# Kent County Council

# Proposer Application Template

# Proposed New Paddock Wood Primary School

## Proposer Details

Please complete the forms below using the boxes provided and return via email to the school.consultations@kent.gov.uk by no later than midnight on 19 October 2026 for the attention of Nick Abrahams Assistant Director Education (West Kent).

(Personal information will be treated in accordance with the Data Protection Act and GDPR)

| Main contact for this application | |
|---|---|
| 1 | **Name:** [redacted] |
| 2. | **Address:** [redacted] |
| 3. | **Email address:** [redacted] |
| 4. | **Telephone number:** [redacted] |
| **About your organisation** | |

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**5. How would you describe your organisation or group?**

The Pioneer Academy is a high-performing multi-academy trust specialising in primary education, united by its core commitment that every child should be Safe, Happy and Learning. The Trust operates 23 primary schools across London and the South East and educates more than 7,000 pupils. It has an established reputation for educational excellence, school improvement, inclusive practice, leadership development and specialist SEND provision. Over the last two and a half years, The Pioneer Academy has secured fifteen positive Ofsted inspection outcomes across its family of schools, demonstrating the strength of its educational model, leadership capacity and ability to sustain high standards across diverse school communities.

The Trust combines educational excellence with robust operational infrastructure, including finance, estates, governance, human resources, safeguarding, information technology and school improvement functions. This established capacity enables the Trust to support schools at every stage of development, including new school openings, school growth and school improvement. Through strong leadership, a proven curriculum model, extensive inclusion expertise and well-established central services, The Pioneer Academy provides the capacity, capability and resilience necessary to establish and sustain high-performing schools that enable pupils to be safe, happy and learning every day.

**7. Tell us about schools you are currently working with:**

**a) Please provide details of the schools you are currently running/sponsoring including the most recent OFSTED outcomes and the latest published assessment data.**

The Pioneer Academy currently operates 23 schools across Kent, London and Sussex. Recent inspection outcomes demonstrate the quality of education provided across the Trust, with schools judged Outstanding, Good and Strong under the current Ofsted framework.

The table below shows the outcomes of the most recent Ofsted inspections achieved by the schools under TPA. All remaining schools are yet to be inspected under TPA.

| School | Ofsted Outcome | Inspection Date |
|---|---|---|
| Edenbridge Primary (Kent) | Good | November 2022 |
| South Norwood Primary | Good | March 2023 |
| Stewart Fleming | Outstanding | June 2023 |
| Broadmead Primary | Good | December 2023 |
| Belvedere Infants | Good | January 2024 |
| Burnt Oak Juniors | Outstanding | June 2024 |

| | | |
|---|---|---|
| The Crescent Primary | Good/Outstanding | September 2024 |
| Moulsecoomb Primary | Good | November 2024 |
| Red Hill Primary | Good/Outstanding | November 2024 |
| Belvedere Juniors | Good | December 2024 |
| Holland Juniors | Good | March 2025 |
| Chatsworth Infants | Good/Outstanding | March 2025 |
| Halstead Community (Kent) | Good/Outstanding | April 2025 |
| Woodcote Primary | Good/Outstanding | July 2025 |
| Downe Primary (former Kent school – pre 1965) | Strong Standard | July 2026 |
| Ightham Primary (Kent) | Strong Standard | July 2026 |
| Hollington Primary | Expected Standard | September 2026 |
| West Blatchington Primary | Expected/Strong Standard | September 2026 |

Particular strengths of the Trust include educational inclusion and SEND provision. Across our schools we currently operate 11 specialist SEND provisions, specialist units and resource bases supporting pupils with autism, speech and language needs and other additional learning needs. This extensive expertise is directly relevant to the proposed 14-place Specialist Resource Provision at the new Paddock Wood Primary School and significantly reduces implementation risk.

The Trust's latest available performance information demonstrates strong outcomes across all phases of primary education:

- All Early Years Foundation Stage graded as Good/Outstanding/Expected/ Strong by Ofsted.
- Phonics outcomes above national averages (83%).
- Improving mathematics outcomes, including substantial gains in Multiplication Tables Check performance.
- Strong outcomes for disadvantaged pupils.
- Inclusive provision that enables pupils with additional needs to achieve and thrive.

The Trust has successfully supported schools serving widely differing communities and has demonstrated its ability to improve standards whilst maintaining an unwavering commitment to inclusion, safeguarding and pupil wellbeing.

**b) To what extent are you supporting and/or working with other schools in their school improvement and what impact has this had, or is having?**

School improvement is at the heart of the Trust's work. The Pioneer Academy operates a mature and highly effective school improvement model which balances challenge, support and accountability.

Improvement activity is led by the Chief Executive Officer, Executive Leadership Team and dedicated school improvement specialists. Support is coordinated across every aspect of school effectiveness, including:

- Curriculum leadership.
- Teaching and learning.
- Assessment.
- Early years provision.
- SEND.
- Safeguarding.
- Attendance.
- Behaviour.
- Leadership development.
- Governance.
- Financial sustainability.

The Trust's distinctive approach is built upon collaboration and shared responsibility. Leaders, teachers and support staff routinely work across schools to share expertise, moderate standards and develop best practice. Schools are never left to face challenges in isolation.

A particular strength of the Trust is its structured school improvement framework, often referred to internally as a 4-7 model of differentiated support, which ensures that intervention and challenge are matched to the needs and performance of individual schools. This enables the Trust to provide rapid and targeted support where required whilst simultaneously creating opportunities for high-performing schools to contribute expertise to the wider Trust family.

Community engagement is also central to our improvement philosophy. Strong schools are built through strong partnerships with parents, local authorities, health services, community groups and local employers. As a result, school improvement is viewed not simply as raising attainment, but as improving life chances and strengthening communities.

The impact of this approach can be seen through:

- Improved Ofsted outcomes.
- Improved attendance.

- Increased academic attainment.
- Stronger leadership capacity.
- Improved safeguarding practice.
- Sustainable financial performance.
- Greater inclusion for pupils with additional needs.

"Leaders engage positively with parents, professionals and the wider community."

West Blatchington Primary & Nursery School Ofsted (September 2026)

"Parents value the work that leaders have done to strengthen the school community and engage with them."

Hollington Primary School Ofsted (September 2026)

This proven approach will provide the proposed Paddock Wood school with immediate access to a highly effective school improvement infrastructure from the moment it opens.

School improvement impact:

| **School** | **Outcome on joining TPA** | **Current Position** |
|---|---|---|
| Stewart Fleming Primary | Inadequate (2008) | Outstanding (2023) |
| Belvedere Juniors | Inadequate (2013) | Good (2024) |
| Broadmead Primary | Inadequate (2017) | Good (2023) |
| Edenbridge Primary | Inadequate (2018) | Good (2022) |
| South Norwood Primary | Inadequate (2018) | Good (2023) |
| Moulsecoomb Primary | Inadequate (2021) | Good (2024) |
| Hollington Primary | Inadequate (2023) | Expected (2026) |

**8. How many schools do you have DfE approval to open in the next 2 years?**

None

**9. Did you put together this application with support from another company or organisation?**

☐ **Yes**

☒ **No**

| | |
|---|---|
| **10.** | **If yes, please list the name(s) of the organisation(s) and clearly describe the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Academy if your application is successful:**<br><br>Not applicable |
| **11.** | **Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g., financial, philosophical, or ideological) with any other organisations within the UK or overseas? These may include other Academy or Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.**<br><br>☐ **Yes**<br>☒ **No** |
| **12.** | **If yes, please provide details.**<br><br>Not applicable |
| **13.** | **Would your proposed school be designated as having a religious character or have a faith ethos? Please give details below.**<br><br>The proposed school would not be designated as having a religious character or a faith ethos. |

## Section A: Essential Information

In this section, you should set out:

- Confirmation that the proposed school will meet each of the requirements set out in the essential information section of the specification published by the local authority, or an explanation of any deviations from the essential information section of the specification.

The Pioneer Academy confirms that the proposed Paddock Wood Primary School will meet all requirements contained within the Kent County Council specification for the new school.

The school will open in September 2028 as:

- A one-form entry primary school.
- A 26-place nursery.
- A 14-place Specialist Resource Provision for pupils with Autism Spectrum Disorder and Speech, Language and Communication Needs.

The school will initially operate Reception and a mixed Year 1/Year 2 class as specified within the commissioning brief and will grow incrementally to a full mainstream capacity of 210 pupils.

The Trust confirms acceptance of all requirements set out within the specification relating to admissions, nursery provision, SEND provision, community engagement, site use, governance, safeguarding, inclusion and financial accountability.

Whilst fully committed to delivering the Specialist Resource Provision in accordance with the timeline set out in the specification, The Pioneer Academy's extensive experience of establishing and operating specialist SEND provision means that the Trust has the capacity, expertise and leadership infrastructure to open the SRP earlier, should Kent County Council identify a strategic need to accelerate implementation and funding arrangements support such an approach.

No deviations from the specification are proposed.

## Section B: vision

In this section, you should set out your vision for the school, and how it will support every child to achieve and thrive. This should link clearly to the plan for education in Section C and be consistent with the other sections of the proposal. This should be no more than 2,000 words.

As well as meeting the expectations for this section, as set out in the model criteria (Annex F), if you wish to provide additional background information – for example about the demand for a school with a particular religious character, or additional evidence about the value of a particular educational philosophy – this should be included in the 'supporting information' section at the end of the proposal.

**Introduction**

At The Pioneer Academy, our motto, "Safe, Happy, Learning," reflects our belief that children thrive when they feel secure, valued and inspired. Our aim is to provide every child with an exceptional education through high expectations, inclusive practice and strong relationships, ensuring they develop the knowledge, skills, confidence and character needed to succeed. We are committed to creating school communities where every child is safe, happy and learning every day, regardless of their background, starting point or individual needs.

The Pioneer Academy's vision is to establish Paddock Wood Primary School as an exceptional community school that will become a central part of the new and expanding Paddock Wood community, providing high-quality education, specialist support, family engagement and wider community opportunities.

Our ambition is to create a school where every child thrives academically, socially and emotionally regardless of background, starting point or need. We believe that all children can achieve highly when they are taught through an ambitious curriculum, supported by excellent staff and educated within a culture characterised by high expectations, kindness, inclusion and aspiration.

The school will open in September 2028 as a one-form entry primary school with a 26-place nursery and a 14-place Specialist Resource Provision for pupils with Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN). Through strong leadership, an evidence-informed curriculum and the extensive support available through The Pioneer Academy, the school will provide a high-quality educational experience from its first day of operation and establish itself as a leading example of inclusive primary education in Kent.

## Vision for Educational Excellence

The Pioneer Academy believes that every child deserves access to an ambitious and inspiring education. The curriculum at Paddock Wood Primary School will therefore be broad, balanced and knowledge-rich, ensuring pupils develop secure foundations in reading, writing and mathematics whilst also experiencing a wide range of opportunities across the wider curriculum.

Our vision extends beyond achieving good academic outcomes. We want pupils to leave the school as confident learners, effective communicators, resilient problem-solvers and responsible citizens. Alongside academic success, pupils will develop personal qualities including perseverance, curiosity, integrity, compassion and ambition.

Reading will be at the heart of the school's educational approach. We recognise that reading is the gateway to future learning and social mobility. Children will therefore experience systematic phonics teaching, high-quality literature and extensive opportunities to develop fluency, comprehension and a lifelong enjoyment of reading.

Similarly, mathematics will be taught through a mastery approach that promotes conceptual understanding, reasoning and problem solving. The curriculum will be carefully sequenced to ensure pupils build secure knowledge over time and are able to apply learning confidently across different contexts.

The wider curriculum will provide rich opportunities for exploration, creativity and personal development. Through subjects including science, history, geography, music, art, design technology, computing and physical education, pupils will develop both subject-specific knowledge and a wider understanding of the world around them.

The Pioneer Academy's established curriculum frameworks, assessment systems and quality assurance processes will provide a strong foundation for educational excellence from opening. Staff will benefit from trust-wide collaboration, professional development and subject expertise, ensuring that pupils receive the benefits of a mature educational model from the outset.

## Meeting Local Need

Paddock Wood Primary School has been designed specifically to respond to the significant demographic growth identified within the area and the need for additional high-quality primary school places.

