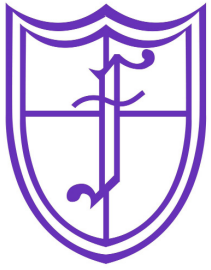




PORTICO
ACADEMY TRUST

opening doors, unlocking potential

Portico Academy Trust Strategic Plan 2025-2028



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Please note that this Strategic Plan outlines success criteria so needs to be considered in conjunction with various Trust and school documents and plans in order to understand the actions being taken:

- individual school AIPs and AEFs
- year group / phase leader plans and actions
- premises 3-year plan
- finance planning
- people strategy
- subject leaders mini-AIPs and action plans
- IT 5-year plan
- risk register

Vision & Values

Through working closely together and sharing best practice, initiatives and expertise, we want all of our children to be confident and successful lifelong learners.

As a Trust we believe it essential that all our children acquire the key skills they need to secure the fundamental building blocks in order to learn. By doing this they can develop a love of learning and become enthusiastic, independent, inquisitive, risk-taking learners.

- We want the best learning experience for every child, every day.
- We recognise that learning holds the key to every child's future.
- We meet challenges head on and find creative solutions.
- We treat members of our school community and our environment with respect.



Context

Portico was formed in 2016, growing from a town wide improvement strategy in a number of schools, thereby impacting positively on children's lives across Southend. Our Trust is a family of schools working collaboratively with each other and including schools outside the Trust. The very best education for all children is at the heart of what we do.

This Portico Strategic Development Plan 2025-2028 sets out our strategic objectives over this three-year period. Our aim is to be a family of schools with clear purpose, direction and objectives, each delivering an outstanding education. Through close collaboration we ensure environments where learning and teaching are paramount and where our children enjoy and are engaged in a rich and relevant curriculum tailored to their individual needs and circumstances.

The Trust currently comprises of five primary schools situated across Southend, each maintaining a unique identity and serving communities with differing demographics. The schools have all chosen to be part of the Trust and are fully committed to fulfilling our vision.

Our schools are supported by a strong Trust Board, which provides effective support and the challenge required to ensure we build on our successful record of providing strategic partnerships, improving the quality of experiences and outcomes for our children. We deliver efficiency through a cost-effective organisation and business model ensuring all of our children benefit from the savings created by economies of scale.

West Leigh Junior School remains an outstanding school and during 2024 Hamstel Infants, Hamstel Juniors, Porters Grange Primary and Friars Primary were all confirmed to be good schools by Ofsted.

This document (and plans which support it) sets out how we will further grow, develop, support and improve our schools, placing a clear focus on forever raising standards, empowering learners and strengthening the ethos of our Trust.



Overview

From CEO, Cheryl Woolf & Chair of Trustees, Karen Packer

Our Trust Board comprises twelve members with experience in education, finance, HR and premises. Many of these Trustees previously held posts as governors and so come with a deep understanding of governance. All are committed to working together to create a rigorous, yet friendly working atmosphere, based on respect for differing views and practices. Our Trustees work across a variety of groups, finance, premises, HR, and teaching and learning committees. The business side of the Trust is run centrally with each discipline the responsibility of a qualified director.

Our Principals, Head and senior staff meet very regularly in a Steering Group. This is the power house of our Trust, initiating ideas, working collaboratively and supporting each other. The schools thrive on this open and supportive structure.

We have five Members, most of whom have been with us from the start. Details can be found on our website.

Over the period of this plan, we intend to continue to improve the communications between all levels of leadership and governance. The well-being of our staff is of paramount importance to the Trustees and we continue to monitor work life balance. We have joined the Southend Cycle Scheme, providing leases to staff who wish to buy bicycles, staff have access to supervision, mediation and therapy, if this is required, and we offer free 'flu jabs to our workforce.

In 2023 and 2024 we had a comprehensive change within our leadership teams as retirements made way for new teams. All of our appointments, although externally advertised and subsequently interviewed resulted in internal trust promotions.

