Pupil premium strategy statement – The Beacon PRU

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	7
Proportion (%) of pupil premium eligible pupils	28% (2 pupils unconfirmed)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-2027
Date this statement was published	September 26
Date on which it will be reviewed	July 27
Statement authorised by	Martin Roadknight
Pupil premium lead	Julie Wynne
Governor / Trustee lead	Annette Hawkesford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6200
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	**£6200**

Part A: Pupil premium strategy plan

Statement of intent

In the 2026 to 2027 financial year, schools will receive the following funding:

Disadvantaged Pupils	Pupil Premium per Pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1550
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2690
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2690

Service Children	Pupil Premium per Pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£360

Our Context

As a PRU, Pupil Premium funding is only allocated based on sole or dual main registrations only. Therefore, for several of our pupils it will be their mainstream school that access the funding grant. The arrangements made at The Beacon have been discussed with the DfE directly due to the complexities of the transient nature of a PRU setting. It is agreed that the funding received for the eligible pupils at the time of the census is viewed as the allocated funding for all full-time pupils eligible for PPG that attend the PRU throughout the year. All dual registered pupils that are eligible for PPG are receiving our input as part of their mainstream school's allocation of resources. In the case of PPG+ funding, the Virtual School have allocated this funding to the home school for dual registered pupils.

Our Intent

At The Beacon PRU, we have high aspirations and ambitions for all our children, and we are determined to ensure that our children are given every chance to realise their full potential. The central aim of our Pupil Premium Strategy is to ensure every child, irrespective of any barriers, has the necessary support to ensure they can make progress and flourish to their full capacity. It is intended that the Pupil Premium funding will be used to enable our pupils the biggest impact in the shortest time to address the deficits in their development and narrow the attainment gap, so that they can successfully access education, make progress and participate more fully in wider life.

Our approach is to utilise evidenced based approaches for minimising the impact of the challenges that many of our pupils' encounter.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
In School Challenges	
1	Pupils have significant social, emotional and mental health needs • Emotional regulation difficulties • Poor emotional literacy skills • Limited social skills • Low self-efficacy • Low self-esteem • Attachment difficulties • Developmental trauma • High levels of anxiety • Attentional difficulties
2	Some pupils have communication and interaction difficulties • Social communication difficulties • Speech and language difficulties
3	Some pupils have additional learning and cognition difficulties • Specific Literacy difficulties (reading and/or writing) • Poor executive functioning skills • Poor perception of themselves as learners • Poor working memory
4	Some pupils have additional sensory and physical difficulties • Poor sensory regulation/processing • Poor fine/gross motor skills • Poor impulse control
External Challenges	
5	Home learning environment • Limited access to opportunities • Limited access to experiences • Limited access to resources to promote development • Parental engagement and involvement in education • Family pressures • Family relationships • Parenting skills and capacity
6	Exclusion history – prior school & wider community • Limited access to education • Perception of exclusion • Anti-social behaviour • Lack of access to community resources/experiences
7	Impact of Covid-19 and lockdown • Limited access to school • Loss of school routines and relationships • Limited home school learning opportunities • Increased anxiety • Increased family pressures • Limited access to support networks

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To support the emotional and social development of our pupils enabling our pupils to safely engage and access learning.	• Progress of SEMH development is evidenced through improved Boxall Profile scores, measured termly. • Increased readiness for learning evident through reduction in duration of crisis and use of safe place. • Pupils are more able to settle in lessons and to fully engage in the learning experiences. • Pupils are able to cope with carefully planned challenge.
To ensure underlying language and social communication needs are identified and provision is planned to meet needs.	• All pupils are screened on entry using Speech and Language Link. • Appropriate S&L and social communication interventions are planned for and delivered. • Identified pupils are assessed as appropriate by external agencies such as SALT, EP, Umbrella Pathway, CCN • All pupils will access Word Aware approaches in their learning • Our provision will be a communication friendly environment
To support our pupils in maintaining a regulated state through the use of sensory regulatory experiences.	• Pupils are able to maintain a more optimal regulated state for increasing periods. • Pupils are able to access increased learning opportunities enabling greater progress and further narrowing the gap.
To promote a home environment that is conducive to supporting pupils' development and learning.	• Pupils are more engaged in learning activities in their home • Parents feel supported in promoting learning at home • Pupils have access to quality resources to promote learning at home • Parents feel supported by staff in helping their child at home • Parental engagement is promoted
To provide inclusive experiences within school and in wider community activities	• Pupils and parents are provided with a highly inclusive setting • Access to community groups is promoted with pupils and parents

