

The Pioneer Academy (TPA) Trust Development Plan 2026 - 2029

Safe (Compliance)

TPA Three Year Key Objectives: 2026 - 2029	Academic Year Objectives: 2026 - 2027
Leadership compliance	
1. Ensure the Trust Board's composition, capability and governance structures are strategically aligned to support sustainable growth and organisational complexity.	1a Through a talent and skills audit, further develop the Trust Board succession plan for the next three years
2. Sustain external validation of the Trust as a high-performing, inclusive MAT through consistently strong inspection outcomes across all settings.	2a Evaluate published documentation for the development of a framework to ensure the MAT and all schools are seen as inclusively strong
3. Establish a robust, forward-looking leadership succession framework that secures organisational continuity and builds future executive, educational and operational capacity.	3a Develop an agreed succession timeline for the three executive leaders including induction and training plan 3b Develop an agreed succession timeline for the education department to ensure capacity – Regional Directors and Head Teachers 3c Develop an agreed succession timeline for the business department to ensure capacity – Finance, HR, IT, Governance and Estates
4. All TPA schools are graded as effective in all aspects of safeguarding – meeting all requirements of KCSIE	4a A culture of effective safeguarding is evidenced through Local Authority (LA) safeguarding audits, TPA safeguarding audits and Ofsted inspections, in all schools.
Estates and Digital compliance	
5. Achieve a Trust-wide estates strategy that ensures all schools meet statutory standards and progress toward advanced estate management maturity.	5a All Trust schools meet Level 1 (baseline) and are moving towards achieving Level 2. 5b Improvements linked to Building Condition Surveys are costed through SCA funding.
6. Deliver a future-ready digital infrastructure across all schools, aligned to national standards and supporting innovation, efficiency and ethical practice.	6a Strategically plan IT support to ensure that meeting these standards can be achieved by 2030 6b Use IT Strategic Audits to develop a strategic resourcing plan for each school 6c Policies and processes are developed and embedded to ensure ethical use of AI, including reskilling staff

Financial Security	
7. Secure long-term financial sustainability through strategic growth, ensuring reserves exceed 5% while maintaining effective risk management and value for money.	7a Deliver a medium-term financial planning model that enables sustainable growth, strengthens reserves trajectory and supports strategic investment priorities.

Happy

TPA Three Year Key Objectives: 2026 - 2029	Academic Year Objectives: 2026 - 2027
Leadership (Inclusion & Engagement)	
8. Deliver sustained improvement in pupil attendance, with a strategic focus on eliminating disadvantage gaps and achieving 95%+ attendance across all groups.	8a Specific attendance and persistent absentee targets are generated for each school to ensure vulnerable attendance is improved 8b Specific performance management objectives for Head Teachers and Regional Directors are aimed at improving overall attendance 8c Systems are developed to review and challenge attendance targets, holding Head Teachers to account
9. All schools are recognised by Ofsted and Teaching & learning Reviews as inclusive environments	9a Reestablish nurture provisions in all schools following the TPA 12-week model
Enrichment	
10. Position the Trust as a sector leader in enrichment by meeting and exceeding national expectations for pupil development and opportunity.	10a Evaluate the enrichment framework at MAT and school level, identifying gaps and developing action plans to meet objectives
11. Embed a sector-leading enrichment entitlement (Pioneer Passport) that ensures equitable access to high-quality experiences for all pupils.	11a Review all activities and experiences, in line with the new CUSP curriculum 11b Review all Pupil Passport activities and experiences, ensuring all schools have financially planned so that all visits are fully-funded
12. Develop a Trust-wide approach to environmental and outdoor education, strengthening pupils' connection to sustainability and climate responsibility.	12a All schools have access to Forest School through the adaptation of our current outdoor curriculum
Workforce (HR & Wellbeing)	
13. Transform HR systems and processes to deliver an integrated, efficient and scalable people infrastructure across the Trust.	13a Complete tendering to identify and appoint a streamlined system that provides training and cost benefits
14. Establish a high-performing organisational culture that prioritises staff wellbeing, reduces workload and supports recruitment and retention	14a Commission Investors in People to undertake 3-year review of wellbeing framework 14b Evaluate use of AI to reduce workload and improve wellbeing across all staff
Sustainability	
15. Deliver a comprehensive Trust sustainability strategy aligned to national policy, embedding environmental responsibility across estate, curriculum and operations.	15a Establish baseline data and targets for sustainability across estates, operations and curriculum to inform long-term delivery of the Trust's environmental strategy.

