



Engage | Motivate | Inspire

Trafford Alternative Education Provision

Pupil Premium Strategy Statement

2020-2021

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 concerning academic success but with 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 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 a 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 transitions.
- BKSB gap filling
- LEXIA reading enhancement

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 , laptops
- 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

- Enrichment opportunities

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 be eligible to receive this additional funding and support but are not sure whether the school is 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	£1,320
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

Academic Year	2020-2021	PP FSM /Deprivation	18,145	Post LAC	2,345	Total	£20,49
Number of Pupils eligible for PP	19	Date of most recent PP Review		September 2021	Date for next internal review of this strategy		Termly

Pupil Progress 7/8/9/10	Half termly progress data
Accreditation at Year 11 English	GCSE CAG Results 2020- 21
Accreditation at Year Maths	GCSE CAG Results 2020- 21
Accreditation at Year 11 Science	GCSE CAG Results 2020- 21

1. Disadvantaged pupil barriers to success	
A	Behaviour and social communication (self-regulation)
B	Communication and team work
C	Independence Skills
D	Mental-ill health (anxiety, anorexia , PTSD , school phobia ...)
E	Miss diagnosis /No diagnosis when one is required.
F	Lower levels of literacy and numeracy on entry for Pupil Premium students.
G	Social and economic background. Disadvantaged students nationally are making less progress than their more affluent peers across KS3 and KS4.

H	Nationally disadvantaged students are at a higher risk of permanent exclusion	
I	Lost Learning time due to COVID	
External barriers (which require action outside of school , such as low attendance rates and non- engagement		
J	Attendance rates of Pupil Premium entitled students are lower than non-Pupil Premium students	
K	Lack of student aspiration and lower resilience.	
L	Inconsistent systems for identifying barriers to learning such as the social and emotional challenges that students and families face outside of school, which will have a negative impact on their ability to access an education to the fullest extent	
M	Breakdown of family relationships	
O	Teenage Pregnancy	
Desired Outcomes		Success Criteria
Increase the aspirations of PP students		Strong Careers programme in place
Improve the attendance of PP students		This may be affected by COVID. Attendance is close to the national PRU average
GCSE and Functional skills passes		100% non-PA PP achieve passes in English Maths GCSE 1-9 Functional skills Level 1 Maths and English

Strategy aims for disadvantaged pupils 2021

		Target Date
% Grade 4+ in English and Maths	Exceed national PRU Average 4%	July 2021
% Grade 1-9 English and Maths	Exceed national PRU Average	July 2021

1. Education Priorities			
Objective	How funding will be spent	Rationale	How we will ensure it is implemented/monitored
To ensure that our English, Maths and Science curriculum is personalised to individual needs so that progress improves for all learners but in particular, for PP learners	Intervention sessions are targeted in Maths, English and Science for all PP learners.		Teaching and Learning quality assurance cycles. Department meetings specifically focusing on PP attainment and progress. Attendance at intervention sessions. Staffing in place for September 2020 Trainee Maths teacher additional SEND TA (supply)
To ensure that all students are able to access support, help and learning packages software to support their learning and progress.	My Maths BKSB Lexia SENECA	The EEF suggests the digital technology can have a marked impact on outcomes when used to consolidate	Timetabled BKSB lessons Functional Skills Results All PP have access to digital devices and connectivity

		learning (retrieval) alongside the impact of feedback.	
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2. Behaviour and Attitudes Priorities			
Objective	How funding will be spent	Rationale	How we will ensure it is implemented/monitored
To ensure attendance and punctuality is line with PRU National Average.	Reward Trips. Weekly celebration 100% attendance	Nationally the absence figure is increasing. Early intervention is crucial in identifying barriers and in supporting families to ensure all students attend the Academy	Attendance & exclusions data analysis and scrutiny. Termly attendance and safeguarding report to TAEP Management Committee Pastoral Meetings minutes
Targeted support for those pupils whose low self-esteem and emotional resilience is impacting on their academic progress	The effects of the pandemic and pupils' experiences of lockdown will be varied. For some it will have been a safe and enjoyable time and for others it will have been challenging and traumatic. Interventions are in place to support social, emotional & mental health wellbeing: Draw and talk therapy Tutor Trust counselling	TAEP has a high proportion of disengaged students who have had a negative experience of education	Appropriately skilled staff to meet the emotional needs of the pupils. Analysis is undertaken of intervention documentation to highlight improved outcomes for pupils SEND meetings to review impact of interventions