This plan establishes our vision for the future setting out clear aspirations. It allows Trustees to hold the strategic leadership of the Trust to account in the journey to our strategic ambitions.



Portico Safeguarding Statement

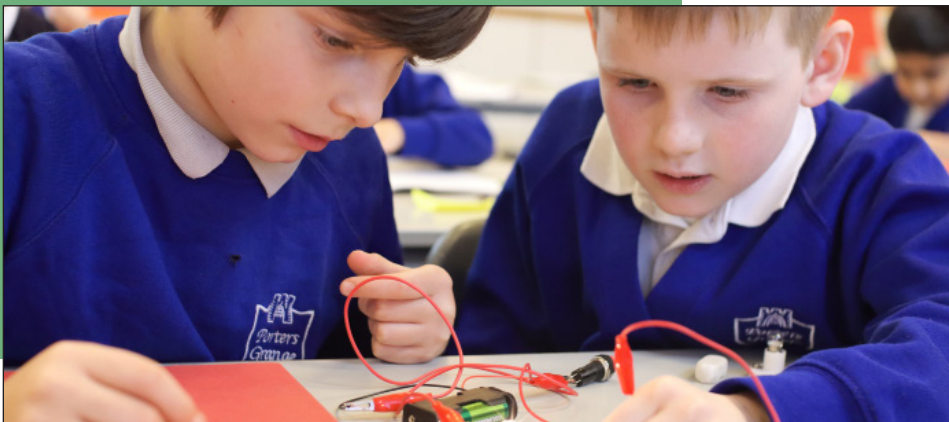
Portico Academy Trust recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and expects all staff and volunteers to share this commitment. The Trust provides a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child, and ensures that every pupil in the Trust feels secure, respected, well cared for, and able to reach their full potential. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Child protection forms part of our safeguarding responsibilities. This means that we have a Trust-wide Safeguarding Policy and procedures in place. Each Portico school has a unique Child Protection Policy. These policies can be viewed on the Portico schools' websites. All staff (including supply staff and volunteers) must ensure that they are aware and understand these procedures.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our children are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Each Portico School has a Designated Safeguarding Lead (DSL). Contact details are published on each school website. The school DSL is the person responsible for all safeguarding within that school.

The Trust has a trained Trustee with particular responsibility for all aspects of safeguarding.



Our Schools

Friars Primary School & Nursery

Friars is not just a school; Friars is a family. Everyone takes the greatest of pride in our caring and nurturing ethos and we have a successful record of serving the community of Shoeburyness. We strive to enable the best education possible and with this comes wonderful personal development opportunities for our young people. Staff are committed to giving their very best for the children and key to this is our constant focus on the curriculum and wider curriculum offers. Having the highest expectations results in happy children who make excellent progress from their various starting points. Although a high proportion of our pupils come from disadvantaged backgrounds, in no way does this disadvantage their academic achievement.

Some of the most wonderful aspects of Friars derive from our beautiful and extensive school grounds. We have a vast field, multiple playgrounds full of equipment and an environmental garden which we utilise through our outdoor learning curriculum. We have a secure understanding of the importance of play and maximise the resources we have at our disposal by being an OPAL school with the highest accreditation.

Friars is a popular, much-loved school in a fantastic setting.



Hamstel Infant School & Nursery

Hamstel Infant School and Nursery is very proud to provide an excellent introduction to early education for its young pupils. Within our extensive grounds, our school is committed to providing a nurturing and stimulating learning environment that fosters intellectual curiosity, creativity, and character growth for every child. Everybody who visits the school is overwhelmingly positive, recognising that our children make good academic progress while safely growing in confidence and independence, regardless of their individual starting points. At Hamstel Infants we recognise that education extends beyond the classroom so we provide a wealth of opportunities to develop skills further through our extensive enrichment events and our outdoor learning program which genuinely fosters exploration, creativity, resilience, confidence, social skills and a connection with nature. We pride ourselves on a strong family atmosphere and enjoy close links with the Junior School who shares our site, ensuring a smooth transition to the next stage of their education. We are committed to working closely with parents and the wider community to support every child's educational journey. In October 2024 Ofsted recognised how our inclusive ethos and challenging curriculum working alongside our 'We Care' values, reflect and support the high ambitions we have of all our children.



