

## Statement of pupil premium strategy

1. Summary information					
School	AEBSS – The Beacon Centre			Type of SEN (eg.PMLD/SLD/MLD etc.)	PRU
Academic Year	2017/18	Total PP budget	£25,245	Date of most recent PP Review	June 2017
Total number of pupils	45	Number of pupils eligible for PP (LA Calculations)	27	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
17.6% of Year 11 entered for External examinations achieved 5 GCSE's A-G 61% of Year 11 achieved 1 GCSE A-G 100% of year 11's who engaged with the service achieved a qualification in both Maths and English <b>(2016-17)</b>	<b>60%</b>	<b>40%</b>
92% KS 3 students were making expected progress or meeting National expectations in English 75% of students were making expected progress or meeting national expectations in Mathematics.		
All KS2 are making slow but discernible progress in Reading, Writing and Mathematics.		
Year 11 attendance of 71.04%		

3. Barriers to future attainment (for pupils eligible for PP )	
When considering Pupil Premium from the perspective of a Pupil Referral Unit, it is Important to realise that we are a short stay provision. Our students have a wide range of complex needs, which impacts on their success in a mainstream setting.	
In-school barriers	
<b>A.</b>	Behaviour and Mental Health 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 students have lower than expected ability which impacts on overall progress and engagement.

External barriers	
D.	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.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase staff confidence in supporting students with Mental Health issues.	Reduce exclusions
B.	Increase progress in numeracy	All pupils to make at least expected progress evidenced by termly assessments.
C.	Increase progress in literacy	
D.	Improve attendance	Reduce persistent absence and increase attendance to that in line with national expectations.
E.	Expand curriculum to provide for Yr 11 late admissions who are already working towards GCSE in areas such as MfL, Humanities, and Science.	Wider range of GCSE's being achieved.

5. Planned expenditure Estimated £25,245 (27 Students)					
Academic year	2017/18				
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.					
i. Quality of teaching for all					
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?

<p>A Reduce Exclusion</p> <p>B Increase progress in literacy</p> <p>C Increase progress in numeracy</p> <p>D Improve attendance</p>	<p>Staff Training in areas of Emotional Health and Wellbeing.</p>	<p>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.</p> <p>Maths and English leads carrying out moderation and scrutiny of plans to identify areas for further training with staff to ensure numeracy and literacy is a key focus in every lesson.</p>	<p>Accreditation from training.</p> <p>Observations.</p> <p>Scrutiny of plans.</p>	<p>HI/KM</p>	<p>Termly.</p>
<p>B / C Improve progress made in literacy and numeracy.</p>	<p>Intervention with set DIT – Directed improvement time overseen by core teaching staff.</p> <p>INSET specific to work shadowing mainstream colleagues.</p>	<p>Extra support with pedagogical and subject knowledge.</p> <p>School Workforce Development CPD.</p> <p>PDP whole school target setting.</p> <p>Timetabled Interventions.</p>	<p>Observations.</p> <p>Flightpath Trackers to monitor progress.</p>	<p>HI/KM</p>	<p>Termly.</p>
<p>B Increase progress in literacy</p>	<p>Engage reluctant readers with a new library with age relevant books of interest and begin book club.</p>	<p>Reading areas and variety of books will open lines of communication and share and see how others have found solutions to problems. Pupils will be able to develop their vocabulary, broaden their imagination and improve their writing.</p>	<p>Funding directed at age relevant books and resources to make a comfortable area to read in.</p>	<p>HI/KW</p>	<p>Termly</p>

E Expand Curriculum Offer	Provide online learning resource and work area to enable access to wider range of GCSE. Will need to be staffed by TA.	Online learning platforms can be used to deliver across curriculum areas and access would be flexible to fit with current timetable.	Evaluations form pilot programmes of Online companies will inform which provider would be best suited to our needs.	DG	Termly
<b>Total budgeted cost</b>					<b>£15,000</b>
<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	Named worker with responsibility for overseeing attendance.	Quick response to first day of absence and building relationships with parents.	One person leading and reporting will allow for consistent approaches to managing absenteeism.	KH	Termly.
<b>Total budgeted cost</b>					<b>£3,000</b>
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</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 Exclusions	The Ologies programme, weekly lessons focused on building emotional resilience.	Students have engaged well with this programme and we have now expanded the course to cover more areas supporting students to develop coping strategies to reduce explosive anger which leads to	Timetabled lessons for all teaching groups with termly assessment using SNAPB.	HI	Half Termly.

	MHFA full accreditation for all staff.	<p>exclusion.</p> <p>Government are keen to train at least one member of staff in all schools in basic MHFA. Due to nature of the work we do, it would be beneficial to have all staff trained in strategies to manage and support students who are experiencing issues with Mental Health.</p>	Accredited provider recommended by MHFA board to deliver training.	KW	End of AT2.
D Improve Attendance	<p>Bootcamp and Boxing to be included in Sport Offer to include after school options.</p> <p>Offer additional WRL placements for targeted individuals.</p>	<p>Exercise improves self-esteem, confidence, mental wellbeing, helps to relax and can have a positive impact on behaviour.</p> <p>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.</p>	<p>Timetables lessons and targets set for attendance and sports worker to carry out a joint programme. Will form part of Healthy Schools Action Plan to be monitored by LA.</p> <p>Targeted intervention for those at risk of becoming NEET, discussions with SfYP regarding pupils and on appropriateness of placements.</p>	<p>KH/M B</p> <p>DJ</p>	<p>Half Termly</p> <p>Implement Spring 2/Summer 1 Term</p>
<b>Total budgeted cost</b>					<b>£7,245</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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

Improving Literacy across the curriculum	School Library Resources	Met: Furniture bought to provide a relaxing area where students can read in leisure time.	Resource is now in place and will we have accessed grants to increase the number of books in the library.	£500
Work Related Learning / Vocational Curriculum Offer	Use of providers to offer vocational programmes for those who have struggled to engage in mainstream curriculum.	Met: Identified students accessed provision one day per week and achieved units of accreditation.	Work Related Learning is costly although students do engage and it has a positive impact on reducing Yr 11 NEET post 16 as many students go towards remaining with the provider they were placed with. This option opens the curriculum offer to ensure achievement of all regardless of ability. We will continue with WRL but look to increase the amount of PP allocated to this area.	£5,000
	Consultant worked		Science offer will be piloted across whole school	£287.30

## ii. Targeted support

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
All pupils to leave with minimum of Level 1 Functional Maths and English.	Intervention.	Met in part: For those pupils who engaged. All students in Yr 11 who engaged left with qualifications in Maths and English.	Level 1 was too difficult to achieve for long term non attenders. A number of students who were admitted towards the end of Yr 11 had not attended school for lengthy periods and we had to look towards Entry Level to ensure achievement.	£5,746

## iii. 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
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Behaviour Assessment which can evidence work carried out from Ologies and B4L Programmes	SNAP B	Met: All students have been assessed on entry to the provision and staff are informed of areas requiring support. Strategies and training have been offered.	SNAPB will continue to be used and will now be reviewed termly to evidence progress in areas that are normally 'soft outcomes'.	£3,000
Reduce Exclusions	Breakfast Club	Not Met: Overall exclusions reduced last academic year but there was no real correlation or evidence to show this was due to the implementation of breakfast provision.	Breakfast club will continue but the school will seek to provide this from other sources.	£1,500

## 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.