3. Personal Development Strategies

Objective	How funding will be spent	Rationale	How we will ensure it is implemented/monitored
<p>To provide opportunities of real life circumstances and occasions to explore, experience and discuss aspirations and appropriate progression routes.</p>	<p>Provide funding to ensure all students can attend aspirational/ curriculum related trips and visits including FE/post 16 college visits and essential GCSE</p>	<p>EEF suggests that this no impact in terms of progress but research suggests that student achievement is better when real-life contexts are used in learning.</p> <p>The DfE Nov 2015 briefing to school leaders states that, 'Schools can respond to the complexity of disadvantaged pupils' needs by ...(adopting) 'a whole school approach promoting learning which sets high aspirations for all pupils'.</p> <p>Disadvantaged students could miss out on enrichment visits, if funds prohibit, restrict or limit their potential to participate.</p>	<p>Participation and uptake monitored</p>

<p>Increase confidence, motivation and ambitions for the future.</p>	<p>Students have received impartial CEIAG and Post-16 provision is in place.</p> <p>Careers Advisor from Positive Steps attends school and this forms part of service level agreement. Focussed support and career progression into apprenticeships.</p>	<p>To ensure disadvantaged students have access to high quality, impartial careers guidance and advice and are supported with application processes</p>	<p>Pupil Premium students invited for careers interviews first and subsequent in house follow-up interviews scheduled.</p>
<p>To celebrate the success of PP learners in line with TAEP Behaviour Policy at weekly assemblies</p>	<p>Provide funding for PP students to take part in half termly reward activities</p>	<p>Using motivational strategies to recognise learning and progress will contribute to increased self regulation</p>	<p>All students small steps recognised during fortnightly Pastoral Meetings and daily morning and afternoon briefing</p> <p>Class Dojo used to celebrate achievements</p>

	Intervention	Cost	Intention	Outcomes	Impact
Education Priorities	Books resources 121 Literacy interventions	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 chronological reading age	GCSE Results Functional Skills English Level 1 100% of Year 11 who sat the exams passed Narrowing the gap to enable reintegration to a mainstream school
	Early Exam entries Functional Skills	1000	All Year 11 attenders to sit Functional skills English and Maths Level 1 Nov 2020 onwards Maths Level 1 Hard to reach none attendees contacted and encouraged to sit Functional Skills Maths level 1	Improve confidence and self-esteem ready for GCSE CAG English Maths . Further validation of ability	100% pass rate Level 1 Functional Skills English Maths 4 Level 2 Maths passes 2 hard to reach PA have attended out of hours to sat level 1 Maths 1 also sat Level 1 English
	My Maths	345	Improved numeracy skills	Students feel more confident in Maths	All students with 45% above attendance achieve a pass in GCSE Maths or Entry level
	Recovery curriculum Science /	3000	Students will have accessed a robust recovery curriculum that	Students will achieve at least in line with	The gap in achievement between pupil premium and non-pupil premium students will be significantly reduced in English Science and Maths

	Maths / English		has sought to reduce gaps in achievement 121 English, Maths and Science GCSE catch up lessons SENECA purchased	expectations across all subject areas across all Key Stages	GCSE results 2021 Assessment and monitoring data indicates progress
	SEND	2000	To consolidate and enhance learning Promote independent learning	Timetable intervention lessons during the school day Pupils have access at home for GCSE revision	Pupils actively involved in their learning GCSE results 2020- 2021
	LUCID	394.60	To baseline test all students on arrival Spelling comprehension reading	To have accurate baseline assessments to inform teaching and learning	Access arrangements in place for identified GCSE pupils GCSE CAG results in A-Gs 2021 – 98%
Behaviour and Attitudes	Form Reward Trips	770.40	To celebrate achievement and success	Pupils successfully access trip and gained in social skills. Increased self-esteem	Improved attendance and behaviour
	Uniform	300	Pupils take pride in their appearance and have a	Students feel that they are	100% of PP pupils in full uniform

			sense of ownership and belonging	part of a school community	
	Boxing	8000	Alternative arrangements to engage hard to reach students	Non-attender pupils engaged in their learning	100% pupils engaged in the programme improved attendance
Personal Development	Educational Psychologist	2000	Use of Local Authority SLA for Educational Psychologist assessments to enable pupils need to be more accurately met.	Accurate diagnosis of SEND	EHCP in place Students move on to an appropriate specialist setting
	Extended work experience	250	Preparation for the working world	Increased self-esteem	Increased employability skills
	Enrichment Encounters and teambuilding	1850	To develop pupils understanding of self-awareness team work, Respect, Enjoyment, Discipline and Social Skills Support attendance for students Trips Linett Clough Indoor cycling Bowling Manley Meir Charity Shops Cheadle Candle and Soap making	Improved motivation and attendance	Improved mental well being
	Transport	320	Support attendance for students	Improved attendance	Attendance above PRU national average 64.7%

5. 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.

