

## **Analysis of Data Headlines – School Year 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. Hence, the positive signs of expected or better progress and in many cases, accelerated progress across the curriculum and subject areas demonstrates how we support our pupils to thrive. That is why all pupils over the last two years have accessed sustained positive routes of progression into employment, education and/or training.

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.

Generally, we are seeing increased rates of progress compared to the end of the academic year 2021 and 2022. We are continually looking to build upon this strong base of learning, development and support to sustain the positive journey for our pupils that seems them transfer their skills into the world beyond the Beacon whenever the time is right to make that positive step.

### **English**

Across the whole school most pupils in English have made expected or better progress (81%). This is a 10% (22 pupils) increase from 2021-2022.

Of the cohort making expected or better progress, 46% are making accelerated good or better progress, which is a 6% increase (13 pupils).

As with most subject areas throughout the analysis, the Primary pupils made progress closely in line with previous 3 years. 97% of pupils made expected or better progress, with 69% of pupils making accelerated (good or better) progress.

KS3 – KS4 performing slightly below other cohorts, which includes our targeted Year 9 cohort. This cohort is showing strong signs of recovery, as evidenced with similar trends in 2021-22. Current year 10 and 11 groups are showing signs of recovery, with their combined 75% expected or better progress levels.

## **Maths**

Across the whole school in Maths, the very large majority of pupils have made expected or better progress (83%). This is a 24% (49 pupils) increase from 2021-2022. 47% of pupils are making accelerated (good or better) progress.

The Maths focus and target areas in place for 2019 - 2020, continued into 2021 - 2022. The positive impact of this targeted area 2021 - 2022 was 75%, this has been sustained in 2022 - 2023 with 83% of pupils making expected or better progress, in line with the rest of the school.

## **All Subjects**

Across the whole school the very large majority (84%) are making expected or better progress across all subject areas, 9% (18 pupils) increase from 2021-2022. The majority 55% of this cohort are making accelerated good or better progress, an 8% (15 pupils) increase from 2021-2022. This is the second year post Covid that there has been continued signs of increased progress performance.

Across the key contributing subjects within our five strand curriculum (Science /Food Tech/ICT and PE) 91% of pupils are making expected or better progress. The large majority 69% of this cohort, are making accelerated (good or better) progress. This is especially pleasing, as the curriculum is growing from strength to strength as demonstrated by our leavers outcomes and positive onward routes of progression.

## **Major Key Stage Information**

### **EYFS**

Using the evidence for learning tool, we are able to produce and evidence a strong position of progress in our classes following the EYFS curriculum. All EYFS pupils are making expected or better progress, 96% making accelerated progress. We outlined the baselining stage in terms 1 and 2, particularly for pupils just joining the Beacon. This meant very few pupils were making accelerated progress. However, the teaching teams have built upon those foundations and have followed the trends from previous years by accelerating progress wherever possible.

The detailed analysis continues to reflect those pupils making stronger progress are Bright and Hutchins classes where the majority of pupils are in their second year at The Beacon. The strands of creating with materials, making relationships, understanding emotions, writing, moving and handling and listening and attention are areas of developmental strength. These reflect the strongest areas where those pupils

who have been with us the longest are making the most progress in their development of core skills that will support their onward learning journey at The Beacon.

Figures refer to the % of pupils on track to make expected (median), better than expected (UQ) or Outstanding progress by the end of Key Stage.

| <b>Early Years Curriculum</b> |                            |                                         |                                    |                          |
|-------------------------------|----------------------------|-----------------------------------------|------------------------------------|--------------------------|
| <b>= 1 Pupil</b>              |                            | <b>Reception and Year 1</b>             |                                    | <b>All Pupils</b>        |
| Less than expected progress   | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| <b>0</b>                      | <b>4</b>                   | <b>13</b>                               | <b>83</b>                          | <b>100</b>               |

All 17 Curriculum areas (subjects) are included in the above Data

### Year 6

Please see document 'Primary Information 2023', for detailed information.

Figures refer to the % of pupils on track to make expected (median), better than expected (UQ) or Outstanding progress by the end of Key Stage 2 or 4

