

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	50
Proportion (%) of pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	22/10/2022
Date on which it will be reviewed	May 2022
Statement authorised by	Sian Thomas
Pupil premium lead	Carli Willis/Marie Strain
Governor lead	Lyndsay Watterson

Funding overview

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

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 is not in receipt of Pupil Premium as we are a specialist intervention Alternative Provision; the vast majority of our learners remain on roll of their home schools.

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
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<p>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</p>	<p>Transition data continues to demonstrate high percentage success (excess of 90%)</p>
<p>The curriculum offer meets the wide ranging needs of all groups of CYP, including their academic, vocational, social and emotional needs.</p>	<p>Learners experience as wide and varied a curriculum offer as possible in line with their peers in mainstream</p>
<p>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>	<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. RICH data Attendance data Academic data</p>
<p>A whole school Positive Mental Health Curriculum is achieved through whole school CPD. Staff are able to provide an enhanced offer to learners</p>	<p>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</p>

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: £ 4560

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND teacher recruited on a temporary basis to provide additional booster support to identified learners	Improved engagement/attendance Rapid gains Gaps close	5
Visits and wider curricular activities are accessible due to broadening the remit of IAG and Transition Support	Story House Qualifications Monitoring and Intervention for 2021 leavers in place Work experience facilitated	5

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

Budgeted cost: £1150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistant Grade enhanced to support and recognise their contribution to the transition process</i>	Investment in Transition is highly valuable as demonstrated in previous years' data.	5

Wider strategies

Budgeted cost: £ 940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music and Dance offered to identified learners.	Increased motivation and improved engagement RICH Data	5
Delivery of RSE	Working with external organisations enhances delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people	3

Total budgeted cost: £ 6650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The school did not receive any pupil premium for 2020/21