Activity in this academic year (2026-2027)

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £812

Activity	Evidence that supports this approach	Challenge number(s) addressed
To screen all pupils for underlying speech and/or language difficulties	Clear evidence of link between SLCN and behaviour. It is estimated that 60% of pupils attending PRU/SEMH special schools have SLCN. Purpose of the investment in Language Link is to ensure all underlying SLCN are identified and needs effectively planned for.	2
To promote an active curriculum – including adopting an active uniform for all pupils	The Youth Sport Trust recommends the use of MOTD to enhance active learning in Maths – with benefits identified both for physical health and academic achievement. The Society for Research in Child Development have published research detailing clear links between physical activity and brain development – specifically improvements to executive functioning.	1, 3, 4
To provide a whole Unit approach to mental health to support positive mental health and reduce levels of anxiety	Carefully selected evidence-based resources and approaches to effectively reduce anxiety and promote resilience. Bounce platform provides research-based wellbeing surveys, helping SLT understand, evaluate and evidence the needs of our community, as well as benchmark the current mental health and wellbeing states. Delivering the Alert Programme to all pupils: The Alert Program® supports staff in being "detectives" learning how to use simple sensory strategies, placed in routines at the right time, in the right way, to **set up nervous systems for success**...And having a huge impact on children's and adult's ability to attend, learn, relax, and work. Delivering the Friends Resilience to all pupils: The Friends Resilience Skills have been endorsed by the World Health Organisation as best practice for the prevention of anxiety. Introducing daily wellbeing Workout sessions at the beginning and end of the day. Targeted activities for all pupils based on the 5 ways to wellbeing to promote positive wellbeing and enabling our pupils' opportunities to settle ready for learning.	1, 4, 7

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £3952

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide Letterbox subscriptions for prioritised pupils	Identified benefits of Letterbox scheme [evidenced by The Book Trust] are: • Children feel 'remembered' and are excited about receiving their parcels • Families and their children spend more time together reading and playing games • Children read to others and share books • Children have increased confidence in reading and number	1, 3, 5, 7
To provide regular music psychotherapy for pupils to enable them to safely express their emotional needs	The MTW Model of Music Therapy is an evidence based and outcomes led intervention delivered by specialist music therapists who practice in a clear psychotherapeutic framework. This enables them to go beyond a simple musical intervention, providing clarity and support in processing trauma, attachment, bereavement, developmental issues and/or mental health concerns.	1, 2, 4, 5, 6
To provide class teachers with access to specialist EP advice through regular pupil case reflection meetings	The process of reflective teaching supports the development and maintenance of professional expertise. The Open University recognise it can be described as a learning tool, something that is going to help teachers to synthesise, explain, make sense of and ultimately develop meaning from experiences.	1, 2, 3, 4, 7
To provide effective transition support for pupils	Worcestershire Virtual School recognise the importance of effective transition planning. Their 'Transition Guidance' identifies the research underpinning the need for this specifically as transition poses a far greater challenge for children who have experienced trauma.	1, 6
To provide opportunities to promote wellbeing through reading – both in the Unit and at home – through the development of our 'Read 4 Wellbeing' library.	MHFA recognise the benefits that reading can bring to wellbeing as they state 'Losing yourself in a good book has been shown to **reduce your levels of stress**. Research by Dr David Lewis showed that reading as little as six minutes a day can reduce stress levels by 60% by reducing your heart rate, easing muscle tension and altering your state of mind.	1, 2, 3, 5, 7
To support regulation to enable our pupils to	The EEF states that a number of studies suggest that improving the self-regulation	1, 4

maintain optimal regulated states to sustain learning engagement	skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1436

