



## Pupil premium strategy statement: Beacon of Light School

1. Summary information					
<b>School</b>	Beacon of Light School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£8,415 (estimated)	<b>Date of most recent PP Review</b>	Sep 2017
<b>Total number of pupils</b>	41	<b>Number of pupils eligible for PP</b>	20 (48.7%)	<b>Date for next internal review of this strategy</b>	Jan 2018

2.	3. Current attainment		
<b>Data represents 6 students in Y11 (5 PP)</b>	<i>Pupils eligible for PP (Beacon School)</i>	<i>Pupils not eligible for PP (mainstream national average)</i>	<i>All Pupils (national AP average 2015-16)</i>
<b>% achieving 5A* - C incl. EM or equivalent (2016/17 only)</b>	0%	64.7%	1.1%
<b>% achieving expected KS2-4 progress in EM</b>	0%	75.8% / 73.4%	No data available
<b>% achieving expected baseline-KS4 progress in EM</b>	40%	75.8% / 73.4%	No data available

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Low levels of attendance

## 5. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP (Beacon of Light School PA 52% October 2017) to 25% or below. National AP average for PAs is 68.1%.</p> <p>Overall attendance among pupils eligible for PP is 83.1% and below the current school average of 93.4% of non-PP pupils. (October 2017)</p> <p>Gap between PP/non-PP to close, with both groups exceeding national AP attendance of 68.5%, aiming for national expectation of 95%</p>

All strategies have been researched using international evidence from the Education Endowment Foundation and Sutton Trust. Strategy cost against impact (months) has been investigated and research outcomes indicate rates of success across a range of programmes.

6. Planned expenditure				
Academic year	2017/18			
D. Increased attendance rates	<p>Admin worker employed to monitor pupils and follow up quickly on truancies.</p> <p>First day response provision.</p>	<p><b>Estimated impact:</b> Reduce the number of persistent absentees (PA) among pupils eligible for PP (currently 39%) to 25% or below. National AP average for PAs is 68.1%.</p> <p>Overall attendance gap between PP/non-PP to close.</p> <p>Overall attendance for both PP/non-PP to exceed national AP attendance of 68.5%, aiming for national expectation of 95%</p>	<p>The development of the admin support role impacted positively on attendance outcomes for both PP and non-PP students.</p> <p>Collaborative working between school and the LA was enhanced at the start of the year with a meeting between the LA Attendance Officer and the Principal. The outcomes of this meeting have informed enhanced school attendance procedures for 2017/18.</p> <p>The role of the attendance admin post in school will continue. It would benefit students/families if the role was able to be developed and extended through additional funding to allow greater impact to be made.</p> <p>Additional attendance support to be investigated. Role to be developed and appointed for January 2018</p>	<p>All of PP allocation £ 8415 TBC</p>

7. Review of expenditure				
Previous Academic Year		2016/17		
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
A. Improved literacy progress	<p>CPD on WRAT/WRIT testing for all staff</p> <p>WRAT/WRIT testing for baseline assessments and progress indicator</p> <p>Literacy Policy developed and implemented.</p> <p>CPD on Literacy strategies and developing questioning techniques to develop oracy skills.</p> <p>Develop a bank of specific literacy resources to extend opportunities for literacy</p> <p>1-2-1 timetabled Reading Intervention sessions</p>	100% of students who attended the Reading Intervention sessions narrowed the gap significantly between chronological/actual Reading Age.	Reading Intervention has a significant impact on student Reading Ages. This is an area which we will continue to develop.	£3000 staffing cost (0.2 week allocation to reading intervention)
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
Improved levels of student wellbeing will result in increased opportunities for learning	Employ trained mediator to counsel and support students	Student Voice showed that 95% of students who accessed counselling services provided by school were well supported. All felt confident that they	Higher levels of student need than anticipated meant that staffing resources did not have sufficient capacity to address the sheer volume of student need.	£1110 mediator £1840 wellbeing staff

due to increased amount of time spent in lessons	Employ additional member of support staff with responsibility for student wellbeing  Twice-daily staff briefings to share concerns and strategies employed with students	were being given strategies to enable them to deal with situations and concerns.  The 5% of students who felt school support was not providing them with the necessary strategies were referred to external specialist support (CYPS/MIND/CAMHS)	Increased level of pastoral support to be investigated for 2017/18	
Pupils eligible for PP make as much progress from baseline assessment as 'other' pupils, so that 85% or above are on track to improve attainment.	Y11 1-2-1 support for Maths and English introduced leading up to examinations to support with personalised tutoring for PP students	100% of students who were able to access and attend lessons made at least expected progress from baseline in all subjects.  83% of the PP students tutored achieved 5+ GCSE or equivalents inc En/Ma. This is above the school average of 70%	Utilise specialist staff to deliver 1-2-1 who students are familiar with and will engage positively. Unfamiliar staff becomes an additional barrier to overcome	£2000 1-2-1 staffing

