

Pupil premium strategy statement

School overview

Metric	Data
School name	Beacon Hill Academy
Pupils in school	75 places – 78 pupils
Proportion of disadvantaged pupils	3 PP (RT, GC, BHM) + 6 p + 6 s
Pupil premium allocation this academic year	£28,740
Academic year or years covered by statement	2024-2025
Publish date	Sept 2024
Review date	Sept 2025
Statement authorised by	Click or tap here to enter text.
Pupil premium lead	S Hewitt
Governor lead	T Fish

Disadvantaged pupil barriers to success

Our assessment information, based on the pupils individual learning adventures shows that the our cohort is becoming more complex and the majority are now non verbal and need specific targeted approaches to help unlock their communication skills. They need access to highly skilled staff who understand what learning looks like for this increasing complex group
Development and maintenance of their physical skills and the impact that this has on their longer term health continues to be a barrier to learning and in particularly to community access
Many pupils entering the school seem to have had limited access to pre-school activities and socialisation, they are finding it harder to develop their confidence and security when starting school.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
All pupils who have identified communication needs (including MSI) will access individual or small group targeted support, led by class staff but trained and modelled	Monitoring will indicate that strategies and programmes taught to class team are being embedded in class work	Review of progress and learning adventures Dec 24 and April 25. Earwig evidence review

by MSI and Speech specialists		
Each class team will access training and support from partnerships of teachers/therapists which includes modelled sessions as part of inreach team and teacher development model	Analysis of pupil targets, whole school monitoring programme and teacher development model feedback will evidence progress this	To be started September Oversight from Vice Principal. Embedded within whole school annual training programme and teacher development model

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Children will be able to demonstrate increased confidence as they move through transitions within the school, particularly on entry and when leaving school. School will provide activities pre-nursery age to support this	Numbers of pupils attending pre-school offer. New pupils settling in more quickly and being able to stay without parents. Successful transitions planned across spring and summer term	Ongoing Across year

Teaching priorities for current academic year

Measure	Activity
Priority 1 Communication support	Every pupil with an identified communication and sensory need will receive specialist support which will include embedding the programmes within class and training all members of class teams
Priority 1 Team teaching support	All classes will participate in shared and paired teaching as part of the whole school Teacher Development model, focusing on lesson delivery and target setting
Barriers to learning these priorities address	Increasingly complex needs of pupils coming into the school. New staff requiring specialist training. Highly specialist nature of the school means less outside opportunities available to develop specialist expertise.
Projected spending	Staffing and training to allow additional therapy and teaching support £18,000

Wider strategies for current academic year

Measure	Activity
Priority 2 Transition	Opportunities for pre school pupils to experience sessions at Beacon Hill supported by their families – playgroup, swimming, stay and play, Aladdins Cave. Opportunities for older pupils to access activities with peers who have moved on.
Barriers to learning these priorities address	Current new cohort were covid babies and have not had same exposure to pre-school activities. Increasing cuts in community resources appropriate for this complex medical cohort
Projected spending	Additional staffing and resources £10,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Monitoring impact and ensuring work is embedded	Embedded in Teacher development model, weekly training and staff appraisal
Wider strategies	Encouraging pre-school parents to attend and promoting opportunity. Overcoming parental fear of special school	Partnership working with pre school – Portage and post school provisions

Review: last year's aims and outcomes

Aim	Outcome
All pupils who have identified MSI, VI and HI will have individual targeted sessions led by a familiar member of class team.	All classes have a named trained person, sensory team leader has been modelling and monitoring this. Class learning adventures and monitoring show how this is embedded
One member of each class team will have undertaken specific MSI, VI, HI training, relevant to the pupil/s they are supporting	As above
Children will be able to demonstrate increased confidence through access to community activities to promote their physical development	Regular community access resumed across the school. New providers being used – Alt movement. Pupils also accessing this in own time outside school

