

Key Stage Five Information 2022 - 2023

Using the research collated by the Education Endowment Fund, NFER and DfE, we can summarise the national picture relating to the progress and attainment of our pupils. This is with a specific focus upon the longevity of the impact of CV-19 for our pupils. Although there is seemingly very little SEN specific data, we can draw similarities between our vulnerable cohort because of the nature of their learning disability and the high number of PPG pupils we have in school (53%). FSM is one of our main indicators and the current economic climate has influenced an increase of 10% of eligible FSM pupils over the last 4 years. Unemployment remains higher than the national and county averages at 4.3%. The district 3/12 most deprived in the county using IMD scoring. These indicators demonstrate the potential barriers for our pupils to thrive during their time at the Beacon and when they leave the school. Reading, Maths, Grammar Punctuation and Spelling were indicated where pupils are mostly behind. These are the core areas of learning which will have a great impact across most other subject areas.

The progress and attainment gaps are widening across the disadvantaged groups with several sources indicating an approximation of pupils in this cohort being in the region of 7 months behind their expected levels (DfE, RS assessment and NFER interim report). Nationally, Reading and Maths remain the areas where the pupils are mostly behind. These are the core areas of learning which will have a great impact across most other subject areas. Some indicators are showing the attainment gap between disadvantaged groups, which has nationally been around 10% during the last decade, now sits within a range of 10%-24% (Primary and Secondary). We have no discernible difference between our vulnerable cohorts within the school.

Progress of Year 12-14 Pupils – 2023

Our pupils' attainment and progress is tracked through to the end of year 11 using Pupil Asset, this information is used to set targets for Key Stage 5 that are in line to demonstrate a minimum of good or better progress. These levels/grades are then used to project a continuation on the flight path to maintain the good or better progress that we expect for our pupils. This translates as three pupil asset points per year or largely one accredited outcome per year (as demonstrated in our tracking document). Most SEN schools in Kent use 2 pupil asset points but we felt this wasn't challenging or ambitious enough for our cohort. This has resulted in the progress of our young people consistently being good or better.

Options blocks have moved away from a "breadth" of study model to one, which focusses on building enhanced skillsets to support an interest and expertise in their chosen areas (deeper learning and skills). The areas of study directly link with our curriculum

(Communication, Number, Digital Technology, Understanding the World and Healthy Lifestyles) and greatly enhance our pupils ability to access their chosen pathway, be as independent as they possibly can be, make a positive contribution to their community/society and reach their maximum potential.

Due to the combined efforts of staff, pupils and families, all pupils will be accessing their chosen next step in further education, employment and/or training this year.

Outcomes and Progress Year 14 Leavers:

12 Year 14 Pupils in Tier 1 following/accessing the 5 Strand Curriculum Pathway.

The large majority (8/12) 67% are leaving the school with a minimum of all three functional qualifications in English, Maths, Computing and at least two other subject based or vocational qualifications (options). These pupils are achieving accredited outcomes in each of our 5 strand curriculum pathway (Number, Communication, Digital technology, Understanding the World and Healthy Lifestyles).

Three out of the 4 pupils not achieving the 5 accredited outcomes in all curriculum strand areas have achieved a minimum of 4 accredited outcomes that include English, Maths, and two other subject based or vocational qualifications, options in Healthily Lifestyles and Understanding the World. These three pupils are currently being re-entered for their Digital Technology (Computing) and are currently on track to achieve their qualification. **Once achieved, this would mean that (11/12) 91% of our pupils, will have achieved accredited outcomes across each strand of our curriculum.**

All these qualifications are from the pupils KS5 pathway. They are progressive to reflect the greater learning demands and the continuation of the progress made. Most (85%) of the outcomes achieved demonstrate the expected or better progress made by the pupils. 54% of the outcomes achieved demonstrate accelerated (good or better) progress.

This is in addition to the KS4 outcomes they achieved in year 11, meaning all are leaving the Beacon with a minimum of 11 accredited outcomes across all of the 5 curriculum strands (all inclusive of English and Maths).

