

Key Stage Four Information 2023 (Academic Year 2022-2023)

Progress and Attainment of Year 11 Pupils: 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.

Summary

The large majority of pupils are making expected or better progress by the end year 11, this includes English (74%), Maths (89%), Computing (96%) and Science (100%). Of that cohort, it is pleasing to see that 56% of pupils are making accelerated (good or better) progress in these subject areas, reflecting the stretch and challenge that we have seen during observations and learning walks. It is good to see that continued interventions and targeted support in Maths has supported the narrowing of gaps in knowledge/skills, with an additional 28% of all pupils making expected or better progress in Maths compared to 2022. Most pupils (96%) are making expected or better progress across all the subject areas, with the large majority (76%) making accelerated (good or better) progress.

The strength of the progress indicators demonstrates pupils were thriving and engaged with their learning opportunities. This success reflects the ongoing positive learning environment within the school and community as a whole.

Reading

The increased rigour and provision for Key Stages 3, 4 and 5 reading and its strategic development has seen 165 pupils accessing the accelerated reader programme (AR). The large majority of pupils (77%) have made accelerated progress (AR tracking), an increase of 19% from 2022. This strategic development and broadening of our focus upon engagement and functionality has been a success in the secondary phases. In KS4 and KS5, 7 of the 45 (16%) graduated AR achieving a reading aged 10 or above. The combination of reading for pleasure, reading age assessments and accelerated reader focusing on fluency and functionality, has seen a transition on how we describe the progress made.

Onward Routes of Progression (NEET)

One pupil is moving on to a new provision at the end of year 11, the remaining pupils are all on track to continue their journey with us and are on a *flight path* with accredited routes in Key Stage 5 that demonstrate at least expected progress. The one pupil moving on to further education, employment or training is a positive reflection as we continue to support pupils personalised journeys and to access destinations suitable to their ambitions and abilities. All pupils (100%) are engaging in positive participation for their next step in year 12 which is well above the national average for young people with an EHCP (87.2% nationally and 87.2% in Kent).

	The Beacon	Beacon Plus	EKC	Sixth Form ~(other than The Beacon)	Residential	Alt.Prov.	Unknown	NEET	Total
Year 11	26	0	1	0	0	0	0	0	0

Outcomes

In Tier 1, **all pupils** gained 5 or more accredited outcomes, this reflects our core expectation of learning across the 5 strand curriculum. This includes accredited pathways in Number, Communication, Digital Technology, Healthy Lifestyles and Understanding the World. The main vehicles for Number, Communication and Digital Technology are Maths, English and ICT but these are not solely taught/explored through these subject areas).

Pupils achieve an average of 6 accredited outcomes by the end of year 11, with 93% of the outcomes reflecting/accrediting the expected or better progress the pupils have made. This is an increase of 9% from 2022.

In Tier 2 and 3, all 8 pupils are undertaking a longer pathway journey that encompasses all areas and aspects of our 5 strand curriculum. Outcomes will be reflected in their KS5 outcomes (including, ASDAN, Personal Care, Life Skills) – all of these pupils are making progress in line with expectations, with 70% making accelerated (good or better) progress. Overall 79% pupils are making expected or better progress.

The range of qualifications achieved align with our curriculum development to ensure a rounded and balanced pathway of study supports onward progression, enabling our pupils to reach their maximum potential and contributing to their communities. In this second full year of transition to a curriculum pathway model it is incredibly rewarding to see 100% of all pupils achieving an accredited outcome in each of the 5 curriculum areas and all accessing a positive onward route of progression.

Summer 2023

Unless otherwise stated the percentages below are correct for all subjects					
4% = 1 Pupil		English - Year 11			27 Pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	26	30	19	26	74
No of pupils	7	8	5	7	20
12 pupils, 45% are making accelerated progress (Good plus Outstanding)					

Maths - Year 11					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	11	37	44	7	89
No of pupils	3	10	12	2	24
14 pupils, 51% are making accelerated progress (Good plus Outstanding)					
Science - Year 11					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	0	0	4	96	100
No of pupils	0	0	1	26	27
27 pupils, 100% are making accelerated progress (Good plus Outstanding)					
4% = 1 pupil					
Foundation - Year 11					
27 pupils					
Subject	Less than expected progress %	Expected (Median) progress %	Good progress (UQ) %	Outstanding progress %	Total expected or better %
Art*	0	0	20	80	100
Catering	4	0	0	96	96
DT	13	13	38	38	88
Humanities	0	0	14	86	100
Music	0	14	0	86	100
PE	4	4	15	78	96
PSD	0	23	32	45	100
Computing	4	52	30	15	96

Vulnerable Groups

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 of 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. 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. See the support section of SIP 2022-2023.

The targeted area of support from 2021-2022 focussed on girls Maths in year 11. Girls Maths is now 91% (11 pupils) expected or better, with 63% making accelerated progress. This is a 36% increase compared to 2021 (an additional 4 pupils making expected or better progress).

	Vulnerable groups – Year 11								
	English					Maths			
Group	No of Pupils	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress
ASD	15	33	40	0	27	20	33	40	7
Non-ASD									
FSM	15	7	40	27	27	0	67	33	0
Non FSM	12	50	17	8	25	25	0	58	17
PP	18	17	39	22	23	6	56	39	0
Non PP	9	44	11	11	33	22	0	55	22
CIC	0	0	0	0	0	0	0	0	0
Non CIC	27	26	30	19	26	11	37	44	7
EAL	0	0	0	0	0	0	0	0	0
Non EAL	27	26	30	19	26	11	37	44	7
Male	16	31	44	13	13	13	44	38	6
Female	11	18	9	27	45	9	27	54	9