- £

Success Criteria & Practice Indicators:

Activities to evaluate impact against success criteria and practice indicators












- Pioneer schools utilise the 'Better Planet Schools' resources to aid in teaching about climate change and the environment & also take action to reduce their emissions.
- Outstanding Ofsted criteria PD reached by July 2024:** *'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.'*
- Outstanding Ofsted criteria BA reached by July 2024:** *'Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.'*

- SIP/DEP/Gov/Ofsted Reports 24-25
- Sch newsletters and website links
- Termly HT report to FGB

Link
Governors/
COG

| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Park Mead – Climate change – Better Planet Schools – Park Mead Sch to utilise the Better Planet Schools resources to aid in teaching about climate change and the environment & also take action to reduce their emissions | HW & NR | All Sch Stakeholders | June/July- Sign up for 'Better planet school funding' 3 modules chosen and confirmed for the year which relate to curriculum learning. | PALS and Eco monitors to discuss how to promote and implement aspects of the modules across the school. Complete modules an end of module reports. | | | Review implementation and plans for 2025/26 | Weekly SLT meeting HW/JP Termly HT report to FGB Weekly Briefing mins | JP | |
| Chiddingly - Climate change – Better Planet Schools – Chiddingly Sch to utilise the Better Planet Schools resources to aid in teaching about climate change and the environment & also take action to reduce their emissions | KV & EM | All Sch Stakeholders | June/July- Sign up for 'Better planet school funding' | Eco – team to choose the 3 'modules' for the year. Eco-team and KT to choose how to use the module across the school. Complete modules and end of module reports. | | | Review implementation and plan for 2025-26 | Weekly SLT meeting KV/JP Termly HT report to FGB Weekly Briefing mins | JP | |

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| St Mary's - Climate change – Better Planet Schools – SMV Sch to utilise the Better Planet Schools resources to aid in teaching about climate change and the environment & also take action to reduce their emissions | JR & SMV STs | All Sch Stakeholders | June/July- Sign up for 'Better planet school funding' | September: new PALS lead engaged and Wildlife Explorers Modules chosen and confirmed for the year which relate to curriculum learning. Complete modules an end of module reports. | Complete modules an end of module reports. Celebrate visually around school – on display. | Complete modules an end of module reports. Celebrate visually around school – on display. | Review implementation and plan for 2025-26 | Weekly SLT meeting JR/JP Termly HT report to FGB Weekly Briefing mins | JP |
| East Hoathly- Climate change – Better Planet Schools – EH Sch to utilise the Better Planet Schools resources to aid in teaching about climate change and the environment & also take action to reduce their emissions | AB & KT | All Sch Stakeholders | June/July- Sign up for 'Better planet school funding' | PALS/ Pupil Governors to discuss how to promote and implement aspects of the modules across the school. Complete modules an end of module reports. | | | Review implementation and plan for 2025-26 | Weekly SLT meeting AB/JP Termly HT report to FGB Weekly Briefing mins | JP |

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| 4.2 Objective: Health Schools Award: HW Pioneer schools achieve the 'accredited Health School Award' by July 2025. HOS | | | | | | | SEF Ref: CP- pages 15-18 SMV- pages 15-18 PM- pages 13-16 Business Plan Ref: Healthy Schools grant per sch= £3000 | | |
| <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;"> Healthy Schools Grant Agreement 202</div> <div style="text-align: center;"> Healthy Schools Grants 2023-24 Appli</div> <div style="text-align: center;"> HS Award Info.docx</div> <div style="text-align: center;"> Healthy Sch Remider VSB.docx</div> </div> | | | | | | |  | | |
| Success Criteria & Practice Indicators: <ul style="list-style-type: none"> Pioneer schools achieve HS status by July 2025 & utilise the 'Healthy School Award' resources to aid in teaching & learning about healthy living for Pioneer pupils. Outstanding Ofsted criteria PD reached by July 2024: <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> Outstanding Ofsted criteria BA reached by July 2024: <i>'Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.'</i> | | | | Activities to evaluate impact against success criteria and practice indicators <ul style="list-style-type: none"> SIP/DEP/Gov/Ofsted Reports 24-25 Sch newsletters and website links Termly HT report to FGB | | Link Governors/COG | | | |
| Keys actions to meet success criteria and practice indicators | |  |  | Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?) | | | £ | Activities to monitor implementation of key actions |  |
| Park Mead – Park Mead Sch to achieve HS status by July 2025 & utilise the 'Healthy School Award' resources to aid in teaching & learning about healthy living for PM pupils . <i>'Pupils actively support the well-being of other pupils'</i> . | | HW & NR | All Sch Stakeholders | PM completed Healthy Schools audit and My Health My Survey. | NR / HW to utilise the funding achieved from HS across PM to maximise impact. One of the main focuses being on 'Healthy Eating' and to include cooking workshops (table talk) x 4 across the year and a visit to Plumpton College. To also develop the dining hall experience for pupils and staff as well as lunch time zoning and resources. | Evaluation report of impact completed. | Weekly SLT meeting HW/JP Termly HT report to FGB Weekly Briefing mins | JP | |

