

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	419 (excl. O and A nursery – 18 pupils)
Proportion (%) of pupil premium eligible pupils	53% (04.10.23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	16.10.23
Date on which it will be reviewed	T3 January 2024
Statement authorised by	A. Young
Pupil premium lead	A Cole
Governor / Trustee lead	A Youd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 216,795 (Total)
Recovery premium funding allocation this academic year	£ 76,744
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 216,795 (PPG) £ 76,744 (Recovery) £ 30,315 (Tutoring) £ 323,854 (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. This builds upon our previous strategy, often refining and developing key areas further:

- Access to language and communication with a focus on the functionality of language for transition into life “post Beacon”
- Access to curriculum and readiness to learn
- Life Skills and peer expectations
- Social and Emotional understanding, self-regulation and building resilience
- Access to extra-curricular activities – educational experiences such as trips, after school clubs, music lessons and participation in physical activities
- Deeper parental engagement with school – especially regarding learning, progress, training and joint strategies to support our pupils.
- Behaviour for learning, peer relationships and self regulation – pupils with specific social and emotional needs which affect their learning.
- Extending the provision of reading (desire to read/reading for pleasure)
- Extending the most able

Challenges

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

Challenge number	Detail of challenge
1	Reading recovery and extension of functional reading (as independent as the pupils possibly can be) for identified disadvantaged pupils – functional access to reading and development of this skills to translate in other settings (within the community).
2	Embedding the curriculum development and extending the work outlined within the clear successes in key curriculum pathways (especially Tier 2 and 3). This is with the target to increase home-based influence to compliment school based work (progress made) to accelerate learning behaviours.
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, wellbeing cycle support plans and RJ wherever appropriate.
4	Increased structured and targeted wellbeing support beyond “universal”, extending our expert and targeted support for well-being across all areas of the school. This is with the intention to enhance self-regulation and inclusion in 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.
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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 and development	AR to demonstrate an acceleration in reading progress (fluency and comprehension) across the cohort accessing this scheme – majority making expected or better progress. To increase a desire to read and reading for pleasure targeting Secondary aged pupils.
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 events, activities and introduction to the school day with a broadening of the “check in” process to ensure children are ready to learn (this can be flexible and fluid- deploying the same strategy throughout the day – re-engagement).	Wellbeing cycle support plans and wellbeing intervention tracking 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, marking for improvement and achieving excellence evidence 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 wellbeing team work (specifically Sulp work) to monitor and track the progress- demonstrating the developments from Tier 2 and 3 intervention (minimum 20 targeted pupils across zones 2 and 3 as a rolling caseload). SDQ data to reflect the sustained progress.

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: £74,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zone 3 – online and digital technology workshops to maintain healthy and safe friendships £24,009 CV	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
Two facilitating ABA HLTA's to support ABA and ABBLS LA and LS £50,044	To support the enhanced of the holistic approach – embedding strategies 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

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

Budgeted cost: £200,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained HLTA dedicated full time for Maths £25,670 LW	Narrowing the gaps in progress levels compared to pre pandemic levels – 12% below.	1 and 2
Play Therapy – social skills and life skills £18,407 MP 0.5 PPG	Link to intervention tracking with SDQs logging for peer to peer relations and support. Particularly in regulation during unstructured times (breaks/lunches) and peer/family relationships (focus on trauma response).	3, 4 and 5
Social Use of Language Programme and dedicated Wellbeing HLTA KB - £25,273	Direct link to MHFA work - to support caseload triaging (ongoing caseload of 20 pupils with 20 in a waiting/holding support programme).	3, 4 and 5

Wellbeing Team HLTA – Zones 2, 3 with a specific focus on NEFLT link and “below” threshold tier 3 JL - £24,219	46 pupils (PPG) accessing Tier 2 and 3 wellbeing support. This is targeted intervention. 5 pupils accessing high- level external intervention facilitated and liaised to maintained school inclusion and support (this includes CYPMHS).	
HLTA for Wellbeing Team £24,219	To support wellbeing leader with rising Tier 2/3 demands and caseload, external support and challenge for our SEND cohort to ultimately function in society and improve/maintain self- regulation. 10 targeted pupils (rolling caseload). Wider group based support for young adults transitioning into the community post The Beacon.	
Individual SALT provision (HLTA) £24,009 JL	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 £22,087 EG 0.5 to come from Z3	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).	4 and 5
Behaviour and wellbeing team – group based supervision and developmental sessions £3,375 and one to one targeted after school support £2,081	To increase the impact of the wellbeing team – to support peer reflection and targeted debrief to increase the positive trend on decreasing incidents (using 22- 23 sleuth information to target this provision). Targeted one to one support for identified PPG pupils regarding self regulation (after school focus group).	4
Reading recovery and acceleration – Interventions HLTA full time with a reading focus. £24,788 SB	AR to demonstrate an acceleration in reading progress (fluency) across the cohort accessing this scheme – majority making expected or better progress (reading age 6+). This will include our 23-24 focus on mastery of functional communication and reading for pleasure in Zone 3. Sixth form.	1
Drama therapy targeting PLMD £3,420	Drama therapy targeting our PMLD cohort. Inclusive and immersive weekly experience to stimulate response and work alongside OT programmes.	2 and 3
Accelerated (star) Reader licence Percentage of licence relating to PPG pupils £3,391	The impact to promote, track and accelerate reading (fluency and pleasure of reading) is well documented (outcomes for last 3 years).	1 and 5

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

Budgeted cost: £48,862

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction (induction) and use of EFL/Insights to increase frequency and learning based communication with parent and carers of PPG pupils. £1,295	Increase a greater depth of learning and progress information across a range of professional and family units to provide a live and detailed update throughout the academic year. This is to support greater knowledge and understanding in a more organic EHCP process – particularly targeting diverse family units.	3
After School clubs Term 1 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
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
Early Intervention Support – Behaviour for Learning AN £26,855 – includes debrief time	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” £2920	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
Reflexology intervention will develop an ongoing caseload. SB £9,067	This is to take the initial pilot phase onto a caseload basis. This will target some targeted support (PPG and associated group work) and “live” self-regulation intervention groups.	3 and 4

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 2022 to 2023 academic year.

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.