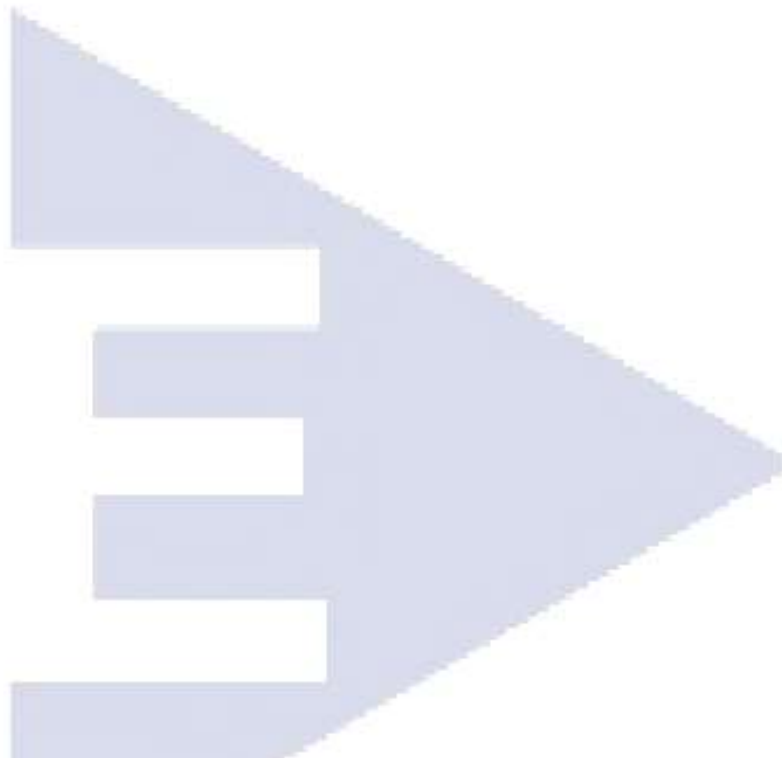


**Eastern Multi-Academy Trust**  
Empower - Motivate - Aspire - Transform



# EASTGATE ACADEMY

Strategic Achievement Plan



PRINCIPAL'S NAME Linda Hothersall

VERSION 1

## Strategic Plan Introduction

### Context of the academy

	NUMBER	%
Number on Roll	280	
Boys	133	47.5
Girls	148	52.5
SEND	60	21.4
Disadvantaged	118	42.1
EAL	117	41.8

