

## Statement of pupil premium strategy

1. Summary information					
<b>School</b>	The Beacon Centre			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	PRU
<b>Academic Year</b>	2019/2020	<b>Total PP budget £43,835</b> (NB this is for the financial year 2019-2020 and to date we have had no funding for LAC pupils.)		<b>Date of most recent PP Review</b>	May 2019
<b>Total number of pupils</b>	99 (NB: this changes regularly)	<b>Number of pupils eligible for PPG</b>	33 (NB: this changes regularly)	<b>Date for next internal review of this strategy</b>	May 2020

2. Current attainment	
<p><b>KS4</b></p> <p>English - There are 8 pupils who are entitled to PPG and 6 are working at ARE with 2 exceeding ARE</p> <p>Maths - Out of the 8 pupils, 7 are working at ARE and 1 is exceeding ARE.</p>	<p><i>Pupils eligible for PPG (your school) - 33 %</i></p>
<p><b>KS3</b></p> <p>English - There are 6 pupils who are entitled to PPG and 1 of these pupils is working at ARE.</p> <p>Maths – Out of the 6 pupils entitled to PPG, 1 is working at ARE and 2 are exceeding ARE.</p>	
<p><b>KS2</b></p> <p>All KS2 are making progress in Reading, Writing and Mathematics.</p>	
<p><b>KS1</b></p>	

There are no KS1 pupils who are entitled to PPG.	
Whole School = 71% Primary = 76% Secondary = 70%	

**3. Barriers to future attainment (for pupils eligible for PPG )**

When considering Pupil Premium from the perspective of a Pupil Referral Unit, it is Important to realise that we are designated to be a short stay provision. Our students have a wide range of complex needs, which impacts on their success in a mainstream setting. We are increasingly admitting pupils who have SEMH needs. We have an increasing number of students with EHCPs who are entitled to PPG. Currently there are 17 pupils with a final EHCP who are entitled to PPG.

**In-school barriers**

<b>A.</b>	Behaviour and SEMH issues leading to exclusion and impacting on progress.
<b>B.</b>	Numeracy Skills – students lack confidence and have lower than expected ability which impacts on progress and engagement.
<b>C.</b>	Literacy Skills - on admission, assessment shows that most students have lower than expected attainment which impacts on overall progress and engagement.
<b>D.</b>	Increasing number of EHCPs and the challenge of meeting these needs due to budget and the nature of a PRU provision.

**External barriers**

<b>D.</b>	Attendance – high level of absence reduces time spent in school and in core lessons which creates further barriers to achieving at expected level. Many parents have already been issued with FPN’s prior to admission and non attendance is historic. We have introduced more attendance events for parents and pupils and awards for attendance which is having a positive impact.
<b>E.</b>	Lack of positive parental engagement

**4. Outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Continue to increase staff confidence in supporting students with Mental Health issues.	Reduce exclusions CPD from health practitioner Introduce a mental health trailblazer Re-visit mental health first aid training
<b>B.</b>	Continue to increase progress in Mathematics	

<b>C.</b>	Continue to increase progress in English	All pupils to make at least expected progress evidenced by half termly assessments. Introduce a new SEF monitoring cycle Holding staff to account for PP students' progress
<b>D.</b>	Continue to improve attendance	Use the raising standards plan for behaviour and attendance as a working document of actions, success criteria and planned impact
<b>E.</b>	Continue to develop the curriculum to include more vocational qualifications e.g. ASDAN and more opportunities for work related learning in preparation for adulthood	Wider range of opportunity to include options, other accredited qualifications and an increased choice of work related learning opportunities Increased pupil engagement

<b>5. Planned expenditure Estimated £43,835 (27 Students)</b>					
<b>Academic year</b>	<b>2019-2020</b>				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

A Reduce Exclusion	Staff supervision support	Whole school approach to managing behaviour consistently, staff training focused on this area will support us to create long term change and ensure consistency. Full MHFA training for all teaching and support staff.	Accreditation from training.	DG/KH	Termly.
B Increase progress in literacy	Staff Training in areas of Emotional Health and Wellbeing.	Curriculum is broadened to meet the needs of our pupils; this engages pupils and has an impact on improving attendance	Observations.		
C Increase progress in numeracy	Health and safety training for staff	Fine progress is tracked from start to end point	Scrutiny of plans.		
D Improve attendance	Safer handling training for staff		Appointment of 2 new curriculum leads	MBa/LC KH	Attendance reported to Governors and at SLT meetings
E Broaden curriculum offer			New assistant heads to be responsible for assessment	MBa/LC	