| <b>Unless otherwise stated the percentages below are correct for all subjects</b> |                             |                            |                    |                      |                          |
|-----------------------------------------------------------------------------------|-----------------------------|----------------------------|--------------------|----------------------|--------------------------|
| <b>5% = 1 Pupil</b>                                                               |                             | <b>English - Year 6</b>    |                    |                      | <b>20 Pupils</b>         |
|                                                                                   | Less than expected progress | Expected (Median) progress | Good progress (UQ) | Outstanding progress | Total expected or better |
| %                                                                                 | <b>5</b>                    | <b>33</b>                  | <b>19</b>          | <b>43</b>            | <b>95</b>                |
| No of pupils                                                                      | <b>1</b>                    | <b>7</b>                   | <b>4</b>           | <b>9</b>             | <b>20</b>                |
| <b>13 pupils, 62% are making accelerated progress (Good plus Outstanding)</b>     |                             |                            |                    |                      |                          |
| <b>Reading - Year 6</b>                                                           |                             |                            |                    |                      |                          |
|                                                                                   | Less than expected progress | Expected (Median) progress | Good progress (UQ) | Outstanding progress | Total expected or better |
| %                                                                                 | <b>10</b>                   | <b>29</b>                  | <b>14</b>          | <b>48</b>            | <b>90</b>                |
| No of pupils                                                                      | <b>2</b>                    | <b>6</b>                   | <b>3</b>           | <b>10</b>            | <b>19</b>                |
| <b>13 pupils, 62% are making accelerated progress (Good plus Outstanding)</b>     |                             |                            |                    |                      |                          |

### Maths - Year 6

|              | Less than expected progress | Expected (Median) progress | Good progress (UQ) | Outstanding progress | Total expected or better |
|--------------|-----------------------------|----------------------------|--------------------|----------------------|--------------------------|
| %            | 10                          | 24                         | 33                 | 33                   | 90                       |
| No of pupils | 2                           | 5                          | 7                  | 7                    | 19                       |

**14 pupils, 66% are making accelerated progress (Good plus Outstanding)**

### Science - Year 6

|              | Less than expected progress | Expected (Median) progress | Good progress (UQ) | Outstanding progress | Total expected or better |
|--------------|-----------------------------|----------------------------|--------------------|----------------------|--------------------------|
| %            | 10                          | 14                         | 33                 | 43                   | 90                       |
| No of pupils | 2                           | 3                          | 7                  | 9                    | 19                       |

**16 pupils, 76% are making accelerated progress (Good plus Outstanding)**

| 5% = 1 pupil |                               | Foundation - Year 6          |                      |                        | 20 pupils                  |
|--------------|-------------------------------|------------------------------|----------------------|------------------------|----------------------------|
| Subject      | Less than expected progress % | Expected (Median) progress % | Good progress (UQ) % | Outstanding progress % | Total expected or better % |
| Art          | 0                             | 29                           | 38                   | 33                     | 100                        |
| FT           | 0                             | 10                           | 24                   | 67                     | 100                        |
| DT           | 10                            | 45                           | 25                   | 20                     | 90                         |
| History      | 29                            | 5                            | 14                   | 52                     | 71                         |
| Geography    | 10                            | 14                           | 48                   | 29                     | 90                         |
| Music        | 33                            | 24                           | 33                   | 10                     | 67                         |
| PE           | 14                            | 29                           | 24                   | 33                     | 86                         |
| MFL          | 6                             | 19                           | 38                   | 38                     | 94                         |
| Computing    | 5                             | 19                           | 43                   | 33                     | 95                         |

| Vulnerable groups – Year 6 |              |                             |                            |                    |                      |                             |                            |                    |                      |
|----------------------------|--------------|-----------------------------|----------------------------|--------------------|----------------------|-----------------------------|----------------------------|--------------------|----------------------|
| 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                        | 11           | 0                           | 36                         | 36                 | 27                   | 9                           | 27                         | 36                 | 27                   |
| FSM                        | 11           | 9                           | 18                         | 27                 | 45                   | 0                           | 36                         | 9                  | 55                   |
| Non FSM                    | 9            | 10                          | 30                         | 30                 | 30                   | 10                          | 30                         | 40                 | 20                   |
| PP                         | 11           | 0                           | 36                         | 9                  | 55                   | 9                           | 18                         | 27                 | 45                   |
| Non PP                     | 9            | 10                          | 30                         | 30                 | 30                   | 10                          | 30                         | 40                 | 20                   |
| CIC                        | 1            | 0                           | 0                          | 0                  | 100                  | 0                           | 0                          | 100                | 0                    |
| Non CIC                    | 19           | 5                           | 35                         | 20                 | 40                   | 10                          | 25                         | 30                 | 35                   |
| EAL                        | 0            | 0                           | 0                          | 0                  | 0                    | 0                           | 0                          | 0                  | 0                    |
| Non EAL                    | 20           | 5                           | 33                         | 19                 | 43                   | 10                          | 24                         | 34                 | 33                   |
| Male                       | 16           | 6                           | 31                         | 12                 | 50                   | 6                           | 19                         | 38                 | 38                   |
| Female                     | 4            | 0                           | 40                         | 40                 | 20                   | 20                          | 40                         | 20                 | 20                   |

## Year 11

See 'Key Stage Four Information 2023' for detailed information.

Figures refer to the % of pupils on track to make expected (median), better than expected (UQ) or Outstanding progress by the end of Key Stage 2 or 4

| Unless otherwise stated the percentages below are correct for all subjects |                             |                            |                    |                      |                          |
|----------------------------------------------------------------------------|-----------------------------|----------------------------|--------------------|----------------------|--------------------------|
| 4% = 1 Pupil <b>English - Year 11</b> 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)     |                             |                            |                    |                      |                          |
| <b>Maths - Year 11</b>                                                     |                             |                            |                    |                      |                          |
|                                                                            | 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)     |                             |                            |                    |                      |                          |
| <b>Science - Year 11</b> 22 pupils                                         |                             |                            |                    |                      |                          |
|                                                                            | 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 <b>Foundation - Year 11</b> 27 pupils |                               |                              |                      |                        |                            |
|----------------------------------------------------|-------------------------------|------------------------------|----------------------|------------------------|----------------------------|
| Subject                                            | Less than expected progress % | Expected (Median) progress % | Good progress (UQ) % | Outstanding progress % | Total expected or better % |
| <b>Art*</b>                                        | 0                             | 0                            | 20                   | 80                     | 100                        |
| <b>Catering</b>                                    | 4                             | 0                            | 0                    | 96                     | 96                         |
| <b>DT</b>                                          | 13                            | 13                           | 38                   | 38                     | 88                         |
| <b>Humanities</b>                                  | 0                             | 0                            | 14                   | 86                     | 100                        |
| <b>Music</b>                                       | 0                             | 14                           | 0                    | 86                     | 100                        |
| <b>PE</b>                                          | 4                             | 4                            | 15                   | 78                     | 96                         |
| <b>PSD</b>                                         | 0                             | 23                           | 32                   | 45                     | 100                        |
| <b>Computing</b>                                   | 4                             | 52                           | 30                   | 15                     | 96                         |

|               | <b>Vulnerable groups – Year 11</b> |                             |                            |                    |                      |                             |                            |                    |                      |
|---------------|------------------------------------|-----------------------------|----------------------------|--------------------|----------------------|-----------------------------|----------------------------|--------------------|----------------------|
|               | <b>English</b>                     |                             |                            |                    |                      | <b>Maths</b>                |                            |                    |                      |
| <b>Group</b>  | 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 |
| <b>ASD</b>    | 15                                 | 33                          | 40                         | 0                  | 27                   | 20                          | 33                         | 40                 | 7                    |
| Non-ASD       |                                    |                             |                            |                    |                      |                             |                            |                    |                      |
| <b>FSM</b>    | 15                                 | 7                           | 40                         | 27                 | 27                   | 0                           | 67                         | 33                 | 0                    |
| Non FSM       | 12                                 | 50                          | 17                         | 8                  | 25                   | 25                          | 0                          | 58                 | 17                   |
| <b>PP</b>     | 18                                 | 17                          | 39                         | 22                 | 23                   | 6                           | 56                         | 39                 | 0                    |
| Non PP        | 9                                  | 44                          | 11                         | 11                 | 33                   | 22                          | 0                          | 55                 | 22                   |
| <b>CIC</b>    | 0                                  | 0                           | 0                          | 0                  | 0                    | 0                           | 0                          | 0                  | 0                    |
| Non CIC       | 27                                 | 26                          | 30                         | 19                 | 26                   | 11                          | 37                         | 44                 | 7                    |
| <b>EAL</b>    | 0                                  | 0                           | 0                          | 0                  | 0                    | 0                           | 0                          | 0                  | 0                    |
| Non EAL       | 27                                 | 26                          | 30                         | 19                 | 26                   | 11                          | 37                         | 44                 | 7                    |
| <b>Male</b>   | 16                                 | 31                          | 44                         | 13                 | 13                   | 13                          | 44                         | 38                 | 6                    |
| <b>Female</b> | 11                                 | 18                          | 9                          | 27                 | 45                   | 9                           | 27                         | 54                 | 9                    |
|               |                                    |                             |                            |                    |                      |                             |                            |                    |                      |

## **KS5**

Most young people in KS5 (81%) are making expected or better progress in their core subjects of English, Maths and Computing. The majority of the young people 52% (10 pupils) are making accelerated good or better progress in these subjects. This demonstrates a positive 3 year trend of more young people accelerating their progress from their Autumn baselines (29% making good or better progress), with the majority now achieving above expected levels of progress.

The very large majority of pupils (92%) made expected or better progress across all subjects; these include Land Based Studies, Music Tech, Performing Arts, Bike Maintenance). The majority (63%) of young people made accelerated good or better progress across all the subject areas, demonstrating major strengths in the vocational based studies the young people study in the KS5 curriculum. The positive progress our students make is a significant factor in maintaining 100% positive routes of transition onto further employment, education or training that we have maintained over the last three years. We are currently predicting the pupils to achieve an average of 5 accredited outcomes including English, Maths, Digital Technology and two vocational options from Understanding the World and Healthy Lifestyles pathways, that demonstrate the good or better progress they have made.

