

## Key Stage Five Information 2021 - 2022

Using the research collated by the Education Endowment Fund, we can summarise the national picture relating to the impact of CV-19 upon the progress and attainment for pupils during the last two years. Although there is seemingly no SEN specific data at present, 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 (43%).

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 seven months behind their expected levels (DfE, RS assessment and NFER interim report).

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.

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% below pupils not identified in the disadvantaged groups.

Generally, we are seeing increased rates of progress compared to the end of the academic year 2020 and 2021. We are keen to build upon this strong base of recovery and narrowing of gaps for pupils. Our identified vulnerable groups are thriving, performing in line with the rest of the school and in many cases exceeding the levels of progress made by the wider cohort.

### Progress of Year 12-14 Pupils – 2022

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 two pupil asset points but we felt this wasn't challenging or ambitious enough for our cohort.

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:**

### **Ten Year 14 Pupils in Tier 1 following/accessing the Five Strand Curriculum Pathway**

The large majority of year 14 pupils (7/10) 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 five strand curriculum pathway (Number, Communication, Digital technology, Understanding the World and Healthy Lifestyles).

2/3 pupils not achieving the five accredited outcomes in all curriculum strand areas have achieved a minimum of four accredited outcomes that include English, Maths, Computing and one other subject based or vocational qualifications (option). These pupils are achieving accredited outcomes in four areas of our five strand curriculum pathway (Number, Communication, Digital technology, Understanding the World and Healthy Lifestyles).

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. The large majority (69%) of outcomes achieved demonstrate the expected or better progress made by the pupils.

This is in addition to the KS4 outcomes they achieved in year 11, meaning most are leaving the Beacon with a minimum of 14 accredited outcomes across all of the five curriculum strands (all inclusive of including English and Maths).

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

The large majority of pupils remaining in key stage (years 12 and 13) are on track to achieve all three qualifications in English, Maths, Computing plus two other subject-based or vocational qualifications.

The large majority of qualifications being achieved (or on track to be achieved) by the pupils in KS5 demonstrate the good or better progress they have made.

## **Six Pupils in Specialist Curriculum Pathways (Tier 2 and 3)**

We are really pleased to report that all pupils in year 14 Tiers 2 and 3 were successful in gaining an Entry One Certificate or Award diploma (OCR) that includes English and Maths modules and a thematic approach to include all five 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. 5/6 pupils in this cohort gained accreditation that demonstrated accelerated (good or better) progress.

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

The KS5 Form pupils following the ABBLS curriculum (ABA) largely make expected or better progress (73%), with 65% making accelerated (good or better) progress. 14 pupils in KS5 follow this pathway or a combined pathway that includes this provision. One Year 14 followed this pathway.

## **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.

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. Across the years 2018-2020 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 (2021 and 2022) 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, this 9% (pre-Covid\* see introduction for current EEF and DfE gap prediction) gap has been consistent for over a decade. This trend 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) and the wider personalised support and care provided on a weekly basis by our teachers, TAs and MAST has seemingly made a positive impact upon the pupils and families ability to support them.

The only identifiable difference in progress is between male and female pupils in English, this where 4/4 female pupils have achieved an accredited outcome that demonstrates expected or better progress and 2/6 male pupils have achieved an accredited outcome that demonstrates expected or better progress expected levels. This cohort of pupils (6<sup>th</sup> Form males in English and the Communication curriculum strand) has been identified for ongoing support and intervention in KS5.

The targeted area of support from 2021 focussed on the continuing progress and transition for female pupils in Maths (identified in in year 11 20-21). Female pupils in Maths in KS5 (21-22) demonstrate 75% making expected or better progress, with 38% making accelerated progress. All female year 14 leavers made expected or better progress in Maths (Tier One cohort).

### Destination information - Onward Routes of Progression (NEET)

All pupils are engaging in positive participation for their next step in further education, employment and/or training. This is well above the national average for young people with an EHCP (89.3% nationally and 89.1% in Kent). The strength of the continuing work on accredited pathways in line with our curriculum and employability skills has meant that there are clear and obvious routes of transition onto further education, employment and/or training. Five pupils from 2021 and four in 2022 have/are transitioning onto Beacon Plus. Currently, the large majority 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	College	Sixth Form (other than The Beacon)	Residential	Alt. Prov.	Unknown	NEET	Total
Yr 12 (2), Yr 13 (5), Yr 14 (16) (Pupil No.)	0	4	16	0	0	2	1	0	23
(%)	0.0	17.0	70.0	0.0	0.0	9.0	4.0	0.0	100