6. Review

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

Review: last year's aims and outcomes

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At TEAP we are continuing to develop a set of strategic interventions in a diversity of areas such as: raising attainment, improving attendance and punctuality, reading recovery, and Personal and Social development. Part of our Pupil Premium funding will continue to be invested in resourcing these successful interventions which will be identified throughout the year

School Year 2019-20

Aim	Outcome
Use of Class Dojo to celebrate achievement and small steps	Increased motivation, self-esteem and attendance
Enrichment activities and trips	Pupils successfully access trip and gained in social skills.
Use of CPOMS to monitor behaviour	Behaviour tracking and understanding of key areas.
Counsellors and Educational Psychologists	Bespoke support individual pupils with emotional behavioural issues and re-esteem.
Functional Skills Early Entry	100% students attendance over 4% achieve English/Maths GCSE or Functional skills

Appendix 1. Year 11 PP Cohort CAG



Outcomes

PP	EHCP		English 4-9		Maths 4-9	
13	8	61.5%	7	53.8%	8	61.5%
			English 1-9		Maths 1-9	
			11	84.6%	12	92.3%

LET'S CELEBRATE

Our highest achievement student was PP achieving 7 Grade 5 and above CAG GCSE passes

5	1
6	1
7	3
8	2

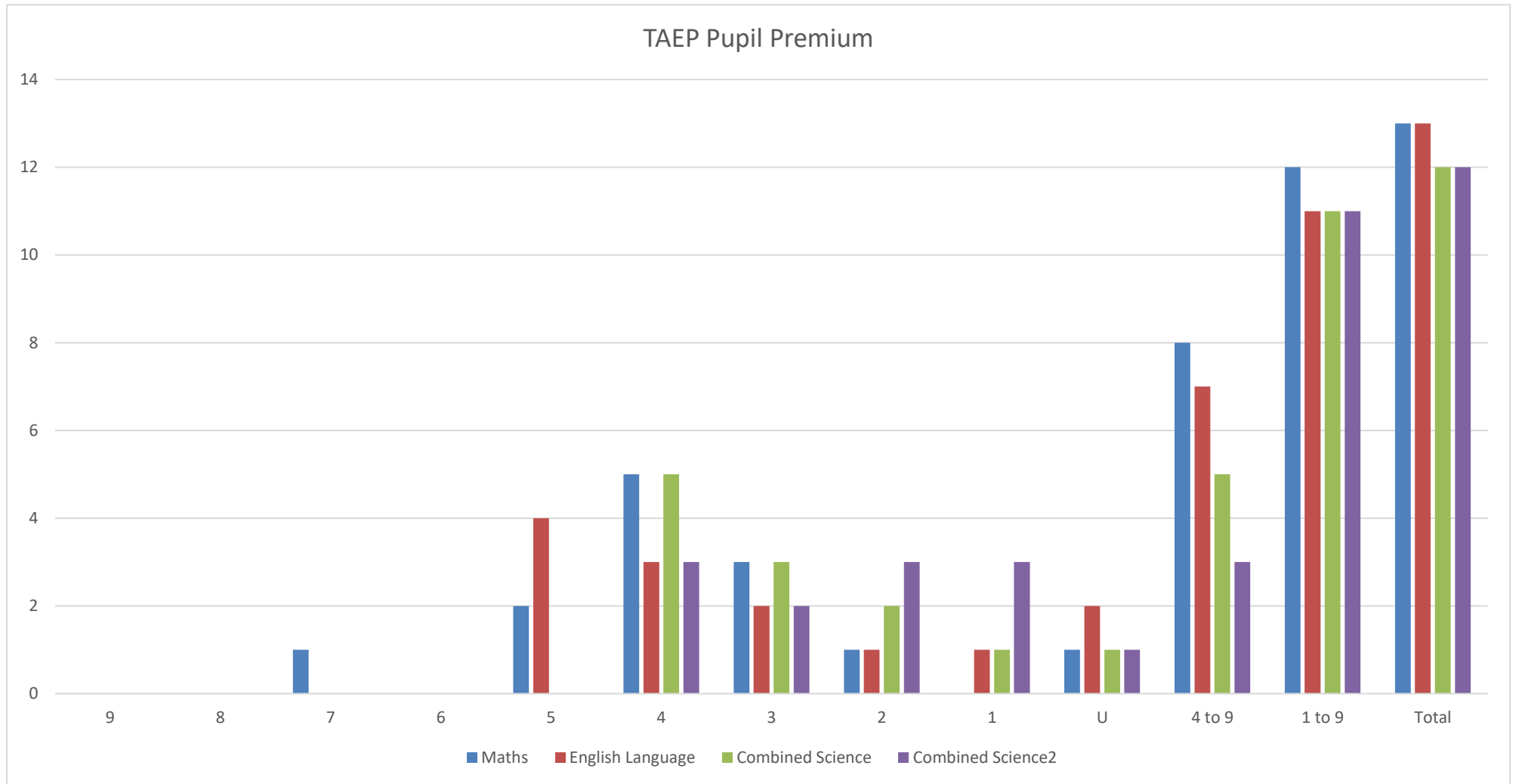
TAEP Pupil Premium

Surname	Attendance	Gender	PP	EHCP	SEN	EAL	BAME	OTHER	Maths	English Language	English Literature	Combined Science	Combined Science 2	Biology	Chemistry	Physics	Travel	Stats	ESOL English	Psychology	Photography	Art Fine	No Exams	4-9	1-9
1.	37.7	F	X						3	3		3	2					2					5	0	5
2.	52.4	M	X	X					5	4		4	3										4	3	4
3.	38.2	F	X	X	X		X		3	2		2	1										4	0	4
4.	81.1	M	X	X	X		X		2	1		2	1										4	0	4
5.	86.7	F	X	X			X		4	5		4	4				3						5	4	5
6.	38.4	M	X				X		5	5		4	4				5	4					6	6	6
7.	21.3	M	X			X	X		4	0		1	1										4	1	3
8.	30.1	M	X	X			X		3	3		3	2										4	0	4
9.	83.0	M	X	X			X		4	5		4	4				3						5	4	5
10.	2.5	F	X						0	0		0	0										4	0	0
