

# Pupil premium strategy statement – Fort Royal School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils (84/238)	34.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023/2024 – 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ed Francis – HT
Pupil premium lead	Sue Richards - AHT
Governor / Trustee lead	Teresa Dodgson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,395
Recovery premium funding allocation this academic year	£69,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£170,285

# Part A: Pupil premium strategy plan

## Statement of intent

An analysis of the various **significant factors which may have an impact on vulnerability** of pupils at FRS or on which vulnerability can impact such as:

- primary challenges faced by pupils
- parental engagement
- attendance
- health needs
- nature and severity of individual disability
- emotional health and wellbeing
- ethnic background (EDL)
- progress and attainment,
- safeguarding concerns,

all indicate that there is no one particular common need of the cohort of pupils who receive the PPG that separates or distinguishes them from their peers which would indicate a specific route to targeting our PPG. Our pupils who receive the PPG are on par with their peers, there is no discernible difference between the cohorts in terms of attainment or any of the factors listed above. The issues that are pertinent to vulnerable learners within the school are also pertinent to the PPG group. The pupils who receive the PPG in fact form a sub section of this wider vulnerable group with similar and overlapping needs.

**Therefore, we can be confident that the intervention and provision we plan for our general population of vulnerable learners will also have a significant impact on the PPG group.**

So, although we do target PPG funds for specific resources and activities for individual pupils who qualify if deemed appropriate, we also use these funds and our **Recovery Premium** to expand the whole school provision and interventions we plan for all our vulnerable learners in the sure and certain knowledge that pupils in receipt of the PPG will benefit.

Beyond supporting parents, most of our targeted and costed energies designed to support our vulnerable learners and PPG pupils, takes the form of specifically targeted individualised learning activities and interventions which are personalised, broad ranging and support the curriculum. They are designed to maximise engagement in learning to address the key issues presented by the pupils' vulnerability which act (or may act) as a barrier to learning. These key issues become our core priorities for supporting vulnerable pupils and those who receive the PPG.

## Challenges

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

Challenge number	Detail of challenge
1	Our observations, conversations with parents/carers and assessments show that meeting the <b>complex health/physical needs</b> of pupils continues to be a concern due to reduced provision following the pandemic and supporting these needs is essential for them to be able to make good or better progress.
2	Our observations and assessments show that developing the <b>early developmental skills</b> of pupils is essential to maximising their learning and understanding of themselves, others, and the world around them.
3	Our observations and assessments show that meeting the <b>social/emotional</b> and <b>self-regulation needs</b> of pupils is essential for them to be able to make good or better progress.
4	Our observations and assessments show that meeting and developing the <b>communication needs</b> of pupils is essential to ensure they have greater challenge around communicating and expressing wants and needs.
5	Our data shows that since the pandemic our <b>attendance has reduced</b> , particularly for our <b>disadvantaged and vulnerable pupils</b> .

## 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
Increased access to targeted physical interventions such as Smart Moves, use of specialised equipment such as trikes and walkers, development of wheelchair skills, access to individual interventions such as pool sessions, supported by physical management TA and additional support staff	Pupils' physical skills are maintained and developed as they are supported to regularly access individual programmes and positioning using specialised equipment. Progress is noted in EHCP outcomes and physiotherapy reports.
Early developmental skills of pupils are maximised through targeted interventions	Pupils' early skills are developed through the support of staff trained/experienced in the use of interventions such as eye gaze and switch progression and through use of

	specialised areas in school such as the multi-sensory room and hydro school. Progress is noted in EHCP targets and APP.
Social/emotional and self-regulation needs are fully supported through targeted interventions	Decrease in the amount of RPI being used by 90% by December 24. More pupils seen to be accessing sensory diets and ladders in place. Pupils to be observed as more regulated, and progress noted against EHCP targets.
Pupils use preferred mode of communication to extend their receptive and expressive communication skills	Progress is noted in EHCP targets and APP progress from their baseline assessment.
Attendance, particularly for our vulnerable and disadvantaged pupils, increases in excess of the national average	Attendance is currently at 91%, pre pandemic levels were 92%. Attendance to increase to pre pandemic level (not including medical).

