

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fortuna
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	H Keegan
Pupil premium lead	T Claypole
Governor / Trustee lead	J Heaney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,640
Recovery premium funding allocation this academic year	No longer allocated
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 30,706.49
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	Total - £117,346.49

Part A: Pupil premium strategy plan

Statement of intent

The pupils who attend Fortuna school have previously had negative experiences of education and are therefore switched off to learning. They have low self-esteem and self-worth, not seeing themselves as learners. They often have significant gaps in their learning and are not able to access the curriculum at an age-appropriate level. Our children need a lot of support to develop their social and emotional skills which allow them to access the learning environment and curriculum.

High quality teaching which is tailored to meet the diverse and individual needs of our children is at the forefront of our ethos and approach. All our pupils have an Education Health Care Plan and are therefore categorized as vulnerable and disadvantaged.

Objectives for our disadvantaged pupils

- *To develop children's sense of self and self esteem to enable them to access the national curriculum and learning environment.*
- *To develop children's self regulation to help them manage their behaviour and access the national curriculum consistently*
- *To provide children with the opportunities to develop through play*
- *To fill the gaps in their missed learning.*
- *To narrow the gap in their attainment levels and those of their mainstream peers*
- *To provide curriculum and personal social experiences outside of the pupils everyday experiences to enhance attainment and development*
- *To provide pupils with a balanced and varied diet ensuring that one of their basic needs is being met*
- *To support our children with the transitions from home to school, recognising the impact of attachment on pupils education.*

Pupil premium strategy

Fortuna's Pupil Premium strategy plan is a tiered approach which has three elements, teaching, targeted support for pupils and wider support for parents/carers

Teaching – In order to narrow the gap in pupil's progress we are investing in staff CPD and a tailored curriculum to meet the varied needs of our pupils

Targeted support – Pupils will be supported both with behaviour interventions and academic interventions

Wider Support – In order for us to support the diverse social, emotional and behavioural needs of our pupils we need to be able to support our parents and carers

in a variety of ways. This can mean access to the play therapist, CAFO, food hampers, basic care packages or attending celebrations

Key principles

The key principals behind our pupil premium strategy are:

- *To support our pupils in accessing the curriculum, narrowing the gap in their learning*
- *To develop our pupils behaviour management skills, exploring with them self regulation, reflection and positive behaviours*
- *To develop pupils social and emotional well being*

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils baseline assessments show that children are working below national expectations when they start at Fortuna</i>
2	<i>Discussions with parents/carers and information from children’s previous education settings highlight that pupils have significant gaps in their learning due to missed education. Pupils having reduced timetables, fixed term exclusions and permanent exclusions have caused this.</i>
3	Previous traumatic experiences impact on children’s social and emotional development. Pupils Boxall Profile assessments show that children developmentally are functioning emotionally at a level significantly below their mainstream peers
4	Physical Intervention data, assessment data and welfare information about the children correlate and show that when pupils are experiencing trauma and disruption in their home lives this impacts their ability to access education
5	Pupils attitudes towards school and education are negative. The children do not see themselves as learners and struggle to be in the classroom environment accessing the curriculum. Behaviour data shows this as Physical Intervention is higher when the pupils first start at Fortuna
6	Pupils out of school experiences can be limited due to families backgrounds, pupils behaviours and their circumstances. This makes it extremely difficult for our children to develop a sense of awe and wonder and apply it in their learning, particularly in Literacy.

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	Progress towards Success Criteria
<i>Pupils will close the gap in their learning, focus on the core subjects of Maths, Literacy and Science</i>	For pupils to have exceeded their baseline predicted progress KS1-KS2	
All pupils throughout their time at Fortuna have access to a graduated therapeutic offer from Di Hoyer (play therapist) to develop a sense of self and self-regulation	All pupils will have had access to a graduated therapeutic response	
To enrich the curriculum, giving pupils real life experiences to use within the classroom setting, enhancing their spoken language and independent writing	SLT places emphasis on giving pupils experiences which are beyond their capability in the wider community Increase in writing attainment	
Teachers to be supported in the development of their roles as subject leads	Curriculum Lead to discuss CPD with teachers and identify courses	
Pupils to celebrate their time at Fortuna and their achievements – having a good next chapter	All year 6 pupils to participate in leavers celebrations	
Education Welfare Officer to support in School Attendance Panel –	Whole school attendance above 90% SAP support for AHT	
Individual play therapy for specific children to help children recognise, talk and work through life experiences which have been traumatic	Play therapist to work with all CIC pupils.	

and impacting on their lives inside of school and outside		
Attendance/input from Play therapist in review meetings to offer insight into strategies parents/carers can use in the home setting to support with our childrens big feelings	Play therapist to complete a baseline observation assessment report and end of input report for each child she is working with	Di completed an introduction to play therapy parents talk and compiled reports for all CIC reviews
Behaviour intervention around the school for individuals who need additional support	Identified Support Assistant within the school EEF 4+ months closing the gap	

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress towards Activity
<i>Embedding awe and wonder throughout the curriculum to develop pupils spoken language and literacy skills and engages the children in their learning – whole school approach</i>	<p>2025 Pupil Questionnaires – 95.9% of pupils felt more confident in their learning 98.6% pupils feel that the experiences help with their learning 80.6% achieved or exceeded their reading target 76.2% achieved or exceeded writing target</p> <p>2024/25 July Attendance – 92.17%</p> <p>School-level approaches to developing a positive school ethos, which also aim to support</p>	5,6,1,2	

	greater engagement in learning (EEF + 3months)		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3779,00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress towards Activity
<i>Identified children to undertake Specialist Teaching Team assessments to identify areas of learning difficulty, inform teaching and learning. Prepare EHC for next phase</i>	STT reports inform interventions EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	3, 5	
<i>Investment in phonics resources to ensure pupils have high quality equipment Purchase of phonics based handwriting scheme.</i>	To design and implement targeted, intensive phonics interventions for pupils who need additional support, delivered through small groups or		

	one-to-one sessions alongside the main classroom programme. EEF + 5 months		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £105,060.73

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress towards Activity
<i>The school employs a play therapist to support children, staff and parents/carers in the understanding of the impact of trauma and attachment on pupils social, emotional, mental health needs, and the impact on the child's personal development and growth</i>	EFF - The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	2,3,4,5	
<i>The school employs a Teaching Assistant to specifically support staff with pupils that are displaying behaviours beyond the norm within the classroom setting. These children are usually displaying significantly increased behaviours during</i>	EEF - Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;	2,3,4,5,6	

<i>times of social care intervention, unstable times within the family home etc</i>			
<i>The schools nurture ethos and approach is developed through dedicated activities such as breakfast, snacktime, dinner and planned choosing times</i>	July 2025 pupil questionnaire – 100% said they knew how to be healthy and safe	1,2,3,4,5	
<i>To support families and children who need additional support for basic needs</i>	2024/25 – School provided 3 food hampers, clothing items such as underwear, jogging bottoms, t-shirts etc to two pupils 1 pupil is FSM and received 2 bundles of clothing 1 pupil is CIC and has received 4 packages to support him in school with a medical condition	3	
Pupils to celebrate their time at Fortuna and their achievements – having a good next chapter	Year 6 celebration assembly July 2025 – 90% attendance by parents/carers	5	

Total budgeted cost: £ 112,339.73

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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
Phonics	Read Write Inc