Hamstel Junior School

Hamstel Juniors, rated good in all areas during the March 2024 Ofsted inspection, is dedicated to fostering a positive environment where children can thrive. The school is renowned for creating a happy, confident atmosphere where children embody the Hamstel Habits of determination, courage, and excellence. They are enthusiastic about their learning and are eager to discuss their academic experiences. With high expectations set by dedicated staff, children rise to meet these challenges, demonstrating resilience and success and a fierce desire to meet their full potential. Despite the challenges of high levels of deprivation in the area, Hamstel Juniors ensures inclusivity and offers a high-quality education that supports all learners. The school serves a diverse community in the heart of the city, providing an enriching experience through a wide array of outstanding facilities. These include a large sports hall, a playing field, an outdoor gym, table tennis tables, and an orienteering course. These resources all play an essential role in enhancing the curriculum and offering children varied opportunities for physical activity. Visitors consistently praise the school for its respectful, polite children and its commitment to delivering excellence in every aspect of school life.



Porters Grange Primary School & Nursery

At Porters Grange, we pride ourselves on our warm, inclusive, and nurturing ethos. Our school is a place where every child feels safe, valued, and encouraged to achieve their full potential. We create a happy and calm environment where pupils are excited to learn, work hard, and take pride in their achievements.

Serving a wonderfully diverse community, we celebrate the rich backgrounds and experiences of our pupils. With nearly half of our students learning English as an additional language and a high number of pupils with SEND, we are committed to providing tailored support that ensures everyone thrives. Our ambitious curriculum, combined with high expectations, enables all pupils to make excellent progress from their unique starting points.

Despite being situated in an area of high deprivation, we see this as an opportunity to provide an excellent education that makes a lasting impact. The high mobility of our pupils reflects the nature of our local housing, but our dedicated team ensures that every child, whether with us for a short time or throughout their primary years, receives the very best possible foundation for their future.

Porters Grange is more than a school; it's a community where every child is empowered to succeed.



West Leigh Junior School

West Leigh Junior School is renowned for its positive ethos and nurturing family atmosphere, which is further strengthened by unwavering support from its dedicated parent community. The school has built a strong reputation, making it highly sought-after, always fully subscribed and with a healthy waiting list of eager families hoping to secure places for their children. Its recognition as an outstanding school by Ofsted highlights its excellence, and the school has proudly shared its exemplary practices with many other schools in Southend. At West Leigh children enjoy learning and are encouraged to thrive in an environment where achievement in every aspect of life is celebrated. The school takes pride in its carefully sequenced curriculum, thoughtfully designed to support every child's academic and personal development. This is delivered by skilled professionals who are dedicated to providing an outstanding educational experience, ensuring every child reaches their full potential in a supportive and stimulating setting. The school strives for excellence both in terms of academic progress and personal development. It understands it plays an essential role in preparing children for their secondary school and building well rounded individuals who take responsibility for their learning, act with integrity and show empathy towards others in line with the school's Golden Values.



Objectives

Learning & Teaching

The quality of teaching has moved from strength to strength across the Trust as is evidenced in the detailed quality of teaching records held in each of our five schools. Good and better teaching for the Trust is almost always the case and those teachers who may sometimes be less than good (often new to the Trust) receive targeted regular support. Our records show that instances of outstanding and good to outstanding teaching are on the rise.

CPD, peer observations and drop-in feedback conversations have all contributed to this. Subject leaders across the MAT have considered outstanding teaching in their own subject areas and often subsequently deliver training back in their own schools. Our focus on outstanding teaching practice will remain an area of continued focus for the future.