The school will play a vital role in supporting the development of a sustainable and cohesive community. As significant numbers of new homes are completed and occupied, families will require access to local education provision that reflects the aspirations of the community they are joining. The school will provide this provision while also helping establish community identity, belonging and cohesion.

The Pioneer Academy understands that successful new schools contribute significantly to place-making. The school will therefore be developed as more than an educational institution.

It will become a hub for family engagement, community services, early years support and local partnerships.

The nursery provision will enable children to access high-quality early education and ensure smooth transitions into Reception. Wraparound childcare will support working families, whilst community use of the facilities will enable wider community participation beyond the school day.

By placing strong relationships at the centre of its approach, the school will help create a connected and thriving community that benefits both current and future residents.

### A School Rooted in Local Identity

Subject to consultation and approval processes, the Trust intends to explore naming the school **Hop Farm Primary School**, celebrating Paddock Wood's historic connection with the Kent hop-growing industry. This would provide the school with a distinctive sense of place and strengthen links between its future and the rich heritage of the local area.

The school's culture, environment and curriculum will actively reflect the history, geography and traditions of Paddock Wood whilst preparing pupils for life in modern Britain and a rapidly changing world.

### Community and Partnership Working

The Pioneer Academy believes that strong partnerships are fundamental to successful schools. We therefore intend to develop extensive relationships with families, community organisations, health services, local schools and other stakeholders from the earliest stages of the project.

A comprehensive engagement programme will begin immediately following approval of the proposal. This will include community information events, opportunities for consultation, parent forums, partnerships with early years providers and regular engagement with local residents.

The school will seek to establish itself as a trusted and valued community asset. Facilities will be made available to support appropriate community activities, family learning opportunities and enrichment programmes. The school will also develop partnerships with local organisations in order to broaden opportunities available to children and families.

We recognise that schools contribute significantly to the social fabric of communities. Consequently, our vision extends beyond educational outcomes to encompass family wellbeing, social inclusion and long-term community sustainability.

> “Playtimes are joyous and exemplify the school’s strong community spirit.”
>
> Downe Primary School Ofsted (June 2026)

See Appendix 1 for our admissions, marketing and community engagement strategy.

## Capacity and Deliverability

The Pioneer Academy is uniquely positioned to deliver this vision because of its established educational, financial and operational capacity.

As a Trust serving more than 7,000 pupils across 23 primary schools, we possess the expertise and infrastructure required to establish a successful new school whilst simultaneously maintaining high standards of educational provision.

Educational leadership support will be provided through experienced school improvement professionals, curriculum specialists, SEND leaders and Early Years experts. Operational support will be delivered through established teams responsible for finance, estates, governance, human resources, health and safety, information technology and compliance.

This existing infrastructure significantly reduces many of the risks traditionally associated with opening a new school. School leaders will benefit from immediate access to systems, expertise and support that have already been proven across the Trust.

The school will also benefit from a carefully planned staffing strategy, robust governance arrangements and strong financial oversight. Conservative growth assumptions, phased staffing and trust-wide support will ensure the school remains financially sustainable during its growth phase.

The Pioneer Academy's experience of supporting schools through development, expansion and improvement provides confidence that the proposed vision is both ambitious and deliverable.

## Inclusion and SEND

Inclusion is central to The Pioneer Academy's ethos and will underpin every aspect of life at Paddock Wood Primary School.

> “Inclusion lies at the heart of the school's work. Leaders create a welcoming community where all pupils thrive personally and academically.”
>
> Ightham Primary School Ofsted (June 2026)

Our vision is to create a genuinely inclusive school in which every child feels valued, respected and supported to succeed. High expectations will apply equally to all pupils and inclusion will not be viewed as an additional aspect of provision but rather as an integral part of the school's culture and educational offer.

A key strength of this proposal is The Pioneer Academy's extensive experience and proven success in SEND provision. The Trust currently operates 11 specialist provisions and resource bases, the majority of which specialise in supporting pupils with Autism Spectrum Disorder (ASD), and has developed significant expertise in meeting a wide range of special educational needs, including autism, speech and language difficulties, communication and interaction needs, social, emotional and mental health needs, and learning difficulties. Through these provisions, the Trust has established a strong track record of enabling pupils

with complex needs to achieve positive academic, social and emotional outcomes while maintaining high aspirations and expectations for every child.

The Trust's approach is founded on the belief that specialist support and inclusive education should work hand in hand. Across its schools, pupils within specialist provisions are supported to access mainstream learning and participate fully in the wider life of the school wherever appropriate. This has enabled The Pioneer Academy to develop deep expertise in creating inclusive environments, designing personalised learning pathways, implementing evidence-based interventions and fostering strong partnerships with families and external professionals.

The Trust has invested significantly in specialist leadership and staff development, with dedicated expertise in SEND, nurture, safeguarding and inclusion available through its central team. School staff benefit from ongoing professional development in areas such as autism-friendly practice, communication and language development, sensory regulation, adaptive teaching and behaviour support. This ensures that specialist knowledge is embedded throughout schools rather than being confined solely to specialist provisions.

Importantly, The Pioneer Academy's experience extends beyond operational management of specialist provisions. The Trust has developed robust systems for early identification of need, graduated support, multi-agency working and effective transition planning, ensuring that pupils receive coordinated support throughout their educational journey. This established expertise significantly reduces the implementation risk associated with opening the new provision and provides confidence that the provision will become an integral part of a highly inclusive school community.

The proposed SRP will therefore benefit from proven models of practice that have already been successfully implemented across the Trust. It will draw upon experienced specialist staff, established partnerships with therapists and external agencies, and a culture that combines high expectations with personalised support. As a result, Paddock Wood Primary School will be exceptionally well placed to provide an outstanding provision while maintaining a strong commitment to inclusion and participation within mainstream school life.

The proposed Specialist Resource Provision will be integrated into the wider school community and designed to maximise opportunities for inclusion whilst ensuring access to specialist support.

Provision will be underpinned by a graduated approach consisting of:

**Universal Support**

Every classroom will provide high-quality adaptive teaching, structured learning environments and inclusive classroom practice designed to meet the needs of all learners.

**Targeted Support**

Pupils requiring additional support will access evidence-informed interventions, specialist programmes and individualised planning.

**Specialist Provision**

Pupils attending the Specialist Resource Provision will receive bespoke programmes supported by specialist staff and multi-agency professionals, whilst continuing to access mainstream opportunities wherever appropriate.

Parents and carers will be recognised as essential partners throughout this process. Strong collaboration between families, school staff and external professionals will ensure that pupils receive the support necessary to achieve excellent outcomes.

Our long-term ambition is for the school to become recognised as a leading example of inclusive practice within Kent, demonstrating how specialist and mainstream provision can work together successfully to improve outcomes for all children.

After visits from the DfE to a number of our Specialist Resource Provisions, they have been viewed as exemplars of the white paper reforms.

## Section C: plan for education

The plan for education must explain how the school will achieve your education vision. You should complete the following subsections:

### Inclusivity

Proposals should demonstrate how the proposed school will be welcoming and inclusive of all pupils. Proposals should also show a clear plan for pupil integration and promoting community cohesion, with a view to ensuring all pupils can participate fully in life in modern Britain. This should be no more than 1,750 words.

Where the school is proposed to be designated as having a religious character, you should set out the role this will play in the school's operation. This should be no more than 500 words.

**Inclusive Vision and Ethos**

Inclusivity lies at the heart of The Pioneer Academy's vision for Paddock Wood Primary School and will underpin every aspect of school life. The school will be founded on the belief that every child has the right to belong, participate and succeed regardless of background, starting point, circumstance or need.

The Pioneer Academy has a long-established commitment to ensuring that educational excellence and inclusion are mutually reinforcing. We believe that high standards are achieved when schools recognise and respond effectively to individual needs whilst maintaining consistently high expectations for every learner.

Inclusion will be embedded across the curriculum, leadership structures, staffing, policies and family engagement. Every pupil will be known as an individual and supported to develop confidence, resilience and aspiration. Our aim is that all children feel safe, valued and respected, and that every family experiences the school as welcoming, inclusive and responsive.

**Meeting the Needs of All Learners**

The school will provide a fully inclusive educational experience that recognises the diverse needs of its pupils. High-quality adaptive teaching will ensure that all children can access an ambitious curriculum and make strong progress from their individual starting points.

Inclusion begins with effective universal provision. Teachers will receive ongoing training to identify barriers to learning, adapt teaching appropriately and ensure that support is provided at the earliest opportunity. Assessment information will be used effectively to identify need, monitor progress and inform intervention.

The curriculum will provide appropriate challenge for the most able while also supporting pupils who require additional scaffolding, intervention or specialist provision. This ensures that all children have access to rich learning experiences and the opportunity to achieve highly.

## Equality, Diversity and Equity

Paddock Wood Primary School will actively promote equality, celebrate diversity and ensure that all pupils are represented within the curriculum and wider life of the school.

The curriculum will expose pupils to diverse cultures, experiences and perspectives, helping them develop an understanding of modern Britain and respect for others. Through carefully selected texts, enrichment opportunities and curriculum content, children will develop appreciation for different viewpoints and a strong understanding of inclusion.

The school will actively challenge discrimination and prejudice and will ensure equitable access to opportunities. Participation in educational visits, leadership opportunities, extracurricular activities and enrichment programmes will be monitored to ensure that all pupils are able to participate fully.

> "They carefully track participation rates to ensure that pupils, including those with special educational needs and/or disabilities or those with other barriers, have access."
>
> Hollington Primary School Ofsted (September 2026)

Where barriers are identified, staff will work proactively with families and external agencies to remove these barriers and ensure that no child is disadvantaged by circumstance.

> "The school's inclusive curriculum enables pupils with special educational needs and/or disabilities and those who are disadvantaged to thrive."
>
> Downe Primary School Ofsted (June 2026)

## Inclusion Through Curriculum Design

Inclusion is embedded within curriculum design and delivery. The curriculum is ambitious for all learners while remaining sufficiently flexible to meet individual needs. The Trust's CUSP curriculum ensures that all children see themselves represented through texts, themes and learning experiences across the primary phase.

Curriculum progression is carefully sequenced, with a strong emphasis on knowledge, vocabulary and language development. This is particularly beneficial for disadvantaged pupils, learners with SEND and those requiring additional support with communication and language.

All pupils will have access to a broad curriculum that includes music, art, sport, outdoor learning and enrichment opportunities.

> "The school's inclusive curriculum enables pupils with special educational needs and/or disabilities and those who are disadvantaged to thrive."
>
> Downe Primary School Ofsted (June 2026)

## Inclusion in the Early Years

The commitment to inclusion begins before statutory school age through the nursery and Early Years Foundation Stage.

The nursery and Reception provision will prioritise early identification, early intervention and strong family partnerships. Staff will work closely with parents, health professionals and early years providers to understand children's needs and support smooth transitions into school.

Particular emphasis will be placed on communication and language development, social and emotional wellbeing and early identification of SEND. This proactive approach will enable children to enter Reception with greater confidence, stronger foundations and improved readiness for learning.

**SEND and Specialist Provision**

The Pioneer Academy has extensive experience in supporting pupils with SEND and currently operates 11 specialist provisions and resource bases, the majority specialising in Autism Spectrum Disorder. This experience provides a strong foundation for the development of the Specialist Resource Provision (SRP) at Paddock Wood.

The school will implement a graduated approach to SEND support, ensuring provision is proportionate, evidence-informed and responsive to individual need. High-quality teaching will form the foundation of support, supplemented by targeted interventions and specialist provision where required.

Specialist support may include involvement from educational psychologists, speech and language therapists, occupational therapists and other professionals. The school will work closely with external agencies to ensure that specialist expertise is available when needed.

**Specialist Resource Provision**

The SRP will provide specialist expertise while remaining fully integrated within the life of the school. Pupils will benefit from personalised learning programmes, speech and language support, communication interventions, sensory regulation strategies and specialist teaching.

Wherever appropriate, pupils will access mainstream lessons, enrichment activities, educational visits and wider school opportunities alongside their peers.

Highly trained staff, specialist therapists and strong family engagement will ensure that pupils are supported to achieve maximum independence, participation and achievement. Over time, the SRP will become a centre of excellence within both The Pioneer Academy and the wider local educational community.

