

Pupil premium strategy statement – Fort Royal Primary School 2025-26

This statement details our school's use of pupil 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 | 208 |
| Proportion (%) of pupil premium eligible pupils | 39.9% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024/2025 to 2027/2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Ed Francis - HT |
| Pupil premium lead | Lara Collingwood |
| Governor / Trustee lead | Teresa Dodgeson |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £119,685 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £119,685 |

Part A: Pupil premium strategy plan

Statement of intent

At Fort Royal Primary School our aim is to utilise pupil premium funding to help us achieve our school visions and values. We want Fort Royal Primary School to be a place where our pupils can flourish and be the nest that they can be. We want to provide an environment where all pupils can *play, learn, laugh and succeed* to their full potential.

All pupils at Fort Royal Primary School face many challenges, as all pupils have an Education, Health and Care Plan and a range of complex special educational needs and disabilities.

We ensure that pupils' access the appropriate curriculum based on their individualised starting points, and intend our outcomes to develop academic achievement, independence, engagement and social development as they transition through school and move to High School.

We strive to provide pupils with the support they need to develop independence, self-respect, resilience and autonomy that is vital for a full and productive life. We believe that total communication is vital to provide a means for each pupil to interact, connect and have their voice heard.

Our strategy will be driven forwards by the needs and strengths of child, based on a range assessments. This will help us to ensure that we offer them the relevant skills and experience they require to enable them to meet their full potential.

Although we do target PPG funds for specific resources and activities for individual pupils who qualify if deemed appropriate, we also use these funds 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.

We recognise that our country is currently navigating the aftermath of the COVID-19 pandemic and facing a cost of living crisis. While the full impact of these challenges on many of our pupils remains uncertain, we are committed to preparing for these effects and providing support through both individualised interventions and whole-school strategies throughout this academic year.

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 and assessments show that meeting the complex needs, including sensory processing difficulties of pupils is essential to ensuring that they are regulated and ready to learn. |
| 2 | Our observations and assessments show that meeting and developing the communication needs of pupils is essential to ensure they have greater challenge around communicating and expressing wants and needs. |
| 3 | Our observations and assessments show that meeting the social/emotional and self-regulation needs of pupils is essential for them to be able to make good or better progress. |
| 4 | Our observations and assessments show that developing the early developmental skills of pupils is essential to maximising their learning and understanding of themselves, others, and the world around them. |
| 5 | Our data shows that since the pandemic our attendance has reduced, particularly for our disadvantaged and vulnerable pupils. |

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 sensory provision as prescribed by sensory OT or sensory team. Access to individual interventions to support physical needs such as hydro pool sessions. | Pupils sensory needs are met and supported using sensory ladders and diets. Children will access a range of areas within school to support their sensory needs such as sensory cabin, sensory circuits and active learning. Children are regulated and ready to learn. Progress is noted on EHCP outcomes. Pupils physical skills are maintained and developed as they are supported to access individualised programmes. |
| Pupils use preferred mode of communication to extend their receptive and expressive communication skills. | Pupils communication needs are met and supported by staff who are trained/experienced in a total communication approach. |

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| | <p>Pupils access SALT and school communication TA more regularly.</p> <p>Staff are able to support children in communicating through a range of approaches, including Signalong, ALD's, PECS, TASSELS and objects of reference.</p> <p>Progress is noted in EHCP and SALT targets and APP progress from their baseline assessment.</p> |
| <p>Social/emotional and self-regulation needs are fully supported through targeted interventions and whole school approaches.</p> | <p>Consistency of approach across whole school using Zones of Regulation to meet the children's emotional regulation needs.</p> <p>School will work towards being a Trauma Informed School.</p> <p>Pupils will access social and emotional interventions such as Emotional Literacy Support Assistant, play therapy and targeted well being groups/individual support.</p> <p>Pupils to be observed as more regulated, and progress noted against EHCP targets.</p> <p>Continue to see a reduction in the use of RPI being used.</p> |
| <p>Early developmental skills of pupils are maximised through targeted interventions.</p> | <p>Pupil's early skills are developed through the support of staff trained/experienced in the use of interventions such as Grids and switch progression and through use of specialised areas in school such as the multi-sensory room, active learning and sensory garden.</p> <p>Progress is noted in EHCP targets and APP.</p> |
| <p>Attendance, particularly for our vulnerable and disadvantaged pupils, increases more than the national average for Special Schools.</p> | <p>Attendance is currently at 90%, pre pandemic levels were 92%. Attendance to increase to pre pandemic level (not including medical)</p> |
| <p>Families are well supported by the school Family Support Worker and appropriate referrals are made to other professionals when appropriate to ensure that the needs of our pupils' are met.</p> | <p>An increase in the number of families being supported through the school early help offer.</p> <p>An increase in the number of families being supported though Early Help plans.</p> <p>Families attend parenting courses to equip them with the tools to meet their children's needs</p> |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>CPD training and support for subject leaders</p> <p>CPD training and support for class teachers – SWALSS network groups and training, EQUALS training subscription</p> <p>CPD training and support for teaching assistants –, Phonics/ Reading, Autism and Sensory Awareness</p> <p>Enhanced induction package for all new staff to include training and mentoring from HLTA's and Grade 4 TA's</p> <p>£4000 – external course costs, teacher / teaching assistant time</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> | <p>2, 4</p> |
| <p>Annual review/assessment of each pupil will be required including Cognition, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical needs</p> <p>£10,000 – teacher/ EHCP admin</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' EHCP's.</p> | <p>1, 2, 3, 4</p> |