Learning

TPA Three Year Key Objectives: 2026 - 2029	Academic Year Objectives: 2026 - 2027
Leadership	
16. Ensure full strategic readiness for national SEND reforms through a consistent, high-quality inclusive education model across all schools.	16a Prepare for SEND system reform by aligning provision, workforce capability and funding models to anticipated national changes.
17. Design and embed a coherent, future-facing Trust curriculum that aligns with national developments and reflects best practice in pedagogy and assessment.	17a Align TPA pedagogical teaching & learning model to the mastery schemes being implemented 17b Implement and embed wider CUSP curriculum and assessment in Wave 1 schools 17c Evaluate Wave 1 implementation of CUSP wider curriculum and assessment to introduce to Wave 2 schools 17d Further develop SEND unit curriculum to align with wider CUSP curriculum 17e Ensure TPA EYFS curriculum aligns with wider CUSP curriculum, including transition to Year 1 17f Establish and expand the Band on the Run project in six identified schools
Quality of Education	
18. Secure sustained improvement in pupil outcomes across all schools, with a particular focus on disadvantaged and coastal communities.	18a Implement targeted school improvement strategies focused on priority schools and key pupil groups, particularly disadvantaged and coastal communities.
19. Identify barriers to progress and implement appropriate measures to narrow the gap for disadvantaged and vulnerable pupils (from baseline in 2026) to less than the national gap for pupil attainment and outcomes	19a Early identification of gaps at each school ensures effective interventions are in place to improve vulnerable pupil outcomes 19b Gaps compared to previous years are improved (analysed data to exclude SEND unit pupils)
Performance Outcomes	
20. GLD - Improvements across all schools build towards matching national average with a MAT average of 75%+	20a GLD - Improvements across all schools build towards matching national average with a MAT average of 75%+
21. Phonics - Improvements across all schools build towards matching national average with a 80%+ MAT average	21a Phonics - Improvements across all schools build towards matching national average with a 80%+ MAT average
22. MTC - Improvements across all schools build towards matching national average with MAT average surpasses national average	22a MTC - Improvements across all schools build towards matching national average with MAT average surpasses national average
23. KS2 combined - Improvements across all schools build towards matching national average with MAT average surpassing national average	23a KS2 combined - Improvements across all schools build towards matching national average with MAT average surpassing national average
24. Ensure AI opportunities are identified, developed and embedded to positively impact on outcomes	24a Evaluate use of AI to improve outcomes

Trust Development Plan 2026 - 2027

Safe (Compliance)

Key Objective	Autumn Term Actions	Spring Term Actions	Summer Term Actions
Leadership			
1a Through a talent and skills audit, further develop the Trust Board succession plan for the next three years	- Undertake full skills & diversity audit of current Board - Identify gaps linked to growth strategy - Map current trustee terms and risks	- Develop 3-year succession map (roles, timelines, recruitment triggers) - Begin targeted recruitment campaign - Establish induction and mentoring programme	- Appoint new trustees (as required) - Review Board effectiveness and skills coverage - Finalise and approve rolling succession plan
2a Evaluate published documentation for the development of a framework to ensure the MAT and all schools are seen as inclusively strong	- Review Ofsted frameworks, research and comparator MAT practice - Audit current Trust documentation and school practice	- Draft inclusive framework (quality indicators, language, expectations) - Pilot self-evaluation tool across sample schools	- Refine and adopt framework Trust-wide - Align to SDP/self-evaluation processes for Sept rollout
3a Develop an agreed succession timeline for the three executive leaders including induction and training plan	- Identify critical roles and risk of vacancy - Map internal talent and readiness - Define competency frameworks	- Develop detailed succession timelines and pathways - Introduce targeted leadership development programmes	- Finalise succession plans with named successors (where possible) - Implement shadowing / stretch assignments
3b Develop an agreed succession timeline for the education department to ensure capacity – Regional Directors and Head Teachers	- Identify critical roles and risk of vacancy - Map internal talent and readiness - Define competency framework	- Develop detailed succession timelines and pathways - Introduce targeted leadership development programmes	- Finalise succession plans with named successors (where possible) - Implement shadowing / stretch assignments
3c Develop an agreed succession timeline for the business department to ensure capacity – Finance, HR, IT, Governance and Estates	- Identify critical roles and risk of vacancy - Map internal talent and readiness - Define competency frameworks	- Develop detailed succession timelines and pathways - Introduce targeted leadership development programmes	- Finalise succession plans with named successors (where possible) - Implement shadowing / stretch assignments
4a A culture of effective safeguarding is evidenced through Local Authority (LA) safeguarding audits, TPA safeguarding audits and Ofsted inspections, in all schools.	- All school staff complete safeguarding training by the end of Autumn 1 - Termly safeguarding audit completed with Safeguarding Governor and Head Teacher - Actions from LA safeguarding audit and TPA Safeguarding Reviews are completed (RDs to review and	- TPA Safeguarding Reviews actions are completed - Safeguarding audit is reviewed and updated by the Safeguarding Governor and Head Teacher (RDs to review and report at Safeguarding Meetings)	- TPA Safeguarding Reviews actions are completed - Safeguarding audit is reviewed and updated by the Safeguarding Governor and Head Teacher (RDs to review and report at Safeguarding Meetings)