**Supporting Vulnerable and Disadvantaged Pupils**

The school recognises that vulnerability can arise from a variety of factors including disadvantage, safeguarding concerns, SEND, attendance difficulties, family circumstances or emotional wellbeing needs.

A proactive and preventative approach will be adopted. Staff will work closely with families and external agencies to identify concerns early and provide timely support. This may include family liaison support, attendance interventions, emotional wellbeing programmes, safeguarding support, specialist referrals and access to wraparound provision.

Pupil Premium funding will be used strategically to reduce educational disadvantage and improve outcomes. The impact of interventions will be monitored carefully to ensure that resources are targeted effectively.

**Working in Partnership with Families**

The Pioneer Academy recognises that parents and carers are a child's first and most important educators. Successful inclusion therefore depends upon strong relationships between home and school.

Families will be involved in decision-making, particularly where additional needs are identified. Communication will be proactive, transparent and supportive, ensuring parents feel informed and empowered.

Regular consultation meetings, SEND reviews, workshops, family support services and parent forums will provide meaningful opportunities for engagement. The objective is to develop genuine partnerships in which families are recognised as experts in their children and valued contributors to school life.

**Safeguarding and Promoting Welfare**

Safeguarding is fundamental to educational success and underpins The Pioneer Academy's commitment that every child should be Safe, Happy, Learning.

The school will operate in full accordance with *Keeping Children Safe in Education*, Working Together to Safeguard Children and all relevant safeguarding legislation. Safeguarding arrangements will be overseen by the Local Governing Body and The Pioneer Academy's central safeguarding team.

The Headteacher will hold overall responsibility for safeguarding and will be supported by trained Designated Safeguarding Leads. The school will benefit from direct support from the Trust's Head of Safeguarding, ensuring robust systems, regular review and consistent best practice.

All staff will receive safeguarding, Prevent and online safety training. The school will maintain a culture of vigilance in which concerns are identified early, recorded appropriately and acted upon promptly.

Strong partnerships will be established with children's services, health professionals and other agencies to ensure that vulnerable children receive effective support. Online safety will be embedded throughout the curriculum and reinforced through communication with families.

Through PSHE, Relationships Education and assemblies, pupils will learn about personal safety, healthy relationships, mental wellbeing, online safety and how to seek support. The school will actively promote British Values and fulfil its duties under the Prevent Duty through education, staff training and robust safeguarding procedures.

## Attendance and Pupil Engagement

The Pioneer Academy believes that excellent attendance is essential to educational success and is an important aspect of safeguarding.

The school will set ambitious attendance expectations and work closely with families to achieve attendance rates that exceed national averages. Attendance will be promoted positively through strong relationships, a welcoming culture and a shared understanding of the importance of regular attendance.

Robust monitoring systems will enable attendance concerns to be identified early. Particular attention will be given to vulnerable groups, including disadvantaged pupils, pupils with SEND and children in care. Where concerns arise, staff will work with families and external agencies to remove barriers and provide appropriate support.

The Family Liaison Officer, SENDCo and safeguarding team will work collaboratively to address attendance concerns and ensure that pupils remain engaged in education.

## Behaviour, Relationships and Anti-Bullying

The school will establish a culture of high expectations, mutual respect and positive relationships. Behaviour will be explicitly taught, modelled and reinforced through every aspect of school life.

A consistent behaviour framework will promote responsibility, self-regulation and respect. Positive behaviour will be recognised and celebrated, while restorative approaches will help pupils reflect upon and learn from mistakes. Staff will seek to understand and address underlying causes of behaviour rather than relying solely on sanctions.

Additional support will be provided where behaviour is linked to SEND, trauma, communication difficulties or social, emotional and mental health needs. Suspensions and exclusions will be used only as a last resort.

The school will maintain a zero-tolerance approach to bullying, discrimination and prejudice. Pupils will be taught to recognise bullying, understand its impact and seek support when needed. Particular attention will be given to online safety and cyberbullying.

Reports of bullying will be investigated promptly; appropriate support will be provided and patterns monitored carefully. Through strong relationships, clear expectations and active partnership with families, the school will foster a culture in which all pupils feel safe, respected and valued.

## Measuring Inclusive Success

The effectiveness of inclusion will be evaluated through a broad range of indicators including progress for pupils with SEND, EHCP outcomes, attendance, participation rates, wellbeing measures, successful transitions, behaviour data, parental satisfaction and outcomes for disadvantaged pupils.

By monitoring both quantitative and qualitative evidence, the school will ensure that inclusion remains central to decision-making and continuous improvement. Through strong leadership, effective support and a culture of high expectations, Paddock Wood Primary School will provide an inclusive environment in which every child can thrive.

## Curriculum and teaching

The proposal should set out a broad and balanced, deliverable curriculum plan for a high-quality core curriculum that is consistent with the vision and pupil intake, alongside a coherent approach to teaching. This should be no more than 3,500 words.

You should also include an indicative list of subjects to be offered for each key stage, including early years foundation stage (EYFS) where applicable, with the number of hours spent per week on each. This is not included in the word count.

A school-based nursery and Specialist Resource Provision is included as part of the school; therefore, you should include details of these provisions and how they will be integrated within the wider school. This should be no more than 1500 words.

### Curriculum Vision

The curriculum at Paddock Wood Primary School will be ambitious, inclusive and designed to ensure that every pupil develops the knowledge, skills, understanding and personal attributes necessary to flourish in education and in life. The Pioneer Academy believes that all children, regardless of their background, starting point or individual needs, are entitled to a rich and challenging education that opens doors to future opportunity and enables them to achieve their full potential.

Our curriculum will be underpinned by the Trust's commitment to educational excellence, inclusion and social mobility. We recognise that the curriculum represents the primary mechanism through which schools can improve life chances and ensure that all pupils develop the cultural capital, knowledge and confidence necessary for future success. Consequently, curriculum design will be given the highest priority from the earliest stages of the school's development.

The curriculum will be carefully sequenced to ensure that pupils build secure knowledge over time. Learning will be structured progressively, enabling children to make meaningful connections between concepts and transfer their understanding across different contexts. Essential knowledge, vocabulary and skills will be explicitly identified and systematically revisited to support long-term retention and mastery.

As a school opening within a growing community, we have a unique opportunity to establish high expectations from the outset. The curriculum will therefore be characterised by academic rigour, intellectual curiosity and a commitment to ensuring that all pupils experience success. The school will refuse to place limits on children's aspirations and will instead create an environment in which ambition and achievement are actively encouraged.

The curriculum will also reflect our conviction that education should develop the whole child. While academic outcomes are important, we are equally committed to developing character, resilience, creativity, citizenship and emotional wellbeing. Through a wide range of learning experiences, pupils will acquire not only knowledge but also the confidence, independence and personal qualities required to navigate an increasingly complex world.

## Curriculum Principles

The curriculum has been designed around six core principles that will inform teaching, learning and curriculum leadership.

### Ambition for All

Every child will access an ambitious curriculum regardless of need, background or prior attainment. We believe that all pupils deserve access to powerful knowledge and rich learning experiences. High expectations will be maintained consistently and support will be provided to ensure all learners can succeed.

### Knowledge-Rich Learning

The curriculum will recognise the importance of knowledge as the foundation upon which future understanding is built. Pupils will develop a deep body of knowledge across all subjects, enabling them to think critically, make connections and engage confidently with increasingly demanding concepts.

### Inclusion

Curriculum design will ensure that all pupils can access learning successfully. Adaptive teaching, carefully planned scaffolding and targeted intervention will remove barriers without reducing ambition. Inclusion will therefore be achieved through access rather than simplification.

### Coherence and Sequencing

Each subject will be planned as a coherent journey of learning. Key concepts, skills and vocabulary will be identified and taught systematically so that pupils make secure progress over time.

### Cultural Capital

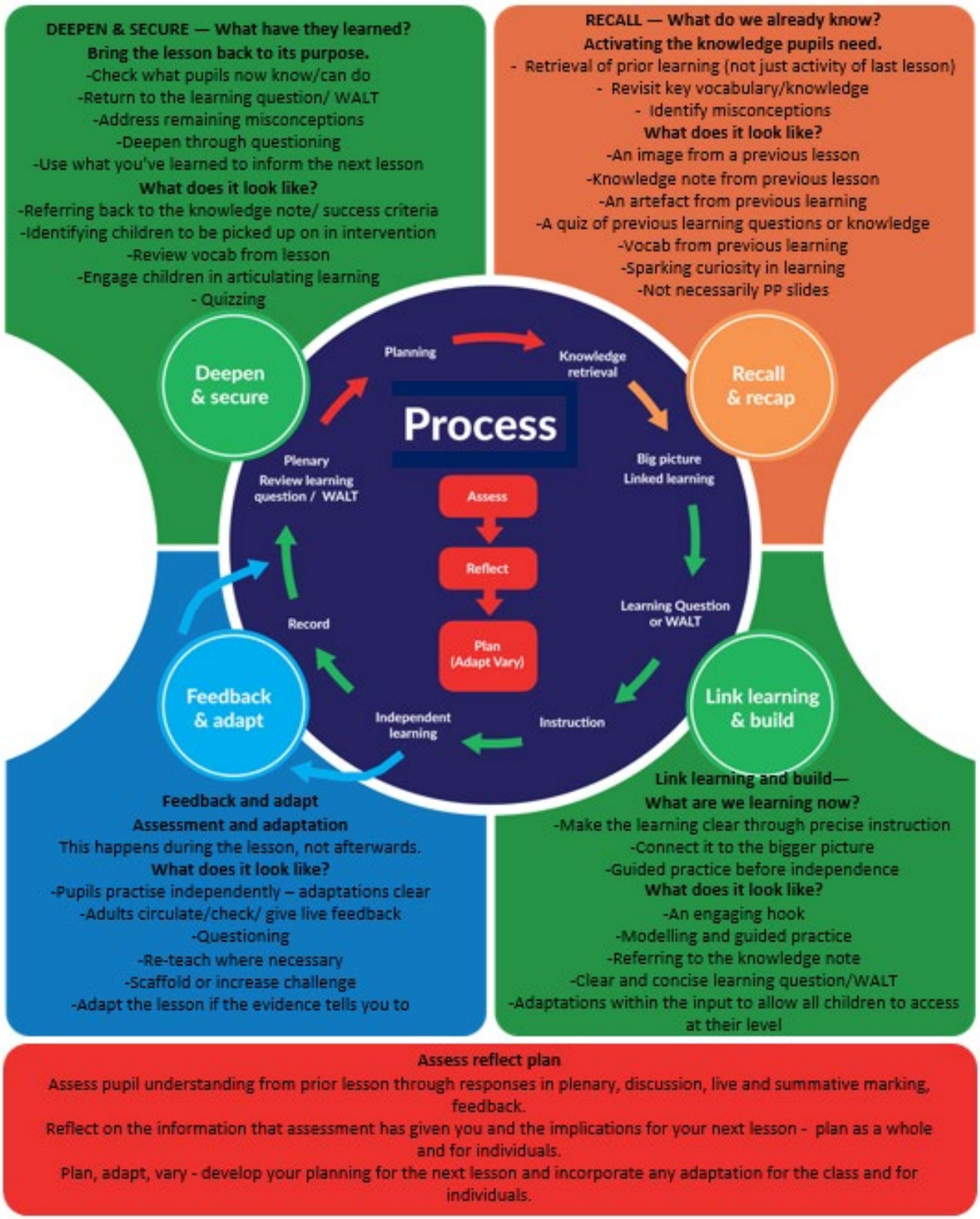
The curriculum will broaden horizons and expose pupils to experiences, ideas and opportunities that they may not otherwise encounter. It will help children develop an understanding of the wider world and their place within it. In addition to this, our Pioneer Passport will enhance experiences that pupils receive (see Appendix 2).

> "A programme of life experiences to ensure that pupils encounter a rich set of experiences from theatre trips to residential activities."
>
> Downe Primary School Ofsted (June 2026)

### Preparation for Future Success

The curriculum will prepare pupils for successful transition into secondary education and modern Britain. Alongside academic learning, pupils will develop communication skills, resilience, digital competence, leadership and a sense of social responsibility.

