STEWARDS ACADEMY PUPIL PREMIUM STRATEGY STATEMENT 2026-2029

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2029 academic year) funding 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.

School overview

Detail	Data
School name	Stewards Academy
Number of pupils in school	960 (Autumn 2026)
Proportion (%) of pupil premium eligible pupils	40% (386) pupils
Academic year/years that our current pupil premium strategy plan covers	2026-2027;2027-2028; 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	1st July 2027
Statement authorised by	Stephen Drew
Pupil Premium lead	Sally Goddard
Governor / Trustee lead	PP Stewards LGB – Tess Millar PP Trust - Deanne Morgann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£424600
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	£424600

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of intent

Preamble

The Pupil Premium is additional funding provided to schools in England to support the education of disadvantaged students. As a Multi-Academy Trust (MAT), we recognise the importance of using evidence-based strategies to improve outcomes for our disadvantaged students. This action plan is designed to outline our approach to using the Pupil Premium funding and implementing effective strategies based on the research and recommendations of Marc Rowland and the Education Endowment Foundation (EEF).

Stewards Academy has a long tradition of supporting disadvantaged pupils whose financial and/or social background is a potential barrier to learning. The Pupil Premium is a gratefully received funding stream that coordinates perfectly with our charity, *No Child Without*. Here is the statement of ethos from our charity: '*No Child Without* is a charity, run by Stewards Academy, designed to provide educational and enrichment opportunities for all children, so that financial hardship is not able to dictate life chances.' Our methodology is to provide concrete and measurable support via the Pupil Premium and to bolster this with our charity, which seeks to provide a range of more intangible opportunities to our students.

The Allocation of the Pupil Premium

Analysis of Needs:
Identification of disadvantaged students: We identify and track students who are eligible for free school meals, have been eligible for free school meals in the past six years (Ever 6 FSM), are in care, or have parents in the armed forces. We also consider other vulnerable groups within our schools.
Data analysis: We analyse data to identify specific areas where disadvantaged students are underperforming compared to their peers, such as attainment gaps, attendance, and behaviour.

Effective Deployment of Pupil Premium Funding:

Targeted support: We allocate Pupil Premium funding to provide targeted support for disadvantaged students. This may include additional teaching staff, support staff, resources, interventions, or enrichment activities.

Research-informed interventions: We use evidence-based interventions recommended by Marc Rowland and the EEF to address areas of need. Examples include:

High-Quality Teaching: We invest in effective professional development for teachers to improve instructional practices and feedback, ensuring high-quality teaching for all students.

Small group mentoring: We will provide targeted small group mentoring to accelerate the progress of disadvantaged students in specific subjects or skills.

Metacognition and Self-Regulated Learning: We promote strategies that help students develop metacognitive skills, such as goal setting, planning, monitoring, and evaluating their own learning.

Parental/Carer Engagement: We work to strengthen the partnership between school and parents/carers by providing workshops, resources, and regular communication to support parents/carers in actively engaging in their child's education.

Monitoring and Evaluation:
Regular assessment: We assess the progress of disadvantaged students at regular intervals to measure the impact of interventions and identify any necessary adjustments.

Evaluation of interventions: We evaluate the effectiveness of specific interventions, comparing outcomes with control groups where appropriate, to inform future decision-making.

Sharing best practices: We encourage the sharing of effective strategies and interventions across our schools, fostering collaboration and learning from each other's experiences.

Continuous Improvement: *Professional development*: PCLC provides ongoing professional development opportunities for teachers and support staff, focusing on research-informed strategies and approaches to support disadvantaged students effectively.

Review and reflection: We will regularly review and reflect on the impact of our Pupil Premium spending and adjust our strategies based on the evidence and feedback received.

Engaging stakeholders: We involve parents/carers, students, and staff in the development and review of our work in this area, ensuring a collective commitment to improving outcomes for all students.

PCLC always aims to use the additional funding effectively to close the attainment gap and improve the educational outcomes for our disadvantaged students. We are committed to implementing evidence-based strategies and continuously improving our practices to ensure every student in our Multi-Academy Trust reaches their full potential.