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Annual review/assessment of each pupil will be required in terms of wellbeing/ attention and engagement/ a change in skills, abilities and needs (including Cognitive, Communication, Social/Emotional and Sensory/ Physical) /academic levels</p> <p><b>£10,000 – teacher/specialist TA time</b></p>	<p>Strategies targeted at identified individual physical, learning, social/emotional, sensory and/or communication needs will support us in raising individual achievement as evidenced in pupils' EHCPs</p>	1,2,3,4
<p>CPD training and support for subject leaders</p> <p>CPD training and support for class teachers – Maths, Topic, Write Dance, Coaching and Mentoring and Supervision</p> <p>CPD training and support for teaching assistants – Write Dance, Phonics/ Reading, Autism and Sensory Awareness</p> <p><b>£5,000 – teacher/specialist TA time</b></p>	<p>To deliver a curriculum that supports all learners regardless of need. Improving the knowledge and skills of teachers/teaching assistants will have a significant impact on pupils' achievements as evidenced in pupils' APP and EHCP targets</p>	2,4

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted sessions with our specialist physical management TA and additional staffing for swim/hydrotherapy sessions will support the health and physical needs of pupils, maintaining and developing skills.</p> <p>Training additional manual handling trainer</p> <p>Training/refreshing staff in manual handling</p> <p><b>£20,000 – 1 specialist TA plus support of AHT/MH trainer</b></p>	<p>Pupils' physical skills are maintained and developed as they are supported to regularly access individual programmes and positioning using specialised equipment.</p> <p>Progress is noted in EHCP outcomes and physiotherapy reports.</p> <p>Increase in size of school and number of staff necessitated need for additional trainer.</p> <p>Staff are upskilled to carry out positioning and meeting the physical needs of pupils.</p>	1
<p>Parents are more skilled in understanding their child's learning, communication and behaviours and are provided with strategies to develop these further in a consistent approach with the school.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language, and communication.</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p>	2,4

<p>Identifying pupils to target for Eye Gaze and Switch Progression work, supported by specialist Sensory TA and AHT</p> <p><i>£20,000 – specialist TA, 2 TAs to support resource making plus oversight from AHT</i></p>	<p>This is endorsed by the Royal College of Speech and Language Therapists.</p> <p>Staff are supported to implement use of these interventions to improve access and communication for pupils.</p>	
<p>Enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism. We will also fund staff training. Measured via assessed targeted interventions through individual sensory ladders.</p> <p><i>£30,000 – Sensory OT, specialist TA and oversight of AHT's</i></p>	<p>We have observed that sensory equipment and resources such as specialist seating, trampettes, tunnels, weighted items and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>We have worked closely with the university and OT students, who have supported an audit of our sensory cabin, promoted our sensory library through an informative coffee afternoon for parents and also produced a detailed booklet on our sensory cabin to inform supporting our most complex pupils who access this regulation space. We are also developing transition bags to support some of our more complex learners.</p>	3
<p>Music specialist, leading group choir and instrument sessions, whole class sessions and 1:1 sessions for identified pupils, includes purchase of ukuleles and keyboards etc</p> <p><i>£20,000</i></p>	<p>Pupil's social, emotional and mental wellbeing is supported through music.</p> <p>Group sessions support pupil's sense of community.</p> <p>Individual sessions encourage communication through self-expression.</p>	3,4
<p>Purchase of Dual Language Mantra Lingua resources for individual pupils, including digitally</p>	<p>Pupil's with English as an additional language are supported to access the curriculum and set texts through the use of the Mantra Lingua resources.</p>	3,4

printed sound enabled texts and PENpals  <b>£5,000</b>	All pupils are able to access a range of sound enabled texts through the purchase of class licences, enabling them to explore a range of languages	
--	--	--