## The Pioneer Teaching Model



## Curriculum Rationale

### Intent

The curriculum in TPA schools is designed to inspire and motivate children. Our aim is for every child to experience 'an extraordinary school day' every day. We place children at the heart of the learning process through a bespoke 'TPA Teaching Model.' The Model, which is rooted firmly in research and analysis of effective learning and teaching, translates the Trust's Expectations into classroom practice and has been developed and embedded to provide consistency and continuity for all children.

The Curriculum for Unity School's Partnership (CUSP) is used for Reading, Writing, Spelling, Science, History, Geography, Music, Art and DT. This is an ambitious, evidence-based curriculum with a focus on vocabulary. It is a coherent subject-specific, knowledge-based curriculum that has been developed with carefully planned sequences of learning that reflect the National Curriculum. End points are identified and carefully planned for, building on previous knowledge. Long-term plans comprehensively map out what is taught across the school in all subjects. Subjects are taught individually in planned units, but links are made across different subjects where appropriate.

The Pioneer Academy is committed to the highest quality teaching across the whole curriculum and promotes the use of specialist teachers to facilitate this. We currently have specialist teachers across our schools, including in the following subjects: PE, Art, Music, Computing and MfL.

### Implementation

The White Rose Mathematics scheme, supplemented by additional resources, is used for teaching and learning in Mathematics. This was selected for its accessibility and strong approach to mastery.

CUSP (Curriculum with Unity Schools Partnership) is the curriculum used for reading, writing and spelling (KS2 only). It is also used for Science, History, Geography, Art and DT, and Music.

For Phonics and Early Reading, schools use either Little Wandle Phonics or Read Write Inc, both selected for the level of structure and resourcing available.

In EYFS, the TPA EYFS curriculum is used and this has been developed to lay the foundations for the curriculum, knowledge and skills taught in Year 1 and beyond.

Our TPA Teaching Model is designed and implemented in such a way that it builds on prior knowledge and skills and lays the foundation for future learning. Lessons are designed to be engaging and challenging with learners actively involved.

Long-term plans have been created so that subject coverage is planned sequentially and with a clear rationale for making connections with prior learning. Therefore, learning is blended and refined. Our curriculum planning is supplemented by a wide range of opportunities and enrichment activities which allow for cross-curricular learning. This enables learners to see the 'Big Picture' of their learning and to make connections both through and across different subjects.

> “A broad range of clubs, such as choir, cricket and art, helps pupils develop teamwork, perseverance and responsibility.”
>
> Ightham Primary School Ofsted (June 2026)

**Impact**

We review the impact of our curriculum continuously in a variety of different ways. We monitor how effectively our curriculum and enrichment provision provides opportunities for each unique pupil to reach their full potential.

We look at the quality and breadth of work seen in learners’ books, and online where applicable, as well as in the learning environment, pupil voice discussions, outcomes of assessments and the quality of teaching and learning seen in monitoring activities. All of these tools help us assess the consistency, impact and relevance of our curriculum.

**Early Years Foundation Stage**

The Early Years Foundation Stage will play a fundamental role in establishing the foundations for lifelong learning. The Pioneer Academy places significant importance on early childhood education and recognises its crucial contribution to future educational outcomes.

The school's nursery and Reception provision will provide a seamless educational experience for children aged three to five. The environments will be carefully designed to promote curiosity, communication, creativity and independence. Learning spaces will be welcoming, purposeful and rich in opportunities for exploration and discovery.

> “Staff build warm, trusting relationships with children and get to know them quickly. This helps children to settle, feel safe and build learning in a nurturing, stimulating environment.”
>
> Ightham Primary School Ofsted (June 2026)

Staff will place particular emphasis on communication and language development, recognising the strong relationship between early language acquisition and long-term educational success. Vocabulary development, oral communication and structured interaction will permeate all aspects of provision.

Children will experience a balance of direct teaching and child-initiated learning that reflects the principles of effective early years practice. Through carefully planned activities and interactions, pupils will develop the knowledge, skills and dispositions necessary to become successful learners.

Particular attention will be given to developing school readiness. Children will be supported to become confident communicators, independent learners and positive participants in school life. Strong partnerships with families will support this process and help ensure continuity between home and school.

The nursery provision will also provide valuable opportunities for early identification of additional needs, enabling intervention and support to be implemented at the earliest opportunity.

The Pioneer Academy places significant importance on the role of high-quality outdoor learning within the Early Years Foundation Stage and is committed to investing in an exceptional outdoor environment at Paddock Wood Primary School. We recognise that well-designed outdoor provision supports children's physical development, communication and language, personal and social development, creativity, curiosity and wellbeing. The outdoor environment will be planned as an extension of the classroom rather than a separate space, providing rich opportunities for exploration, investigation, problem-solving and collaborative play.

> “The environment is engaging, inclusive and stimulating.”
>
> Downe Primary School Ofsted (June 2026)

**Reading**

Reading will be at the heart of the school's educational offer because it provides the foundation for success across the curriculum and contributes significantly to future life chances.

The school will implement a comprehensive reading strategy designed to ensure that every child becomes a fluent, confident and enthusiastic reader. Our approach will combine high-quality phonics instruction, explicit teaching of comprehension skills and the promotion of reading for pleasure.

Systematic synthetic phonics will be introduced from the beginning of Reception and delivered consistently by trained staff. Progress will be monitored rigorously and early intervention provided for any children who require additional support.

> “Phonics teaching is consistently strong, beginning well in early years and helping pupils to blossom as confident and fluent readers by the time they finish key stage 2.”
>
> Downe Primary School Ofsted (June 2026)

As pupils progress through the school, increasing emphasis will be placed upon fluency, comprehension and critical engagement with texts. Children will encounter a wide range of literature, including classic and contemporary fiction, poetry, non-fiction and texts representing diverse cultures and perspectives.

Reading for pleasure will be actively promoted through high-quality class libraries, author visits, reading events and opportunities for independent reading. We want pupils not only to develop strong reading skills but also to see reading as a source of enjoyment, inspiration and knowledge throughout their lives.

**Writing**

The writing curriculum will develop pupils' ability to communicate confidently, accurately and creatively across a range of contexts.

Teaching will build progressively from oral language to sentence construction, composition and extended writing. The curriculum will emphasise vocabulary development, grammar, handwriting, spelling and effective communication.

> “Children develop secure foundations in reading, writing and mathematics.”
>
> Ightham Primary School Ofsted (June 2026)

Pupils will write frequently across the curriculum and will be encouraged to view writing as a purposeful means of sharing ideas, expressing views and demonstrating understanding.

High-quality texts will provide models of effective writing and inspire pupils to write for a wide range of audiences and purposes. Opportunities for discussion, debate and oral rehearsal will support children in developing ideas before committing them to writing.

Teachers will provide regular feedback and opportunities for editing and improvement, enabling pupils to develop independence and pride in their written work.

**Mathematics**

The school's mathematics curriculum will follow a mastery approach that develops deep conceptual understanding alongside fluency and problem-solving skills.

Pupils will be encouraged to think mathematically, explain their reasoning and apply learning confidently in different situations. Lessons will be carefully structured to ensure that children gain secure understanding before progressing to more complex concepts.

> “Mathematics activities develop children's understanding through practical exploration and purposeful language.”
>
> Downe Primary School Ofsted (June 2026)

Teaching will promote:

- Mathematical fluency.
- Conceptual understanding.
- Reasoning.
- Problem solving.
- Application of mathematics to real-world contexts.

Children will be encouraged to verbalise their thinking and justify their answers, helping them develop confidence and mathematical resilience.

The curriculum will ensure that pupils develop secure foundations in number while also learning to apply mathematical understanding across the wider curriculum and everyday life.

**Curriculum – Schemes of Work**

| CUSP (Curriculum with Unity Schools Partnership) | Other Schemes used |
|---|---|
| Reading and Writing<br>Spelling<br>Science<br>History<br>Geography<br>Art<br>DT<br>Music (Sing Up Curriculum) | Phonics – Little Wandle or Read Write Inc |
| | Maths – White Rose Maths |
| | PE - PE Pro |
| | RE - Locally Agreed Syllabus |
| | PSHE - School specific scheme |
| | Computing - School specific scheme |
| | MfL - School specific scheme |

**Teaching and Learning**

Outstanding teaching is the single most important factor in delivering our vision. The Pioneer Academy has established a consistent approach to teaching and learning based on evidence-informed practice and high expectations.

> "Staff teach the ambitious, engaging and skilfully crafted curriculum extremely well."
>
> Ightham Primary School Ofsted (June 2026)

Teachers will be expected to:

- Demonstrate strong subject knowledge.
- Present information clearly and accurately.
- Check pupils' understanding regularly.
- Use assessment effectively.
- Provide meaningful feedback.
- Create positive classroom climates.
- Adapt teaching to meet individual needs.

Learning will be characterised by clear routines, purposeful engagement and consistently high expectations. Teachers will use explicit instruction, modelling, guided practice and independent application to ensure pupils develop secure understanding.

Classrooms will be calm, purposeful and inclusive, enabling all pupils to focus on learning and achieve success.

By drawing upon the strengths of The Pioneer Academy, the values of Safe, Happy, Learning, and the unique heritage of Paddock Wood, we will create a school that enables every child to flourish and every family to feel part of a vibrant learning community.

**Mixed-Age Teaching and Growth School Model**

In line with the specification, the school will open with a Reception class and a mixed Year 1/Year 2 class.

The Pioneer Academy already has experience of operating mixed-age classes and understands the importance of curriculum design within this context. Curriculum progression frameworks, assessment systems and teaching approaches have already been developed specifically to support mixed-age learning environments.

This expertise has been developed through schools within the Trust that successfully operate mixed-age classes, including Downe Primary School and Halstead Community Primary School. At both schools, mixed-age teaching is an established feature of provision and has enabled pupils to achieve strong outcomes whilst benefiting from the personalised approach often associated with smaller school settings. The experience gained through these schools has allowed The Pioneer Academy to refine curriculum planning models, establish effective approaches to assessment and progression, and develop teacher expertise in delivering learning across more than one year group. As a result, the Trust has a proven understanding of how to maintain high expectations, ensure age-related curriculum coverage and provide appropriate challenge for all pupils within mixed-age classes.

> "Teachers carefully consider what pupils already know and can do. They adapt learning to ensure pupils have the foundational knowledge to learn new and more complex ideas and skills."
>
> Halstead Community Primary School Ofsted (March 2025)

The mixed Year 1/Year 2 class will be organised to ensure that pupils continue to access age-appropriate learning while benefiting from opportunities for collaboration, independence and peer support.

As the school grows, curriculum planning will ensure continuity and progression, enabling the successful transition from mixed-age provision to a full one-form entry structure. The Trust's experience at Downe Primary School and Halstead Community Primary School provides assurance that this transitional model can be implemented successfully and will support pupils in making strong academic and personal progress from the point of opening.

**Curriculum Adaptation and SEND**

The curriculum will be designed to ensure that pupils with special educational needs and disabilities can access ambitious learning and achieve strong outcomes.

Adaptive teaching will be the primary mechanism through which additional needs are supported. Teachers will identify barriers to learning and make appropriate adjustments while maintaining high expectations.

Strategies will include:

- Visual support.
- Structured language development.
- Scaffolded learning.

- Sensory accommodations.
- Precision teaching.
- Targeted intervention.

The curriculum will be adapted thoughtfully without reducing ambition, ensuring that all pupils can participate meaningfully in learning.

> "Leaders have carefully designed the curriculum considering the developmental needs of children and their individual starting points."
>
> Hollington Primary School Ofsted (September 2026)

**Curriculum within the Specialist Resource Provision**

The Specialist Resource Provision will combine access to the mainstream curriculum with specialist interventions tailored to individual needs.

Pupils will receive personalised support in areas such as:

- Communication and interaction.
- Social understanding.
- Emotional regulation.
- Speech and language development.
- Independence skills.

Where appropriate, pupils will participate in mainstream lessons and activities, supported by specialist staff. This approach reflects our commitment to inclusion and ensures that pupils benefit from both specialist expertise and mainstream opportunities.

**Assessment and Continuous Improvement**

Assessment will be used to support learning rather than simply measure performance. Teachers will use formative assessment routinely to identify misconceptions, adapt teaching and provide timely support.