The wider workforce have received regular in-house CPD and are monitored in school drop-ins and learning walks. LSAs, in the same way as the teaching staff, have their own developmental targets and are supported in moving their practice further forward.

Our peer reviews have evolved over time and according to need. Principals have undertaken peer reviews of the Trust's schools, celebrating successes and using their own expertise to suggest areas for improvement. Best practice is always shared. We enlisted the support of a lead Ofsted inspector who worked with us to monitor standards and looked with fresh eyes to challenge us further. Each Principal was involved in this process, both in their own school and in another Portico school.

All our schools are rated either good or outstanding. Although one-word grades are due to be removed from September 2025 with the new Ofsted framework, Portico remains committed to ensuring all its pupils receive the highest quality teaching in order to achieve the best possible outcomes to prepare them for their future lives.



Curriculum

All of our schools are committed to ensuring their curricula enable our children to enjoy their learning and achieve well. Whilst there are similarities, each school's curriculum is unique to that setting and aims to empower children with knowledge and skills for the future.

Collaboration between our schools ensures practices are shared and that we learn from one another. A shared belief is that leaders at all levels need to drive curriculum improvement. Portico subject network sessions take place regularly across the year. These meetings have allowed subject leaders to work closely together. Outcomes have included leaders outlining expectations around outstanding practice in their subjects, improvements in planning and the organisation of projects.

Each year, teaching staff come together for a conference in February. This is an excellent opportunity for shared learning around a curriculum or teaching focus, which serves to enrich learning back in our schools. In recent times we have looked at planning and teaching vocabulary, deep diving into foundation subjects, memorable learning and retrieval practice. Most recently we looked forward to input on WalkThrus which will further support staff across the Trust in fine tuning their teaching practice.

Pupils from the five schools have many shared curriculum opportunities too. Trust sports competitions take place across the year and an Art and DT festival, which took place for the first time in 2019, has now become an annual event. Pupils meet each other in a variety of sports events, choir and dance competitions and festivals.



Standards & Assessment

Across the MAT, there has been a strong picture of progress and attainment. For the most part, schools are now at or above national averages. Work and assessments are moderated across the Trust.

Our assessment group meets on a termly basis and leaders share school data. Whilst the five schools do not all use the same assessment recording systems, there is a commonality in how schools assess and report data to trustees. Within this, information is reported regarding disadvantaged children.

In the assessment and steering groups, successes are shared and there is enthusiasm to learn from one another. Meetings also take place where staff from each school come together to moderate teacher assessment judgements. These meetings help to quality assure standards through benchmarking and enable staff to share best practice. As part of each peer review there have been rigorous conversations around pupil outcomes. Each school follows its own monitoring cycles and these are effective.

The Trust always looks towards evidence-based research before implementing new strategies. This remains a focus for each of our conferences which enthuse staff and set commonalities across the Trust.



Learning and Teaching

Objective High quality learning and teaching, which is secure in every school, across all subjects and key stages		<ul style="list-style-type: none"> • Further increase instances of outstanding practice in all schools • Ensure practice of the wider workforce is judged good or better • Embed the latest evidence-based pedagogy in every classroom
Success Criteria		Possible Evidence
1	90% of teachers in the MAT will be good, sometimes outstanding 40% of teachers in the MAT will be outstanding, sometimes good	Schools' summary of Quality of Teaching Records from classroom visits / One Drive or Whistle
2	Systems embedded within each school so that classroom practice is well managed and monitored. SLT demonstrate a clear record of improving practice for each staff member and their children's outcomes.	Performance management target setting In house data and actions from pupil progress meetings
3	'One Pagers' are central to the development and monitoring of Learning and Teaching. Impact is visibly consistent in all classrooms. (West Leigh Way, Porters Package, Friars Formula, Hamstel Highway, Hamstel Headlines)	Class visits Staff training schedules, AIP
4	Teachers become increasingly better at choosing the best delivery and implementation for their lessons and are challenged and supported through a rigorous performance management process (in particular on the UPR scale).	Short term planning and classroom visits Performance management
5	Good and outstanding teachers are given opportunities to spread their practice across their school and, as appropriate, across the MAT, raising the performance of their colleagues.	Minutes of L&T meetings
6	Regular CPD is provided for support staff and impact is reflected in lesson visits and monitoring. LSAs are increasingly better placed to tailor the planning for the groups with which they work and make a significant impact on the rate of children's learning.	Support staff CPD schedules, AIP Support staff performance management Classroom visits
7	Good and outstanding teachers / LSAs stay within the Trust or are promoted within or across the Trust.	Staffing structures