### Targets

	% GLD	Expected Progress	Above Exp Progress
EYFS	75	75	6

	% Achieving Expected
Y1 PHONICS	80
Y2 PHONICS	40

	% EXPECTED+	% GREATER DEPTH
Y2 READING	80	20
Y2 WRITING	75	20
Y2 MATHS	80	20
Y2 R/W/M	70	20

	% EXPECTED+	% GREATER DEPTH	PROGRESS
Y6 READING	80	27	
Y6 WRITING	75	25	
Y6 MATHS	75	30	
Y6 R/W/M	70	25	

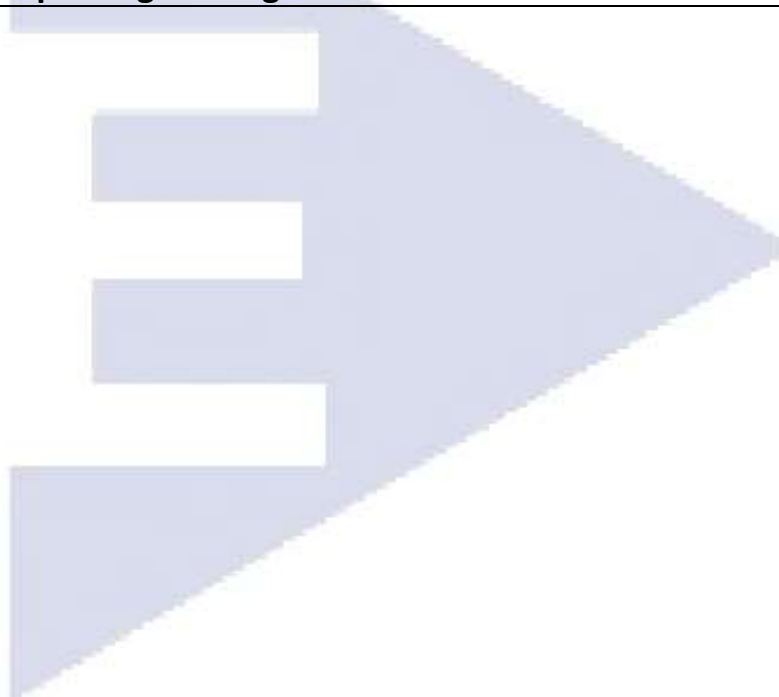
	ATTENDANCE	AUTHORISED	UNAUTHORISED	PERSISTANT ABSENTEEISM	EXCLUSION
ATTENDANCE TARGET %	96	3.4	1.23		0

## Strategic Plan Priorities

These are the key academy priorities identified from:

- Ofsted inspections
- Data analysis and comparisons to national
- Local evaluation

<b>PRIORITY</b>	<b>DESCRIPTION</b>
<b>1</b>	<b>The Write Stuff – Improving writing outcomes from EYFS to Year 6.</b>
<b>2</b>	<b>Provision for Higher Level Needs pupils with SEND</b>
<b>3</b>	<b>Improve Greater Depth in Maths at the End of KS2</b>
<b>4</b>	<b>Improve Pupil Voice – Value Ambassadors, Curriculum Leads, Green Team, Academy Council, Community</b>
<b>5</b>	<b>'Improving reading outcomes from EYFS to Year 6</b>



**PRORITY****1*****The Write Stuff – Improving writing outcomes from EYFS to Year 6.*****Success Criteria**

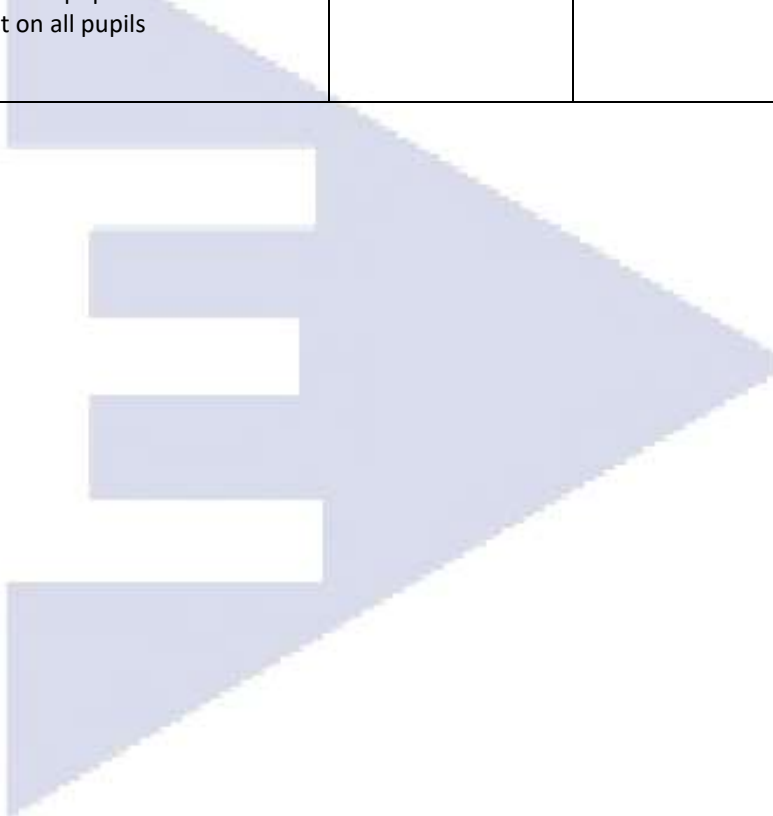
- 1. Quality first writing in EYFS to Year 6.**
- 2. Writing skills progress across Year groups.**
- 3. Greater depth writing evident in all Year groups.**