Summative assessment information will be analysed carefully to evaluate curriculum effectiveness, inform intervention and support strategic decision-making.

Curriculum leaders, senior leaders and Trust specialists will work collaboratively to review standards, monitor implementation and drive continuous improvement.

As part of The Pioneer Academy, the school will benefit from robust quality assurance processes, moderation activities and curriculum reviews that ensure consistently high standards.

See Appendix 3 for our indicative curriculum hours.

## Measuring performance

The proposal should set out plans for how key metrics will be determined, assessed and communicated. This should be no more than 2,000 words.

The Pioneer Academy is committed to establishing a culture of high expectations, accountability and continuous improvement from the outset. Effective performance measurement will be central to ensuring that Paddock Wood Primary School delivers its vision and secures excellent outcomes for all pupils. The school will implement a rigorous framework of monitoring, evaluation and quality assurance that measures success across educational achievement, inclusion, personal development, operational effectiveness and community engagement.

Performance monitoring will not rely solely on statutory assessment outcomes. Instead, leaders will use a broad range of quantitative and qualitative evidence to evaluate the effectiveness of provision and to identify priorities for further improvement. This approach reflects The Pioneer Academy's belief that successful schools are characterised not only by strong attainment outcomes but also by high levels of attendance, positive behaviour, strong personal development, effective inclusion and meaningful engagement with families and the wider community.

The school will benefit from The Pioneer Academy's established performance management and quality assurance systems, ensuring that robust evaluation processes are in place from opening and evolve as the school grows.

### Educational Outcomes

At TPA, learning is at the heart of all we do and so assessment is used to shape learning. It is not excessive or onerous and predominantly forms part of the day-to-day working practices of the classroom. Teachers ensure that pupils embed concepts into their long-term memory. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. Children take part in quizzes to support the recall of facts and information. A wide range of strategies, such as questioning, talk partner discussions, using mini whiteboards and a range of other teaching strategies are also used to assess knowledge.

We also use summative assessments, including end-of-unit tests and practice papers to support the teacher's overall assessment in these subjects and plan adjustments to the curriculum and next steps.

All assessments are carefully tracked at school level to ensure all children make as much progress as they can. Support is planned at regular pupil performance review (PPR) meetings and the impact of these is closely monitored.

Assessments across all schools in The Pioneer Academy Trust are closely monitored to ensure consistency and to support the planning of deployment of additional resources where this may be needed.

Key educational performance indicators will include:

- Early Years Foundation Stage Good Level of Development outcomes.
- Progress in communication and language in Nursery and Reception.
- Year 1 Phonics Screening Check outcomes.
- Reading attainment and progress across all year groups.
- Writing attainment and progress across all year groups.
- Mathematics attainment and progress across all year groups.
- Science attainment and curriculum outcomes.
- Foundation subject outcomes and curriculum progression.
- Key Stage 2 attainment and progress measures.
- Greater depth attainment.
- Progress from individual starting points.

In addition to statutory assessments, leaders will monitor curriculum implementation through work scrutiny, lesson visits, pupil discussions and curriculum reviews. These activities will provide assurance that pupils are acquiring the intended knowledge and skills and that teaching remains aligned with the curriculum vision.

As part of The Pioneer Academy, the school will participate in trust-wide moderation and benchmarking activities. This will provide external validation of standards and enable leaders to compare performance against schools within the Trust and more widely.

**Monitoring Curriculum Effectiveness**

School leaders and Governors, supported by Regional Directors and Trust central team members, monitor whether the school is complying with TPA teaching and learning expectations and remains on track to meet challenging targets which match or exceed national expectations. This is achieved through:

- Learning Walks
- Meetings with subject leaders to support and challenge them
- Evaluation meetings such as Governing Board and Trustee meetings; senior leader meetings; monitoring schedules; stakeholder visits and teaching and learning reviews

Senior Leaders and Subject Leaders monitor the way the curriculum is taught throughout the school in the following ways:

- Book looks (Coverage/Breadth/Progression)
- Work scrutiny (Quality of work)
- Learning environment walks
- Pupil voice surveys and interviews
- Learning walks and lesson observations followed by developmental coaching

- Analysing teacher assessment across the school

The MAT league tables that will be published in 2027 will show a year-on-year improvement for schools that have been with The Pioneer Academy more than 3 years for outcomes at the end of Year 6:

| | Expected | Greater Depth |
|---|---|---|
| Trust | 69% | 14% |
| National | 63% | 9% |

(these figures are even higher when the pupils in our 11 Specialise Resource Provisions are excluded)

**Inclusion and SEND Outcomes**

Given the central importance of inclusion within the school's vision, measuring the success of SEND and inclusion provision will be a key priority.

The school will evaluate whether pupils with additional needs are making strong progress academically, socially and emotionally and whether they are participating fully in school life. Performance data will be analysed regularly to identify any gaps in attendance, attainment or participation and to ensure that support is having the intended impact.

Key inclusion measures will include:

- Progress of pupils with SEND.
- Achievement of EHCP outcomes.
- Progress of pupils within the Specialist Resource Provision.
- Attendance of pupils with SEND.

  Across our Kent schools, with 54 pupils with EHCP, their attendance average is 92.8% (persistent absenteeism 14.6%) which is favourable to National which is 87% (34% persistent absenteeism)
- Persistent absence rates for vulnerable groups.
- Participation in enrichment and extracurricular activities.
- Successful integration between SRP and mainstream provision.
- Parent satisfaction regarding SEND support.
- Reduction in identified barriers to learning.
- Successful transition outcomes.

The Specialist Resource Provision will be subject to robust monitoring and evaluation. Individual pupil progress, therapeutic outcomes, levels of inclusion and family feedback will all be reviewed regularly to ensure that provision remains highly effective and responsive to need.

The school's long-term ambition is for the SRP to become an example of excellent inclusive practice within Kent, and performance monitoring will play a critical role in driving this improvement journey.

**Attendance, Behaviour and Wellbeing**

The Pioneer Academy recognises that excellent attendance, positive behaviour and strong wellbeing are prerequisites for educational success. The school will therefore monitor these indicators carefully and implement early intervention where concerns arise.

Attendance data will be reviewed regularly to identify emerging patterns and to enable swift support for families. Particular attention will be given to disadvantaged pupils, pupils with SEND and other vulnerable groups.

Key measures will include:

- Overall attendance.
- Persistent absence.
- Attendance by pupil group.
- Punctuality.
- Behaviour incidents.
- Suspensions and exclusions.
- Pupil wellbeing indicators.
- Safeguarding concerns.
- Participation in school life.

Behaviour monitoring will focus not merely on recording incidents but on understanding causes and identifying opportunities for support and intervention. The school will promote positive behaviour through strong relationships, clear expectations and effective pastoral systems.

Pupil wellbeing will be monitored through surveys, pupil voice activities and pastoral reviews. Leaders will use this information to ensure that children feel safe, included and supported.

**Personal Development**

Personal development is a fundamental aspect of the school's vision and will therefore form a significant component of performance evaluation.

The school will seek evidence that pupils are developing confidence, resilience, leadership skills and positive attitudes towards learning. Opportunities for enrichment, community participation and leadership will be monitored carefully to ensure wide participation.

Indicators will include:

- Participation in extracurricular activities.
- Educational visit participation.

- Pioneer Passport participation (see Appendix 2)
- Pupil leadership opportunities.
- Community engagement activities.
- Personal development outcomes.
- Pupil voice feedback.
- Aspirations and attitudes towards learning.

Staff will regularly evaluate whether pupils are benefiting from a broad range of experiences that support their wider development and prepare them for life in modern Britain.

**Community Engagement and Stakeholder Feedback**

As a new school serving a growing community, the effectiveness of engagement with families and stakeholders will be critical to long-term success.

The school will implement a structured programme of feedback and consultation. Parents, carers, pupils, staff and community stakeholders will be encouraged to contribute views regarding the school's strengths and areas for development.

Key indicators will include:

- Parent satisfaction surveys. Parentview shows the following for those that would recommend our Kent schools:

| School | 2025/26 | 2024/25 |
|---|---|---|
| Ightham | 86% | No results |
| Halstead | No results | 95% |
| Shoreham | No results | No results |
| Edenbridge | 100% | 91% |

- Parental engagement rates.
- Community participation levels.
- Nursery occupancy rates.
- Reception admissions demand.
- Waiting list data.
- Staff satisfaction and retention.
- Community use of facilities.

This information will help leaders ensure that the school remains responsive to the needs and aspirations of the community it serves.

**Leadership, Governance and Continuous Improvement**

Performance information will be reviewed through a robust governance framework that promotes accountability and continuous improvement.

The Headteacher will present regular performance reports to the School Board (Local Governing Body) and The Pioneer Academy. Reports will include analysis of educational outcomes, attendance, behaviour, safeguarding, SEND provision and community engagement.

Trust leaders will provide challenge and support through a programme of school improvement reviews, monitoring visits and performance meetings. These established Trust processes will help ensure that strengths are recognised, priorities are identified promptly and improvement activity remains focused on securing the best outcomes for pupils.

The School Board will monitor progress against strategic priorities and hold leaders to account for performance. Governors will receive training and support to enable them to scrutinise information effectively and fulfil their responsibilities confidently.

**Success Measures**

By the time Paddock Wood Primary School reaches full capacity, we would expect to see evidence of success across a broad range of indicators, including:

- Strong attainment and progress outcomes across all key stages.
- Outcomes for disadvantaged pupils that compare favourably with national averages.
- High levels of attainment and progress for pupils with SEND.
- Excellent attendance and low levels of persistent absence.
- Minimal suspensions and no permanent exclusions.
- Positive pupil wellbeing and engagement.
- High parent satisfaction.
- Strong demand for school places.
- Successful operation of the Specialist Resource Provision.
- A positive reputation within the local community.
- Rapid progress towards becoming a leading inclusive primary school within Kent.

Through rigorous performance monitoring, robust governance and a culture of continuous improvement, The Pioneer Academy will ensure that Paddock Wood Primary School delivers on its vision and provides an exceptional educational experience for every child.

## Staffing

You should set out your strategy and plan for staffing the school. This should include an indicative staffing structure, using an organogram or similar diagram, which is accompanied by commentary explaining lines of accountability and how this matches the curriculum plan. This should be no more than 2,000 words.

### Staffing Structure, Accountability and Capacity

The Pioneer Academy's staffing strategy has been designed to ensure that Paddock Wood Primary School opens with the leadership, teaching and specialist capacity required to deliver a high-quality education from day one, whilst remaining financially sustainable throughout the school's growth journey. The strategy reflects the school's planned phased expansion from Nursery, Reception and a mixed Year 1/Year 2 class at opening to a fully operational one-form entry primary school with a 26-place nursery and a fourteen-place Specialist Resource Provision (SRP).

The staffing model is built around three core principles:

- First, all pupils must have access to consistently high-quality teaching and learning.
- Secondly, inclusion and safeguarding must be embedded within leadership and operational structures from opening.
- Thirdly, staffing levels must grow in line with pupil numbers to ensure long-term sustainability without compromising educational standards.

A significant strength of The Pioneer Academy's proposal is that the school will not operate in isolation. Unlike a standalone new school, Paddock Wood Primary School will open with immediate access to established educational, operational and specialist support services. This existing infrastructure significantly reduces implementation risk and allows school leaders to focus on educational excellence, staff development and pupils' outcomes.

### Staffing Strategy

During the initial phase of operation, the priority will be establishing a strong culture of high expectations, excellent teaching and inclusive practice. The founding leadership structure has therefore been designed to provide visible and accessible leadership, whilst ensuring sufficient management capacity to oversee curriculum implementation, safeguarding, attendance, behaviour and SEND provision.

The school will be led by a full-time Headteacher, supported by a Deputy Headteacher who will also fulfil the role of SENDCo during the early years of operation. This arrangement reflects the centrality of inclusion within the school's vision and ensures that SEND leadership forms an integral part of strategic decision-making from the outset.