8	Each school has mechanisms for highly effective teaching across the whole curriculum and monitors and values classroom practice beyond English and maths.	In house monitoring – SLT and subject leaders
9	A carefully planned programme of CPD in each school develops its staff's pedagogy and expertise as practitioners. Areas addressed at trust level are supported and promoted – e.g. retrieval practice, subject specific vocabulary	Termly CPD schedules Classroom visits
10	A written set of Trust wide principles for disadvantaged pupils and inclusion. Greater use of local authority specialist teams impacting positively on progress for children on SEND registers.	Narrowed gap demonstrated in data
11	Whole Trust support and co-ordination for curriculum planning including delivery of foundation subjects such as music, IT, PE phonics and others.	Well planned and sequenced curriculum translating into high quality teaching



Curriculum

Objective A carefully considered, engaging, age-appropriate and broad curriculum delivered in each school	<ul style="list-style-type: none"> Continually review the relevance of the curriculum in each school – (New National Curriculum expected) Ensure all schools’ curricular remain appropriately sequenced Subject leaders are able to articulate the intent of the curriculum and demonstrate how it is organised
Success Criteria	Possible Evidence
1 The curriculum offer in each school is reported on favourably by Ofsted	Inspection reports
2 Staff have clarity around their bespoke, cohesive curriculums and respond quickly to the ever-changing needs of their pupils and demographic	Curriculum planning and subject leader folders – mini-AIPs, action plans, intent documents Views of pupils
3 All curriculum areas have a clearly mapped progression of knowledge and skills (sequencing) which help the children know and remember more. Retrieval practice is built into these plans.	Curriculum planning Book monitoring
4 Subject leaders across the Trust are supported to articulate the standards and developments in their subject.	Subject leader folders, mini-AIP, end of year subject data.
5 Regular checking of learning and teaching indicates lessons are effective, with high pupil engagement and enjoyment.	Monitoring records, SLT evaluations of L&T meetings
6 Clarity across all year groups for the intent and implementation of curriculum design linked to desired outcomes	Year group plans reflect subject leaders’ whole school planning
7 Subject leader knowledge is secure and robust to drive improvements and experiences for all children	Monitoring of subject leaders CPD records of subject leaders developing whole staff
8 Opportunities are created to share success with other schools within and beyond the MAT	Best practice modelled across the MAT

Standards and Assessment

Objective Each child achieves well and is supported to meet their potential		<ul style="list-style-type: none"> • Further improve standards in reading, writing and mathematics • Ensure groups at risk of underachieving make good or better progress • Diminish differences between groups of learners • Learning opportunities are consistent and available to all with support provided where needed
Success Criteria		Possible Evidence
1	Outcomes and progress in all subjects in each key stage are strong, given children's starting points	Statutory end of key stage data analysis ISDR Progress data for disadvantaged students against school population Inspection Reports Effective assessment systems Books and children's work Termly comparative assessment data
2	Standards are at or above national average for expected progress in reading, writing and maths; schools exceed the national floor targets (DfE), and attainment is positively comparable with benchmark schools.	
3	Across the Trust, the gap between disadvantaged and non-disadvantaged pupils narrows so the gap is below the national average.	
4	Consistent and strong assessment and feedback processes ensure teachers are planning for progress and children know how what they need to learn next.	
5	Assessment data is shared and opportunities for moderation is well timed and focused.	
6	Our SEND and inclusion teams respond effectively to the needs of our children resulting in very good progress. Greater capacity in our inclusion teams – with a dedicated space at Hamstel Infant School	
7	Pupil attendance improves year on year and numbers of persistent absenteeism are decreasing	