	<b>OUTCOME</b>	<b>ACTIONS</b>	<b>DATES &amp; MILESTONES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>IMPACT</b>	<b>RAG</b>
<b>1</b>	All staff (Teachers and Assistant teachers) confident in delivering 'Write Stuff' scheme.	<ul style="list-style-type: none"> <li>• Teachers and Assistant teachers to complete Jane Considine 5 day training.</li> <li>• Teachers to teach 'trial' unit prior to initiating whole school delivery.</li> <li>• Staff Meetings to discuss progress and resolve issues.</li> </ul>	July 2025	J. Rutter English Lead	<p>Confident teachers and Assistant Teachers delivering quality first writing.</p> <p>Systems of communication established to resolve issues.</p> <ul style="list-style-type: none"> <li>• Monthly staff meetings</li> <li>• English Lead available after school to discuss any issues</li> <li>• Discussed in PHASE meetings monthly</li> </ul>	
<b>2</b>	Develop writing curriculum map	<ul style="list-style-type: none"> <li>• Develop, review and revise writing curriculum map.</li> </ul>	July 2025	J. Rutter English Lead	Coherently planned and sequenced curriculum writing map which has broad well-balanced genre coverage.	
<b>3</b>	Monitor progress	<ul style="list-style-type: none"> <li>• Book monitoring</li> <li>• Lesson observations</li> <li>• Track progress across PIXL</li> <li>• Pupil voice</li> </ul>	July 2025	J. Rutter English Lead	Pupils writing is consistently of high quality evidenced in books. Lesson observations evidence improvement in literary discussions and vocabulary usage amongst pupils.	

					PIXL and Statutory Assessments showing accelerated progress. Pupil Voice Interviews show increased confidence in and enjoyment of writing.	
4	Greater depth writing evident in all Year groups.	<ul style="list-style-type: none"> <li>• Book monitoring</li> <li>• Lesson observations</li> <li>• Track progress across PIXL</li> <li>• Pupil voice</li> </ul>	July 2025	J. Rutter English Lead	<p>Pupils writing is consistently of an exceptional quality evidenced in books.</p> <p>Lesson observations evidence high quality literary discussions and vocabulary usage amongst pupils. Consistent PIXL assessment at GD. Pupil voice shows high levels of metacognition and aspirational focus.</p>	