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| <p>Chiddingly - Chiddingly Sch to achieve HS status by July 2025 & utilise the 'Healthy School Award' resources to aid in teaching & learning about healthy living for CP pupils. <i>'Pupils actively support the well-being of other pupils'</i>.</p> | <p>KV & EM</p> | <p>All Sch Stakeholders</p> | <p>Attend healthy schools meeting, register and KS2 pupil's complete My School My Health survey.</p> | <p>Complete application for funding for healthy school developments. Complete 'self-evaluation', create action plan and implement actions towards plan.</p> | | <p>Achieve Healthy schools status. KS2 pupils to complete My School My Health survey</p> | <p>Weekly SLT meeting KV/JP Termly HT report to FGB Weekly Briefing mins</p> | <p>JP</p> | |
| <p>St Mary's - SMV Sch to achieve HS status by July 2025 & utilise the 'Healthy School Award' resources to aid in teaching & learning about healthy living for SMV pupils. <i>'Pupils actively support the well-being of other pupils'</i>.</p> | <p>JR & SMV STS</p> | <p>All Sch Stakeholders</p> | <p>Register for Healthy School. Award Apply for Healthy Schools Grant. My school survey to be completed and receive confirmation of success.</p> | <p>September – NF lead on this strand to use funds to create school teaching kitchen Chartwells food workshops to take place – healthy options taught. Adapt lunchtime routines to increase happy lunchtimes Communicate to parents the changes in school re snacks and birthdays.</p> | <p>Review opportunities in the curriculum to embed the healthy agenda including healthy eating</p> | <p>Seek pupil voice re the changes to lunchtime and their new understanding about healthy and happy lunchtimes.</p> | <p>Achieve Healthy Schools Award and status for SMV. Complete 'My Health, My School' (pupil voice – Y5/6) and compare last 6 months Pupil, staff and parent questionnaires linked to PD</p> | <p>Weekly SLT meeting JR/JP Termly HT report to FGB Weekly Briefing mins</p> | <p>JP</p> |
| <p>East Hoathly- EH Sch to achieve HS status by July 2025 & utilise the 'Healthy School Award' resources to aid in teaching & learning about healthy living for EH pupils. <i>'Pupils actively support the well-being of other pupils'</i>.</p> | <p>AB & KT</p> | <p>All Sch Stakeholders</p> | <p>Register for Healthy School. Award Apply for Healthy Schools Grant.</p> | <p>Sept: Obtain funding (E3000) for all schools to support our healthy schools development approach Carry out 'Self Evaluation Audit' Nov: Pupil, staff and parent questionnaires linked to PD</p> | <p>Carry out 'Self Evaluation Audit' Complete 'My Health, My School' (pupil voice – Y5/6) Mar: Pupil, staff and parent questionnaires linked to PD</p> | <p>Carry out 'Self Evaluation Audit'</p> | <p>Achieve Healthy Schools Award and status for Pioneer. Complete 'My Health, My School' (pupil voice – Y5/6) and compare last 6 months Pupil, staff and parent questionnaires linked to PD</p> | <p>Weekly SLT meeting AB/JP Termly HT report to FGB Weekly Briefing mins</p> | <p>JP</p> |