Leadership & Governance

Leadership is encouraged both in pupils and in staff at all levels. We foster an atmosphere of empathetic, but firm and robust leadership across the Trust. Middle leaders and senior leaders are successfully coached as well as those aspiring to leadership. These skills are developed in our pupils in their roles of responsibility within our schools.

Each school creates and maintains an AIP (Academy Improvement Plan) and AEF (Academy Evaluation Form) both of which support thorough evaluation and planning for school improvement. These plans are referenced on a regular basis both by each school's leadership team and at our executive learning and teaching meetings. Subject leaders are also included in that they maintain their own mini-AIPs, which audit their areas of responsibility and subsequently feed into well-informed action plans. They meet twice every year at our well-established Portico subject leader twilights, which have resulted in the sharing of good practice to drive up standards across the MAT. The two link Trustees for each school have detailed knowledge of the plans and can offer comments.

There are well-established cycles of monitoring in each of our schools. All levels of leadership are included in this process. Each of these processes has a clear impact on each school and across the schools.

Leadership		
Objective Leadership at all levels is highly effective embedding a self-sustaining, system-led, collaborative approach to continuous improvement to maintain a strong and dynamic Trust.		<ul style="list-style-type: none"> • Robust self-evaluation is supported by a programme of external review • School to school support is further developed so that effective practice is shared • Consider succession planning for CEO and Director of Learning
Success Criteria		Possible Evidence
1	The impact of all leaders of the organisation can be evidenced by outstanding results across all areas of the Trust, both in academic and business fields.	AIP, internal and external key stage assessments, audit reports, surveys and premises reports
2	Continued sharing of expertise to impact on standards, including schools outside Portico.	Learning and Teaching minutes
3	School staffing structures planned to meet the schools' needs and demonstrate good strategic vision in order to ensure value for money and outstanding provision for pupils.	Staffing structures in school, data related to pupil outcomes, schools budget plans, benchmarking

4	By the end of this plan, a new CEO and Director of Learning will each either be in post or at least, the posts will have been advertised.	Both posts successfully filled or induction process begun
5	Portico schools will grow in number by developing relationships with other schools and working collaboratively with them as the first step towards expansion.	A larger Trust

Governance

Objective

The established Trust governance systems effectively support and hold each school and the central team to account

- Ensure there is always a fully functioning Trust Board that represents the full range of skills
- Ensure all statutory duties are fully met

Success Criteria

Possible Evidence

1	A full complement of Trustees who meet all aspects of the skills audit. There are clear role descriptions for each Trustee linked to a key area of responsibility. Following clear induction and mentoring, Link Trustees are confident in their role.	Recruitment of Trustees is complete Trustees' skills are well-matched to roles and responsibilities
2	The Scheme of Delegation and committees' terms of reference provide clarity of responsibility and are well understood and implemented.	Minutes
3	Leadership, including governance, is judged through our own systems and by inspectors to be highly effective.	Ofsted reports – outcome for leadership and management.
4	The Trust Board identifies possible risk and acts swiftly to avert risk.	Audit and risk register, minutes of meetings
5	Safeguarding, health and safety, legal and financial responsibilities continue to be met.	Minutes
6	The Trust Board rigorously holds CEO and executive team to account.	Minutes
7	Continuation of modernising our communication systems for swift, accurate and precise communications.	Annual evaluation led by the chair

People - Recruitment, Retention & Well-being

Portico respects the skills and experience of its staff, and strives to recruit excellent teachers and support staff to make the difference to our children, in line with Safer Recruitment guidance. The schools are mindful in using a number of strategies to reduce turnover and to encourage teachers to stay by increased signposting of promotional vacancies or opportunities to work across the Trust. Our schools are training ITT students and therefore 'growing our own' for the Trust.