11.	36.8	M	X		X				4	4	5	3	2				4	4		2			8	5	8
12.	71.6	F	X	X					7	5				8	7		6	7		8			7	7	7
13.	76.9	M	X	X					4	4		4	3										4	3	4

TAEP Pupil Premium

TAEP Pupil Premium																
Art Fine	Photography	Psychology	ESOL English	RE (Full)	Re (Short)	Stats	Travel	Physics	Chemistry	Biology	Combined Science 2	Combined Science	English Literature	English Language	Maths	Entries
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	8
0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	7
0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	6
0	0	0	0	0	0	0	1	0	0	0	0	0	1	4	2	5
0	0	0	0	0	0	2	1	0	0	0	3	5	0	3	5	4
0	0	0	0	0	0	0	2	0	0	0	2	3	0	2	3	3
0	0	0	1	0	0	1	0	0	0	0	3	2	0	1	1	2
0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1
0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	1	U
0	0	1	0	0	0	3	3	0	1	1	3	5	1	7	8	4 to 9
0	0	2	0	0	0	4	5	0	1	1	11	11	1	11	12	1 to 9
0	0	2	0	0	0	4	5	0	1	1	12	12	1	13	13	Total

TAEF Pupil Premium																
Art Fine	Photography	Psychology	ESOL English	RE (Full)	Re (Short)	Stats	Travel	Physics	Chemistry	Biology	Combined Science 2	Combined Science	English Literature	English Language	Maths	Entries
		0.0%				0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	9
		50.0%				0.0%	0.0%		0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8
		0.0%				25.0%	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.7%	7
		0.0%				0.0%	20.0%		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6
		0.0%				0.0%	20.0%		0.0%	0.0%	0.0%	0.0%	100.0%	30.8%	15.4%	5
		0.0%				50.0%	20.0%		0.0%	0.0%	25.0%	41.7%	0.0%	23.1%	38.5%	4
		0.0%				0.0%	40.0%		0.0%	0.0%	16.7%	25.0%	0.0%	15.4%	23.1%	3
		50.0%				25.0%	0.0%		0.0%	0.0%	25.0%	16.7%	0.0%	7.7%	7.7%	2
		0.0%				0.0%	0.0%		0.0%	0.0%	25.0%	8.3%	0.0%	7.7%	0.0%	1
		0.0%				0.0%	0.0%		0.0%	0.0%	8.3%	8.3%	0.0%	15.4%	7.7%	U
		50%				75%	60%		100%	100%	25%	42%	100%	54%	62%	4 to 9
		100%				100%	100%		100%	100%	92%	92%	100%	85%	92%	1 to 9
		100%				100%	100%		100%	100%	100%	100%	100%	100%	100%	Total



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