4.3 Objective: [British Council International award](#) - **HOS - Pioneer schools achieve the '[accredited British Council International award](#)' by July 2025.**


 International Sch Award.docx-.docx


 International Links- Collaborative working

SEF Ref:
 CP- pages 15-18
 SMV- pages 15-18
 PM- pages 13-16

Business Plan Ref:

Success Criteria & Practice Indicators:




Activities to evaluate impact against success criteria and practice indicators




- Pioneer schools achieve 'British Council International Sch Award status' by July 2025 & each school to develop international links with other schools to ensure that pupils **have a wide rich set of experiences as part of the curriculum**.
- **International school links** clear for all stakeholders for each Pioneer school. Pupils can **clearly articulate the impact that the international links** have had for them and the schools.




- **SIP/DEP/Gov/Ofsted Reports 24-25**
- **Sch newsletters and website links**
- **Termly HT report to FGB**





Link Governors/COG

| <ul style="list-style-type: none"> Outstanding Ofsted criteria PD achieved by July 2024: <i>'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.'</i> | | | | | | | | | | |
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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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | | |
| Park Mead – Achieve 'BC International Sch Award Status' by July 2025 Each school to develop international links with other schools to ensure that pupils have a wide rich set of experiences as part of the curriculum. | HW | All Sch Stakeholders | | By Oct- sch website updated with link sch info and initiatives | Update website with class links and communications | | Evaluate link through pupil voice. Develop further links for 2025/26 | Weekly SLT meeting HW/JP Termly HT report to FGB Weekly Briefing mins | JP | |
| Chiddingly - Achieve 'BC International Sch Award status' by July 2025 Each school to develop international links with other schools to ensure that pupils have a wide rich set of experiences as part of the curriculum. | KV/EM | All Sch Stakeholders | | By Oct- sch website updated with link sch info and initiatives. Each class plan for communication over the academic year | Update website with class links and communications | | Evaluate international link and impact. Create link for 2025-26 and plan for. | Weekly SLT meeting KV/JP Termly HT report to FGB Weekly Briefing mins | JP | |
| St Mary's - Achieve 'BC International Sch Award status' by July 2025 Each school to develop international links with other schools to ensure that pupils have a wide rich set of experiences as part of the curriculum. | JR | All Sch Stakeholders | Register for BC International Sch Award | September: relaunch Malawi Starfish link – assembly, staff meeting and time in classes By Oct- sch website updated with link sch info and initiatives | Continue to nurture the French school link Toto elephant adoption update from PALS to school. | Update website with class links and communications | Pupil voice summative questionnaire – evaluation of impact of internal links 24-25 at SMV Consider future links for 2025-26 | Weekly SLT meeting JR/JP Termly HT report to FGB Weekly Briefing mins | JP | |
| East Hoathly- Achieve 'BC International Sch Award status' by July 2025 Each school to develop international links with other schools to ensure that pupils have a wide rich set of experiences as part of the curriculum. | AB | All Sch Stakeholders | Register for BC International Sch Award | By Oct- sch website updated with link sch info and initiatives Selected pupil group for international link community Link with malawai school – live googlemeet (story telling link) | Nov- March- x3 initiatives with Malawi sch and 1x international Day- tangle understanding/link dev for pupils | Link with Malawi - Website section updated with pupil experiences Link with malawai school – live googlemeet (story telling link) | Pupil voice summative questionnaire – evaluation of impact of internal links 24-25 at EH | Weekly SLT meeting AB/JP Termly HT report to FGB Weekly Briefing mins | JP | |

Early Years

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| 5.1 Objective: KH/RB EYFS Curriculum- to redesign the EYFS curriculum to enable 'Rising 5's to be incorporated' within EYFS classes across Pioneer from September 2025. | | SEF Ref: CP- pages 22-26 SMV- pages 22-26 PM- pages 20-24 | |
|  EYFS Curriculum -docx | | Business Plan Ref: EYFS class of 28- (15 reception aged pupils & 13 Rising 5 pupils' Release time cover to teachers to attend meetings | |
| Success Criteria & Practice Indicators: | | Activities to evaluate impact against success criteria and practice indicators | |