Summary of our Approach

In seeking to allocate funds to pupils we consider a range of socio-economic and academic barriers to learning that might be experienced by the specific cohort. We also consider their year of study, so that an element of dovetailing to fit specific year group needs becomes inevitable.

In some cases, a reduction in funding stream from another source has been ameliorated by the Pupil Premium, with the result that by part-funding existing effective opportunities within the school, the Pupil Premium has affected the continuation of such services due to the fact that their subscription was highly-skewed towards students in receipt of the Pupil Premium.

In accordance with our inclusive ethos, we rarely offer opportunities only to a specific cohort, particularly when they are determined by the drawing of an arbitrary line (which we accept is a necessity). It is important to our functioning as a cooperative school that our offer goes beyond mere financial hardship and targets students with other deficits in life chances, for example those who experience cultural poverty or whose special educational needs require them to receive 'a little extra. However, where a programme is, for example, equally shared between students in receipt and not in receipt of the Pupil Premium, we have undertaken to only allocate Pupil Premium funding to the appropriate proportion, in this example, half of the activity, matching the shortfall from other sources.In deciding which of our many inclusive programmes should receive funding we have been guided by the document '*The Pupil Premium: how schools are spending the funding successfully to maximise achievement.'*

http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement

In addition to the funding, we also provide a number of recommended activities from our own funding:

- Continual Professional Learning and Development for staff to ensure great first quality teaching across the school. We also have a strong Pedagogy Team to develop our innovation and ensure effective teaching and learning across the school.

- Provision of computers, laptops, iPads, other devices and Wi-Fi to ensure all pupils can access the curriculum and beyond the curriculum in extra-curricular activity time.
- Allocation of coeducator support to areas of most need, as indicated by data.
- Provision of academic coaching, tutoring and mentoring and a programme of intervention for pupils whose performance is stalling, be they pupils with low levels of ability, high levels of ability or in between.

Challenges

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

Challenge number	Detail of challenge
1	Language, reading, oracy and communication skills are lower for disadvantaged pupils.
2	Numeracy and maths skills are lower for disadvantaged pupils.
3	Complex family situations, lack of learning experiences and opportunities outside school and families unable to support learning outside of school.
4	Aspirations and levels of behaviour are generally lower for disadvantaged pupils.
5	Regular attendance can be a challenge for a small proportion of our disadvantaged pupils for a variety of reasons.

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
1.Improved outcomes for educational disadvantaged pupils across the school.	An increase in the number of disadvantaged pupils attaining in English and maths across key stages 3 & 4.
2.Close the attainment and progress gap between disadvantaged and non-disadvantaged pupils across the school.	The attainment and progress of disadvantaged pupils will be at least similar to their peers by the end of key stages 3 & 4.
3.Disadvantaged pupils have the same opportunities and experiences as their peers.	An increase in disadvantaged children attending additional experiences/activities/trips provided by the school.
4.Parents have the tools to support children's learning.	Increased parental engagement with learning.
5.Increase the rate of attendance for disadvantaged pupils.	Disadvantaged pupils attend similarly to their peers.

<table>
<tr><th colspan="4">Stewards Academy Disadvantage Strategy 2026-2029</th></tr>
<tr><td>1</td><td>Expectations are high for all pupils. Build positive relationships with all pupils and families (culture, values, and expectations).
Irrespective of prior attainment and FSM status, leaders, teachers and non-teaching staff are committed to the academic achievement of all pupils.</td><td rowspan="2">Planning

PPg Projection document</td><td rowspan="8"><u>Adopting a Tiered Approach</u>
How does disadvantage impact on learning?
Socioeconomic disadvantage may mean pupils:
- Feel like they are on the margins of discussions
- Do not have the background knowledge to make connections with learning
- Do not have self-regulation skills to plan, monitor and evaluate their work
- Have lower levels of oral language
- Have a more limited vocabulary
- Have a negative perception of themselves as learners
- Have difficulties with language comprehension
- Experience lower expectations through labelling