The Trust always considers and encourages a healthy work-life balance of all staff. Each school holds the Enhanced Healthy Schools accreditation and has a mental health lead. The Trust offers supervision from a fully qualified counsellor and supervisor, 24/7 access to support helpline, leases bicycles to staff through the National Cycle Scheme, occupational health services and offers free 'flu jabs. The Trust also undertakes an annual staff survey to gain feedback and a proportion of this survey is always focused around staff well-being in the workplace. We are reviewing our staff benefits and there is a strong focus on staff well-being.

Recruitment, Retention and Well Being		
Objective Portico Trust remains fully staffed with a high quality, effective workforce Staff well-being is highly supported		<ul style="list-style-type: none"> Promote the Trust through a range of media platforms Further share the expertise and opportunities within the Trust Staff Attendance across all schools within the Trust is regular and stable
Success Criteria		Possible Evidence
1	No unfilled vacancies in any Trust school. Appointments reflect the diversity in our society.	High quality staff with a range of experience and appropriate skills in place
2	Future leaders identified and promoted within the Trust through succession planning.	A range of CPD opportunities is in place to develop staff. Discussed during appraisal and at Steering Group meetings.
3	Staff attendance remains high and staff sickness managed appropriately across the Trust to minimise impact.	Staff attendance figures Prompt action in line with our Managing Sickness Policy
4	Staff mental health is strong and well-supported within Trust schools.	Trust mental health strategies in place in each school Each school has a mental health policy
5	A carefully considered staff well-being charter is in place	Staff well-being initiatives in place and being accessed by workforce.

Premises

All five school sites and our Portico offices are maintained to a high standard of care and safety. We adhere to all statutory regulations such as legionella and fire checks. We apply for CIF bids and other funding to renew, refurbish or replace buildings as necessary.

Premises, Facilities and Sustainability		
Objective All premises and facilities are maintained to a high standard and are inviting and welcoming spaces conducive to the very best learning		<ul style="list-style-type: none"> • Ensure all buildings remain fit for purpose, safe, welcoming and well maintained • Check IT infrastructures are fit for purpose, secure and accessible • Maintain a full complement of site team members • Increased tree planting
Success Criteria		Possible Evidence
1	All health and safety and related reports show effective management of our estate.	Annual external health and safety inspection reports and audits Reports from internal reviews, minutes from committees
2	Implementation of all policies is monitored regularly at each school to ensure compliance.	Report from external reviews and minutes from trustees and H&S team Annual External Audits
3	All sites are safe and meet the various needs of the children.	Monitoring reports
4	A rolling programme of new works is maintained and larger projects are undertaken as funding allows	Director of Estate's 3 and 5 year plans
5	Schools have both hardware and software in order to deliver the curriculum effectively. Staff have appropriate access to the IT they require to fulfil their roles and GDPR and cyber security are tightly monitored.	Monitoring of IT curriculum Policy, reports and 3 year plan created by our IT manager Training records and CPD evidence

6	A focus on recycling refuse and the successful introduction of renewable energy and smart technological solutions leading to environmental sustainability where appropriate. Environmental sustainability is embedded into procurement.	Minutes of premises meetings Reports from Director of Estates
7	Advantage taken of increased opportunities to reduce fuel usage and emissions.	Finance reports
8	Introduction of a sustainability charter.	Charter in place and making a positive impact
9	Incorporation of the natural environment and sustainability into our curricula and CPD further linking our work with Forest Schools, Coastal Schools and outdoor learning in all of our schools linking site staff into our plans.	CPD and planning documentation



Business & Finance

The Trust has an established structure of staff and services to support all of its schools. The central and schools' teams of finance staff work closely with external partners and advisors to maintain developed services and to support schools. Systems, processes and procedures are established and embedded with policies setting out clear direction.