<p>B / C Continue to improve progress made in literacy and numeracy.</p>	<p>Embed the teaching and learning, and marking and feedback policies</p> <p>Continue to invest in resources to support learning</p> <p>Have the highest of expectations for our pupils</p> <p>Introduce drama workshops</p> <p>Joint moderation and CPD sessions with mainstream schools.</p> <p>Fund educational visits appropriate to support learning</p> <p>Functional Skills qualifications.</p>	<p>Extra support with pedagogical and subject knowledge. Modelling different strategies for staff. Staff held to account and supported.</p> <p>Whole school staff professional development.</p> <p>Staff to attend English and Maths CPD</p> <p>Timetabled Interventions.</p>	<p>Observations.</p> <p>Numerical assessment tracker created</p> <p>Work scrutiny, Pupil interviews and surveys, high quality work in books and on display</p> <p>Literacy and numeracy across the curriculum evident</p>	<p>MBa/LC</p>	<p>Half Termly.</p>
<p>B Increase progress in literacy</p>	<p>Invest in reading books and high quality texts for primary</p> <p>CPD around personalised planning</p>	<p>An ethos for a love of reading will be developed</p> <p>Pupils will be able to develop their vocabulary and communication skills – this will have impact on the quality of their work and their learning experience</p>	<p>Reading area enhanced at primary</p> <p>The teaching of reading and phonics happening at primary</p> <p>Reading area at secondary developed in classrooms and staff reading to pupils</p>	<p>LC/KW</p>	<p>Half termly</p>

E Expand Curriculum Offer	Provide online learning resource and work area to enable access to wider range of GCSEs.  Source and fund a wider range of work	-Online learning platforms can be used to deliver across curriculum areas and access would be flexible to fit with current timetable. -Pupils access opportunities at a range of providers -Increase the opportunity for outdoor learning and enrichment	Pupil feedback on Ed Lounge  GM training opportunities increased  ASDAN introduced  EVC lead established and trained on EVOLVE	DG/ MBa/KW	Termly
<b>Total budgeted cost</b>					tbc
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B Increase progress in literacy C Increase progress in numeracy	Intervention with 121 and small group.	Targeted support for catch up and which has been effective in other schools.	Timetabled intervention. Flightpath data tracking of pupils to evaluate impact.	HI/KM	Half Termly.
D Improve attendance	Attendance and welfare team piloted  Staff trained on the protocol for return to school interviews and paperwork  Ensure registers are coded correctly	Quick response to first day of absence and building relationships with parents.  To meet safeguarding requirements and to promote the necessity to attend  To engage with parents about the importance of attendance  Purchase 6 mobile phones for staff to ensure safeguarding protocols are met	One person leading and reporting will allow for consistent approaches to managing absenteeism.  Pilot the introduction of a home school tutor	KH  KW/KH  KG/KH	weekly

Total budgeted cost					tbc
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Continue to reduce exclusions and increase pupils' desire and positive approach to learning	SLT to consider strategies for reducing the number of days lost over the year and to track those students who have the most exclusions	Improve use of CPoms and produce year on year exclusions reports for Governors	Through the PDR system	DG	Half Termly.
	Behaviour 4 Learning training for staff and B4L lessons on the timetable with clear weekly targets	Pupils will engage with this approach and this should have a positive impact on behaviour	Learning walks and the triangulation approach Pupil surveys	DG	Termly  Weekly
	Employ 1:1 staff for targeted pupils			KW	Half termly
	Use updated version of the SNAP profile	New version is a more intelligent system and all online based	Purchase SNAP software	DG	Half termly
	Use Martin Gray for LAC child	Advised by La and Children's Social Care		KH	Regularly until residential placement is found

D Improve Attendance	Surfing, swimming, boxing, climbing, archery, gaming and beach school to be included in Enrichment offer to include after school and lunchtime options where possible.	Exercise improves self-esteem, confidence, mental wellbeing, helps to relax and can have a positive impact on behaviour.	Timetabled lessons and targets set for attendance and sports teacher/coach to carry out a joint programme. Will form part of Healthy Schools Action Plan to be monitored by LA.	KH/DT /LC	Half Termly
	Offer additional WRL placements for targeted individuals.	Pupils identified as being at risk of NEET will be supported to move straight into training after Yr 11 as relationships with providers will already have been made.	Targeted intervention for those at risk of becoming NEET, discussions with SfYP regarding pupils and on appropriateness of placements.	KH	Half termly
<b>Total budgeted cost</b>					<b>tbc</b>



## 6. Review of expenditure

### i. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Ofsted (May 2019) acknowledged that our Pupil Premium strategy and use of funding was sound. It was also acknowledged that we over spend on pupils eligible for PPG in order to give them the best chances.</p> <p>Last year's targets were:-</p> <ul style="list-style-type: none"><li>A- Reduce Exclusion – this was achieved and can be seen from the half termly reports</li><li>B- Increase progress in literacy – this was not achieved across the whole school due to long term staff absence and challenges in finding the right replacement staff</li><li>C- Increase progress in numeracy - this was not achieved across the whole school due to long term staff absence and challenges in finding the right replacement staff</li><li>D- Improve attendance – this was achieved even though it was a small increase</li></ul>				

## 7. Additional detail

As an all age PRU, we admit students daily throughout the academic year and our main focus continues to be on improving numeracy and literacy skills to ensure all students leave school with the basic skills required manage and live a better quality of life and to accomplish their ambitions and live their lives to their full potential. Some outcomes are difficult to track and evaluate as the constant admission and reintegration of students means that the same cohort is not always in situ at the end of the academic year.

We are developing an assessment system which can accurately measure fine progress and track PPG pupils from starting point to end point.

We are not funded for PPG in the same way as a mainstream school and often information about eligibility for PPG is not passed on by the home school.