Teaching and Learning Priorities
- Quality first teaching (high quality teaching)
- High expectations of all pupils
- CPDL strands including CC, EMM, Questioning
- Development of speaking and listening skills on entry
- Building on language development & literacy
-Scaffolding & Metacognition

Academic Intervention Priorities
- Specialist teaching of Equity pathway groups
- Hover support coeducation
- English & maths small group tuition
- Targeted interventions, e.g. IXL, literacy & maths interventions

Wider Approaches Priorities
- Building positive relationships
- Enhancing parental engagement
- Raising expectations and aspirations
- Building levels of independence
- Social, emotional and mental health
- Improving attendance
- Mentoring and coaching - Rising Futures
- Enhancing cultural capital
- Music lessons for disadvantaged pupils

Implementation and Evaluation Notes
- PP Impact of Expenditure Impact Report
- LGB monitoring visits
- Disadvantage Self-Evaluation Framework QA
- Pupil Premium observations</td></tr>
<tr><td>2</td><td>Data is used to identify tightly focused improvement priorities.</td></tr>
<tr><td>3</td><td>Appropriate evidence-based teaching, academic intervention and wider approaches are used to address the root causes of underachievement.
Curriculum equity is prioritised.</td><td rowspan="3">Implementing

Evidencing the Impact of PPg Interventions Plan document</td></tr>
<tr><td>4</td><td>School leaders train and support staff to deliver and sustain quality first learning for all pupils, addressing pupil need in the classroom.
Professional development for teachers is prioritised.</td></tr>
<tr><td>5</td><td>There is a long-term, well-specified, stage-by-stage plan for addressing disadvantage.
The plan takes into consideration the teaching and learning, academic intervention and wider approaches to support pupils.</td></tr>
<tr><td>6</td><td>School sets clear outcomes for the impact of disadvantage strategies and monitor progress and quality using robust and pragmatic measures.</td><td rowspan="2">Evaluating
-PPg Annual Report
-Governor's monitoring visits
-Disadvantage Review Evaluation</td></tr>
<tr><td>7</td><td>The disadvantage strategy aligns the school's overall mission, goals and whole-school strategy.</td></tr>
</table>

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: £173000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 3 (years 7-8) teaching of Nurture groups (£125000)	EEF report that the Quality of Teaching is the most essential factor for pupil's attainment alongside evidence-based approaches and/or intervention.	1-6
Hover Support Coeducation (£48,000)	EEF report on effective CPD states that high quality hover support coeducation contributes to improving pupil outcomes.	1-6

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

Budgeted cost: £56000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence-based interventions: English & maths small group tuition yrs 10 & 11 (£40000) Music Tuition Subsidies (£3,000) *Thinking Reading* intervention (£10000) Summer School (£3000)	EEF report that research which focuses 1:1 or small group support shows a positive benefit. EEF report that optimum impact is seen when sessions are short and regular e.g., 30 minutes 3 to 5 times a week, over a 6 to 12-week period. The smaller the group, the more effective the support.	1, 2, 3, 4

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

Budgeted cost: £202 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour mentoring (£100000) Mentoring for LAC pupils (£3,500)	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	3, 4, 5
Attendance Intervention – targeted attendance support (£40000)	DFE school attendance and attainment report states the importance of attendance and the clear evidence of a link between poor attendance at school and low levels of achievement.	3, 5
Rising Futures National Citizen Service courses (£24000)	EEF commissioned report shows that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance.	3, 4, 5
Targeted Place2Be Counselling & mentoring support (£15000)	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	3, 4, 5
Financial Hardship Fund – extra-curricular activities, trips, equipment, uniform, etc (£20000)	Planned extra-curricular activities such as an after-school club are more likely to offer academic benefits than sporting activities alone.	3, 4, 5

Total budgeted cost: £431 500 (overspend of £6 900)

Externally provided programmes

Programme	Provider
Rising Futures Programme	Yes Futures
Place2Be	Place2Be