

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Ancora House School
Number of pupils in school	34- 5/12/22
Proportion (%) of pupil premium eligible pupils	50% - 5/12/22
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-2024
Date this statement was published	05/12/2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sian Thomas
Pupil premium lead	Carli Willis/Amanda Lacey
Governor lead	Lyndsay Watterson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1346
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7346

# Part A: Pupil premium strategy plan

## Statement of intent

Our curriculum is designed to ensure that all learners, no matter what their starting point, can access their personal curriculum and make progress, within an environment and culture of high warmth and high expectation.

The school does not typically receive Pupil Premium funding as we are a specialist intervention Alternative Provision with the vast majority of our learners remaining on roll of their home schools. However, we negotiate the funding with the mainstream setting on a case-by-case basis. Notwithstanding, due to the physical, social and mental health challenges our cohort has experienced every learner is offered a personal curriculum that aims to identify and close gaps; support person and social development and enhance mental health and wellbeing.

The key principles of the whole school strategy are:

- To raise aspirations through cultivating and harnessing independence and resilience, building hope for the future.
- Provide the education and skills to enable every learner to move on successfully to their identified destination
- Continue to support learners in their new settings to enable them to sustain their place

## Challenges

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

Challenge number	Detail of challenge
1	Significant learning gaps due to long term absence from school
2	Low self-esteem and loss of academic confidence leading to EBSN
3	Low aspirations and poor motivation – not ready to learn
4	Significant mental health difficulties
5	SEND often identified late due to non-attendance

## 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
All learners transition successfully and sustainably to education, employment or training at the appropriate time. Learners are resilient and feel prepared for their next steps. All learners have access to high quality Information, advice and guidance	Transition data demonstrate high percentage success (excess of 90%)
The curriculum offer meets the wide-ranging needs of all groups of CYP, including their academic, vocational, social and emotional needs.	Learners experience as wide and varied a curriculum offer as possible in line with their peers in mainstream
All learners have access to a wide range of opportunities and experiences, which develop their talents and interests. In particular, also promoting their extensive personal development, health, confidence, resilience, perseverance and their embodiment of our core values	<p>Despite their challenges, the majority of learners are able to access experience of the world of work; visits to colleges and access to external speakers and visiting workshops. Aspirations rise, leading to better outcomes.</p> <p>RICH data Attendance data Academic data Transition data</p>
A whole school Positive Mental Health Curriculum is achieved through whole school CPD. Staff are able to provide an enhanced offer to learners	Learners demonstrate significant improvement in their social and emotional development and attitudes over time, which helps prepare them for successful transition when they are ready

## Activity in this academic year

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

### Teaching

Budgeted cost: £ 6804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of PE into the curriculum	Positive association between physical activity and mental health, including self-esteem, emotional wellbeing and future aspirations. Physical activity has a positive impact on anxiety, depression and mood, all of which may impact on academic achievement	2,3,4
Enhancement of TA role to unqualified teacher to deliver Prince's Trust and Jazz qualifications	Flexible qualifications offered to learners allowing them to gain formal recognition and develop key skills allowing them to move into employment, education or training.	1,2,3
Visits and wider curricular activities are accessible due to broadening the remit of IAG and Transition Support	Story House Qualifications Monitoring and Intervention for leavers in place  Work experience facilitated	2,3,5

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

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking Therapy CPD	Attachment based therapeutic intervention which will allow learners to demonstrate significant improvement in their social and emotional development and attitudes over time and help them prepare them for successful transition when they are ready	2,3,4,5

## Wider strategies

Budgeted cost: £820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of RSE	Working with external organisations enhances delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people	2,3

**Total budgeted cost: £ 7924**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes for 2021/22

Intended Outcome	Impact
All learners transition successfully and sustainably to education, employment or training at the appropriate time.	All year 11 learners from the Community Site secured destinations last year. 76 students were discharged from the hospital site during 21/22 and all had secured a transition package appropriate to their need.
The curriculum offer meets the wide-ranging needs of all groups of CYP, including their academic, vocational, social and emotional needs.	Learners accessed an enhanced curriculum including: Dance, Duke of Edinburgh, Jass Award with 100% learners achieving bronze.  External provider worked with students to provide specialist RSE curriculum, data evidences attendance was consistently high for these sessions.
All learners have access to a wide range of opportunities and experiences, which develop their talents and interests. In particular, also promoting their extensive personal development, health, confidence, resilience, perseverance and their embodiment of our core values	The school has worked with a range of organisations including Chester Storyhouse; Youth Federation; Cheshire College South & West; Reaseheath College; Liverpool City College; Institute of Engineering & Technology; Cheshire Police; Cheshire & Wirral Partnership. This provided learners with the opportunity to volunteer and develop employability skills and increased preparedness for next steps.
A whole school Positive Mental Health Curriculum is achieved through whole school CPD. Staff are able to provide an enhanced offer to learners	Analysis of RICHS data demonstrates that learners experienced significant improvement in their social and emotional development with 76% of students improving or maintaining communication with adults; 80% maintaining or improving relationship with peers.