	report at Safeguarding Meetings)		
Estates & Digital			
5a All Trust schools meet Level 1 (baseline) and are moving towards achieving Level 2.	- Benchmark all schools against estates maturity model - Identify compliance gaps	- Develop prioritised improvement plans per school - Begin implementation of key actions	- Review progress and re-assess maturity levels - Prepare next phase toward Level 2
5b Improvements linked to Building Condition Surveys are costed through SCA funding	- Analyse BCS reports Trust-wide - Identify priority works and risks	- Cost and prioritise projects aligned to SCA funding - Submit bids / allocate funding	- Commission works and procurement - Plan delivery schedule (summer/next year)
6a Strategically plan IT support to ensure that meeting that standards can be achieved by 2030	- Conduct IT audits in all schools - Review DfE standards and gaps	- Begin staff training programme - Develop Trust digital strategy & resourcing plan - Allocation of budget and planning	Plan phased implementation to 2030
6b Use IT Strategic Audits to develop a strategic resourcing plan for each school	- Conduct IT audits in all schools - Review DfE standards and gaps	- Begin staff training programme - Develop Trust digital strategy & resourcing plan	Approve and launch strategy
6c Policies and processes are developed and embedded to ensure ethical use of AI, including reskilling staff	- Audit current AI use - Draft AI policy and ethical framework	Introduce AI policy and ethical framework to schools and staff	Embed AI policy and evaluate impact
Financial Security			
7a Deliver a medium-term financial planning model that enables sustainable growth, strengthens reserves trajectory and supports strategic investment priorities.	- Review current financial position and assumptions - Model growth scenarios and risks	- Develop 3–5 year financial model - Align spending to strategic priorities	- Finalise and approve plan - Integrate into budgets and reporting cycles

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Leadership (Attendance & Engagement)			
Key Objective	Autumn Term Actions	Spring Term Actions	Summer Term Actions
8a Specific attendance and persistent absentee targets are generated for each school to ensure vulnerable attendance is improved	- Set school-level targets (including vulnerable groups) and taking into account DfE Attendance Baseline Improvement Expectation (ABIE) targets for each school - Review data ½ termly	- Review data half-termly and challenge performance-data - Deploy targeted interventions in priority schools where appropriate	Evaluate impact and refine strategy
8b Specific performance management objectives for Head Teachers and Regional Directors are aimed at improving overall attendance	- Align performance management objectives - Review data ½ termly	Review data half-termly and challenge performance-data	- Evaluate impact and refine strategy - Set provisional targets for next year
8c Systems are developed to review and challenge attendance targets, holding Head Teachers to account	Establish tracking and reporting systems and ensure all schools are using effectively	Review data half-termly and challenge performance-data	Evaluate impact and refine strategy
9a Reestablish nurture provisions in all schools following the TPA 12-week model	- Audit all nurture provisions - Workshops develop best practice	CPD developed to ensure all staff are adequately trained	All nurture provisions follow the TPA 12-week model
Enrichment			
10a Evaluate the enrichments framework at MAT and school level, identifying gaps and developing action plans to meet objectives	Audit current provision vs national expectations	Identify gaps and develop action plans	Implement improvements and evaluate impact
11a Review all activities and experiences, in line with the new CUSP curriculum	Audit provision and cost barriers	Redesign entitlement and funding model	Finalise and publish offer for rollout
11b Review all Pupil Passport activities and experiences, ensuring all schools have financially planned so that all visits are fully-funded	- Run stakeholder workshops for Pupil Passport - Audit provision and cost barriers	Redesign entitlement and funding model	Finalise and publish offer for rollout
12a All schools have access to Forest School through the adaptation of our current outdoor curriculum	Audit current outdoor provision and capacity	Develop implementation model (training, sites, resources)	Begin rollout in all schools
Workforce (HR & Wellbeing)			
13a Complete tendering to identify and appoint a streamlined HR/payroll system that provides training and cost benefits	- Define specification and tender requirements - Launch procurement process	Evaluate bids and select provider	Implement system and train staff