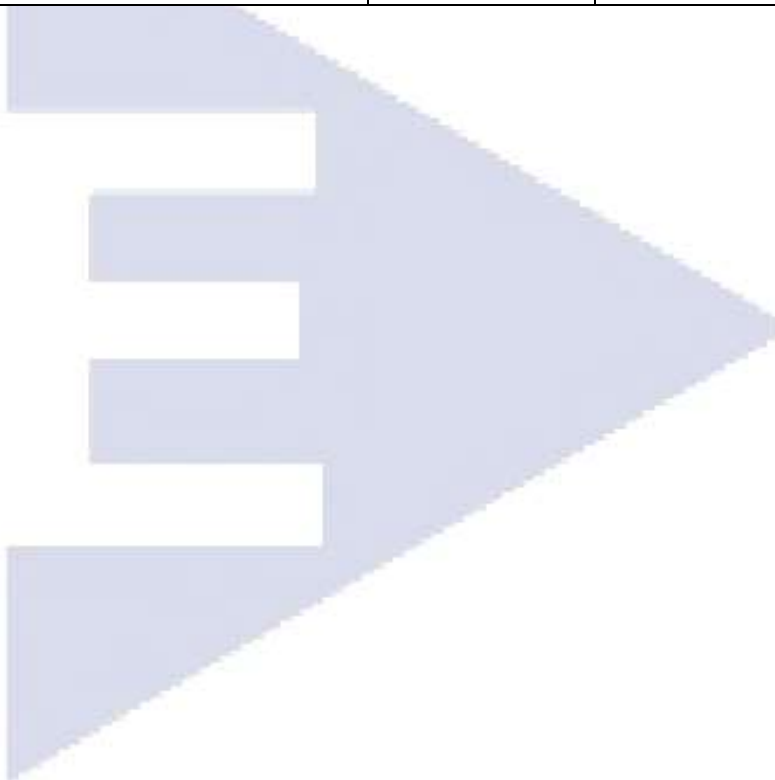
PRIORITY	<b>2</b>	<b>Provision for Higher Level Needs pupils with SEND</b>				
<b>Objective: To develop provision for higher level pupils with SEND</b>						
<b>Success Criteria</b>						
<ul style="list-style-type: none"> <li>• Pupils with higher level needs SEND make progress from their starting points</li> <li>• Improved outcomes for all pupils</li> <li>• Individual needs of pupils with higher level needs SEND have effective provision</li> </ul>						
	OUTCOME	ACTIONS	DATES & MILESTONES	PERSON(S) RESPONSIBLE	IMPACT	RAG
1	Identify pupils with higher level SEND needs	<ul style="list-style-type: none"> <li>• Use of data from INDES, PiXL, Teacher assessments and Class on a Page</li> <li>• Use of reports from professionals (eg ASD team) to identify needs</li> <li>• Use of Learning Plans (IEPs) and targets to identify needs in consultation with staff</li> </ul>	October 2024	A Stratton	Pupils with Higher Level SEND are identified and targeted for support based on their needs	
2	Identify staff and skillset required to meet needs	<ul style="list-style-type: none"> <li>• SLT to identify current skill set of staff and who to work in the classroom</li> <li>• Identify any training required by staff to ensure needs are met</li> <li>• Visits to existing Higher Level needs provisions in other schools to observe best practice</li> <li>• Use of internal or external professionals to deliver training eg ASD team</li> </ul>	October 2024	A Stratton; Karen Walmsley (EMAT – SEND); Julie Stewart (ASD team – EPSS); Bonnie Duffield (SEND advisor – Norfolk LA); Sharon Donaldson (Inclusion Team)	Analysis of staff skill set and any gaps which require training from internal or external professionals. Visits to existing provisions in other schools to determine best practice to implement in setting.	
3	Building work to convert the room	<ul style="list-style-type: none"> <li>• Get quotes for building work to complete conversion for area</li> <li>• Building work to get actioned following costings</li> </ul>	September 2024	Elaine Oldroyd; A Stratton		

		<ul style="list-style-type: none"> <li>• Consideration for design of the room</li> </ul>			Designated area converted into a classroom area with considered design to aid provision.	
4	Monitor impact	<ul style="list-style-type: none"> <li>• AS to oversee and monitor using progress measures for pupils (eg Cherry Tree) to capture progress</li> <li>• Data analysis of pupils within the room and impact on all pupils</li> </ul>	July 2025	A Stratton	Pupils with higher level needs SEND make progress from their starting points and system in place to monitor this. Improved outcomes for all pupils.	