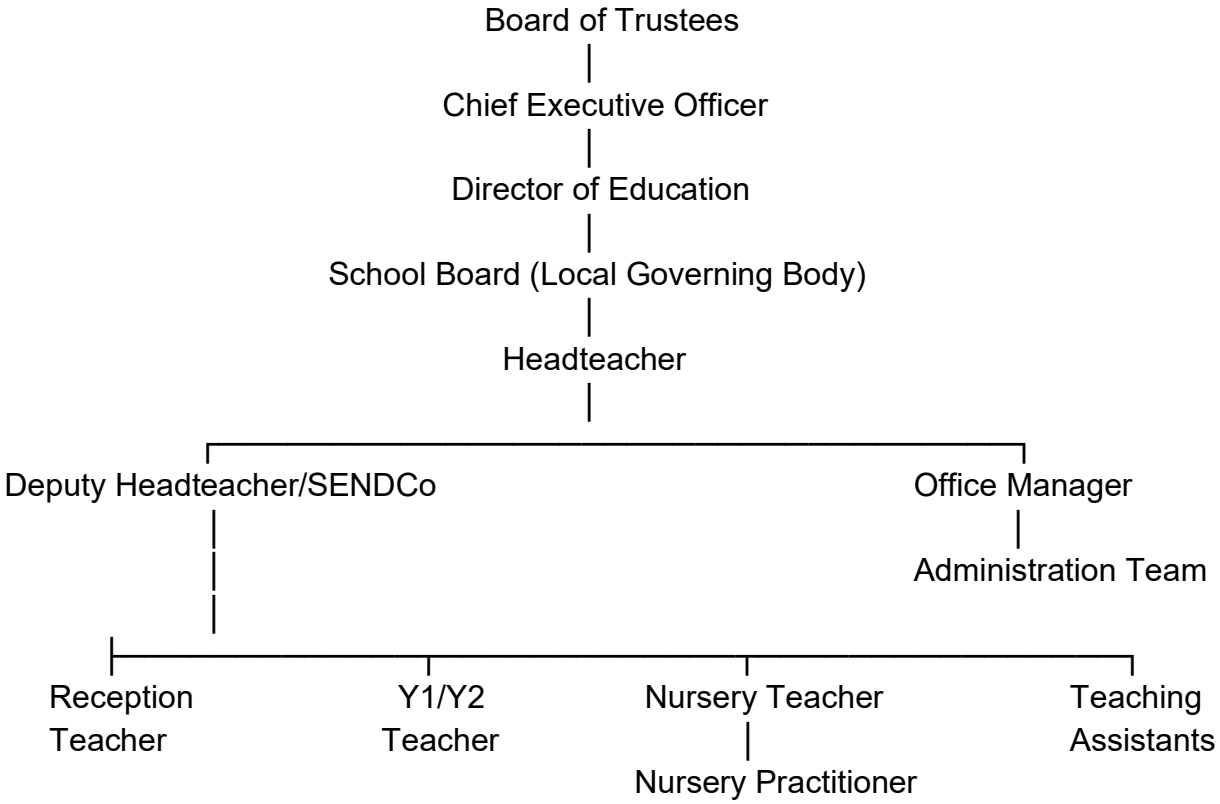
As pupil numbers increase and organisational complexity grows, leadership capacity will increase proportionately. The staffing model anticipates the appointment of a Deputy Headteacher/SENDCo, additional middle leadership responsibilities and greater specialist support capacity. This phased approach ensures leadership structures remain proportionate to the school's size while maintaining clear accountability and operational effectiveness.

The staffing strategy also reflects the school's curriculum design. Early years education, phonics, reading, communication and language development are central priorities within the curriculum, and staffing has therefore been weighted to support low pupil-to-adult ratios, early intervention and targeted support during the formative years of schooling.

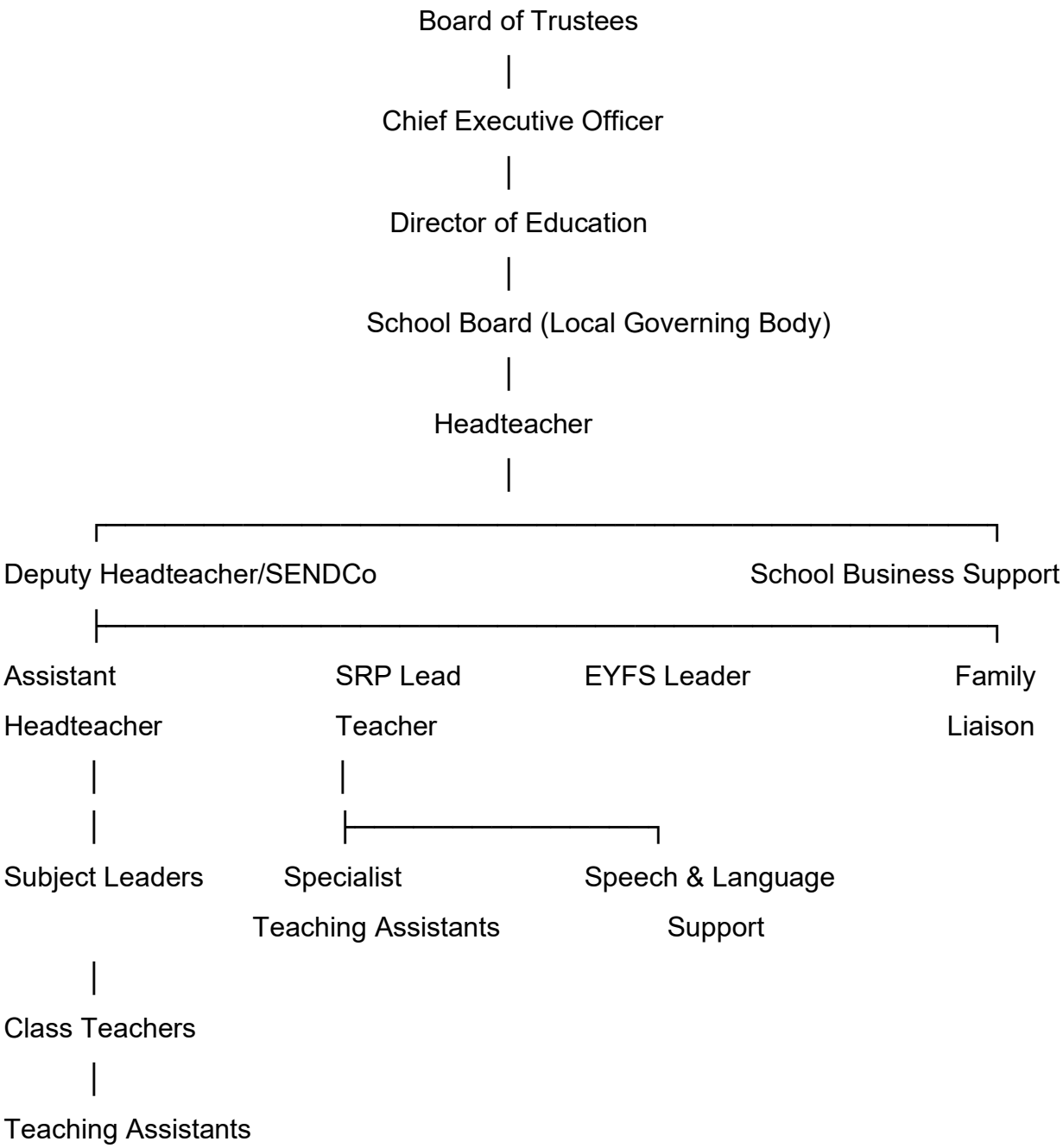
**Leadership and Accountability Structure**

The organisational structure has been designed to provide clarity of accountability at every level whilst ensuring that staff have access to support, professional challenge and development opportunities.

**Indicative Organogram: Opening Phase**



**Indicative Organogram: Mature School Structure**




**Lines of Accountability**

The Headteacher will be accountable for the overall educational performance of the school, safeguarding, staffing, operational leadership, budget management and implementation of the Trust's strategic objectives. The Headteacher will report directly to a Regional Director who reports directly to The Pioneer Academy's Director of Education and will participate in regular school review, performance management and improvement processes.

The Regional Director and Director of Education will provide both challenge and support, ensuring that educational standards remain high and that improvement priorities are addressed effectively. The Director of Education, in turn, reports through the Trust's executive leadership arrangements to the Chief Executive Officer and Board of Trustees.

The School Board will provide local accountability, challenge and support. Governors will monitor educational outcomes, safeguarding, attendance, inclusion, and stakeholder engagement. Through the Trust's Scheme of Delegation, governors will contribute local knowledge and community representation whilst benefiting from robust Trust-wide oversight.

Within the school, curriculum leaders and the SENDCo will be accountable to the Headteacher for standards within their areas of responsibility. Teaching and support staff will be line-managed through a clear performance management structure that includes annual appraisal, professional development objectives and regular supervision meetings.

These arrangements ensure accountability exists at classroom, leadership, governance and Trust level while avoiding duplication of responsibility or ambiguity in decision-making.

**Staffing to Deliver the Curriculum**

The staffing structure has been designed explicitly to support the curriculum model outlined in Section C.

At opening, the school will operate:

- A 26-place Nursery.
- A Reception class.
- A mixed Year 1/Year 2 class.

To support this provision, the school will initially employ:

| Role | FTE |
|---|---|
| Headteacher | 1.0 |
| Deputy Headteacher/SENDCo | 0.6 |
| Reception Teacher | 1.0 |
| Mixed Year 1/Year 2 Teacher | 1.0 |
| Nursery Teacher | 0.5 |
| Nursery Practitioner | 1.0 |
| Teaching Assistants | 3.0 |

This structure provides sufficient capacity to deliver the curriculum effectively while maintaining strong pupil support and intervention provision. The additional teaching assistant capacity reflects the school's commitment to early language development, phonics, inclusion and personalised learning.

The curriculum places significant emphasis on communication, language acquisition, early reading and mastery in mathematics. The staffing model therefore supports small-group intervention, targeted phonics teaching and enhanced provision within the Early Years Foundation Stage.

As the school grows, one additional teacher will be appointed as each new year group is introduced. Subject leadership responsibilities will be allocated progressively and supported by Trust-wide curriculum specialists, ensuring that curriculum quality remains high as the school expands.

**SEND and Specialist Resource Provision**

Inclusion is central to the school's vision and this is reflected explicitly within staffing arrangements.

The Deputy Headteacher will assume responsibility for SEND leadership from opening, ensuring that inclusion forms part of strategic planning and school improvement activity. As pupil numbers increase and the complexity of provision grows, SEND leadership will become a full-time senior leadership responsibility through the appointment of a Deputy Headteacher/SENDCo.

The Specialist Resource Provision will be staffed by a dedicated specialist team comprising:

- Specialist SRP Teacher (1.0 FTE).
- Specialist Teaching Assistants.
- Speech and Language Support Assistant.
- SENDCo leadership and oversight.

This team will work closely with mainstream staff to ensure that pupils can access both specialist intervention and inclusive classroom experiences. The SRP will not operate separately from the wider school; rather, it will be integrated fully within the school's inclusive model.

Additional support will be provided through access to Trust SEND specialists and external agencies, including educational psychologists, speech and language therapists and occupational therapists. This provides expertise typically unavailable within a standalone primary school and significantly enhances the school's capacity to meet a wide range of needs.

**Recruitment and Professional Development**

The Pioneer Academy has a strong track record of attracting, developing and retaining high-quality staff. Recruitment will commence during the pre-opening phase, with the appointment of the founding Headteacher being the first critical milestone.

The Trust's scale provides significant advantages in workforce planning and talent management. Staff will benefit from access to established professional development programmes, curriculum networks, instructional coaching, leadership development pathways and specialist SEND training.

A comprehensive induction programme will ensure that all staff understand the school's vision, curriculum and expectations before opening. Thereafter, professional development will be aligned to school improvement priorities and individual career aspirations.

Particular emphasis will be placed on the development of expertise in:

- Early Years education.
- Phonics and early reading.
- Adaptive teaching.
- Autism and communication needs.
- Curriculum leadership.
- Safeguarding and pupil wellbeing.

This investment in professional learning will help ensure consistently high-quality teaching and support long-term staff retention.

**Trust Capacity**

A major strength of this proposal is the breadth of support available through The Pioneer Academy's established central team.

