

ATAM Academy



Pupil Premium Strategy & Self Evaluation

2022- 23

(Three Year Plan 2021-2024)

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 2021-24. This strategy document is a continuation of the three year plan that commenced in 2021-22 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 strategy*¹.

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	929
Proportion (%) of pupil premium eligible pupils	10.9% (102)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Chris Steed (Principal)
Pupil premium lead	Chris Steed (Principal)
Governor / Trustee lead	M Singh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,670
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	£113,670

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	17% 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	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 Century 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 (2022-23)

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: £ 27,500

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.	3,4,5,7,9
Quality CPD for all staff. Continuous support and training for teachers throughout the year Development of the Teaching policy and CPD covering what constitutes a good lesson	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)	3,4,5,7,9
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 The appointment and training of primary phase leads, Raising Standards Leads	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” (The EEF Guide to Pupil Premium) Additional support for PP students to be identified at the earliest opportunity	3,4,5,7,9

<p>Rigorous and regular tracking and monitoring of Key Assessments, Teacher Assessed Grades and Attitude to Learning using sims SIMS 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 SIMs to generate timely and actionable data</p> <p>Purchase and training on 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>3,4,5,7,9</p>
<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, Learning Village or Phonics intervention</p>	<p>3,4</p>
<p>The continued development of the curriculum across all phases. Training and development of all staff in the curriculum</p> <p>Develop KS4 and primary foundation curriculum sequences of learning</p> <p>Developing learning science, sequencing and literacy within the curriculum</p> <p>Developing relationships with the Chiltern Learning Trust, NLE, LLE, local HUBs (eg Maths 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>	<p>3,4,9</p>

<p>Engagement of school improvement partners to support leaders in ensuring the curriculum and teaching meets the needs of the most disadvantaged learners. (EKO trust NLE and LLE, Chiltern Learning Trust) and our Director of School improvement)</p>	<p>Continued development of KS1-3 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</p>	<p>3,4</p>
<p>Continued development of Class Charts 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 tired 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> <p>This will facilitate the identification of trends and implementation of early interventions to support PP pupils</p>	<p>3,4,5,7</p>
<p>Continued development of teachers and TAs of TAs in the delivery of Read Write Inc Phonics. Investment in Phonics resources and training</p>	<p>The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost</p>	<p>4,7</p>
<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"> ● Form readers (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 ● Electronic reading record 	<p>EEF research states reading comprehension strategies have a very high impact for a low cost</p>	<p>4,7</p>
<p>Development of Inclusive and adaptive teaching through programme of SEND</p>	<p>EEF tired approach to raising awareness of pupil premium students and the challenges they face</p>	<p>5</p>

<p>teaching and procedures and CPD</p> <p>Appointment of Deputy Senco to support interventions and delivery of CPD</p> <p>CPD conducted in waves of intervention and use of ILPs EHCPS and Provision Map</p>	<p>EEF research promotes supporting staff to continuously improve their practice and therefore their teaching and training of others</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy development strategies through Learning village and IDL</p> <p>Interventions for EAL support and Fresh Start later phonics programme for EAL and SEND learners in KS2 and 3 -Managed by new Deputy SENCO</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>	<p>4,7</p>

<p>Continued 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 Century, Kerboodle, TTRS, Bug Club</p>	<p>These learning packages make the curriculum more accessible for all learners. They provide children and teachers with visible feedback on progress.</p>	<p>3,4,6,7</p>
<p>Phonics and reading intervention groups for student not working at age expected levels</p> <p>Expansion of reading and Phonics expertise beyond the phonic and English leads - training in RWI and engagement with English Hub</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>	<p>4,5,7</p>
<p>English and Reading Intervention</p> <p>The appointment of a tutor for targeted year 6 intervention to close the gap in writing and reading .</p>	<p>Initial baseline assessments indicated gaps in writing and reading for some PP pupils</p> <p>EEF Toolkit and evidence of best practice - Small Group Work (Average impact +4 months).</p>	<p>3,4,5,7</p>
<p>Third space Learning 1-2-1 Remote maths tuition for Year 5 and 6- (NTP)</p>	<p>Assessment data showed that following lock down some PP pupils had significant gaps in mathematics</p> <p>EEF Toolkit and evidence of best practice - Small Group Work (Average impact +4 months).</p>	<p>3,4,5</p>
<p>GCSE and KS2 tuition and academic mentoring for PP learners</p>	<p>Small group and 1-2-1 tuition or academic mentoring provided to</p>	<p>9</p>
<p>Raising Achievement Policy - KS2</p> <p>Small group tuition</p>	<p>A range of strategies and approaches that are tried and tested in raising achievement which was used effectively 2021-22 with outcomes above local and national averages</p>	<p>9</p>