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

Budgeted cost: £60,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working with parents and carers to support non-academic issues that impact success in school such as attendance, behaviour, and social and emotional challenges – through individual support, parenting courses, coffee afternoons</p> <p><b>£25,000 – Family Support Worker and training and support from AHT and Team Teach tutor</b></p>	<p>The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p><a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p>	5
<p>ELSA support and play therapy – we have 1 trained ELSA's and a part time play therapist who have worked together to develop and resource our River Room, where pupils receive</p>	<p>The ELSA's can help individual pupils with a variety of difficulties, including:</p> <ul style="list-style-type: none"> <li>building better relationships with peers through development of social skills</li> <li>support with emotional wellbeing and self-esteem reducing anxiety e.g., around transitions</li> </ul> <p>ELSA acknowledges that children and young people learn best when they feel</p>	3



<p>targeted support/therapy.</p> <p><b>£15,000 – ELSA cover and supervision, Play Therapist and supervision and liaison with DSL/DDSL</b></p>	<p>happier, and their emotional needs are being addressed.</p> <p>Play is an integral part of childhood development and using play as a medium to express themselves makes sense to children.</p>	
<p>Individual support offered to families in receipt of PPG: School uniform allowance</p> <p>Support for holiday clubs</p> <p>Support with groceries</p> <p>Support with transport during emergencies</p> <p>Purchase of motivating resources to support access to learning through individualised learning targets</p> <p><b>£20,285</b></p>	<p>Pupils feel part of a school community when wearing uniform, in addition, some pupils wear uniform to support their social and behavioural needs, making the transition between home and school more manageable.</p> <p>Pupils benefit from attending holiday clubs during main school holidays, they have structure to their day, access to familiar peers and adults and also to the wider community.</p> <p>Pupils are able to access regular meals, supporting their wellbeing and readiness to learn</p> <p>Pupils are supported with the transitions to and from school, improving attendance</p> <p>Pupils show increased interest in learning activities when supported by motivating and accessible resources</p>	1,3,4,5

**Total budgeted cost: £170,285**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### ***Outcome 1 – Increased access to targeted physical interventions***

Pupils have had access to an increasing range of equipment and interventions including Balance Ability, specialist trikes etc. Classes have also additional staffing to support pupils access to swimming and aquatic therapy. The specialist physical management TA has worked with both individual and small groups of pupils. All physical management plans have been reviewed and updated, following advice received during trainer update session.

#### ***Outcome 2 – Maximise early developmental skills of learners through targeted interventions***

Staff have received training and support to develop pupils early developmental skills through interventions such as Switch Progression and eye gaze. Five new eye gaze systems have been purchased and training has taken place. Additional resources to support environmental control and access to toys through eye gaze have been purchased. Teachers are due to receive Grid training at the beginning of next term.

#### ***Outcome 3 – Meet social/emotional and regulation needs of pupils***

Identified pupils have received support from ELSAs or Play Therapist. Referrals to the independent Sensory OT have increased as the school's population becomes more complex, and it is envisaged that this will continue to increase next year. More resources have been purchased and additional provision developed; two more regulation spaces this been developed. Transition bags are currently being developed to support our most complex learners.

#### ***Outcome 4 – Ensure pupils are able to use preferred method of communication***

AHT has met with Speech and Language Therapist lead to ensure all pupils are receiving at least an annual update to their targets and that staff have the skills and resources needed to deliver the support. Communication teamwork in conjunction with therapists to ensure both classes and home have the identified resources. Additional time is being purchased to support pupils' access to speech and language therapy.

#### ***Outcome 5 – Increase attendance of our vulnerable pupils***

Family support worker has worked in conjunction with AHT, to support identified families to raise attendance. Our figure for Autumn Term 2023 is 91%, the national average for special schools is 87.8% and for our local authority it is 84%. Those pupils with good attendance have had that celebrated with certificates in assembly.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	N/A