In addition to school-based staffing, Paddock Wood Primary School will have direct access to:

- Director of Education.
- Regional Director.
- Head of SEND and inclusion specialists.
- Head of Nurture
- Head of EYFS.
- Head of Safeguarding
- Head of Education CPD
- Curriculum leaders
- Subject specialists in PE, Music.
- Finance professionals.

- Human Resources professionals.
- Estates and compliance support.
- Governance services.
- ICT and digital infrastructure support.

This existing infrastructure is already supporting schools across the Trust and will be available immediately to Paddock Wood Primary School. Consequently, the school will benefit from expertise and capacity beyond that typically available to a new primary school.

See Appendix 4 for the Trust organogram.

**Measuring Success**

The effectiveness of the staffing strategy will be evaluated through a range of educational and organisational indicators, including:

- Pupil attainment and progress.
- Quality of teaching and learning.
- Outcomes for pupils with SEND.
- Attendance and behaviour indicators.
- Staff recruitment and retention.
- Professional development participation.
- Staff wellbeing.
- Parent and pupil satisfaction.
- Number of Pupils on Roll.

Regular review of these measures through school leadership, governance and Trust quality assurance processes will ensure that staffing continues to support the school's strategic objectives.

## Section D: Capacity and capability

### Structures and personnel

In this section, you need to demonstrate that your organisation or group has the capability, capacity and expertise to set up and run the school being proposed, including in relation to finance and the provision of education, or that you have a plan to recruit people with the necessary capability, capacity and expertise.

Where your organisation or group has people with the relevant experience in place already, you should set out their role below and their anticipated time commitments to the proposed school during pre-opening. You should also set out your plans to fill any gaps that you have identified. In the supporting information section, you will need to include the roles, names, CVs and hometown/city of people who will provide the following expertise (this information on individual personnel will not be published):

- Leadership;
- Project management;
- Marketing;
- Human resources;
- Safeguarding;
- Health and safety.

In addition, you should set out details of the proposed governance arrangements for the new school, including a scheme of delegation.

**Organisational Structure and Capacity**

The Pioneer Academy (TPA) has the educational, operational and governance capacity required to establish and sustain a successful new primary school. As a primary-focused multi-academy trust serving more than 7,000 pupils across 23 schools, the Trust has extensive experience of school improvement, educational leadership, inclusion, financial management and organisational growth. This scale provides a strong foundation for the successful delivery of Paddock Wood Primary School and significantly reduces many of the risks typically associated with opening a new school.

The Trust's approach is based upon a clear separation between strategic governance, educational leadership and operational delivery, whilst ensuring strong accountability and collaboration between all levels of the organisation. The proposed structure will provide the school with the autonomy necessary to respond to local need whilst benefiting from the expertise, resources and challenge available through a mature and established Trust.

## Governance Structure

Ultimate accountability for the school will rest with The Pioneer Academy Board of Trustees. The Board will be responsible for ensuring educational standards, financial sustainability, safeguarding compliance and strategic oversight. Trustees will hold the executive leadership team to account through a well-established scheme of delegation and performance reporting framework.

A School Board (Local Governing Body) will be established to provide local challenge, support and community representation. Governors will monitor school performance, safeguarding, SEND provision, attendance, stakeholder engagement and delivery of the school's strategic objectives. The School Board will also ensure that the school remains responsive to the needs of the developing Paddock Wood community.

The governance structure has been designed to balance local accountability with Trust-wide assurance. This enables the school to benefit from local knowledge and stakeholder engagement whilst drawing on the experience and expertise of a larger organisation.

## Executive and Trust Leadership

The school will benefit from direct support from The Pioneer Academy's executive leadership team and central services. This existing infrastructure provides immediate capacity that would not typically be available within a new standalone school.

The Director of Education will provide strategic oversight and challenge to the Headteacher through regular performance reviews, school improvement activities and leadership support. The Director of Education will be accountable to the Chief Executive Officer and Trustees for ensuring that educational standards are maintained and that the school delivers its vision.

The Trust's School Improvement Team will support curriculum implementation, teaching quality, assessment, leadership development and standards. Subject specialists and curriculum leaders will work directly with school staff to ensure that the curriculum is implemented consistently and effectively from opening.

The Trust's Head of SEND and inclusion specialists will support the development of the Specialist Resource Provision, provide expertise on inclusion and ensure that provision reflects best practice across the Trust.

The school will also benefit from specialist support in:

- Finance and budgeting.
- Human resources.
- Estates management.
- Health and safety.
- Safeguarding.
- Governance.
- Information technology.
- Data protection.

- Procurement.
- Communications and marketing.

This established infrastructure provides confidence that all aspects of school operation can be managed effectively from opening and throughout the growth phase.

**School Leadership Structure**

A strong leadership structure is essential to the successful establishment of a new school. From opening, Paddock Wood Primary School will be led by a full-time Headteacher who will be accountable for educational outcomes, strategic leadership, safeguarding, staffing and day-to-day operations.

The Headteacher will be supported by an Deputy Headteacher who will also undertake the role of Special Educational Needs Coordinator (SENDCo). This arrangement reflects the importance of inclusion within the school's vision and ensures that SEND provision forms an integral part of strategic decision-making from the outset.

As the school grows, leadership capacity will increase in line with pupil numbers and organisational complexity. The proposed mature leadership structure will comprise:

- Headteacher.
- Deputy Headteacher and SENDCo.
- Assistant Headteacher.
- Subject and curriculum leadership responsibilities.
- Specialist Resource Provision Lead.
- Family Liaison Officer.

This structure ensures sufficient capacity to drive educational standards, maintain effective safeguarding arrangements and support the development of staff.

**Staffing and Curriculum Delivery**

The staffing structure has been designed specifically to deliver the curriculum model outlined within Section C. Staffing levels will be aligned closely with pupil growth, ensuring that educational quality remains strong whilst maintaining financial sustainability.

The school will open with:

- A Nursery provision.
- A Reception class.
- A mixed Year 1/Year 2 class.

Teaching staff will therefore comprise dedicated Early Years and Key Stage 1 practitioners capable of delivering high-quality phonics, early language development and the broad curriculum required by the specification.

Teaching assistants will provide additional support for pupils requiring intervention, adaptive provision and pastoral support. Staffing ratios have been designed to support early language acquisition, early reading, inclusion and the successful operation of mixed-age provision.

As additional year groups are introduced, staffing will expand incrementally to ensure that all pupils continue to benefit from high-quality teaching and sufficient support.

**Specialist Resource Provision**

The Specialist Resource Provision will be a key feature of the school's inclusive offer and will be supported through a dedicated staffing structure.

The provision will be staffed by:

- Specialist SRP Teacher.
- Specialist Teaching Assistants.
- Speech and Language Support Assistant.
- SENDCo leadership and oversight.

The provision will have access to wider specialist services including educational psychology, speech and language therapy, occupational therapy and Trust SEND advisers.

The Pioneer Academy's extensive experience of operating specialist provisions provides assurance that the SRP can be implemented successfully and become an integral part of the school's inclusive culture.

**Recruitment, Development and Retention**

The Trust has a strong track record of attracting, developing and retaining high-quality staff. Recruitment will begin during the pre-opening phase, with particular emphasis on appointing an exceptional founding Headteacher whose values align closely with the school's vision.

Staff will benefit from comprehensive professional development through The Pioneer Academy. This will include instructional coaching, curriculum training, leadership development, SEND training and access to Trust-wide professional networks.

Career progression opportunities across a family of 23 schools provide an important advantage in attracting and retaining talented staff. This supports succession planning and helps ensure leadership continuity as the school develops.

**Performance Management and Accountability**

A robust performance management framework will be implemented from opening.

The Headteacher will be held accountable by the Director of Education and Trustees for educational outcomes, safeguarding, financial performance and strategic development. Middle leaders will be accountable for curriculum standards and improvement priorities within their areas of responsibility, whilst teaching and support staff will be accountable through regular appraisal and professional development processes.

School performance will be monitored through:

- Pupil achievement and progress.
- Quality of teaching.
- Attendance.
- Behaviour.
- SEND outcomes.
- Safeguarding.
- Financial performance.
- Staff development and retention.
- Parent and pupil satisfaction.

This framework will ensure that accountability is clear at every level of the organisation and that leaders are supported and challenged appropriately.

**Capacity to Deliver**

A key strength of this proposal is that the structures described above already exist within The Pioneer Academy. The Trust is not proposing to create new systems or functions specifically for this project. Instead, Paddock Wood Primary School will immediately benefit from proven governance arrangements, experienced educational leadership, specialist support services and robust operational systems that are already delivering success across the Trust.

This combination of strong governance, experienced personnel, extensive central support and clear accountability arrangements provides confidence that The Pioneer Academy has the capacity, capability and resilience required to establish Paddock Wood Primary School successfully and support it throughout its growth journey.

See Appendix 5 Trust Capacity and Capability

See Appendix 6 Pre-Opening Project Plan

Our Scheme of Delegation and governance framework can be viewed here

## Educational track record

In the ‘supporting information’ section, you should set out a table with the latest Ofsted inspection outcomes and publicly available headline accountability measures, including on attendance and for disadvantaged pupils, for any schools that you already run. Accompanying this should be a brief explanation for any schools that are not performing well, along with your plan to improve these schools. This supporting information will not be published.

### Proven Capacity to Deliver High-Quality Education

The Pioneer Academy has an established track record of delivering high-quality primary education, improving schools and securing strong outcomes for pupils across a diverse range of communities. The Trust operates 23 primary schools across London and the South East and educates approximately 7,000 pupils, making it one of the region's largest primary specialist multi-academy trusts.

The Trust's portfolio includes schools serving communities with varying levels of disadvantage, rural and urban schools, infant, junior and primary schools, and schools with a wide range of pupil needs. This breadth of experience provides a strong foundation for establishing and growing a new primary school while maintaining high educational standards.

The Trust's educational strategy is founded upon high expectations, evidence-informed teaching, strong leadership, effective governance and a commitment to inclusion. These principles are embedded consistently across all Trust schools and provide a proven framework for improving outcomes and securing sustainable school improvement.

### Ofsted Performance

The Pioneer Academy has a strong record of securing positive inspection outcomes across its family of schools. Ofsted records show that the majority of inspected schools within the Trust are judged Good or Outstanding, including a number of schools that have maintained or improved standards over time. Schools such as Burnt Oak Junior School and Stewart Fleming Primary School have achieved Outstanding judgements, while schools including Broadmead Primary School, Edenbridge Primary School, South Norwood Primary, Churchwood Primary School, Belvedere Infant School and The Crescent Primary School have secured Good judgements. Under the new Ofsted framework, all schools have achieved a minimum of Expected Standard with Ightham Primary School and Downe Primary School achieving Strong Standard in all areas,

The Trust has also demonstrated its ability to support schools through periods of improvement and change. Several schools have joined The Pioneer Academy from challenging circumstances and have subsequently benefited from Trust-led school improvement support, leadership development and curriculum enhancement.

This experience is particularly relevant to the establishment of Paddock Wood Primary School, as it demonstrates the Trust's ability to implement consistent educational standards, build leadership capacity and create strong schools from varying starting points.

**School Improvement Capacity**

One of the Trust's key strengths is its established school improvement model. Educational standards are supported through a comprehensive framework that combines challenge, support and accountability.

School leaders are supported by:

- The Director of Education.
- Regional Directors.
- Curriculum and subject specialists.
- Assessment and standards leaders.
- SEND specialists (see Appendix 7 SEND Excellence and Specialist Provision)
- Early Years experts.

These professionals work directly with schools to improve teaching, strengthen leadership, monitor standards and develop curriculum provision.

The Trust operates a structured programme of school reviews, learning walks, curriculum monitoring, data analysis and leadership development. Schools benefit from peer review, collaborative practice and access to expertise from across the Trust.

Paddock Wood Primary School will benefit immediately from these established systems, ensuring that robust quality assurance arrangements are in place from opening and providing assurance that standards will be monitored and supported effectively.

**Curriculum and Teaching Expertise**

The Pioneer Academy has invested significantly in the development of high-quality curriculum frameworks that are used across its schools. These frameworks are underpinned by evidence-informed practice and provide clear progression in knowledge, vocabulary and skills across all subjects.

The Trust has particular strengths in:

- Early reading and phonics.
- Curriculum design and sequencing.
- Early Years provision.
- Assessment.
- Inclusion.
- Professional development.

