

ATAM Academy



Pupil Premium Strategy & Self Evaluation

2026- 27

(Three Year Plan 2024-2027)

This statement details our school's use of pupil premium (and recovery premium) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. Atam Academy has adopted the recommended three-year strategic approach for the years 2024-27. This strategy document is a continuation of the three year plan that commenced in 2024-25 and contains adjustments and updates to the original three year strategy. *Adjustments have been made to this strategy document are based upon the evaluation of the impact of the first year of the three year strategy¹.*

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families and their peers. The Government believes that the pupil premium is the best way to address the current inequalities between pupils eligible for free school meals (FSM) and their peers. ATAM Academy receives funding for pupils eligible for FSM, or who have been eligible at any time over the last six years (known as 'Ever 6 FSM'), pupils whose parents are serving in the armed forces or pupils who are in care, adopted from care or 'looked after'.

A Tiered Approach

In line with the EEF Guide to the Pupil Premium, ATAM Academy adopts a tiered approach to target Pupil Premium funding strategically and effectively, with the aim of overcoming barriers to progress and improving the attainment of disadvantaged pupils by using the interventions outlined in this strategy document.

¹ Outline of continuation and adjustments to the three year strategy – Year 2 of a 3 year strategy

School overview

Detail	Data
School name	ATAM Academy
Number of pupils in school	1065
Proportion (%) of pupil premium eligible pupils	9.7% (104)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	C Steed
Pupil premium lead	S Williams
Governor / Trustee lead	M Singh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,100

Part A: Pupil premium strategy plan

Statement of intent

At ATAM Academy we are inclusive of the diverse families and children that form our school community. Our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning to provide equal opportunity for academic success for all children, ensuring they meet age related expectations at every key stage in our school.

We believe that no child should be left behind socially, or academically because of disadvantages within their home life. We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Through our broad and balanced curriculum, we ensure all children receive equal opportunities to learn new skills, gain life experiences and academic success.

Our Pupil Premium Plan aims to address the main barriers our children face in achieving progress and attainment through the use of rigorous tracking, careful planning and targeted support and intervention. We will provide all *children with the best possible education so they can achieve success in life.*

Barriers to Achievement

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance of PP pupils is lower than non-PP pupils. Higher rates of persistent absence among PP students. (KS3 and Upper KS2)
2	Many of our PP pupils are socially, culturally and economically deprived resulting in minimal life experiences beyond their own household, thus limiting aspirations and life chances
3	PP students do not achieve as well as their non-PP peers.
4	Accessibility of the curriculum is more limited for some PP students due to relatively weaker numeracy and literacy skills
5	23% of our PP pupils are also SEND which has the potential to create a further barrier to achievement
6	Lack of learning resources, technology and parental capacity to support learning at home
7	48% of PP pupils have English as an additional language resulting in more limited language skills and understanding of vocabulary.
8	Social, emotional and mental health issues for some PP students which impact on behaviour and learning
9	Some of our pupil premium pupils do not have the family support network, resources and familial experience of examination success to support their own success in statutory assessments at the end of key stages 1,2 and 4. ²

² Additional barrier to achievement updated for Years 2 and 3 of the strategy

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved pupil progress against prior attainment data (internal assessment measures)	Assessment data demonstrates pupils are making expected progress
PP pupils' outcomes in statutory assessments (Phonics KS1, KS2 SATS and GCSE) are in line with non PP pupils and demonstrate at least expected progress from starting points ³	Statutory assessment data demonstrates pupils outcomes are in line with other pupils and they are making expected progress
Improved Writing outcomes	Assessment data demonstrates pupils are making expected progress
Improved Reading outcomes	Children achieve outcomes in line or above national average by the end of KS2 NGRT reading assessments demonstrate termly progress in KS3
Improved Phonics Outcomes	At least 90% of children pass the Phonics screening at the end of Year 1
Improve Attendance & Punctuality	Attendance of disadvantaged children is at 96% or above.
Outcomes for PP SEND learners improves	SEND learners make at least expected progress from their starting points.
Improved engagement in learning and raising aspirations of PP learners	Pupils complete more home learning and make progress with reading records, times tables rock stars (primary) and Seneca Learning Pupils progress data demonstrates improvement from their starting points at least in line with non PP students Pupil attendance improves in key year groups PP children attend clubs, enrichment activities and trips Good attendance at parents evening or information evenings it at least in line with Engagement scores are on average at least good

