



Engage | Motivate | Inspire

Trafford Alternative Education Provision

Pupil Premium Statement

Our Mission Statement:

Trafford Alternative Education Provision

- **Trafford High School (THS)**
- **Trafford Medical Education Service (TMES)**

Is committed to providing....

A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

1. Aim

Trafford Alternative Education Provision serves Trafford Local Authority which sits within the Greater Manchester conurbation and offers education to students from Year 5 to Year 11. We aim to provide equal access to appropriate education for students :at risk of exclusion or permanently excluded, CME , unable to attend their host school due to mental-ill health or physical ill- health by keeping education alive in the pupil's life, maintaining progress and enabling them to achieve their potential.

It is important to state that we do not only measure progress in relation to academic success, but in relation to both social and emotional development as well as against a pupil's effort and engagement in their education. Barriers to attainment for our pupils are complex due to their social, emotional and mental health needs. Poor attendance, breakdown of family relationships, cultural, social, financial concerns and health issues are all factors that impact upon our pupil's ability to engage in their learning.

We seek to ensure all learners leave TAEP equipped with the appropriate knowledge, skills, qualifications and resilience to enter the next phase of their educational life'. Where possible, this is done through short term placements that focus specifically on improving students' emotional wellbeing, behaviour and attendance, alongside their academic achievement.

At TAEP we judge our progress from point of entry; we use previous information as well as baseline assessment to generate this judgement. We are confident that we provide every pupil with a personalised opportunity to become the best version of themselves and address inequalities in the education of pupils from low-income families.

2. Universal Services

All pupils that attend Trafford Alternative Education Provision will already receive a much higher level of universal support than they would receive in their previous mainstream environment. This support includes the following:

- Small class sizes.
- Specifically trained support staff.
- Increased home/school liaison.
- 1 to 1 support for early transition back to mainstream.
- Range of formative assessment.
- Supportive careers guidance and post 16 transition.
- BKSB gap filling

3. Pupil Premium Vision

Our vision for pupil premium is to provide additional intervention for pupils who are single or dual registered and identified as needing a more intensive response in one or more specific areas and who qualify for pupil premium funding. TAEP does not directly receive Pupil Premium for students who are dual registered with a mainstream school. Pupil premium is not received in the current school year and is recuperated respectively in the following academic school year. Once we identify what each pupil needs we do our best to provide funds to support plans for individual and group interventions.

We have remained open to all of our current student cohort during COVID 19 and therefore facing unprecedented times. However, we continue to develop a set of planned interventions in a range of areas such as: attendance, improving punctuality, recovery catch up pertaining to academic progress and also mental health and emotional well-being. TAEP will continue to be investing in resourcing these successful interventions which will be identified as the year progresses.

Our offer may include the following:

- Individual intervention in Maths / English.
- 1 to 1 exam booster GCSE sessions
- The Right Angle Project - Counselling and 121 /small group tuition
- Supported aids for GCSE , through exam concessions - scribe, reader pens , lap tops
- Independent study - Opportunity to study academic subjects not offered at TMES supported by resources
- GCSE Revision Guides
- Support with transport.
- Ensuring equal access to social engagement and enrichment trips or activities.
- Transport to TMES via taxi or reimbursement of bus fares

Spending and Impact will be reviewed at the end of every term.

4. Eligibility

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM), Looked after Children, children adopted

from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

If you think your child may eligible to receive this additional funding and support but are not sure whether the school are aware of this, please speak in confidence to Deborah Smethurst Pastoral and Attendance Officer.

| Disadvantaged pupils | Pupil premium per pupil |
|--|--------------------------------|
| Pupils in year groups reception to year 6 recorded as Ever 6 free school meals | £1,345 |
| Pupils in years 7 to 11 recorded as Ever 6 FSM | £935 |
| 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 | £2,345 |
| 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 | £2,300 |

| 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 | £310 |

5. Funding 2020-21

| Funding 2020-21 | | £19,535 | | |
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| Item/Project | Cost | Objectives | Outcomes | Impact |
| 121 Literacy interventions Books resources | 260 | To get identified pupils back on track with reading skills and enjoyment , so they catch up with their peers and make continued progress | Long stay pupils make six months or more improvement bringing them closer to their | GCSE Results Functional Skills Eng. Level 1 100% of Year 11 passed |

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| | | | chronological reading age | Narrowing the gap to enable reintegration to a mainstream school |
| Early Exam entries Functional Skills | 1000 | All Year 11 attenders to sit Functional skills Eng. Level 1 Nov 2020 onwards | Improve confidence and self-esteem ready for GCSE Eng. Maths June 2019 | 100% pass rate Level 1 Functional Skills Eng./ Maths 4 Level 2 Maths passes to date |
| ELC Science | | Maths Level 1 Hard to reach none attenders contacted and encouraged to sit Functional Skills Maths level 1 | | 2 hard to reach PA have attended out of hours to sit level 1 Maths |
| Reward Trips | 300 | To celebrate achievement and success | Increased self esteem | Improved attendance and behaviour |
| Rewards vouchers Attendance | 380 | To celebrate good and improved attendance | Improved attendance | 3 non-attenders now engaged and attending Targeted pupils achieving 85% or more attendance |
| Uniform | 300 | Pupils take pride in their appearance and have a sense of ownership and belonging | Students feel that they are part of a school community | 100% pupils in full uniform |
| My Maths | 345 | Improved numeracy skills | Student feel more confident in Maths | All students with 45% above attendance achieve a pass in GCSE Maths or Entry level |
| Recovery curriculum Science / Maths / English | 5000 | Students will have accessed a robust recovery curriculum which has sought to reduce gaps in achievement 121 English , Maths and Science GCSE catch up lessons | Students will achieve at least in line with expectations across all subject areas across all Key Stages | The gap in achievement between pupil premium and non-pupil premium students will be significantly reduced in English Science and Maths GCSE results 2021 |

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| | | | | Assessment and monitoring data indicates progress |
| Extended work experience | 250 | Preparation for the working world | Increased self esteem | Increased employability skills |
| BKSB VLE | 2000 | To consolidate and enhance learning Promote independent learning | Timetable lessons during the school day Pupils have access at home for GCSE revision | Pupils actively involved in their learning GCSE results 2019-2020 |
| LUCID | 1200 | To baseline test all students on arrival Spelling comprehension reading | To have accurate baseline assessments in order to inform teaching and learning | Access arrangements in place for identified GCSE pupils GCSE results A-Gs 2020 – 98% |
| Boxing | 8000 | Alternative arrangements to engage hard to reach students | Pupils engaged in their learning and participating | 100% pupils engaged in the programme improved attendance |
| Transport | 500 | Support attendance for students | Improved attendance | Attendance above PRU national average 64.7% |

6. How we measure the impact of the Pupil Premium Funds

We will review both academic and emotional well-being data to assess the effectiveness of our spending. This is completed throughout the year as well as at the end of the year, using the widest possible range of data available to allow us to compare the progress of those who attract the premium against those who don't.

7. Review

To be reviewed at the first Governor Finance / Premises and Resource committee meeting each academic year.