Pupils are in a strong position to transition onto their chosen pathway and thrive in their community

The very large majority of pupils remaining in Key stage 5 (years 12 and 13) are on track to achieve accredited outcomes in all areas of our 5 strand curriculum (Number, Communication, Digital technology, Understanding the World and Healthy Lifestyles).

6 Pupils in Specialist Curriculum Pathways (Tier 2 and 3).

We are really pleased to report that all pupils in year 14 Tier 2 were successful in gaining a certificate or diploma that includes English and Maths modules and a thematic approach to include all 5 of our curriculum strands. In addition, 4/6 pupils also achieved an ASDAN certificate or Diploma of Personal Progress that evidences the accelerated (good or better) progress they have made. 3/6 pupils in this cohort gained accreditation that demonstrated accelerated (good or better) progress.

The KS5 pupils following the Impacts curriculum (PMLD) that feed into ASDAN accredited route **all** make expected or better progress with the very large majority making accelerated (good or better) progress. 1 Year 14 pupil followed this pathway.

The KS5 pupils following the ABBLS curriculum (ABA) largely make expected or better progress (81%), with 51% making accelerated (good or better) progress. 2 Year 14s followed this pathway, or a combined pathway that includes this provision.

Vulnerable Groups

The vulnerable groups analysis shows no discernible difference in the amount of progress being made by the different vulnerable groups in year 14, when compared to the overall cohort.

The vulnerable groups analysis shows no discernible difference in the amount of progress being made by the different vulnerable groups in year 11, when compared to the overall cohort.

We have continued to observe a stabilising in the progress being made by our PPG group and FSM pupils compared to the rest of the school. Historically, these groups have fallen slightly below (an average 3%) the progress rates made by the wider cohort and therefore show no real difference in the progress they make. However, for the last two academic years (2022 and 2023) the FSM and PPG pupils have performed either in line or above their peers in English and Maths. Nationally there is a progress/attainment gap with pupils with FSM and/or PPG, the disadvantaged gap index has increased in 2023 to 3.79 from 3.70 in 2019. This gap has been consistent for over a decade. This is a trend that isn't current or applicable for The Beacon. Our most vulnerable pupils thrive and make strong progress in line, or above their peers.

Our wrap around support for free school meals provision (actual food drops, vouchers, reconnect programme and Beacon community support, workshops) and the wider personalised support and care provided on a weekly basis by our Teachers, TAs and MAST team has seemingly made a positive impact upon the pupils and families ability to support them.

Destination information - Onward Routes of Progression (NEET)

Recent data (DfE, June 2023) highlights pupils with special educational needs were less likely to have any sustained destination than those with no identified SEN. 89.5% of pupils with SEN went onto education, employment or apprenticeships compared to 94.8% of those with no identified SEN. The Beacon bucks this trend with all pupils (100%) are engaging in positive participation for their next step in further education, employment and/or training. This is also well above the national average for young people with and EHCP (87.2% nationally and 87.2% in Kent). The 1 pupil where an onward route is unknown is due to a medical related condition prohibiting his pathway at this point. It is very encouraging that 19% of the cohort are choosing the Beacon plus employability route, following appropriate avenues that can support them reaching their potential and making a positive contribution to their community. Currently, all of leavers from Beacon plus have gained employment (full time, part time, supported, sustained volunteering with an employment route) – significantly above the national statistic of 5.1% of adults who had an EHCP or equivalent (known to adult social services) in employment in the UK.

The Beacon	Beacon Plus	EKC	Sixth Form (other than The Beacon)	Residential	Alt. Prov.	Unknown	NEET	Total
0	5	15	0	0	5	1	0	26
0	19	58	0	0	19	4	0	100

Percentage of leavers

Actual numbers of leavers

Yrs 11/12/13/14

During Term 1, we will be continuing our wrap around support to ensure our pupils access and sustain their onward routes of progression, liaising with relevant agencies and support networks.