³ Updated intended outcome for Years 2 and 3

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment, retention and professional development high quality staff	EEF tiered approach to supporting staff to continuously improve their practice and therefore their teaching and training of others.	3,4,5,7
<p>Quality CPD for all staff. Continuous support and training for teachers throughout the year.</p> <p>Development of the Teaching policy and CPD covering what constitutes a good lesson.</p> <p>Introducing a Teaching and Learning Development Team which will follow a coaching model, with a view to further develop teaching across the school.</p> <p>Continue with Embedding Formative Assessment</p>	EEF tiered approach to PP spending. Raising awareness of disadvantaged pupils and how best to support them. Raising standards across the school and addressing staff areas of development with focused support. "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending" (EEF)	3,4,5,7
<p>The development of middle leaders to take accountability for the provision of high quality education across all subjects. Training in and implementation of a formalised monitoring, evaluation and review process</p> <p>The appointment and training of primary phase leads, Raising Standards Leads</p>	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." (The EEF Guide to Pupil Premium)</p> <p>Additional support for PP students to be identified at the earliest opportunity</p>	3,4,5,7

<p>Rigorous and regular tracking and monitoring of Key Assessments, Teacher Assessed Grades and Attitude to Learning using Arbor data. Swift intervention where necessary.</p> <p>Use of FFT for target setting and analysis</p> <p>Regular ongoing training for senior and middle leaders in the use of Arbor to generate timely and actionable data</p> <p>Consistent use of SISRA assessment analysis package for secondary</p>	<p>Tracking ensures all teachers are accountable for pupil progress and can take timely action in lessons, in curriculum planning and with interventions as needs arise.</p> <p>Additional support for PP students to be identified at the earliest opportunity</p> <p>Tracking ensures all teachers are accountable for pupil progress and can take timely action in lessons, in curriculum planning and with interventions as needs arise.</p>	3,4,5,7
<p>The implementation of GL assessments</p> <p>GL assessment used to accurately identify gaps in children's learning. This enables teachers to adapt their teaching and implement intervention as required. GL Reading, spelling core subject and learning needs assessment</p>	<p>Additional support for PP students to be identified at the earliest opportunity</p> <p>This will narrow the attainment gap and ensure PP students are able to access the curriculum</p> <p>Early identification allows us to place pupils at appropriate levels of intervention- eg IDL, Lexia or Phonics intervention</p>	3,4
<p>The continued development of the curriculum across all phases. Training and development of all staff in the curriculum</p> <p>Developing learning science, sequencing and literacy within the curriculum</p> <p>Developing relationships with NLE, LLE, local HUBs (eg Maths Hub and English Hub) and cluster groups</p>	<p>EEF research promotes supporting staff to continuously improve their practice and therefore their teaching and training of others. Across all subject areas to ensure breadth across the curriculum</p> <p>EEF recommends that literacy is viewed as key to learning across all subjects and a strong predictor of outcomes in later life</p> <p>Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support</p>	3,4