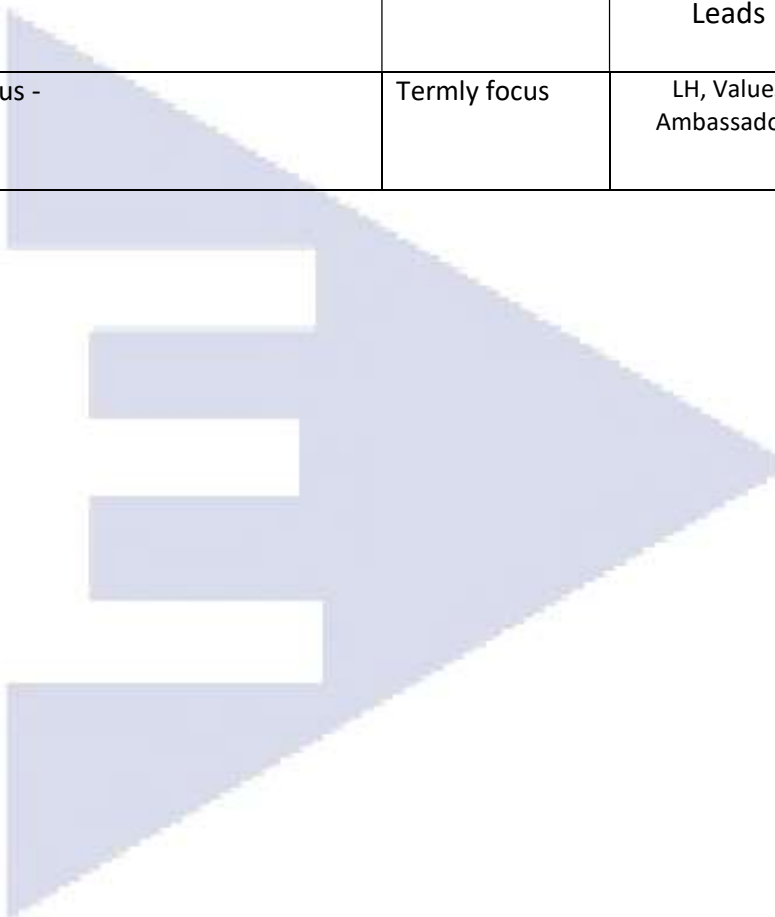
PRIORITY	3	Improve Greater Depth in Maths at the End of KS2				
Objective: <b>To raise the percentage of children achieving Greater Depth in Maths and the end of Key Stage 2.</b>						
<ol style="list-style-type: none"> <li>1. <b>Greater understanding and application of mathematical knowledge seen in students from Years 3 to 6.</b></li> <li>2. <b>Improved greater depth outcomes in all years from year 3 to 6.</b></li> <li>3. <b>Higher percentage of children achieving greater depth in SATs at the end of KS2.</b></li> </ol>						
	OUTCOME	ACTIONS	DATES & MILESTONES	PERSON(S) RESPONSIBLE	Impact	RAG
1	Identify children already working at greater depth or with greater depth potential in maths from years 3 to 6.	<ul style="list-style-type: none"> <li>• Use of data from year 6 assessment week.</li> <li>• Use of data from summer term for Years 3-5</li> <li>• Use of Class on a Page.</li> <li>• Teachers to identify children with greater depth potential in each class.</li> </ul>	September 2024 (after Year 6 assessment)	J Seville Teachers in KS2	Pupils currently working at greater depth or who have the potential for working at greater depth in maths are identified from years 3 to 6.	
2	Establish intervention groups with a focus on problem solving and reasoning.	<ul style="list-style-type: none"> <li>• NS to run 3 intervention groups: 3/4, 5/6 and 6 with a focus on problem solving and reasoning.</li> <li>• LH to run a monthly intervention group for 3-6 with a focus on problem solving and reasoning.</li> <li>• Use of PiXL therapies, Nrich resources and previous SATs papers to help guide and facilitate the interventions.</li> </ul>	September 2024	J Seville N Satkauskiene L Hothersall	Children working at or working towards greater depth in maths show more confidence around problem solving and reasoning. Children's maths ability moves away from the procedural and becomes conceptual.	
3	Monitor the progression of children involved in the groups.	<ul style="list-style-type: none"> <li>• Pupil progress discussions once a month once the intervention has been established</li> <li>• Monitor assessment data and progress made by the children within the group at each assessment period.</li> </ul>	December 2024  February 2025  April 2025	J Seville N Satkauskiene L Hothersall	Pupils working at greater depth maintain their progress within class and assessments. Pupils with greater depth potential make progress towards greater depth or achieve greater depth in class and assessments.	