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide regular opportunities for parents/carers to participate in learning activities with their child as part of our Family Learning Project	The EEF emphasise that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	1, 3, 5
To provide parent training sessions	The EEF emphasise that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	1, 2, 4, 5
To provide a wellbeing festival week for our school community based on the 5 ways of wellbeing	The NHS recognise that there are 5 key ways to support wellbeing: Connect Give Keep Learning Take Notice Be Active	1, 2, 4, 5, 6, 7

Total budgeted cost: £6200

Part B: Review of the previous academic year (2025-2026)

Outcomes for disadvantaged pupils

Intended outcome	Actual Outcomes

To support the emotional and social development of our pupils enabling our pupils to safely engage and access learning.	• 100% of our pupils have made SEMH progress shown in their Boxall Profile assessments
	• 100% of pupils have made progress with their readiness to learn rates. Eg:
	  ○ One pupil reduced from 35 crisis incidents (with 21 requiring PPI) to 4 crisis incidents (with only 1 requiring PPI) in a half term
	  ○ One pupil reduced from 24 crisis incidents in a half-term to 4 crisis incidents
	  ○ One pupil decreased the amount of time needed to regulate in the safe place from 1260 mins to 190 mins
	• All pupils have accessed our new Mental Health curriculum – providing tiered levels of intervention as appropriate
	  ○ 100% of pupils accessed the Foundation, National Curriculum, Protective Curriculum and Group Intervention curriculum
	  ○ 40% of pupils have accessed the individual intervention curriculum
	  ○ 90% of pupils have accessed the Intensive Specialist Intervention. This has included:
	  ▪ 60% of full-time pupils have benefitted from access to music psychotherapy sessions
	  ▪ 90% of pupils have benefitted from EP involvement
	  ▪ 10% of pupils have accessed additional mentoring support from the Community Safety Partnership / Community Police Team
	  ▪ 40% of pupils had SALT support

To ensure underlying language and social communication needs are identified and provision is planned to meet needs.	• All pupils are screened on entry using Speech and Language Link.
	• Appropriate S&L and social communication interventions are planned for and delivered – this has been successfully provided for 3 pupils.
	• Identified pupils have been assessed as appropriate by external agencies such as SALT, EP, Umbrella Pathway, CCN.
	  ○ 4 ongoing SALT referrals
	  ○ 2 x RTC Referral
	  ○ 1 x CCN referral

To support our pupils in maintaining a regulated state through the use of sensory regulatory experiences.	• 90% of pupil made progress in rates of crisis and external safe place. • All pupils have been able to communicate their zone to indicate their emotional states successfully. • Most children have been able to consider appropriate tools to use to support their regulation. • 100% of pupils have accessed sensory activities as part of their Wellbeing Workout. • 30% of pupils accessed sensory interventions.
To promote a home environment that is conducive to supporting pupils' development and learning	• All pupils have had access to home learning activities. Support and information has been given to parents to ensure access to home learning.

	• Letterbox parcels have been provided to 5 pupils this year. • All families had home packs for each of the elements of our Wellbeing Festival to promote positive mental health and wellbeing at home. • Termly family sessions have been provided for all parents and pupils. • The LPPA award was achieved for our work in supporting and engaging parents.
To provide inclusive experiences within school and in wider community activities	• The Beacon achieved the platinum OPAL award for our outdoor play and learning provision. The impact of quality play has greatly contributed to improved wellbeing of all pupils. • Pupils have accessed termly after-school clubs • Links with community activities have been shared • All pupils have participated in our enrichment programme. • All pupils participated in our Wellbeing Festival.
To provide additional support through a recovery curriculum	• All pupils emotional and mental health is prioritised and additional needs addressed • Our comprehensive and evidence based mental health curriculum has been implemented. All pupils have accessed the newly revised mental health curriculum and our whole community took part in our wellbeing festival.

Externally provided programmes

Programme	Provider
Zones of Regulation	
Therapeutic Storywriting	
Language Link	
Letterbox	
Friends Resilience	
Bounce	
Drawing & Talking Therapy	
SNAP-B	
Alert Programme	