Engagement of school improvement partners to support leaders in ensuring the curriculum and teaching meets the needs of the most disadvantaged learners.	Continued development of EYFS-KS5 curriculum to ensure learning is sequenced and progressive. Curriculum planning and designed to embed and accelerate learning. Explicit teaching of tier 3 vocabulary. Appointment of new curriculum leads to facilitate a high quality curriculum leadership	3,4
<p>Continued development of Arbor to provide teachers with accurate information about pupils' background and prior data.</p> <p>The development of key dashboards to provide up-to-date to the minute analysis of behaviour and attendance</p>	<p>EEF tried approach to raising awareness of pupil premium students and the challenges they face. This will enable teachers to adopt strategies that ensure they engage with, mark work and provide feedback to disadvantaged learners as a priority. EEF toolkit suggests rigorous data analysis and purposeful feedback lead to accelerated progress</p> <p>This will facilitate inclusive and adaptive teaching to meet the needs of all students</p>	3,4,5,7
<p>Continued development of teachers and TAs of TAs in the delivery of Read Write Inc Phonics.</p> <p>Investment in Phonics resources and training</p>	The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost	4,7
<p>Whole school reading strategy to raise the profile of reading and support all staff in developing reading across the school.</p> <ul style="list-style-type: none"> • Reading during form time (secondary) • Expansion of the secondary library • the use of Redbridge library services and topic specific book boxes (all through) • Library lessons (secondary) • World Book Day 	EEF research states reading comprehension strategies have a very high impact for a low cost	4,7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy development strategies through Lexia and Sparx Reader.</p> <p>This will target the development of literacy skills in all learners but in particular SEND, EAL and disadvantaged children.</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.</p>	4,7
<p>Use of digital technologies to promote learning. Ongoing development of subject specific online resources and resources to promote self-directed learning and plug gaps in learning.</p> <p>Eg Seneca, Kerboodle, TTRS, Lexia, IDL, Sparx Reader</p>	<p>These learning packages make the curriculum more accessible for all learners. They provide children and teachers with visible feedback on progress.</p>	3,4,6,7
<p>Phonics and reading intervention groups for student not working at age expected levels</p>	<p>EEF research suggests phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	4,5,7
<p>Appointment of EAL Lead</p>	<p>Additional support for EAL students to be identified at the earliest opportunity</p>	3, 4, 5, 7,

Appointment of Deputy SENCO	Deputy SENCO will coordinate and monitor interventions in line with the EEF Recommendation: Use structured interventions to provide additional support	
Lexia		
Plus One, Power of Two	EEF Toolkit and evidence of best practice -Reading Comprehension Strategies (Average impact +6 months) EEF Recommendation: Use structured interventions to provide additional support	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The development of wellbeing and resilience in students</p> <p>The development of the Pastoral manager and pastoral team led by AAP Behaviour to lead on pupil centred support for wellbeing and behaviour.</p> <p>Appointment of Heads of Years and Head of Primary Behaviour</p> <p>The continued development of the school behaviour policy to incorporate zones of regulation.</p> <p>Wider roll out of the Your Choice mentoring Project</p> <p>ATAM Around the Child meetings</p>	<p>Targeting social and emotional learning has been found to be effective across all key stages</p> <p>A wider strategy approach to attainment through increased attendance, emotional wellbeing and self-regulation of behaviour. Behavioural needs and consequences recorded through our own behavioural system with parental contact involved at every stage.</p> <p>EEF research shows mentoring is low cost but has a good impact.</p> <p>A wider strategy approach to attainment through increased attendance and emotional wellbeing for students and staff.</p>	8,2