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| <ul style="list-style-type: none"> Redesigned EYFS curriculum in place by March 25 to support Rising 5's within EYFS class in each Pioneer school EYFS teachers have been involved in the development of the EYFS curriculum via termly Steering group Subject leaders and teachers are aware of the changes to the EYFS curriculum Early Years parents are aware of the changes to the EYFS curriculum from September 2025. | | <ul style="list-style-type: none"> Claire Green/Rowena D evaluation of new EYFS curriculum Staff & parent questionnaires 24-25 Ofsted reports x3 24-25 – EYFS judgements | | CG/RD/link gov/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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | |
| To coach EYFS staff in order to <u>develop a new EYFS curriculum</u> , catering for 'Rising 5'. | KH/RB | EYFS Staff & By T6 all Pioneer staff | July- KH/RB meet with LA EYFS consultants to design new EYFS curriculum format | EYFS Curriculum Steering Group Meetings & Agendas <ul style="list-style-type: none"> T1: Tuesday 17th September (format of cycle and plan up to T2) <ul style="list-style-type: none"> T2: Tuesday 19th November (Plan up to T4) T3: Tuesday 21st January (Plan up to T6) T4: Tuesday 11th March (involve C.Green/Rowena D to evaluate) T5: Tuesday 6th May (launch with staff and subject leaders) T6: Tuesday 17th June (launch with parents and governors) | | | Release time cover to teachers to attend meetings | Review of curriculum cycles & linked documentation as they develop from steering group | JP/HOS |

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| 5.2 Objective: KH/RB Early Years Classes for all Pioneer school (to include Rising 5's) – To ensure that all premises logistically & staff training aspects are in place for new early years classes from September 2025. | | | | | | | SEF Ref: CP- pages 22-26 SMV- pages 22-26 PM- pages 20-24 | | |
| Success Criteria & Practice Indicators: | | | | Activities to evaluate impact against success criteria and practice indicators | | |  | | |
| <ul style="list-style-type: none"> All training, structural & premises changes in place to cater for rising 5's in an EYFS class in each Pioneer sch All stakeholders fully consulted with regarding the changes to EYFS classes | | | | <ul style="list-style-type: none"> Stakeholder Consultation information Early Yrs staff training records LA/DfE Consultation feedback NOR/interest in EYFS Pioneer classes | | | COG- AB Early yrs lead Gov- KM | | |
| 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 2024 | Oct 2024 | Jan 2025 | April 2025 | July 2025 | | |
| Action EYFS Premises & Staffing Training requirements to fulfil the needs of an EYFS class in each Pioneer school from September 25 | JP/HOS | EYFS Staff | July-August – EH EYFS premises changes implemented | Sept- EH parent to review EYFS premises changes Oct- Dec- EYFS premise change plan for other 3 Pioneer schs (including CP toilets) Support staff consultation regarding EY cpd for R-5s | Jan- Feb- 'purchase plan'/'building regs' applied for re premises changes Feb- June- premise changed booked in Support staff EY training- Jan – Aug | | July- Aug- premises changes actioned | Review of new EYFS curriculum/ premises/cpd via Claire Green /Rowena Dumbrell/ OFSTED (reports/emails) | COG- AB |
| Action consultation with all stakeholders for the change of age range with all Pioneer schools – incorporating 'Rising 5's' with an EYFS class in each pioneer school | JP | Pioneer stakeholders (EYFS parents) | July- review/reflect on EH EYFS consultation | Sept/Oct- ensure new intake parents aware of this proposed change to EYFS classes | Nov- Dec- EYFS change consultation Jan- FGB vote | January- March- implement comms regarding change | April-July- implement structural and premises changes per sch | Reports to validate that all statutory requirements are met for new EYFS classes. | Early yrs lead Gov- KM |