14a Commission Investors in People to undertake 3-year review of wellbeing framework	Commission Investors in People review	Respond to Investors in People feedback	- Embed changes and measure impact - Finalise wellbeing improvement plan
14b Evaluate use of AI to reduce workload and improve wellbeing across all staff	Audit workload and AI opportunities in line with TPA ethical framework	Pilot AI tools to reduce workload in line with ethical framework	Embed changes and measure impact
Sustainability			
15a Establish baseline data and targets for sustainability across estates, operations and curriculum to inform long-term delivery of the Trust's environmental strategy.	Collect baseline data (energy, curriculum, operations)	Set targets and KPIs	Publish Trust sustainability roadmap

Learning

Key Objective	Autumn Term Actions	Spring Term Actions	Summer Term Actions
Leadership			
16a Prepare for SEND system reform by aligning provision, workforce capability and funding models to anticipated national changes.	- Review current provision and workforce capacity - Analyse IMF Reports - Align staffing, training and funding models	Review staffing, training and funding models	Finalise readiness plan and implementation roadmap
17a Align TPA pedagogical teaching & learning model to the mastery schemes being implemented	- Review current teaching model vs mastery - Finalise new Teaching model	Train staff and refine model	Embed and quality assure
17b Implement and embed wider CUSP curriculum and assessment in Wave 1 schools	Launch in Wave 1 schools	Monitor and support delivery	Evaluate impact
17c Evaluate Wave 1 implementation of CUSP wider curriculum and assessment to introduce to Wave 2 schools	Identify Wave 2 schools and readiness	Prepare training and resources	Begin rollout
17d Further develop SEND unit curriculum to align with wider CUSP curriculum	Audit SEND provision curriculum vs CUSP	Adapt curriculum plans	Implement and evaluate
17e Ensure TPA EYFS curriculum aligns with wider CUSP curriculum, including transition to Year 1	Year 1 strong foundations curriculum is used, and EYFS gaps are addressed through QFT and interventions	Evaluation Year 1 CUSP curriculum and Year 1 transition	Prepare for any changes to implementation, including handwriting
17f Establish and expand the Band on the Run project in six identified schools	- Ensure adequate funding is available - Meet music trust from Kent, Bromley, Bexley & Croydon to develop programme synergy	Create harmonised performance curriculum	- Borough/Trust performance days - Evaluate programme - Establish expansion into three more schools for the next academic year
Quality of Education			
18a Implement targeted school improvement strategies focused on priority schools and key pupil groups, particularly disadvantaged and coastal communities.	- Identify priority schools and key groups - Deploy improvement support	Monitor progress and adjust strategies	Evaluate impact and refine approach
19a Early identification of gaps at each school ensures effective interventions are in place to improve vulnerable pupil outcomes	- Establish data baselines and identify gaps - Implement targeted intervention and early review	Implement revised targeted interventions based on reviews	Evaluate impact and refine approach

19b Gaps compared to previous years are improved (analysed data to exclude SEND unit pupils)	- Establish data baselines and identify gaps - Implement targets interventions - Review progress ½ termly	Continue to monitor impact of interventions and revise as required	Evaluate impact and report improvement
Performance Outcomes			
20a GLD - Improvements across all schools build towards matching national average with a MAT average of 75%+	- Analyse prior outcomes and set targets - Identify focus groups and schools	Monitor progress and provide targeted support	Evaluate outcomes and plan next steps
21a Phonics - Improvements across all schools build towards matching national average with a 80%+ MAT average	- Analyse prior outcomes and set targets - Identify focus groups and schools	Monitor progress and provide targeted support	Evaluate outcomes and plan next steps
22a MTC - Improvements across all schools build towards matching national average with MAT average surpasses national average	- Analyse prior outcomes and set targets - Identify focus groups and schools	Monitor progress and provide targeted support	Evaluate outcomes and plan next steps
23a KS2 combined - Improvements across all schools build towards matching national average with MAT average surpassing national average	- Analyse prior outcomes and set targets - Identify focus groups and schools	Monitor progress and provide targeted support	Evaluate outcomes and plan next steps
24a Evaluate use of AI to improve outcomes	Audit AI opportunities in line with TPA ethical framework	Pilot AI tools to improve outcomes in line with ethical framework	Embed changes and measure impact