4	Assess and adapt the intervention groups as needed.	<ul style="list-style-type: none"> <li>• Informal discussions with NS and LH.</li> <li>• Pupil progress meetings with class teachers.</li> <li>• Data scrutiny after assessment periods.</li> </ul>	<p>January 2025</p> <p>March 2025</p> <p>May 2025</p>	<p>J Seville</p> <p>N Satkauskiene</p> <p>L Hothersall</p>	<p>Intervention groups do not remain rigid allowing more pupils to have the chance to access the interventions. All pupils who will benefit from the greater depth intervention will be able to attend.</p>	



PRIORITY		4	Improve Pupil Voice – Value Ambassadors, Curriculum Leads, Green Team, Academy Council, Community			
Objective:						
<ul style="list-style-type: none"> <li>a whole-school commitment to listening to the views, wishes and experiences of all children, young people and stakeholders.</li> </ul>						
Success Criteria						
<ol style="list-style-type: none"> <li>To increase opportunities for stakeholders to participate in the decision-making process.</li> <li>A wide variety of methods for including pupil voice in school based decisions.</li> </ol>						
Week	OUTCOME	ACTIONS	DATES & MILESTONES	PERSON(S) RESPONSIBLE	Impact	RAG
1	Value Ambassadors monitor and support school values and British Values.	Meeting with LH once a half term. Value Ambassadors to visit classes half termly to hold class council meetings in each year group. Presentations to teach whole school about upholding school values. Monitoring values around the school.	Half termly	LH	Values Ambassadors to ensure children understand the values of the school and how to make them relevant to every day in school. Ambassador to be used for behaviour management. Value Ambassadors hold class council meetings in each years group.	
2	Establish and reintroduce Green Team.	Have a clear understanding of the current carbon emissions and food waste for the school. Presentations to whole school. Monitoring – usage and food waste. Half termly assembly to share updates and progress reports.	Half termly	JS, EO	To teach the children about green energy, ways to lower our carbon footprint and have less food waste.	

3	Curriculum leads for each area to work with middle leaders and Academy Council.	Action planning Monitoring – learning walks, pupil voice questionnaires	Half termly	Subject leads AC members Curriculum Leads	Pupil voice around the school re curriculum	
	Pupil, staff and parent surveys	Termly focus -	Termly focus	LH, Values Ambassadors	Community voice heard more often.	



PRIORITY		5	'Improving reading outcomes from EYFS to Year 6			
Objective: To improve the love of reading throughout the school.						
<b>Success Criteria</b>						
<ol style="list-style-type: none"> <li>1. <b>Quality first reading in EYFS to Year 6.</b></li> <li>2. <b>Precise adoptions to meet needs</b></li> <li>3. <b>Greater depth writing evident in all Year groups</b></li> </ol>						
Week	OUTCOME	ACTIONS	DATES & MILESTONES	PERSON(S) RESPONSIBLE	Impact	RAG
1	All KS 2 staff (Teachers and Assistant teachers ) confident in delivering the teaching of reading.	Teachers and Assistant teachers to complete Simple View of Reading Training.  Classroom Observations	Autumn 2024	J Rutter English Lead	Confident teachers and Assistant Teachers delivering quality first reading.	
2	All staff confident in using the SVR grid to identify needs and plan adoptions.	Teachers and Assistant teachers to complete Simple View of Reading Training.	Autumn 2024	J Rutter English Lead	Confident teachers and Assistant Teachers delivering quality first reading.	
3	Monitor Progress	<ul style="list-style-type: none"> <li>• Book monitoring</li> <li>• Lesson observations</li> <li>• Track progress across PIXL</li> <li>• Pupil voice</li> </ul>	Autumn 2024	J Rutter English Lead	Pupils reading is consistently of high quality evidenced in observations.	