### iii. Other approaches

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>Increased attendance rates for pupils eligible for PP.</p> <p>Attendance for PP students improves against commisioning school prior attendance data.</p> <p>Reduce the number of persistent absentees (PA) among pupils eligible for PP (currently 39%) to 25% or below. National AP average for PAs is 68.1%. Overall attendance among pupils eligible for PP is 84.4% and below the current school average of 88.6% of non-PP pupils. Gap</p>	Admin worker employed to monitor pupils and follow up quickly on trancies. First day response	<p><b>Actual impact:</b> Number of persistent absentees (PA) among pupils eligible for PP at the Beacon of Light School was 39% for 2016/17. National AP average for PAs is 68.1%. Although lower than NA (68.1%) PP PAs increased from 39% to 44% during 2016/17.</p> <p>Overall attendance among pupils eligible for PP is 84.4% and below the current school average of 88.6% of non-PP pupils. The gap between attendance of PP/non-PP students closed between September 2016 and July 2017. Sep 2016: 16%, July 2017: 4.2%</p> <p>Gap of 4.2% between PP/non-PP to close.</p> <p>Overall attendance for both PP/non-PP exceeded national AP attendance of 68.5%. PP students attend 15.9% more than average AP students. Non-PP students attend 20.1% more than average AP students.</p>	<p>School admin personnel is required to ensure daily attendance is monitored and issues identified at an early stage.</p> <p>Additional staffing will be required to ensure attendance rates improve against NA and attendance gaps continue to close between PP/non-PP students.</p> <p>Home visits and family liaison is key to this improving. The new appointment will need to have a specific focus on attendance in their role, not diluted with additional responsibilities, and be based externally as opposed to working within school.</p>	£1,091 admin support

<p>between PP/non-PP to close, exceeding national AP attendance of 68.5%, aiming for national expectation of 95%</p>		<p>Comparisons between prior school attendance data and Beacon of Light school data demonstrates:</p> <ul style="list-style-type: none"> <li>• significant decrease in the number of PAs by 16%</li> <li>• Attendance overall has increased by 7.39%</li> <li>• 64% of students improved their annual attendance percentage between prior school and the Beacon of Light School</li> </ul> <p>70% of PP students improved their attendance in comparison to commissioning school data. This was higher than non-PP students (61%)</p> <p>There was a steady but significant termly attendance increase throughout 2016/17:</p> <ul style="list-style-type: none"> <li>• Autumn 73.5%</li> <li>• Spring 84.1%</li> <li>• Summer 89.5%</li> </ul> <p>There was a steady but significant decrease in the number of PAs throughout 2016/17:</p> <ul style="list-style-type: none"> <li>• Autumn 52.3%</li> <li>• Spring 44.4%</li> <li>• Summer 41%</li> </ul>		
<p>Students display a positive desire to learn, progress and apply themselves effectively across all areas of school life.</p>	<p>Develop a positive culture of learning across school.</p> <p>Deliver Functional Skills Maths &amp; English to boost Y11 confidence pre-GCSEs.</p> <p>Recognise achievement through points/rewards programme</p>	<p>Schemes of work in English and Maths reflect Functional Skills opportunities. Students are more engaged through applied learning techniques. 100% Functional Skills pass rate in English &amp; Maths for students entered.</p> <p>Increased number of students achieving Work/Behaviour/Attitude points in accordance with school behaviour policy. Students are motivated to achieve and conform to appropriate behaviours. Points increased throughout the year from 74% September 2016 to 86% July 2017. 89% of the cohort accessed at last one reward and 81% achieved more than one reward</p>	<p>Functional Skills exam passes have been important for individual students to increase their confidence prior to GCSEs and for gaining entry onto Apprenticeships/College courses post-16.</p> <p>The rewards programme is developing into short/long term gains. Increased opportunities for shorter term rewards to be developed for next year.</p>	<p>£600 rewards £330 Functional Skills £892 DofE</p>

	<p>Develop opportunities within the curriculum to address wider life skills</p> <p>Celebrate achievement with Achievement Day where students display work and parents are invited to meet staff and view their child's work throughout the year.</p> <p>One of the most significant</p>	<p>Life Skills programme developed. 100% of students entered achieve Duke of Edinburgh Bronze Award. Teaching daily personal, living, social and occupational skills will prepare our students to live a better, more fulfilling life.</p> <p>100% of students displayed work and 90% of parents attended the Achievement Day July 2017. Children learn best when the significant adults in their lives – parents, teachers and community members – work together to encourage and support them.</p>	<p>Duke of Edinburgh Award Bronze experience rated very highly by students, staff and parents/carers for developing independence and self-reliance. Developments for next year will include our long-term students working towards Duke of Edinburgh Silver.</p> <p>Very positive day. July 2018 will be an opportunity to showcase the new building and reflect on the positives for each student.</p> <p>Parents enjoyed coming into school to meet staff and parents of current Y10 student discussed whether a Y11 Leavers Event would be developed as they would not be able to attend the end of year Achievement Day</p>	
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## 8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.highschool.sch.uk](http://www.highschool.sch.uk)