<p>Morning booster and holiday revision sessions</p> <p>Writing support from LA English Lead</p> <p>Revision guides</p> <p>Appointment of Year 6 HLTA</p>	<p>All PP pupils to attend interventions and receive resources free of charge</p>	
<p>Raising Achievement Policy - GCSE</p> <p>PiXL Membership</p> <p>Intervention Lessons</p> <p>GCSE POD</p> <p>GCSE Revision Guides</p> <p>Revision workshops</p> <p>Revision residentials</p> <p>Invitational parental meetings</p> <p>Breakfast revision sessions</p> <p>Walking talking mocks</p>	<p>A range of strategies and approaches that are tried and tested in raising achievement</p> <p>All PP pupils to attend interventions and receive resources free of charge</p> <p>PP pupils to attend residential and revision trips without charge</p>	9

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

Budgeted cost: £61,500

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 utilisation of outside agencies to deliver wellbeing and resilience</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

<p>workshops- eg Goyal Foundation</p> <p>The continued development of the school behaviour policy to incorporate zones of regulation</p>		
<p>Growth of the pastoral team and secondment of pastoral Associate Assistant Principal for Behaviour to manage the work of the pastoral teams.</p>	<p>EEF research shows behaviour interventions have a moderate impact for a low cost</p>	<p>1,8</p>
<p>Continued implementation of attendance systems eg</p> <ul style="list-style-type: none"> -Sanctions for lateness -Breakfast club <p>Development of the attendance officer</p> <p>Continue with increased EWO hours</p> <p>Continued development of attendance and punctuality systems to increase student and parent accountability</p> <p>Utilisation of school improvement partners to help monitor and improve 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 iis 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 Class charts attendance analysis tool to implement early attendance intervention.</p>	<p>1</p>
<p>Development of careers programme to support in raising aspirations.</p> <p>CareerCompanion website, Step UP careers programme, CareerPilot, Options assemblies, evenings and 1-2-1 meetings</p> <p>Appointment of a careers lead to develop KS4 careers programme</p>	<p>This will help raise aspirations and ensure pupils are aware of the opportunities open to them</p>	<p>2, 9</p>

<p>Return to the face to face parents evening model</p> <p>Regular parental information evenings to provide updates on literacy, RSHE, GCSE options and raising achievement</p>	<p>“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)</p> <p>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.</p>	<p>6</p>
<p>The further development of free extra-curricular clubs and activities for PP pupils</p>	<p>To engage and inspire students beyond their lessons. To open minds to the potential opportunities</p>	<p>2</p>
<p>Subsidised trips</p> <p>Eg V & a Museum, Mount Fitchet Castle, Poetry Live</p>	<p>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.</p> <p>Tripas will also support assessment outcomes</p>	<p>2,6,9</p>

Total budgeted cost: £ 114,000

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 2021 - 2022 academic year.

RAG Rating of Outcomes

Intended outcome	Success criteria	RAG
Improved pupil progress against prior attainment data (internal assessment measures)	Assessment data demonstrates pupils are making expected progress	Pupils making progress from starting points but still behind non pp peers in most areas.
PP pupils' outcomes in statutory assessments are in line with non PP pupils and demonstrate at least expected progress from starting points	Statutory assessment data demonstrates pupils outcomes are in line with other pupils and they are making expected progress	Outcomes in Phonics and KS2 are strong. KS1 outcomes require improvement. No data is available for KS4 until 2024.
Improved Writing outcomes	Assessment data demonstrates pupils are making expected progress	Pupils are making good progress by KS2 SATS. Further development required KS1 and KS2
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	Reading progress for PP pupils is strong in primary and secondary
Improved Phonics Outcomes	At least 90% of children pass the Phonics screening at the end of Year 1	Phonics outcomes are above target
Improve Attendance & Punctuality	Attendance of disadvantaged children is at 96% or above.	Attendance is still significantly lower than non pp
Outcomes for PP SEND learners improves	SEND learners make at least expected progress from their starting points.	PP SEND learners are making progress but not yet in line with non SEND PP or non PP
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 Century 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	Pupil engagement with clubs, home learning, parents evenings and electronic learning platforms requires closer monitoring and intervention.