Growth of the pastoral team and secondment of pastoral Associate Assistant Principal for Behaviour to manage the work of the pastoral teams.	EEF research shows behaviour interventions have a moderate impact for a low cost	1,8
<p>Continued implementation of attendance systems eg</p> <ul style="list-style-type: none"> -Sanctions for lateness -Breakfast club <p>Appointment and development of a new attendance officer</p> <p>Increase EWO hours</p> <p>Development of new attendance and punctuality systems to increase student and parent accountability, including 'Golden Hour'</p> <p>Utilisation of school improvement partners to help develop attendance systems</p>	<p>Children who are hungry do not perform as well. A free breakfast club ensures that children are able to come to school and be 2, 3, 4 & 9 6 fed, allowing them to have the best possible start to the da</p> <p>The work of the EWO officer is helping to ensure that PP attendance is above national. It is also aiming to reduce the number of PP children who are persistently absent from school.. The EWO works continuously to support these families and reduce the risk of harm to the PP children.</p> <p>Use of Arbor attendance analysis tool to implement early attendance intervention. Arbor was used last year and has begun to demonstrate a significant impact upon attendance figures.</p>	1
<p>Development of careers programme to support in raising aspirations.</p> <p>CareerCompanion website, Step UP careers programme, CareerPilot, Options assemblies, UNIFrog, evenings and 1-2-1 meetings</p>	This will help raise aspirations and ensure pupils are aware of the opportunities open to them	2
Developing structured Tutor time to build cultural capital	To engage and inspire students beyond their lessons. To open minds to the potential opportunities	2, 4, 8
Regular parental information evenings to provide updates on literacy, RSHE, GCSEoptions	"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes." (EEF)	6, 9

	EEF research shows parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	
The further development of free extra-curricular clubs and activities Track engagement in extracurricular activities to ensure representative PP involvement	To engage and inspire students beyond their lessons. To open minds to the potential opportunities	2
Subsidised trips	By subsidising trips and visits it will allow more children from disadvantaged backgrounds to be able to attend these. These visits and experiences will develop children both personally and academically.	2,6

Total budgeted cost: £ 120,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - This details the impact that our pupil premium activity had on pupils in the 2025 - 2026 academic year.

Outcomes for disadvantaged pupils show a mixed picture across the school, with clear strengths in early literacy and KS2 Reading and Writing, alongside ongoing gaps in Mathematics, higher attainment and KS4 progress.

Phonics outcomes were strong, with 100% of PP pupils achieving the expected standard, compared with 96.6% of non-PP pupils. The average PP score was 35.0 compared with 36.8 for non-PP pupils.

At KS2, PP pupils performed well at the expected standard in Reading, Writing, SPaG and Science. Reading outcomes were broadly in line with non-PP pupils, and Writing outcomes were stronger. However, Mathematics remains a key area for improvement, with 71% of PP pupils achieving the expected standard compared with 91% of non-PP pupils. The combined Reading, Writing and Mathematics figure was 57% for PP pupils compared with 83% for non-PP pupils.

Higher attainment is also a priority. No PP pupils achieved Greater Depth in Mathematics or Writing, compared with 48% and 32% respectively of non-PP pupils. This indicates a need to ensure disadvantaged pupils with the potential to attain highly receive sufficient challenge.

At KS4, gaps become more pronounced. PP pupils achieved an average Attainment 8 score of 47.09 compared with 52.80 for non-PP pupils. Progress 8 was -0.11 for PP pupils compared with +0.56 for non-PP pupils. 72.7% of PP pupils achieved grades 9–4 in both English and Mathematics compared with 82.1% of non-PP pupils.

EBacc and Languages are further areas for development. EBacc entry was 59.1% for PP pupils compared with 72.6% for non-PP pupils. Among pupils entered for a language, 38.5% of PP pupils achieved a standard pass compared with 68.2% of non-PP pupils.

Overall, the evaluation identifies four key priorities for 2026–27: improving Mathematics outcomes, increasing higher attainment, reducing the KS4 progress gap, and improving participation and outcomes in EBacc subjects, particularly Languages.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	Maths Circle
Rising Stars	Hodder
Read Write Inc	Ruth Miskin
Kapow	Kapow Primary
GL Assessments	GL
Sisra	Juniper Education
Sonar	Juniper Education
Class Charts	TES
Provision Map	TES
Pixl	The PiXL Club
Seneca	GoStudent GmbH
GCSE Pod	The Access Group
STEM Tutoring	STEM Tutoring
Lexia	Lexia
IDL	Ascentis
Sparx	Sparx Learning
Exampro	Doublestruck Ltd
StepLab	StepLab