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|---|---|------|
| Additional SALT provision purchased from NHS. £13,000 | Additional SALT hours in school to support the children's communication needs and support and train staff | 1, 4 |
|---|---|------|

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

Budgeted cost: £70,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism. Full day of staff training for January training day. Measured via assessed targeted interventions through individual sensory ladders. £30,000 – Sensory OT and oversight from TLR and DHT | 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. 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 | 1 |
| 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 £10,000 – Special music teacher and oversight from DHT | Pupil's social, emotional and mental wellbeing is supported through music. Group sessions support pupil's sense of community. Individual sessions encourage communication through self-expression. | 2, 3 |
| Additional staffing for sensory swim and hydrotherapy sessions will support the pupils sensory and physical | Pupils' physical and sensory skills are maintained and developed as they are supported to regularly access individual programmes. Ensuring children have the | 1 |

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| <p>needs and support in maintaining and developing their skills.</p> <p>Liaison with OT and physios.</p> <p>Training and refreshing staff in manual handling.</p> <p>£10,000 – Oversight from AHT, MH trainer and TA support</p> | <p>appropriate equipment to meet their physical needs.</p> <p>Progress is noted in EHCP outcomes.</p> <p>Staff are upskilled to carry out positioning and meeting the physical needs of pupils.</p> | |
| <p>Communication Team to support in ensuring that children have the appropriate communication aides and deliver interventions in the classroom.</p> <p>£20,000 – Specialist TA's and oversight from DHT</p> | <p>All children have access to a range of communication aides.</p> <p>Progress is noted on SALT and EHCP outcomes.</p> | 2, 4 |

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

Budgeted cost: £22,685

| 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/mornings afternoons.</p> <p>£10,000 – Family Support Worker and oversight from DHT</p> | <p>WCC advice is for schools to provide a robust Early Help offer to support parents in meeting their children's needs. Evidence shows that a joined up approach where all agencies work together enables children to have the best outcomes.</p> | 5, 6 |

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|--|---|-------------|
| <p>ELSA support and Play Therapy – we have one trained ELSA and a part time play therapist who have worked together to develop and resource our River Room, where pupils receive targeted support/therapy. The play therapist is also TISUK trained and supports parents with their children’s emotional needs.</p> <p>£10,000 – ELSA and Play therapist with oversight from DHT’s.</p> | <p>The ELSA’s can help individual pupils with a variety of difficulties, including: building better relationships with peers through development of social skills support with emotional wellbeing and self esteem reducing anxiety e.g., around transitions ELSA acknowledges that children and young people learn best when they feel 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>3, 6</p> |
| <p>Individual support offered to families in receipt of PPG:</p> <p>School uniform allowance (£80 per child)</p> <p>Support for holiday clubs</p> <p>Breakfast and snack provided by school</p> <p>Support for transport to school during emergencies and to ensure children’s attendance in school</p> <p>Spare swimming pads</p> <p>£12,685</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 can 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 physical and sensory needs are met by ensuring that they can swim.</p> | |

Total budgeted cost: £119,685

Part B: Review of the previous academic year 24/25

Outcomes for disadvantaged pupils

Outcome 1 – Increased access to targeted physical interventions

Pupils have had access to an increasing range of equipment and interventions. Classes have also additional staffing to support pupils access to swimming and hydro therapy. 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. During learning walks there has been evidence that those pupils with the complex needs are accessing a range of interventions to support their learning.

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

Identified pupils have received support from ELSAs or Play Therapist. More resources have been purchased and additional provision developed; regulation spaces across school have been enhanced. Referrals to the independent Sensory OT have increased as the school's population becomes more complex. Identified children have sensory ladders and are accessing the sensory cabin and other areas within school.

Outcome 4 – Ensure pupils can use preferred method of communication

DHT 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. Children with EAL have been well supported by the Dual Language Mantra Lingua resources.

Outcome 5 – Increase attendance of our vulnerable pupils

Family support worker has worked in conjunction with DHT, to support identified families to raise attendance. The attendance for 24/25 overall was 90.6% and for other special schools it was 87.1%. Persistent absence has reduced slightly from 23/24 to 27.47% in 24/25. Severe absence has also reduced slightly from 23/24 to 2.15% in 24/25.

Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
| N/A | N/A |
| | |

Service pupil premium funding (optional)

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| <p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p> |
| No Service Pupil Premium funding is allocated |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |