

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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   | The Beacon, Folkestone                  |
| Number of pupils in school  | 410 (excl. O and A nursery – 15 pupils) |
| Proportion (%) of pupil premium eligible pupils   | 53%                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2020 - 2023                             |
| Date this statement was published   | 01.11.21 (amended format)               |
| Date on which it will be reviewed   | 05.09.22 and 16.01.23 and 17.05.23      |
| Statement authorised by   | A. Young                                |
| Pupil premium lead  | A Cole/A Grimmett                       |
| Governor / Trustee lead   | A Youd                                  |

## Funding overview

| Detail  | Amount   |
|---|--|
| Pupil premium funding allocation this academic year   | <b>£ 227,595 (Total)</b><br>£ (FSM)<br>£ (Service Alloc.)<br>£ (Post LAC)          |
| Recovery premium funding allocation this academic year  | £ 28,792   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 227,595 (PPG)<br>£ 28,792 (Recovery)<br>£ 29,193 (Tutoring)<br>£ 285,580 (Total) |

## Part A: Pupil premium strategy plan

### Statement of intent

#### Identified barriers to educational achievement

The Beacon has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to equipment
- Extending the most able
- Access to language and communication
- Access to curriculum and readiness to learn
- Life Skills and peer expectations
- Social and Emotional understanding and resilience
- Access to extra-curricular activities – educational experiences such as trips, after school clubs, music lessons and participation in physical activities
- Parental engagement with school – especially regarding attendance and access to information and training
- Behaviour – pupils with specific social and emotional needs which affect their learning

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Reading recovery for identified disadvantaged pupils – functional access to reading and development of this skills to translate in other settings (within the community).  |
| 2                | Support to access and thrive with a personalised curriculum, specifically the young people with severe and complex needs (such as the ABA pathway). The incorporation of a communication strand to this approach and influencing a home based approach to compliment school based work (progress made) is key to further development/potential accelerated progress. |
| 3                | Inclusive and accessible clubs, events and activities. A deeper engagement and broadening of the “check in” process to ensure children are ready to learn. Link to PSPs and RJ lead wherever appropriate.  |
| 4                | Behaviour for learning additional targeted support. To direct targeted work to increase inclusion work and enhance engagement within the school environment (socially and with all learning opportunities).  |

|   |  |
|---|--|
| 5 | To support social and emotional understanding, closing gaps in understanding. The focussed work to improve social interactions and development of peer relationships such as Social use of language development- Intervention. |
|---|--|

## 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  |
|---|---|
| Reading recovery  | AR to demonstrate an acceleration in reading progress (fluency) across the cohort accessing this scheme – majority making expected or better progress (reading age 6+).   |
| Support to access and thrive with a personalised curriculum, specifically the young people with severe and complex needs (such as the ABA pathway). The incorporation of a communication strand to this approach and influencing a home based approach. | Training and communication that shows a strength and is effective in a “live” way and relates to joined up programmes. Parental/Carer feedback to demonstrate an increased capacity to support their child/young person and maintain the family unit.   |
| Inclusive and accessible clubs, events and activities and engaged - broadening of the “check in” process to ensure children are ready to learn.   | SEMH scores to demonstrate an increase in self-regulation (specifically emotional regulation). Pupils accessing specific pathways and intervention to show the greatest progress in this area (progress being sustained).   |
| Behaviour for learning –positive culture enhanced and maintained throughout the school.   | Learning walks to reflect the purposeful environment and learning centred culture within the school (internal learning walks, governor learning walks and identified specialists – minimum total of 8 in the academic year to show strong behaviours for learning as a key characteristic). Positive responses in relevant pupils questionnaires. |
| To support social and emotional understanding closing gaps in understanding. The focussed work to improve social interactions and development of peer relationships such as Social use of language development- Intervention.                           | Targeted Sulp work to monitor and track the progress- demonstrating the developments from most of the cohort (minimum 20 targeted pupils across zones 2 and 3 as a rolling caseload). Sleuth data to reflect the sustained progress with a reduction in incidents in reference to peer relations.   |

## 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: £29,193

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Educational development and digital technology explorations – APP based leadership and skills development (see below for £). | Increase in online usage and digital technology from a generational point of view and developments/reliance during the education at home periods throughout the last two years.      | 2 and 5                       |
| Zone 3 – online and digital technology workshops to maintain healthy and safe friendships £24,009                            | As above and to address the increase in lower/mid-level peer relationship issues relating to online platforms (including social media) – 19% increase over the last two years (MAST) | 5                             |
| Eng and Maths Tutor leading HLTA intervention and teaching directly to narrowing of gaps sessions. £23,529                   | Narrowing the gaps of progress levels compared to pre pandemic levels – 12% below.   | 1 and 2                       |

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

Budgeted cost: £175,307 (£226,292 as set out below)

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| 4 One to one TA's to support ABA and ABBLS £68,627 £81,121 | Difficulties identified in/by family units and the impact on the wider family. See research by AJ. An increased need to support their child/young person and maintain the family unit. | 2                             |
| Trained HLTA dedicated full time for Maths £25,670         | Narrowing the gaps in progress levels compared to pre pandemic levels – 12% below.   | 1                             |

|  |  |            |
|--|--|------------|
| Play Therapy – social skills and life skills<br>£12,272  | Link to increased sleuth logging for peer to peer relations and support. Particularly the increase in regulation during unstructured times (breaks/lunches).                               | 3, 4 and 5 |
| Social Use of Language Programme – HLTA<br>£9,603 2 days                                       | Direct link to MHFA work - to support caseload triaging (ongoing caseload of 20 pupils with 20 in a waiting/holding support programme).  | 5          |
| Individual SALT provision (HLTA)<br>£24,009  | Increase is lower level support to sustain developments in SLC – need identified in review of section F tracking by CL.  | 1          |
| MHFA Leader – full time to support increasing caseload<br>£44,174                              | Amplified issues relating to MHFA. Delayed issues/concerns relating to CV-19. To support caseload triaging (ongoing caseload of 20 pupils with 20 in a waiting/holding support programme). | 5          |
| Behaviour and wellbeing team – group based supervision and developmental sessions<br>£4,500    | To increase the impact of the wellbeing team – to support peer reflection and targeted debrief to increase the positive trend on decreasing incidents during Terms 1 and 2.                | 4          |
| Reading recovery and acceleration – Interventions HLTA full time with a reading focus. £24,943 | AR to demonstrate an acceleration in reading progress (fluency) across the cohort accessing this scheme – majority making expected or better progress (reading age 6+).                    | 1          |
|  |  |            |

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

Budgeted cost: £28,792 and £1303

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Music appreciation – reintegration and modelling accessing the wider community £500 | Wider social experiences to role model inclusion and increase confidence (CV-19).                | 3                             |
| After School clubs Term 3 onward – social integration outside the classroom £5225   | Wider social experiences to role model inclusion and increase confidence (CV-19).                | 3 and 5                       |
| Community partnerships £2000  | To support communication in the wider community – recognised concern/issue by our parent/carers. | 3 and 5                       |

|  |  |            |
|--|--|------------|
| Enrichment visits and activities that are curriculum and community linked £2500          | Wider social experiences to role model inclusion and increase confidence (CV-19).  | 2, 4 and 5 |
| Learning and communication resources (kindle, spell checker, Ipads) £1500                | To support the digital learning and increased inclusion opportunities for identified pupils. See recommendations from CI and KMCAT team.   | 2          |
| Parent/Carer workshops coordinated across specialisms (ASN, ABA and online safety) £2500 | Difficulties identified in by family units and the impact on the wider family. See research by AJ. An increased need to support their child/young person and maintain the family unit.                           | 2 and 5    |
| Early Intervention Support – Behaviour for Learning £25,957                              | To increase the impact of the wellbeing team – to support peer reflection and targeted debrief to increase the positive trend on decreasing incidents.   | 4          |
| Check in (RJ approaches) for “breakfast club” £2970                                      | To provide early intervention (daily) relating to MHFA and emotional regulation. To support caseload and triaging of MHFA Leader (ongoing caseload of 20 pupils with 20 in a waiting/holding support programme). | 3          |
| Professional supervision for MHFA (leader and MHFA Team) £1645                           | See link to increase in MHFA provision and therefore the need to support in a professional capacity (supervision).   | 5          |

**Total budgeted cost: £ 285,580 (266,233) (Total inclusive of tutoring)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- 41 additional fluent readers through the accelerated reader programme (reaching fluency of aged 11+).
- Reading throughout the school - 70% of pupils are making expected or better progress overall. This is an increase of 33 pupils in KS1-KS4. There is a particular development of sixth form reading (71% in 22-23) this is a 8% increase on pre-pandemic levels.
- Play therapy – progress from baseline assessment 88% expected or better – 76% accelerated progress (interaction and social development). Caseload of 16 pupils.
- MH/Well-being team caseload average 52 pupils across the different therapies and programmes (increase of 5 from T3). This excludes pupils either working with or waiting for direct CYPMHS Tier 3 (this is our Tiering system not in relation to CYPMHS) interventions – 10 pupils.
- Parent-carer sessions initiated for specialist classes (specifically ABA). All placements maintained during 21-22 and 22-23 with no pupil transitioning to residential support/care.
- Reduction in behaviour incidents (-30%) in break time (unstructured) and tutor time (-22%)- two key areas from 20-21.
- Disengagement with learning remains low. The main antecedents of transition (reduced by 60%) and communication difficulties (reduced by 37%%) showing term on term reductions in 22-23.
- Calm script and talking and verbal advice and support are the most productive mechanisms to support out pupils – greatest impact of the social use of language alongside zones of regulation work. 45% reduction in the need for any physical intervention from the start of the academic year.
- 22% reduction in use of safe space for behaviour related incidents coinciding with an increase in positive use of the safe space (self-selection and calming strategy accounting for 22% of all safe space usage).
- 77% of PPG pupils in Maths and English make expected or better progress (across the whole school). These pupils make progress in line with their peers, there is no gap in their progress and attainment.

## 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                |
|------------------------------|-------------------------|
| Accelerated Reader Programme | Renaissance Star Reader |
|                              |                         |



## Further information (optional)

*To be updated as part of the review process 21-22.*