## 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 an 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

## Reading

The tracking of reading across the school shows that the large majority of pupils (74%) are making expected or better progress, and increase of 11% (24 pupils) from 2021-2022. During this academic year 50% of pupils made accelerated (good or better) progress, which is a 15% (33 pupils) increase from last academic year.

KS1 and KS2 continue the positive trend present during the last three years, with most pupils (94%), making expected or better progress. This is a 21% (18 pupils) increase from last academic year 2021-2022.

The increased rigour and provision for Key Stage 4 and 5 reading and its strategic development largely focussed on the Accelerated Reader (AR) programme has seen 130 pupils accessing this across Key Stages 3 and 4. Using the AR programme the very large majority of pupils (80%) have made expected or better progress, with 19% of the cohort graduating from the accelerated reader programme with a reading age

of 9 years or better. This strategic development and broadening of our focus upon engagement and functionality continues to be a focus area for 2023-2024, with the outcomes and work of accelerated reader reflecting more holistically within the overall reading progress summaries across all subjects. We are working on our reading frameworks of when we use Pupil Asset and how pupils graduate onto accelerated reader, which will enable us to have the most accurate picture of our learners reading progress.

Reading remains high on our agenda and is being supported by the DEAR time and Accelerated Reader initiative, talk for writing and reading interventions to support learning and communication. We are currently in a position where a full range of reading support and intervention including peer to peer has been implemented.

### **Vulnerable Groups**

Historically (last three years), there has been very little variance amongst most of the disadvantaged groups compared to whole school and across key stages. We had no discernible difference of the progress made by FSM pupils and female pupils, this has been a strength of the school and is contrary to national trends.

Largely there are no gaps in gender performance, male and female pupils thrive at The Beacon. FSM and PPG pupil's levels of progress continue to be as strong as the wider school cohorts. This is a strength of the wrap around support provided and nature of provision to ensure pupils have an equitable opportunity to make progress and achieve, bucking the 9% -24% national variance that has been identified by the EEF research sources due as the impact of CV-19. We found that during 20-21 and 21-22 PPG/FSM pupils often made better progress in core subjects, bucking the national trend, with KS2 disadvantaged gap index of 3.2 and the KS4 gap index increased in 2023 to 3.79. We feel this strength is more balanced across all pupils as we consciously target universal services to ensure equitable support. Most CiC children are accessing either the IMPACTS curriculum or ABBLS Pathway (Blend of NC and ABBLS or ABA and ABBLS). Most of this cohort 80% are making expected or better progress.

In core subjects (English/Maths) across our vulnerable cohorts, the very large majority of pupils (Maths 82%) (English 80%) are making expected or better progress in line with the rest of the school.

A continued targeted area is KS5 maths FSM, that has been identified as slightly lower in the cohort (68% expected or better progress compared to 85% for non FSM), which is 2 pupils. Robust plans are in place to narrow the gaps, including additional functional maths lessons added to the timetable.

| Group                                            | English KS1-2      |     | English KS3-4      |     |
|--------------------------------------------------|--------------------|-----|--------------------|-----|
|                                                  | Expected or better |     | Expected or better |     |
|                                                  |                    | not |                    | not |
| ASD                                              | 96                 | 4   | 63                 | 37  |
| FSM                                              | 96                 | 4   | 64                 | 36  |
| PP                                               | 96                 | 4   | 72                 | 28  |
| male                                             | 94                 | 6   | 71                 | 29  |
| female                                           | 100                | 0   | 71                 | 29  |
| CIC<br>other CIC captured in specialist cohorts. | 100<br>(2 pupils)  | 0   | 0<br>(1 pupil)     | 100 |
| EAL                                              | 100                | 0   | 83                 | 17  |
|                                                  |                    |     |                    |     |
|                                                  | Maths KS1-2        |     | Maths KS3-4        |     |
|                                                  | Expected or better |     | Expected or better |     |
|                                                  |                    | not |                    | not |
| ASD                                              | 96                 | 4   | 66                 | 34  |
| FSM                                              | 92                 | 8   | 80                 | 20  |
| PP                                               | 92                 | 8   | 79                 | 21  |
| male                                             | 95                 | 5   | 76                 | 24  |
| female                                           | 88                 | 12  | 83                 | 17  |
| CIC<br>other CIC captured in specialist cohorts. | 100<br>(2 pupils)  | 0   | 0<br>(1 pupil)     | 100 |
| EAL                                              | 75                 | 25  | 83                 | 17  |