The curriculum proposed for Paddock Wood Primary School has been informed by this existing expertise and builds upon approaches that have already demonstrated success within Trust schools.

The Trust also has experience of operating mixed-age classes within a number of schools. This is particularly relevant given the requirement for a mixed Year 1/Year 2 class during the school's opening phase. Existing curriculum resources, assessment systems and pedagogical approaches can be utilised immediately, reducing implementation risk and ensuring continuity of educational quality.

**SEND and Inclusion Track Record**

The Pioneer Academy has a strong reputation for inclusive education and supporting pupils with Special Educational Needs and Disabilities.

The Trust operates 11 specialist provisions and resource bases and has developed significant expertise in supporting pupils with Autism Spectrum Disorder, Speech and Language needs and a range of learning difficulties. This experience includes leadership of specialist provision, partnership working with external agencies and delivery of inclusive mainstream practice.

The Trust's approach is characterised by:

- High expectations for pupils with SEND.
- Early identification of need.
- Strong multi-agency working.
- Specialist staff development.
- Inclusive curriculum design.
- Effective partnership with families.

This track record is directly relevant to the operation of the proposed Specialist Resource Provision at Paddock Wood Primary School and provides confidence that the provision can be established successfully from opening.

**Leadership Development and Workforce Capacity**

A further strength of The Pioneer Academy is its ability to recruit, develop and retain high-quality leaders and teachers.

The Trust operates structured professional development programmes for teachers, middle leaders, senior leaders and aspiring leaders. Staff benefit from instructional coaching, curriculum networks, leadership programmes and school-to-school collaboration.

This investment in workforce development has enabled the Trust to establish a sustainable leadership pipeline and maintain strong leadership capacity across its schools.

The appointment of a founding Headteacher for Paddock Wood Primary School will be supported by this infrastructure and by access to experienced leaders from across the Trust. This provides assurance that the school will have the leadership capacity necessary to establish strong foundations and secure long-term success.

**Capacity to Establish and Grow New Provision**

The Pioneer Academy's combination of educational expertise, operational infrastructure and financial resilience places it in a strong position to establish a new school successfully.

Unlike a standalone provider, the Trust already possesses:

- Established governance arrangements, evidenced through a strong outcome in the recent external governance review.
- Experienced educational leadership, evidenced through the Ofsted judgements received at each school.
- Curriculum and assessment expertise, evidenced through continual improvement in outcomes.
- SEND specialists, evidenced through DfE ratification of Specialist Resource Provisions.
- Finance and HR functions, through strong reserves as well as staff retention and recruitment.
- Estates and compliance services, evidences through prudent use of School Condition Allocation Grant.
- Information technology infrastructure, through our partnership with educational specialist IT support.

These services are already operational and supporting schools within the Trust. Consequently, Paddock Wood Primary School will benefit from mature systems and proven processes from the outset rather than needing to develop them independently.

The Trust's scale also provides resilience during the school's growth phase, enabling central support, leadership capacity and financial oversight to be deployed as required.

**Relevance to Paddock Wood Primary School**

The Pioneer Academy's educational track record demonstrates its ability to establish and sustain high-performing, inclusive primary schools. The Trust's experience of school improvement, curriculum leadership, SEND provision, workforce development and organisational growth aligns strongly with the requirements of the Paddock Wood specification.

The combination of strong educational outcomes, extensive inclusion expertise, proven leadership capacity and established Trust infrastructure provides confidence that Paddock Wood Primary School will open successfully, develop rapidly and become a high-performing school at the heart of its community.

The Trust therefore offers Kent County Council a proposer with a well-established record of delivering educational excellence and the organisational capacity necessary to translate the vision for Paddock Wood Primary School into a successful and sustainable reality.

## Section E: Finance

Different types of school and proposer groups or organisations will have different financial arrangements. Nonetheless, it is important that all new schools should be financially viable. You should set out a financial summary that explains how it will be ensured that the school will be financially viable once it opens, and the plan to achieve good value for money and ensure that financial decision-making is prudent. This should be no more than 1,500 words.

### Financial Overview

The Pioneer Academy (TPA) has developed a prudent and sustainable financial model for Paddock Wood Primary School that reflects anticipated pupil growth, the phased opening model set out within the specification and the establishment of the Specialist Resource Provision. The financial plan has been constructed using conservative assumptions and demonstrates that the school will move from an anticipated start-up deficit position to a sustainable operating surplus as pupil numbers mature.

As an established primary-focused multi-academy trust, TPA has the financial resilience, operational infrastructure and governance arrangements necessary to support the school throughout its development. The Trust has established financial systems, procurement arrangements and central support services that provide economies of scale and significantly reduce financial risk.

The financial strategy has been developed around four key principles:

- Delivering high-quality education from the point of opening.
- Ensuring long-term financial sustainability.
- Investing appropriately in staffing, inclusion and leadership.
- Achieving value for money through effective stewardship of public funds.

The Trust's financial model is aligned directly with the proposed curriculum, staffing structure and growth trajectory described elsewhere in this application.

### Assumptions Underpinning the Financial Model

The financial plan has been developed using the growth assumptions contained within the Kent County Council specification and associated demographic forecasts. The model assumes a phased increase in pupil numbers from opening until the school reaches its planned capacity.

### Planned Mainstream Roll Growth

| Academic Year | Mainstream Roll |
|---|---|
| 2028/29 | 60 |
| 2029/30 | 90 |
| 2030/31 | 120 |
| 2031/32 | 150 |
| 2032/33 | 180 |
| 2033/34 | 195 |
| 2034/35 | 210 |

The model also assumes operation of:

- A 26-place nursery from opening.
- A 14-place Specialist Resource Provision.
- Growth funding made available through established local authority arrangements.
- Start-up funding available for new schools.
- Trust support during the growth phase.

Staffing assumptions have been aligned directly with pupil numbers and curriculum requirements to ensure that educational quality remains high while expenditure remains proportionate and sustainable.

### Income Strategy

The school's income will be derived from a combination of mainstream pupil-led funding, nursery funding, SEND funding, growth funding and other supplementary income streams.

The future financial position of the school does not rely upon optimistic assumptions regarding funding rates or accelerated pupil growth. Instead, the model is based on prudent projections and reflects the typical trajectory of a growing primary school.

**Forecast Income**

| Income Source | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| Mainstream Funding | £435,000 | £652,500 | £870,000 | £1,087,500 | £1,305,000 |
| Nursery Income | £40,000 | £50,000 | £55,000 | £60,000 | £60,000 |
| Growth Funding | £75,000 | £60,000 | £40,000 | £25,000 | £10,000 |
| SRP Place Funding | £0 | £0 | £105,000 | £150,000 | £210,000 |
| SEND Top-Up Income | £0 | £0 | £45,000 | £70,000 | £105,000 |
| Other Income | £10,000 | £15,000 | £20,000 | £20,000 | £25,000 |
| **Total Forecast Income** | **£560,000** | **£777,500** | **£1,135,000** | **£1,412,500** | **£1,715,000** |

The income profile reflects the increasing roll, expansion of staffing and progressive establishment of specialist provision.

**Staffing Expenditure**

Staffing represents the most significant investment within the budget and reflects the Trust's belief that high-quality teaching and leadership are the primary drivers of educational success.

The staffing structure has been designed specifically to deliver the curriculum and inclusion model described within Section C and includes:

- A founding Headteacher.
- Deputy Headteacher/SENDCo.
- Early Years staffing.
- Teaching staff for mainstream classes.
- Specialist support staff.
- SRP staffing.
- Administrative and site support.

As the school grows, staffing will increase incrementally in line with pupil numbers and funding.

### Forecast Staffing Costs

| Academic Year | Staffing Cost |
|---|---|
| 2028/29 | £460,000 |
| 2029/30 | £595,000 |
| 2030/31 | £844,000 |
| 2031/32 | £1,048,000 |
| 2032/33 | £1,258,000 |

The staffing profile ensures that class sizes remain appropriate, leadership capacity is sufficient and SEND provision is adequately resourced.

### Non-Pay Expenditure

Non-pay costs have been developed using prudent assumptions relating to utilities, learning resources, ICT, premises costs and central services.

The Trust's scale enables the school to benefit from established procurement arrangements and economies of scale, securing value for money without compromising quality.

### Forecast Non-Pay Expenditure

| Academic Year | Non-Pay Cost |
|---|---|
| 2028/29 | £185,000 |
| 2029/30 | £225,000 |
| 2030/31 | £273,000 |
| 2031/32 | £335,000 |
| 2032/33 | £393,000 |

These costs include:

- Learning resources.
- ICT infrastructure.
- Insurance.
- Utilities.
- Premises maintenance.
- Educational visits and enrichment.
- Trust central services.

- Professional services.

### Financial Sustainability

Like most new schools, Paddock Wood Primary School will experience a period of planned deficit during the earliest years of operation while pupil numbers build towards capacity.

This trajectory is entirely expected and has been incorporated into the financial planning assumptions.

### Forecast In-Year Position

| Academic Year | Surplus/(Deficit) |
|---|---|
| 2028/29 | (£80,000) |
| 2029/30 | (£42,500) |
| 2030/31 | £18,000 |
| 2031/32 | £29,500 |
| 2032/33 | £64,000 |

The model demonstrates that the school reaches a sustainable operating surplus as pupil numbers mature and the full funding entitlement is realised.

The cumulative start-up deficit is modest and manageable within the Trust's overall financial position.

### Trust Financial Capacity

A key strength of this proposal is The Pioneer Academy's ability to support the school through its growth phase.

As an established multi-academy trust with an existing portfolio of primary schools, TPA possesses the financial capacity to:

- Provide working capital support during the early years.
- Underwrite start-up deficits.
- Deploy specialist central resources.
- Support recruitment and leadership development.
- Absorb unforeseen short-term financial pressures.

The school will not be dependent upon short-term borrowing or unrealistic growth assumptions to remain viable.

In addition to financial capacity, the Trust's central teams provide significant value through established systems covering finance, procurement, human resources, estates management,

governance and information technology. These services are already operational and therefore do not need to be created specifically for this project.

### Financial Governance and Accountability

Strong financial governance will ensure that public funds are used efficiently and effectively.

The Trust Board retains overall accountability for financial management and compliance. Financial performance will be monitored through:

- Monthly management accounts.
- Budget monitoring meetings.
- Termly financial reviews.
- Internal scrutiny and audit.
- External audit arrangements.

The Headteacher will be accountable for day-to-day budget management and resource deployment. Support will be provided through a central Trust finance team.

Financial decisions will be aligned closely with educational priorities and evaluated against their impact on pupil outcomes.

### Risk Management

The Trust has undertaken a detailed assessment of the principal financial risks associated with opening the school.

The Trust's scale and maturity significantly reduce exposure to these risks compared with a standalone proposer.

See Appendix 8 Risk Register.

### Value for Money

The Pioneer Academy is committed to ensuring that resources are directed primarily towards improving outcomes for children.

Value for money will be achieved through:

- Shared Trust services.
- Central procurement arrangements.
- Efficient workforce planning.
- Trust-wide curriculum resources.
- Shared professional development.
- Strong financial monitoring and challenge.

The Trust's existing infrastructure means that Paddock Wood Primary School will immediately benefit from established systems and expertise that would otherwise require significant additional expenditure.

**Conclusion**

The financial plan demonstrates that Paddock Wood Primary School is both affordable and sustainable. The model aligns directly with the educational vision, curriculum structure, staffing plan and inclusion strategy set out elsewhere within this application.

The school benefits from realistic growth assumptions, prudent financial planning and the considerable financial resilience of The Pioneer Academy. The anticipated start-up deficits are manageable and fully supported by the Trust, while the longer-term forecasts demonstrate a sustainable surplus position as pupil numbers mature.

Taken together with the Trust's strong governance arrangements, operational infrastructure and proven track record of educational delivery, the financial model provides a high degree of confidence that Paddock Wood Primary School can be established successfully and sustained as a thriving, inclusive and high-performing school at the heart of its community.

See Appendix 9 for our more detailed Financial Model and Long-Term Sustainability Plan.

## Supporting information

Please include here any supporting information, as referenced in the main application form. This information will not be published.

[redacted]

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