The Trust has always made a concerted effort to find savings through collaborative procurement and value for money through economies of scale and will continue to do so. The Trust has been successful in securing several revenue grants to date and capital bids and continues to benefit from the Condition Improvement Fund. Our Director of Finance and our Director of Estates work in close tandem to maximise funding streams for capital projects. Our business staff are dynamic and enterprising in their approach to managing funds and generating income.

Running our finances centrally allows us to react to staffing needs as appropriate rather than schools waiting for a new budget cycle.

Financial plans for the Trust include maintaining a stable reserve of at least eight weeks' salary cost without depending upon additional grant funding. Our Trust is in a strong financial position, a view supported by our external auditors.

Future growth could increase capacity and improve economies of scale. We are working hard to find new collaborative partners and are ambitious for growth.

Business and Financial Plan

Objective

Ensure future financial sustainability, efficiency and growth and efficient management of infrastructure.

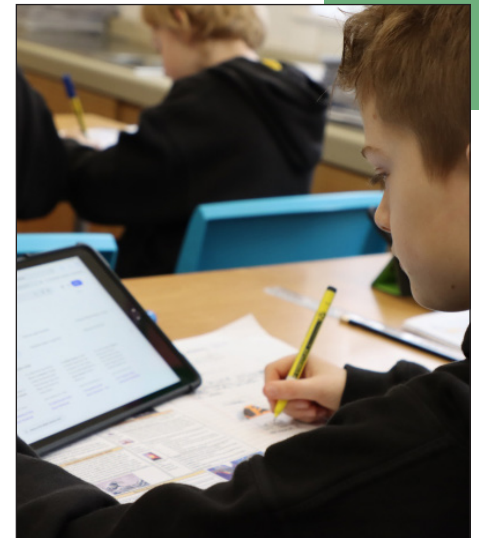
- Deliver high quality services and support to school
- Maintain a strong and robust financial plan
- Ensure measured and systematic growth

Success Criteria

Possible Evidence

1	The corporate services functions and staffing structure are clearly developed to manage school improvement, finance and human resources efficiently and effectively.	Clear definition of duties, which enables efficient separation of duties.
2	Schools express high levels of satisfaction with Finance and Business Support Services and centralised budget.	Action points at Exec and finance meetings are addressed promptly and requests are dealt with efficiently to ensure satisfaction within schools.

3	Financial forecasts demonstrate stability and sustainability for all schools and across the Trust. Portico is self-sufficient and not dependent on external funding. Financial planning facilitates effective decision making.	Monthly management accounts allow Portico to be proactive against any financial problems schools may be facing. Annual external audit reports also clarify the external opinion of the Trust's financial health.
4	The Trust is able to effectively manage growing and maintaining strong pupil numbers in the majority of academies to secure stable long-term funding	Application growth year on year from admissions, as well as the number of enquiries and waiting lists that may be achieved by our schools each year.
5	Other schools join our Trust, through expansion, collaboration, merger or amalgamation	Portico expands
6	IT infrastructure and IT strategy plans fully implemented	IT infrastructure and strategy plans
7	Individual schools are maximising use of parent association funds, lettings increases, reviews of school charges, bids and funding streams	Increase in self-generated income.



Abbreviations used within this plan

IT - information technology

AIP - academy improvement plan

AEF - academy evaluation form

HR - human resources

SEND - special educational needs & disability

CPD - continuing professional development

LSA - learning support assistant

DT - design & technology

MAT - multi academy trust

PE - physical education

SLT - senior leadership team

L&T - learning & teaching

CEO - chief executive officer

ITT - initial teacher training

H&S - health & safety

GDPR - general data protection regulation