Analysis of Outcomes and Areas for Development

Statutory Assessment Outcomes

Phonics

Achievement of the expected standard:

Year 1 - 91.7%

Year 2 - 95.3%

Areas for development:

- Development of phonics expertise and resources

Key Stage 1 SATS

The three pupil premium children on average achieved below non pupil premium children.

Areas for development:

- Greater support and intervention for reading and writing
- Improved transition between EYFS and KS1
- Introduction of phase leader to track progress and intervene at an earlier stage
- Development of expertise in assessment moderation

Key Stage 2 SATS

Year 6 SATS results were well above national and local averages. Pupil premium children achieved significantly better than pupil premium children nationally in reading, writing, maths and grammar, punctuation and spelling. The interventions, boosters, use of a tutor and free revision guides all had a significant impact upon outcomes.

Reading

- Pupil Premium vs Non Pupil Premium = 6.7%
- Pupil Premium vs National Pupil premium = 28%

Writing

- Pupil Premium vs Non Pupil Premium = 2.5%
- Pupil Premium vs National Pupil premium = 35%

Mathematics

- Pupil Premium vs Non Pupil Premium = -17.5%
- Pupil Premium vs National Pupil premium = 14%

Grammar Punctuation and Spelling

- Pupil Premium vs Non Pupil Premium = 2.5%
- Pupil Premium vs National Pupil premium = 31%

Areas for development:

- Greater support and intervention for mathematics earlier in KS2
- More targeted support for PP pupils
- Use of online packages to boost outcomes

Primary Reading

GI Assessment New Group Reading. Tests were used to measure pupils' progress in reading. Reading progress in years 3-6 was very positive with 82% of pupils making expected progress or better

- 13% of pupils made much higher than expected progress
- 13% of pupils made higher than expected progress
- 56% of pupils made expected progress

Pupil premium pupils made more progress than non pupil premium pupils.

- PP - SAS⁴ +2.1
- Non PP - SAS +1.1

Areas for Development:

- Pupil premium children still have a lower average standard age score than non pupil premium pupils
- Increase capacity for small group and 1-2-1 intervention
- Closer monitoring of PP reading progress

Secondary Reading

- 10% of pupils made much higher than expected progress
- 15% of pupils made higher than expected progress
- 50% of pupils made expected progress

Pupil premium pupils made much more progress than non pupil premium pupils.

- PP - SAS +5.1
- Non PP - SAS +1.1

Areas for Development:

- Pupil premium children still have a lower average standard age score than non pupil premium pupils
- Increase capacity for EAL and phonics intervention- Learning village, Fresh Start phonics and and IDL

⁴ SAS = Standard Age Score

- Greater use of reading records and the library
- Closer monitoring of PP reading progress

KS3 Core Subjects

GL assessment data indicates that pupils have significantly higher than national average attainment in the core subjects, with exception of year 7 English which is broadly in line with national averages.

Attendance & Punctuality

Whole school attendance is above national averages. Pupil premium attendance has improved from last year but remains below that of non pupil premium children. Persistent absence was worse than 2020-21, although the method of recording absence has changed since the ending of Covid regulations.

Areas for Development:

- Continue increased hours with EWO
- Increase home visits for persistent absentees
- Increase use of 12 attendance support plans
- Develop careers and aspirations programme to increase motivation and ambition
- Tutors and class teacher to provide mentoring to PP children

Wider Curriculum & Engagement with Learning

The school has provided a range of wrap-around care and extra curricular clubs and sports which are either heavily subsidised or free of charge to pupil premium pupils. This includes sports such as hockey, badminton, karate, football, art and craft, film club and many more.

The range of trips has increased dramatically following the end of Covid restrictions. This includes trips to galleries, museums, historical sites, field trips and sporting fixtures.

Areas for Development:

- Improve communication and monitoring of pupil premium attendance in extra curricular clubs
- Increase the extra curricular clubs offer
- Develop the careers and KS4 mentoring programme
- More closely monitor engagement with online learning platforms and electronic resources

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
Century Learning	Century Tech
Kapow	Kapow Primary
Bug Club	Pearsons
GL Assessments	GL
Sisra	Juniper Education
Class Charts	TES
Provision Map	TES